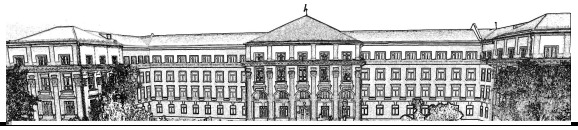

ПЕДАГОГИКА – PEDAGOGY

UDC 37.042
IRSTI 14.85
DOI 10.37238/1680-0761.2022.86(2).84

[1]Rybakov Dmitry*, [2]Rybakova Elena, [2]Sultanova Rosa,
[2]Gayazova Gulshat, [2]Kutdusova Anastasia

[1]Interregional Interdepartmental Internet-living room "White Speech", Beloretsk, Russia
[2]Bashkir State University, Ufa, Russia

***Correspondence:** drk17@yandex.ru

E-mail: drk17@yandex.ru, evrybakova19@mail.ru

INTERACTIVE RESOURCES FOR DEVELOPING SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Annotation. The ambiguity of development trends, the use of communicative resources and the needs of society, the child population, especially students with disabilities, are increasingly attracting public attention and scientific interest to digitalization, distance, discreteness and multiplicity of social and educational content. Corrective aspects of this register are becoming urgent. A research team from the Republic of Bashkortostan is studying the resource components of the information and technical transformation of society in relation to providing targeted support for children with disabilities and the correlating positions of these two global factors of cultural and technical progress. Both directions are evolutionarily significant for mankind, one way or another are considered in the context of the scientific interests of the collective, philosophically and methodologically substantiated and have caused considerable resonance among the scientific community and specialists. The need for personal cognitive territory, personal information technology history meets the immediate right of a child with impaired development to self-position their knowledge, to choose, control and regulate social educational tools, to the interactive nature of the learning paradigm, and corresponds to the principle of a barrier-free environment, a leading guideline in the development of targeted accompaniment of children and adults of various nosological groups.

The need for hardware reinforcement and tutor's provision of personal territory, personal interactive history in children with disabilities, and perhaps with respect to regulatory development indicators, as well as some categories of adults, is given in this aspect by the basic principles of L.S. Vygotsky - overcompensation of disorders, the affective component of learning and others.

The wide coverage of various circles of social and educational space with the participation of scientists, teachers, students, parents of disabled children, children with special educational needs, public figures allows us to observe the systemic effectiveness of the approach developed by the BashSU team and the potential for future research and implementation.

Keywords: interactive; information-technical; special educational needs; positioning; development; personal territory.

Introduction

For a number of years, society, state management entities, educational institutions have been massively mastering the digital space of administration, information, and operational cooperation.

Educational systems analyzed the risks and resource component of the information technology format of educational employment for children and adults in partial and complex actualization, developed methodological approaches and monitoring tools. At the same time, groups of students, whose needs and requests for online education were especially high, even relative to the overall picture of information technology expansion.

Materials and methods of research

At first, groups of children with indications for home education were more representative here, but the escalation of autistic signs in students has systematically changed the picture. Our observations confirm the remarks of practitioners that the diagnosis of autism spectrum disorders (ASD) was largely based on increasing the communicative capabilities of the family educational environment by digital means that allow enriching the possibilities of establishing alternative communication and varying traditional components of communication, reducing psycho-emotional and diagnostic risks. For example - social, pedagogical negativism, overdiagnosis of intellectual disability and other aggravating perversions of accompaniment.

It is natural to expect that the digitalization of education and other spheres of human employment will develop more and more, changing, in turn, the existence of humanity itself, in varying degrees of favor.

Modern problems of diagnosis and targeted support of children with special educational needs demonstrate systemic growth both in quantitative terms and in the complex nosological component. The search for ways of understanding, goal-setting, organizational and technological means of improving the situation involves correlating the efforts of researchers, practitioners, the public with the capabilities and demands of modern times. As the long-term observations of our scientists show, many phenomena and processes of the population plan are strongly correlated now with the development of socio-economic and technological processes.

Information and technological aspects of global social and economic development occupy a special place in terms of the severity of the correlation effect.

Effective use of such synergistic components of the global level in the interests of targeted support for children with disabilities is the task of the current and future period

The target group of our project is children in a situation of barrier residence in various formats, causes, periodicity (limited health, including communication, sensorimotor nature, unevenly developing age competences, including gifted children, children in difficult bilingual situations, and long-distance from the educational, family environment in connection with surgical treatment).

