



Individualization of Psychological and Pedagogical Support of Primary School Students with Developmental Delay in the Process of the Federal State Educational Standard Mastering

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Abstract

In the paper, on the example of children with developmental delay, the relevant issues of individualization of psychological and pedagogical support of primary school students with intellectual disabilities are considered. It contains the results of the theoretical analysis of scientific literature on the problem and the data of the authors' own practical research, confirming the opinion about the individualization of the content and organizational aspects of education of primary school students with developmental delay as a mandatory condition for the provision of educational services at the level required today by the state for the education of children with disabilities. The results of the theoretical analysis indicate the relevance of the issues of individualization of support and the need for further development of key concepts of the problem; the results of the practical research indicate the possibility of further abolition of special recommendations for the development of the general education program of primary general education for mentally challenged students with timely individualization of support at the initial stages of education of this contingent of students.

Keywords: developmental delay, Federal State Educational Standard of Primary General Education, individualization, primary school students, psychological and pedagogical support.

INTRODUCTION

The study of the problem of individualization of psychological and pedagogical support of students with disabilities, among which the students with developmental delay are the majority, today reaches new frontiers.

The social and economic changes taking place in the Russian Federation led to a number of major changes in the educational system of the country, which primarily affected students with developmental delay and actualized the study of individualization of education in fundamentally different aspects [1-4].

Firstly, as a priority form used to render educational services to children with developmental delay in Russia, the inclusive form of education is gaining momentum, which is such a variant of joint education of children with normal psychophysical development and children with intellectual disabilities, in which the conditions are individually created for all the participants of the educational process, in general and personally, for optimal development and mastering of the educational program [4-6].

Secondly, the domestic educational system has switched to the Federal State Educational Standard (FSES), which dramatically changed the requirements for the level and quality of knowledge of students. Achievement of this level of knowledge by students with developmental delay is impossible without implementation of the individual approach in training of this contingent of students [7-8].

Thirdly, today, when the pedagogical potential of methodical and didactic support of work with children with developmental delay was enriched with modern methods and forms – the information, interactive ones, etc., – it became especially obvious that students with developmental delay are a special contingent of students with disabilities, in respect to which the timely individualization of correctional action creates an opportunity to minimize the delay and transfer a child's level of psychophysical development to the normal one [4, 9].

Thus, the individualization of psychological and pedagogical support of students with developmental delay is one of the urgent problems of the modern educational system in Russia, for the study of which it is necessary to analyze both the existing approaches to the interpretation of the concept of "individualization" in theoretical science, and the analysis of the results of the practical mastering of the educational program by specific students with developmental delay in the practice of

education.

MATERIALS AND METHODS

To solve the above-mentioned problem, the authors organized their own theoretical and practical research of individualization of psychological and pedagogical support of students with developmental delay in the process of mastering of the FSES.

The method of theoretical analysis of scientific literature and legal support of the national educational system was chosen as the main method of organization of the theoretical stage of the research.

To confirm the provisions obtained in the course of the theoretical analysis, on the basis of the Municipal Autonomous Educational Institution, Secondary School No.73 of Chelyabinsk, the practical part of the research was organized. This part involved 12 students with the pedagogical diagnosis "developmental delay" and recommendations for training based on the Adapted General Education Program of Primary General Education in accordance with the FSES for students with disabilities (developmental delay) [8].

To assess the level of formation of the program's requirements, diagnostic tests on the Russian language, mathematics and reading were conducted among the first-grade students with developmental delay. The peculiarity of the content of these tests is aimed to assess the acquisition of subject knowledge and skills by students with developmental delay, to identify their ability to reproduce the previously acquired knowledge and skills in various educational situations [10].

In the analysis of the tests, the teacher differentially checked and estimated the knowledge, skills and abilities of each student with developmental delay. The level assessment was applied to mark the quality of these tests. The assessment of knowledge, skills and abilities was carried out according to 5 levels, each level is correlated with the traditional mark of school tests:

- high level – all the tasks are performed with no errors, mark "5"/"excellent";
- upper intermediate level – $\frac{3}{4}$ of the tasks are completed with stimulating help (1-2 leading questions), mark "5"/"excellent";
- intermediate level – at least $\frac{1}{2}$ of the tasks are completed with organizing help (up to 5 leading questions asked

by the teacher), mark “4”/“good”;

– lower intermediate level – more than half of the tasks are not completed with the teacher's training help, mark “3”/“satisfactory”;

– low level – the tasks are not completed or failed after the assistance, mark “2”/“unsatisfactory” [7].

The practical part of the research was organized in three stages:

1. Indicative experiment: identification of the initial level of readiness for the mastering of the general education programs in the Russian language, mathematics and reading of students with a developmental delay of the first grade. Initial diagnostic testing was conducted in the first two weeks of adaptation of the first-graders' stay in school in the course of performing their tests. The results of these tests were the starting point for the planning of psychological and pedagogical support of the children, its individualization [10, 11].

2. Forming experiment: the development and implementation of individualized programs of psychological and pedagogical support (hereinafter referred to as the Program) of primary school students with developmental delay in an educational institution and under family conditions. The teaching staff, providing individualization of education participated in the implementation of the Program: class teacher, speech pathologist, psychologist, speech therapist, social care teacher, teacher of additional education, parents of the students. For a realistic assessment of the effectiveness of these Programs, and, consequently, the proposed version of individualization, they were designed for a period of two years.

3. Test experiment: the conduct of the final tests at the end of the second year of study (the second grade) for the purpose of assessment of proficiency of the students with developmental delay and the effectiveness of the proposed individualized programs of support.

RESULTS

The theoretical analysis of the term and the concept of “individualization” showed that its interpretation in the presented research is most relevant in two aspects: general philosophical and pedagogical.

From the philosophical point of view, individualization touches upon the fundamental questions of being, cognition, activity, and in the semantic component, it manifests in the ontological, epistemological and practical sense.

Individualization as a form of human development in ontogenesis is aimed at, according to I.I. Reznickova, the formation of a certain level of existence of an individual, the achievement of which allows him/her to approve himself/herself as an integral original being [12].

Concerning the social importance of individualization in general, it can be defined as a natural fact and the product of the entire history of the mankind. The life meaning and historical necessity of individualization are in the fact that it leads an individual from his/her dissolving in the primitive community to the acquisition of his/her own autonomy, determining the development of his/her creative principles, and thus is an essential lever for the development of society as a whole.

An important precondition for the formulation and development of the problem of individualization can be found in the works of the Russian scientists M.A. Danilov, B.P. Yesipov, M.I. Makhmutov, I.T. Ogorodnikov, I.I. Rezvitsky, M.N. Skatkin, etc.

I.I. Rezvitsky considers the individualization not only as the separation of an individual from society but also as his/her inclusion in the system of public ties and relations, which constitute the substantive basis of his/her individual existence. At the same time, only the awareness of one's place in society and

one's relationships with other people gives a person the opportunity to realize his/her individuality, and when analyzing the level of his/her individualization, the adequacy of his/her relations with the society is considered [12]. This provision is especially important for the research because it focuses on the account of individuality and originality of psychophysical development of a child's personality with developmental delay when he/she is included in the educational system.

The reforming of the national educational system necessitates the consideration of individualization, primarily in the pedagogical aspect. This concept goes through the entire regulatory framework of modern education, in which it is revealed in the documents of different levels of education and through options of the term using: “individualization of education”, “individualization of educational activity”, “individual approach to education”, “individual characteristics”.

As defined by the FSES of preschool education, the individualization of education is the construction of educational activities based on the individual characteristics of each child, in which a child becomes active in choosing the content of his/her education, becomes the subject of education.