Often, the speed of presentation, request for information, intersubjective employment component, and the fact of external control are not suitable for children. There is also a tendency of the resolving role of the electoral situation for the child, when the very fact of the possibility of choice, its own controlling role reduces the protest intensity, depreciates dramatic expectations and hysterical readiness

The deprivation of the cognitive component of life activity in children of early and younger preschool age is especially acute due to the peculiarities of age (formation of cognitive activity, communicative limitations), and insufficient maintenance conditions in institutional terms.

The object of the basic need and the right of the child is the personal territory of employment, the subject component of the activity, its own digital history.

According to our surveys and the experimental part of the project, the principle of sovereign territory allows the formation of self-positioning elements for a child with communicative, mnestic, and mental disorders [1], to develop control over personal social and educational space and a request for the expansion of digital territory

Initially, the informative component of a child’s personal informational and technical device is mainly represented by video materials - for reasons related to the peculiarities of the child’s

perception, because the main focus of the project takes into account the interests of young children, children with severe developmental disabilities, who have difficulties in mastering the initial world perception

Accordingly, at first, realistic images, static and plastic, are more effective, the time of abstracted objects will come later, although the pilot complicating elements must be present in the child's everyday life at least optional, due to some probability of taste predisposition, peculiarities of perception and preferences of an objective nature, possible operational circumstances, and also as a condition for the realization of the right of the child to the future guidelines of the cultural plan.

It is necessary to select devices that are as simple and safe as possible, the initiative to use is mostly child, the participation of adults is desirable at the request of the child, this is his territory. The experience of working with various categories of children, including gifted ones, confirms that tolerance does not accidentally win leading positions in the structure of the socio-educational paradigm, since classical approaches are less effective even when accompanied by children in relation to normative development.

In general, the initial package of materials of a traditional thematic content: family (it is desirable to replace pictures from an imaginary family with subjects from the child's own family), man, the plant world, the animal world, tools - equipment - electronic devices - more complex technological complexes, public life.

It is obligatory included - a small section of perspective content, to identify the integrative component of the child's cognitive status, as well as to form transitional mechanisms for self-development of employment and child positioning, in accordance with the modern paradigm of the student's educational resources.

A complex package of materials, text, voice, and interlingual support, as well as operational capabilities, an internal network and controlled access to the Internet are developed in advance, mainly based on the links set up and a delicately agreed request of the child.

Based on the organization's capabilities, tutor support here can be organized in the classic version - and indirectly, remotely, as well as in an integrating format

The coordination, development and implementation of materials in the presence of children, the diagnosis of their relationship, the effectiveness of the materials, the productivity and expediency of cooperation are purposefully organized and maintained. Efforts are made to reflect the elements of the child's interest, initiative, and emotional response in the content of the personal information module and the accompanying adult activities.

Negative reactions are analyzed, interpreted, reflected in the materials of the module, and the activities of the environment as diagnostically significant features and directions of research, as well as for informational optimization, if necessary - depreciation and project stabilization (for example, if a child has a fear of male faces and images then a more benign environment is organized around him, then a soft re-emphasis of the child's ideas and expectations in favor of clear images and experiences with males).

It should be taken into account and to identify as much as possible optimizing approaches associated with spontaneous children's play creativity: once, after watching Freddy Kruger films, children, after rearing, began to play catch-up ("little words"), shouting: Freddy Krueger, catch up!

However, even less dramatic, but intense stimulus images can be subjected to targeted regulation, if the psycho-type and current state of the child inspire certain fears. Thus, a number of mothers noted the excessive fixation of children on the scenes of fights and tough sports, demanding from others to repeat the viewing of such scenes, independently identifying television channels, showing hysterical and aggressive reactions. As a rule, such reactions are observed against the background of a persistent pathology of a neuropsychic nature, and by itself it is problematic to control the child's condition, especially in the early and preschool years, and the consequences of inadequate correction and optimization are dramatic. Our consultants in this project, in addition to, of course, the obligatory traditional methods of reducing tensions, searching

for effective means of distraction and persuasion, temporal regulation of the situation, suggested parents delicately devalue and decentralize child-fixing objects and directions. A good help and a motivating excuse here are the personal experience and personal interests of an adult. For example, a motor-literate person may focus the child's attention on more advantageous methods of action, on the fact that the cascade of apparent efficiency is performed (although the child is annoyed at the same time, but we dose it). If an adult is well versed in staging and evaluating a show, he will add soft criticism to the impressions of the child, and not only a negative plan. The parent doctor will tell the child the names of the muscles, then their function. Being close to the child, if we are not able to distract, we can adjust, if not all the circumstances of viewing, then the most intense, and then provide the necessary reduction in arousal, just as by watching the child's scissors turning, we are ready to save him from too much injury and provide, if necessary, first aid.