In this regard, the consideration of individualization should be carried out from the perspective of individualization of educational activity, and, therefore, point to the principle of individualization, which, according to A. Kirsanov, is expressed in the account of individual differences of students, manifesting in a variety of cognitive and practical activities:

- the nature of the flow of thought processes (flexibility of the mind or its stereotyping, high or low speed in establishing links, the presence or absence of one's own attitude to the material under study (criticality, etc.);

- the level of knowledge and skills (completeness, depth and effectiveness);

- efficiency (ability to perform activities for a long time, the degree of their intensity, ease or difficulty of flow, distraction, fatigue);

- the level of cognitive and practical independence and activity;

- the rate of progress (high, medium, low);

- attitude to learning (positive, indifferent, negative);

- presence and nature of cognitive interests (amorphous, stereotypical, broad);

- the level of volitional development (high, medium, low) etc. [13].

In this consideration, the effectiveness of a child's training influence on his/her development is determined not only by the individual properties of the student's personality but also by the individualization of the educational process, the implementation of which should be carried out in its content and technological structures. It is obvious that the individualization of training is the organization of the educational process, taking into account the individual characteristics of a child, which allows creating optimal conditions for the realization of the potential of a child.

Individualization of educational activities provides for the creation of all necessary conditions for ensuring the openness of the training, not allowing it to stay at the already achieved intellectual level of a child. It is necessary to stimulate the intellectual functions, which are not yet available, but for their development, the necessary preconditions exist, which bring to life a number of functions that are still in the stage of maturation, lying in the “zone of immediate development”. The basis of such position was provided by L.S. Vygotsky, continued in L.I. Bozhovich's works, further developed in the studies by M.V. Zvereva and proved in the works of modern researchers, including the authors' own research [1, 5, 14-16].

Continuing the analysis of individualization in the pedagogical aspect, it is necessary to consider the concept of "individual approach" as a means of individualization of education [17].

According to V.I. Aksenova, the individual approach is the most important psychological and pedagogical principle, according to which the individual characteristics of a child are taken into account in educational work [18].

A.I. Arapov notes that in the individual approach, the humane attitude to people, the understanding of their exclusive value are expressed. Successful implementation of the individual approach involves the in-depth study of a person, his/her activity and individual characteristics, definition of the specific immediate and long-term goals and objectives in order to form certain qualities of the student (or overcome their shortcomings), application of the principles, methods, means and techniques of pedagogical influence according to the tasks of education and training of this particular person, analysis of the results of the application of pedagogical impact on the student.

Keeping a record of a student's difficulties, mistakes and success in training and educational activities [19] is important for the implementation of the individual approach.

Collection of information about the age and individual characteristics of children, carried out at all stages of education, is, according to V.S. Mukhina, a necessary condition for the full development of a child's personality. The works of V.A. Slastenin, V.P. Kashirin, L.A. Druzhinina highlight the fact that the individual approach requires a deep study of the inner world of children and the analysis of their experience, as well as the conditions in which their personalities were formed [17].

Analyzing the research devoted to the implementation of the individual approach in teaching and education, the authors can draw the following conclusions:

- when mentioning the concept of "individual approach" one refers to the principle of education; when this principle is implemented, according to which the work with children takes into account the individual characteristics of a child and which has its own forms and methods, it's called individualization. In this case, one can talk about the organization of the educational process, taking into account individual characteristics and creating optimal conditions for the development of a student;

- the individual approach can be implemented both in group education of children with approximately the same characteristics and in individual training when group training is impossible for one reason or another.

The requirements of modern social life dictate the need for the formation of independence of students due to the provision of individual forms of organization of the educational process and appropriate pedagogical guidance of individual activities of children [14, 15, 20].

Differentiated programs, the introduction of various modular training units and authoring programs – all this acts today as an important requirement for individualization of the educational process.

With that in mind, the focus is on the level of a child's ability to learn, the nature of his/her motives and needs, interests and aptitudes, as well as other individual needs and characteristics [1, 17].

Speaking about the origins of individualization, it is necessary to highlight the study of the individual development of a child, his/her natural features. They are the diagnostic background and the basis for the development of a strategy of the intensive influence of the educational process on the formation of certain qualities and properties of an individual.

That is why in the system of modern education, from the earliest stage, it is necessary to use the principle of naturalness

of training and education, the implementation of which contributes not only to the correct and comprehensive development of a person but also makes him/her happy, contributes to him/her most effective socialization [1, 5, 11, 21, 22].

The modern approaches to understanding the individualization of education of children with disabilities in general and children with developmental delay, in particular, come from the comprehensive neuropsychological approach to the support of their education. For students with disabilities, the primary issue determining the individual state of mind is the state of the central nervous system [23].

In the works of specialists in neuro- and psychophysical field, it is shown that delay in development has an individual structure, which is based on the individual organization of the brain activity: the individual character of the activity of the brain, the individual rate of maturation of the cerebral structures caused by the individual character of the organic lesions of the central nervous system or its functional disturbances [24]. This set of individual peculiarities determines the individual characteristics of the mental development of a child with developmental delay, and, hence, the individual characteristics of his/her mastery of the education program. Therefore, it is necessary to organize the individualization of psychological and pedagogical support of students with developmental delay in the educational process, in the process of mastering the FSES.

To specify the provisions obtained in the course of the theoretical analysis, test and diagnostic tasks in Russian, Mathematics and Reading were suggested to first-graders with developmental delay, the students of the Municipal Autonomous Educational Institution Secondary School No.73 of Chelyabinsk. The results of the tests and tasks of the students at the indicative stage of the experiment are presented in Table 1.

The analysis of the research results shows that at the initial stage of the experiment, the level of mastering of knowledge, skills and practical experience of the students was insufficient. The children show the following levels of evaluation: intermediate, lower-intermediate and low. Out of the 36 possible levels (12 children were evaluated in three general education subjects), most of them belonged to the lower-intermediate level – 13 marks (36.1%), slightly fewer belonged to the low level – 12 marks (33.3%). These are children who did not manage to succeed in their diagnostic tasks: their results were assessed as "unsatisfactory". The intermediate level, quantitatively, took the third place with 9 marks (25.0%). It should also be noted that two students coped with the test in Mathematics at the upper-intermediate level, which is 5.6%.

The analysis of the level of the performance at the diagnostic tasks in certain general subjects shows that the greatest difficulties for students arose when they were taking the Russian – more than a half of the students (58.3%) didn't manage to succeed at the tasks and receive the "unsatisfactory" mark.

The best results were achieved in dealing with tasks related to Mathematics. Only one student failed the test (8.3% of the total number of students). Most students (7 people (58.3%)) received the "good" and "excellent" marks, which correlates with the intermediate (41.6%) and upper-intermediate (16.6%) levels. 33.3% of the first-graders with developmental delay completed the tasks at the lower-intermediate level.

The mastering of the Reading program in terms of the quality of the task performance takes a middle position. Exactly half of the students (50%) had the lower-intermediate level, one third (33.3%) – the low level. There were also students with the intermediate level of knowledge and skills in reading, who made up 16.6%.

Thus, the level of readiness of the first-graders with developmental delay to mastering the general education program

in Russian, Mathematics and Reading was insufficient, mainly represented by the low and intermediate levels.

DISCUSSION

The obtained results are consistent with the results of the study of the educational program mastering peculiarities of students with developmental delay, conducted by leading specialists in the framework of the study of the possibility of mastering the FSES by students with disabilities.

To implement the main provision of this research – the individualization of psychological and pedagogical support of students with developmental delay – not only the overall results of all participants of the experimental group were analyzed but also the mistakes made by each student were closely scrutinized and the individual characteristics of educational difficulties of each student were compiled. The obtained results were the basis for the development of individualization of the content of psychological and pedagogical support of each student, a key component of which is an individualized program of psychological and pedagogical support. Development and implementation of the sections of the Program determine the main stages of support.