Soft, unobtrusive, especially for children, with autistic manifestations, presenting relevant objects to objects: pictures, books on various topics, voluminous objects, tools, plants and animals - stimulating direct and targeted reactions of children, marking re-introduction and productive reflection in activity

It should be borne in mind that for children there are value and individual, immediate interests, personal experience, problems of surrounding adults [2, 3, 4], a specific exchange of links and content - even if the children do not demonstrate interest. If a child offers a link in response to your suggestions, it is important, if possible, to reasonably find the motives for which this link is interesting and useful for you, and over time, you will ask permission to share it with other people. A child has the right to give gifts, and the fact that for some categories of children such an opportunity is quite minimal is not should remain only their problem.

Duplicate film samples after family viewing, training and correction modules, variable reflections and fantasy repetitions are diagnostically and mnistically important for individual access.

Gradually, the sections are more extensive and expanded, humorous, corresponding to the manifested interests, tastes, style of the child.

The film library, music content are selected as integratively as possible, real tools and objects of productive activity are provided.

Thus, in a mode that is sparing for the child and the environment, it is not costly, it is not necessary, in the form of improvisation the subject-conceptual, reference, logical components of orientation in the surrounding world, communication, and thinking are mastered.

At an accessible level, playing, children learn to control the speed, sound accompaniment of the content, and later - the image quality: contour variations, combining and superimposing images, various transformations with technological modules.

We prepare them independently or in a related format to develop alternative materials, games and original elements of digital employment.

Musculoskeletal insufficiency, like sensory dysfunction, primarily determines the problems of temporary, subject-conceptual, operational disagreement of cognitive and communicative processes. However, it is necessary to take into account the specifics of ensuring motor, psychomotor acts. Modern science considers such concepts as "motor amnesia."

Children with severe developmental disorders now need an extensive range of diverse conditions to compensate for the lack of praxis, including personally controlled and positioned. Therefore, when organizing a personal information technology development area, one should be ready to realize their respective needs and rights.

As the mothers of our projects say, "At least the children have the right to understand in silence, what is happening to them and what they themselves would like to undertake." Meanwhile, the experience of domestic psychotherapists in self-control of children onset of epileptic seizures is already known, and in some clinics, children with cerebral palsy show pictures of the processes occurring in their brain, believing that the self-regulation mechanisms may exceed our understanding of them [5].

Thus, the pictures of free and hardware-supported movement of people, animals, models can and should become a support for the improvement of motor function and other mechanisms of development, compensation, adaptation, in the self-organized activities of children.

The technological unity of information devices and the presence of an internal network initiates spontaneous activity of children, research and communication [6]. Our everyday life, our educational tradition is not sufficiently focused on the actualization of this particular side of child employment and thus forcing the mechanisms for the development of children to choose the extensive path [7, 8].

Research results

Studies conducted at the Department of Pedagogy of the Faculty of Psychology of Bashkir State University with the participation of specialists from educational organizations, students, parents of children of various nosological groups, the public, have shown that with the use of this approach, the effectiveness of socio-educational and other activities increases significantly, and in the psycho-emotional aspect - especially significant. Of course, provided a harmonious combination of spontaneous and targeted activity. And this is true for both children with disabilities and their peers for more regulatory development.

We intend to expand the scope of application of this approach primarily to children who do not attend educational organizations.

Significant opportunities are opening up in the format of inclusive education, home-based and home schooling.

The specific specifics of escorting children in the conditions of rehabilitation centers also makes it possible to significantly improve the psycho-emotional state of children, to optimize their cognitive development and personal development, provided that such an information anchor is used.

In relation to children who are in the conditions of the child's home, it is important that the presence of adults and the comprehensive socio-educational accompaniment is directed mainly at the mediated processes of the cognitive sphere. Meanwhile, as an electronic isolation, sovereign information territory contributes to the formation of precisely the spontaneous component [9, 10] of employment, direct response and positioning, elements of creative activity.

It makes sense to explore the possibilities of this approach for some other categories of people with limited mobility, for example, those suffering from amnesia.

Including, as a possible reference module for attracting the attention of others to a specific problem, will help overcome the handicapped citizen of communication obstacles.

Thus, we are witnessing a huge number of large groups of children who need a diverse, variably proposed and selectively mastered resource of the socio-educational and technologically-substantive plan.