The program is a document of the local level. Its structure and content are determined by the educational institution and approved by the teaching staff at a meeting of the pedagogical council.

Organizational implementation of the Program consisted in providing the students with correctional and educational services of a pathologist, psychologist, and speech therapist in accordance with the regulations of the work of these specialists with younger students with developmental delay. An experienced teacher with extensive knowledge in the field of pedagogy and psychology of children with developmental delay worked as the main teacher in the class. The parents of the students carried out the correctional and pedagogical impact on their children in the process of preparing homework, based on the recommendations received from the teachers in the course of regular consultations.

Based on the analysis of the legal support of modern education, the requirements of the FSES to adapted educational programs, and the logic of this research, the structure and content of the main sections of the individualized program of psychological and pedagogical support of students with developmental delay were determined (Table 2). The program includes 5 sections:

Section 1. General information.

Section 2. Psycho-pedagogical characteristics of the child.

Section 3. Organizational section.

Section 4. Content section.

Section 5. Analytical and correctional section.

For each section, the purpose, the content, and the people responsible for its development and implementation, which are reflected in the corresponding columns of the table, were determined. The “Notes” column offers some recommendations

for the development and implementation of each section of the Program.

During the whole forming stage of the experiment, general monitoring activities were carried out. The results of the tests and diagnostic tasks offered to students at the end of each term allowed analyzing the level of the educational program mastering, assessing the effectiveness of the development of the cognitive activity of the child in the mastering of an individual general education subject and its promotion in the overall development.

As it can be seen from Table 2, according to the results of the entrance and term diagnostic tests, taking into account individual achievements and cognitive abilities of a child, adjustments can be made to the program, if necessary.

The obtained data indicate the change in the level of mastering of the educational program in Russian, Mathematics and Reading, which has a positive vector. The analysis was carried out separately for each general subject. The indicators of the lower-intermediate level in Mathematics remained at the same level and amounted to 33.3%. The indicators of the upper-intermediate level tend to be stable and amounted to 16.6%. The tendency for the increase was observed in the indicators of the intermediate level, which amounted to 50%. This particular result deserves a positive assessment. However, even more significant is the absence of students who did not cope with the tasks of the final test (at the indicative stage they made up 8.3%). Obviously, this became possible after the implementation of the Program.

In respect to Russian, at the end of the second year of the study, at the test stage of the experiment, the indicators of the mastering of the educational program positively changed: the low level indicators are absent, the lower-intermediate level indicators increased from 25.0% to 41.6% (their increment amounted to 16.6% due to the transition of the children to this level from the low level), the intermediate level indicators increased by 25.0% and amounted to 41.6%. The high level indicators are present and amounted to 16.6%, which was not observed in the indicative stage of the experiment.

Analysis of the results of the mastering of the educational program in Reading by the students after the introduction of the Program also indicates positive tendencies. In particular, the indicators of the low level, which initially amounted to 33.3%, are absent. There is a tendency of decrease of the lower-intermediate indicators from 50.0% to 25.0%. The indicators of the upper-intermediate level made up 33.3%, high level – 8.3%.

To assess the real positive tendencies in the students' mastering of the educational programs of certain general subjects and to objectify the obtained results, the data of the indicative and test stages of the experiment were processed using the methods of mathematical statistics, namely the χ^2 criterion by K. Pearson [25]. The values of χ^2 statistical shifts for each general subject are presented in Table 4.