In quantitatively and qualitatively, groups of children with special educational needs and people with limited mobility in general are constantly growing, the corresponding problems become more complex, both categorical and individual-personal needs are multiplied and vary, but they need to be developed, interpreted, created and maintained for self-positioning. These aspects and the corresponding problems consistently coincide in severity and dynamism with the informatization of social being and breakthrough technological processes of a global nature

To correlate and harmonize these two areas of human development — the growth and complication of categories of children with special educational needs and the information technology transformation of society — is an extremely difficult, but urgent task. Implementing it at a minimum will significantly optimize the quality of life of the target research groups, their families, as well as broad social circles At the same time, a compensatory, supercompensatory resource in addressing actualization is not indifferent to the information technology field itself, due to the social orientation of this activity, the highly creative task of cooperation in this problem field, according to this methodological approach, and the targeted development of the social and legal component of social relations.

Conclusion

Time, distantness, intersubjective communication component [11], delineation and compatibility of components, relative and categorical importance of information, perspective in relation to their own personal sovereign territory [12] - definition relating to themselves and mood, self-positioning, reflection and satisfaction from a previously obtained aftertaste self-activity with data online resource.

Such a systematized modifiable informatorium can become a leisure or operational distraction from the growing, negative experiences and expectations of citizens suffering from various pathologies and concomitant disabilities. Sometimes people are shy, even with temporary dysfunction of speech, memory, logic, for example, with aphasia [13]. For example, finding and recovering resources that may be useful can be optimized and streamlined.

Of course, this may be due to a situation where people can completely refuse to communicate. As experience and the principle of unity of psychological processes with insufficient development of children show. The participants of our study.

Correlating aspects of technological transformation and changes in the human population, needs, demands, human abilities in the interaction of two global processes acquire evolutionary significance, largely optimizing social expectations, readiness, the degree of maturity of the society itself.

Thanks

The authors are grateful to colleagues and volunteers who took an integral part in conducting surveys, discussing problematic issues of the study, in experimental and technical work. Many thanks to the parents of children with special educational needs who agreed to take part in the purposeful and experimental stages of the research and who have shown creativity, dedication and patience in the process of cooperation. A grateful gratitude to the children participating in the project, many of whom were quite difficult to be active in the proposed circumstances due to the peculiarities of development and communicative readiness.

Special thanks to the leadership of the Bashkir State University, whose scientific and public climate ensures the openness and viability of university science.

Рыбаков Д.Г., Рыбакова Е.В., Султанова Р.М., Гаязова Г.А., Кутдусова А.А.

ИНТЕРАКТИВНЫЕ РЕСУРСЫ ДЛЯ РАЗВИТИЯ ПОДДЕРЖКИ УЧАЩИХСЯ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

Аннотация. Неоднозначность тенденций развития, использование коммуникативных ресурсов и потребностей общества, детского населения, особенно учащихся с ограниченными возможностями, все больше привлекают внимание общественности и научный интерес к цифровизации, дистанционности, дискретности и множественности социального и образовательного контента. Корректирующие аспекты этого реестра становятся все более актуальными. Исследовательская группа из Республики Башкортостан изучает ресурсные компоненты информационно-технической трансформации общества в связи с оказанием адресной поддержки детям с ограниченными возможностями и взаимосвязанными позициями этих двух глобальных факторов культурного и технического прогресса. Оба направления являются эволюционно значимыми для человечества, так или иначе рассматриваются в контексте научных интересов коллектива, философски и методологически обоснованы и вызвали значительный резонанс среди научного сообщества и специалистов. Потребность в личной когнитивной территории, персональной истории информационных технологий соответствует непосредственному праву ребенка с нарушениями развития самостоятельно позиционировать свои знания, выбирать, контролировать и регулировать социальные образовательные инструменты, интерактивному характеру парадигмы обучения и соответствует принципу безбарьерной среды, ведущему

ориентиру в развитии целенаправленного сопровождения детей и взрослых различных нозологических групп.

Необходимость аппаратного подкрепления и предоставления преподавателем личной территории, личной интерактивной истории у детей с ограниченными возможностями и, возможно, в отношении показателей нормативного развития, а также некоторых категорий взрослых, в этом аспекте определяется основными принципами Л.С. Выготского - сверхкомпенсация расстройств, аффективный компонент обучения и другие.

Широкий охват различных кругов социального и образовательного пространства с участием ученых, преподавателей, студентов, родителей детей-инвалидов, детей с особыми образовательными потребностями, общественных деятелей позволяет нам наблюдать системную эффективность подхода, разработанного командой БашГУ, и потенциал для будущих исследований и внедрения.

Ключевые слова: интерактивный; информационно-технический; особые образовательные потребности; позиционирование; развитие; личная территория.

Рыбаков Д.Г., Рыбакова Е.В., Султанова Р.М., Гаязова Г.А., Кутдусова А.А.

ЕРЕКШЕ БІЛІМ БЕРУ ҚАЖЕТТІЛІКТЕРІ БАР ОҚУШЫЛАРДЫ ҚОЛДАУДЫ ДАМЫТУҒА АРНАЛҒАН ИНТЕРАКТИВТІ РЕСУРСТАР

Аңдатпа. Даму тенденцияларының екіұштылығы, қоғамның, балалардың, әсіресе мүмкіндігі шектеулі студенттердің коммуникативті ресурстары мен қажеттіліктерін пайдалану, цифрландыруға, қашықтыққа, дискреттілікке және әлеуметтік және білім беру мазмұнының көптігіне қоғамның назарын және ғылыми қызығушылығын арттырады. Бұл тізілімнің түзету аспектілері барған сайын өзекті болып келеді. Башқұртстан Республикасының зерттеу тобы мүмкіндігі шектеулі балаларға атаулы қолдау көрсетуге және мәдени және техникалық прогрестің осы екі жаһандық факторларының өзара байланысты ұстанымдарына байланысты қоғамның ақпараттық-техникалық қайта құрылуының ресурстық компоненттерін зерттейді. Екі бағыт адамзат үшін эволюциялық тұрғыдан маңызды, олар ұжымның ғылыми мүдделері тұрғысынан қарастырылады, философиялық және әдіснамалық негізделген және ғылыми қауымдастық пен мамандар арасында айтарлықтай резонанс тудырды. Жеке танымдық аумаққа, ақпараттық технологиялардың жеке тарихына деген қажеттілік даму қабілеті бұзылған баланың өз білімін дербес орналастыру, әлеуметтік білім беру құралдарын таңдау, бақылау және реттеу құқығына, оқу парадигмасының интерактивті сипатына сәйкес келеді және кедергісіз орта принципіне сәйкес келеді, әртүрлі нозологиялық топтардың балалары мен ересектерін мақсатты қолдауды дамытуда жетекші нұсқаулық болып табылады.

Аппараттық күшейту және мұғалімнің мүмкіндігі шектеулі балалардағы жеке аумағын, жеке интерактивті тарихын қамтамасыз ету қажеттілігі және, мүмкін, Нормативтік даму көрсеткіштеріне, сондай - ақ ересектердің кейбір санаттарына қатысты, осы аспект бойынша Л.С. Выготскийдің негізгі принциптерімен анықталады-бұзылулардың шамадан тыс компенсациясы, оқытудың аффективті компоненті және басқалары.

Ғалымдардың, оқытушылардың, студенттердің, мүгедек балалардың ата-аналарының, ерекше білім беру қажеттіліктері бар балалардың, қоғам қайраткерлерінің қатысуымен Әлеуметтік және білім беру кеңістігінің әртүрлі шеңберлерін кеңінен қамту Башму командасы әзірлеген тәсілдің жүйелі тиімділігін және болашақ зерттеулер мен іске асырудың әлеуетін байқауға мүмкіндік береді.

Кілт сөздер: интерактивті; ақпараттық-техникалық; ерекше білім беру қажеттіліктері; позициялау; даму; жеке аумақ.

REFERENCES

[1] Sultanova, R.M., Gayazova, G.A. & Rybakova, E.V. (2015) Konkursnaja razrabotka igr i metodik na 2015 - 2017 gody [Competitive development of games and methods for the years 2015 - 2017] New knowledge, Belarus [in Russian].

[2] Rybakova, E.V., Sultanova, R.M. & Gayazova, G.A. (2018) Sovremennye uslovija dlja razvitija professional'nyh kompetencij budushhih specialistov Modern conditions for the development of professional competencies of future professionals [Actual problems of psycho-pedagogical and medical-social support of higher education: the integration of science and practice] Proceedings of the V Interregional scientific-practical conference with international participation, Khabarovsk [in Russian].

[3] Sultanova, R.M., Gayazova, G.A. & Rybakova, E.V. (2017) Sovremennyj lichnostno-pravovoj aspekt adresnogo soprovozhdenija detej s RAS [The modern personal-legal aspect of targeted support for children with ASD] The final collection of materials of the Second Congress of defectologists, Moscow [in Russian].