Table 1. Level of the performance in tasks and tests in Russian, Mathematics and Reading by the students of the second grade at the indicative stage of the experiment

Subject	Levels of performance									
	high		upper-intermediate		intermediate		Lower-intermediate		low	
	per.	%	per.	%	per.	%	per.	%	per.	%
Mathematics	0	0	2	16.6	5	41.6	4	33.3	1	8.3
Russian	0	0	0	0	2	16.6	3	25.0	7	58.3
Reading	0	0	0	0	2	16.6	6	50.0	4	33.3

Table 2. Structure and content of the major sections of the individualized program of psychological and pedagogical support of younger students with developmental delay in the implementation of the FSES

Basic components of the section	Definition of the section				
	1. General information	2. Psycho-pedagogical characteristics of the child	3. Organizational section	4. Content section	5. Analytical and correctional section
Purpose of the section	Collection of anamnestic data	Determination of the zone of actual and immediate development of the child, pedagogical and correctional-developing potential of the family	Determination of the main directions and conditions of individualization of psychological and pedagogical support	Development of the content of individualization of psychological and pedagogical support in the context of the FSES implementation	Evaluation of the effectiveness of the Program, adjustment of its content and conditions of implementation (if necessary)
Main content of the section	Personal data (name, age, etc.), medical diagnosis (if any), the conclusion of the psychological, medical and pedagogical commission (PMPC), anamnestic data (the specifics of the psychophysical development of the child before school), social status (detailed information about the parents and the family, in which the child is brought up, including the attitude of the parents to the child's "disease").	Specification of the defect structure, selection of determinants of external manifestations of the child's psyche. Definition of features of the psychophysical development of the child (the level of cognitive development, features of emotional-volitional, motivational sphere and personality, including the level of formation of self-control skills, the social status of the child in the group of peers, the nature of the interpersonal interaction, the level of the mastering of the program of preschool education as a condition of readiness for school education). Determination of correctional and developmental potential of the family (awareness of the specifics of the child's development, readiness to provide correctional and developmental assistance to the child in the family).	Determination of organizational constants of individualization of psychological and pedagogical support: – the purpose of the Program; – objectives of the Program; – means of implementation of the Program; – recommended training methods and techniques; – forms of organization of correctional and educational work; – regulations of the curricular and extracurricular activities, ergonomic conditions. Determination of the role of the parents (other family members) as participants of individualization of psychological and pedagogical support. Selection of areas and forms of extracurricular activities (for example, additional education). Preparation of individual correctional and educational route (ICER).	Determination of the correctional orientation of general education classes, ensuring the effectiveness of the mastering of the program material in accordance with the FSES (in particular, in the main general subjects – Russian, Mathematics, Reading). Determination of the content of individual lessons of the teacher (in Russian, Mathematics, Reading). Determination of the content of correctional training conducted by the psychologist, speech therapist, speech pathologist. Determination of correctional orientation of extracurricular activities.	Analysis of the monitoring results of the mastering of the general education program and features of mental development; conclusions about further trends in the development of the child.
People responsible for the development and implementation of the section	Headteacher, head of PMPC, teacher	Teacher, psychologist, speech therapist, speech pathologist, social teacher	Headteacher, head of PMPC, teacher, psychologist, speech therapist, speech pathologist, social teacher	Teacher, psychologist, speech therapist, defectologist, social teacher, teacher of additional education, parents	Headteacher, head of PMPC, teacher, psychologist, speech therapist, defectologist, social teacher, teacher of additional education
Notes	This section provides basic information from the medical records of the child, the collective conclusion of the PMPC, the social passport of the family.	Psychological and pedagogical characteristics are based on a comprehensive in-depth diagnosis of individual peculiarities of the development of different aspects of the individual, identifying risk factors and safe components of the child's psyche, as well as a comprehensive study of the family.	This section requires a more detailed, even nuanced, study of each organizational constant. For example, in determining the regulations of the curricular and extracurricular activities, in accordance with the principle of expediency and optimal fullness of correctional and educational impact, it is necessary to specify the frequency, periodicity, duration, time of each lesson. When determining ergonomic conditions, it is necessary to specify the features of the organization of the child's workplace (child's position – row, desk, variant, location of the desk in relation to the sources of natural and artificial light, the number and location of educational supplies and didactic materials on the desk), the character of the supplies and didactic material, the duration of continuous training load, change of activities, etc.	It should be noted that the interaction of the participants of educational relations at the stage of implementation of the content of individualization of psychological and pedagogical support actualizes the potential abilities of the child's psyche, ensures the development of compensatory ways of activity, including the educational one. It is of critical importance that the formation of psychological and pedagogical support appears as a singular holistic education, the content of individual component parts of which could be logically combined and complemented by one another with the leading role of correctional education, which determines the success of the program material mastering by the child in accordance with the FSES.	At the stage of school education, the frequency of diagnostic measures for monitoring is traditionally determined: at the beginning of the school year and at the end of each term. If necessary, they may be held at any time. The monitoring of the results should be reasonably presented both quantitatively and qualitatively in all forms convenient for the analysis (tabular, graphical, schematic, etc.). The analysis of the results of monitoring the individualization of psychological and pedagogical support is the basis for predicting the further development of the child. In accordance with this, the correction of the content and conditions of child support is provided in the process of the FSES mastering.

Table 3. Level of the performance in tasks and tests in Russian, Mathematics and Reading by the students of the second grade at the test stage of the experiment

Subject	Levels of performance									
	high		upper-intermediate		intermediate		lower-intermediate		low	
	per.	%	per.	%	per.	%	per.	%	per.	%
Mathematics	0	0	2	16.6	6	50.0	4	33.3	0	0
Russian	2	16.6	0	0	5	41.6	5	41.6	0	0
Reading	1	8.3	4	33.3	4	33.3	3	25.0	0	0

Table 4. Reliability in the distribution of levels of education of younger students with developmental delay

Subject	Empirical χ^2	Critical χ^2	Conclusion about the reliability
Mathematics	0.635	7.815	Differences exist at the level of tendency
Russian	12	9.488	Differences are significant when $p \leq 0.05$
Reading	2.2	7.815	Differences exist at the level of tendency

This approach allows improving the psychological and pedagogical support of younger students with developmental delay and, as a result, ensuring the maximum compensation of the defect of development and mastering of the program material in general subjects (in the framework of this research – Russian, Mathematics, and Reading) in the process of the FSES mastering [4].

With the aim of assessing the impact of the individualized programs of psycho-pedagogical support, the test phase of the experiment was carried out. For this purpose, at the end of the second grade, the final annual tests were conducted. The analysis of their results is presented in Table 3.

Mathematical processing of the data, obtained after the entrance tests on the first-grade subjects and the final tests on the second-grade subjects, using the χ^2 criterion, allows noting positive changes in the level of training in Mathematics and Reading at the level of improvement tendency, and the changes in Russian at the level of statistical reliability.

CONCLUSION

The general analysis of the experiment's test stage results, which included the use of the methods of mathematical statistics, indicates the effectiveness of individualization of psychological and pedagogical support of primary school students with developmental delay.

The more concrete evidence of the success of the development and implementation of the program of individualization of psychological and pedagogical support of students is the removal of the pedagogical conclusion "developmental delay" by the district psychological, medical and pedagogical commission in regard to two students of the second grade and the abolition of the special recommendations for the mastering of the general education program of primary education. Moreover, two second-graders (16.6% of the total number of participants) were recommended, with the consent of parents, to receive an education without special correctional and pedagogical assistance of specialists by the collegial decision of specialists of the intra-school psychological, medical and pedagogical commission and teachers. Consequently, four students (33.3%) of the second grade were recommended to study on the general education program of primary education [9].

The communication with the students' parents shows that they are satisfied with the quality of their children's education and their results.

Thus, the general analysis of the results of the research demonstrates that the individualization of psychological and pedagogical support of students with developmental delay is one of the priorities in the provision of educational services to children with disabilities at the present stage of development of the Russian educational system. It is the individualization of

psychological and pedagogical support that allows younger students with developmental delay to effectively master the educational level defined by the FSES.

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