[4] Sultanova, R. M., Gayazova, G. A. & Rybakova, E. V. (2017) Izuchenie i razvitie resursov sotrudnichestva vzroslyh, soprovozhdajushhih rebjonka s RAS [Studying and developing resources for cooperation of adults accompanying a child with ASD] The final collection of materials of the Second Congress of Defectologists, Moscow [in Russian].

[5] Rybakova, E.V., Rybakov, D.G., Sultanova, R.M., Gayazova, G.A., Akubekova, G.D. & Rezyapov, R.A. (2015) Korrelirujushhie pozicii informacionnogo razvitija sociuma i nejropsihicheskogo sostojanija podrastajushhih pokolenij [Correlated positions of informational development of society and the neuropsychic state of the younger generations] - Proceedings of the VIII International Scientific and Practical Conference "Education: Tradition and Innovation", Prague, World Press [in Russian].

[6] Rybakova, E.V, Sultanova, R.M., Gayazova, G.A. & Rybakov, D.G. (2018) Dialogicheskoe myshlenie kak sovremennyj produkt jevoljucii kognitivnyh funkcij cheloveka [Dialogue thinking as a modern product of the evolution of human cognitive function] - journal SPV pedagogical-views, July [in Russian].

[7] Rybakov, D. G. & Rybakova, E.V. (2016) Territorija RAS. Zashhishhjonnye ot suetnosti [ASD territory. Protected from vanity] Retrieved from Ridero.ru [in Russian].

[8] Rybakova, E.V., Sultanova, R.M. & Gayazova, G. A. (2015) MODULING OF CONTACT WITH OF CHILDREN WITH ASD AND MANIFESTATIONS OF NEGATIVISM DIDACTIC. - Proceedings of the VII International Scientific and Practical Conference "Education: Tradition and Innovation", Prague, World Press [in English].

[9] Rybakova, E.V., Sultanova, R.M. & Gayazova, G.A. (2017) Improvizacii v seti kak razvivajushhij, diagnostiko-korrekcionnyj komponent obrazovatel'noj dejatel'nosti rebjonka [Improvisations in the network as a developing, diagnostic and correction component of the educational activity of the child] - ITO-Arkhangelsk, Retrieved from http://ito2017.onedu.ru/stuff/report_detail.php?ID=1054071&back=/stuff/index.php&IBLOCK_ID=621 [in Russian].

[10] Rybakova, E.V., Sultanova, R.M., Gayazova, G. A. O znachenii kaprizov v zhiznedejatel'nosti i razvitii detej s ogranichennymi vozmozhnostjami zdorov'ja [About the significance of whims in the life activity and development of children with disabilities] - XXIX International Scientific and Practical Conference: “Results of research activities 2017: inventions, methods , innovations ” Retrieved from http://olimpiks.ru/d/1340546/d/ind29.pdf [in Russian].

[11] Rybakova, E.V., Sultanova, R.M., Gayazova, G.A., Rybakov, D.G. (2019) Primenenie zvukov, izdavaemyh zhivotnymi, dlja stimuljacii rechevoj aktivnosti detej [The use of sounds from animals to stimulate the speech activity of children]. - Scientific research, discovery and development of

technology in modern science. Materials of the international scientific-practical conference, Moscow, V.2, p. 229 [in Russian].

[12] Rybakova, E.V., Sultanova, R.M. & Gayazova, G.A. (2018) Lichnoe vremja, lichnaja territorija rebjonka s OVZ - osnovnye sostavljajushhie ego social'no-dejatel'nostnogo opredelenija v obrazovatel'nom prostranstve [Personal time, personal territory of a child with disabilities is the main components of his social activity definition in the educated space] - Problems of socialization and individualization of the individual in the educational space. - Materials of the international scientific-practical conference, Belgorod, p. 291 [in Russian].

[13] Rybakova, E.V, Sultanova, R.M., Gayazova, G.A. (2019) Vlijanie cifrovyh sredstv kommunikacii na kachestvo zhiznedejatel'nosti, udovletvorennost' zhizn'ju i oshhushhenie vkljuchjonnosti pozhilyh ljudej [Influence of digital communication on the quality of life, life satisfaction and the presence of elderly people] Culture and Technology. Volume 4. Vol. 1. P. 30-34. Retrieved from http://cat.ifmo.ru/ru/2019/v4-i1/184 (access date: 15.7.2019) [in Russian].