

Challenges In Supporting Students With Learning Disabilities In Armenian Inclusive Schools

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ABSTRACT

The Purpose Of This Study Is To Explore The Practical Setting Of Support Services Provided To Students With Learning Disabilities In Armenian Schools. The Results Of The Study Will Help To Identify The Level Of Awareness Of Teachers, Tutors And Support Specialists Related To The Existing Challenges And Issues, The Obstacles That Appear During Their Experience And The Practical Direction Of Professional Support Aimed At Overcoming Them.

Quantitative Research Methodology As A Powerful Approach That Combines Numbers And Facts, Questionnaire Based Data Collection And Analysis Has Bee Used Within The Frame Of Current Study. It Was Intended To Blend Numbers With Experiences And Insights To Give A Richer Understanding Of A Research Question.

The Conducted Research Shows That The System Of Pedagogical-Psychological Support Provided To Students With Learning Disabilities Needs Ongoing Improvement In Armenian Schools, Which Is Aimed At Developing Appropriate Tools, Empowering Teachers And Support Service Specialists, As Well As Increasing The Literacy Motivation Of All Interested Parties.

Key Words: Inclusive School, Inclusive Education, Students With Learning Disabilities, Pedagogical-Psychological Support, Teachers, Support Service Specialist.

INTRODUCTION

Inclusive Education Aims To Educate All Students, Regardless Of Their Abilities, In The Same Classrooms And Schools. This Approach Offers Several Benefits, But It Also Presents Challenges When It Comes To Supporting Students With Learning Disabilities (UNESCO, 2023).

The Learning Disabilities Association Of America (LDA) Emphasizes That There Is No "One Size Fits All" Approach To Inclusive Education For Students With Learning Disabilities (LDA Core Principles, 2018). Some Students May Benefit More From Specialized Instruction In Resource Rooms Alongside Inclusive Classroom Participation. The Key Is To Find The Least Restrictive Environment That Provides The Most Effective Support For Each Individual Student.

Providing Effective Pedagogical-Psychological Support For Students With Learning Disabilities In Mainstream Classrooms Presents A Unique Set Of Challenges. Tailoring Lessons And Activities To Meet The Diverse Needs Of Students With Learning Disabilities Requires Specialized Training And Pedagogical Strategies. Teachers Might Struggle To Create Engaging And Effective Learning Experiences For Students With Varying Learning Styles And Processing Difficulties. Identifying Students' Strengths And Weaknesses Requires A Multi-Faceted Approach. Developing And Implementing Appropriate Accommodations, Such As Extended Time On Tests Or Modified Assignments, Can Be Time-Consuming And Require Ongoing Adjustments.

Students With Learning Disabilities May Experience Frustration And Low Self-Esteem Due To Academic Struggles. Addressing These Emotional Challenges Alongside Academic Support Is Crucial. At The Same Time Related To Social And Emotional Learning, Students With Learning Disabilities Can Face Difficulties With Social Interactions And Emotional Regulation. Early Identification Of Learning Disability Is Critical To Prevent Secondary Emotional Issues Like Anxiety Or Depression. Teachers Need To Be Aware Of Signs And Symptoms Of Learning Disabilities And Collaborate With Support Service Specialists To Ensure Timely Intervention. Related To This, The Effective Collaboration Between Teachers And Support Service Specialists Is Essential To Provide Comprehensive Support For Students With Learning Disabilities. Regular Communication Between Teachers, Support Service Specialists, Parents, And Students Is Vital To Ensure All Parties Are Working Towards The Same Goals. By Addressing Both Pedagogical And Psychological Aspects Of Learning, Teachers Can Create A More Inclusive And Supportive Learning Environment For Students With Learning Disabilities.

LITERATURE REVIEW

The Issues Of Providing Pedagogical-Psychological Support To Students With Learning Disabilities Have Raised New Challenges In The Modern Educational System, Which Is Related To The Awareness Of Teachers And Support Specialists, Lack Of Methodological Tools, As Well As The Requirements Underlying The Organization Of Inclusive Education In Armenia. There Are Many Studies That Testify To The Many Obstacles In Educational Processes, Which Are Related To The Issues Of Pedagogical-Psychological Support Provided To Students With Learning Disabilities In Many Countries. The Fact That The Existing Challenges From The Point Of View Of The Effective Organization Of Education, Socialization And Inclusion Processes Of Students Of This Composition Are Directly Related To The Issues Of Pedagogical-Psychological Support Services Provided (Lizunova & Taskina, 2020; Filatova, 2016).

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Empirical Studies Have Shown That Teachers Have Many Difficulties In The Processes Of Inclusiveness, Which Are Not Only Related To Their Psychological Grounding, But Also To Issues Of Awareness, Knowledge And Experience. In Addition, The Logistical Arsenal Needed To Ensure The Effectiveness Of Support For Students With Learning Disabilities Is No Less Important. There Are Many Research Papers, According To Which, Despite The Fact That The Processes Of Strengthening This System Have Been Activated In RA In Recent Years, Which Are Aimed At Specialists, Methodological Tools And Organizational Issues, Nevertheless, The Support Tools And Professional Resources Provided To Students With Mental Development Disorders Are Insufficient And Modernized. Issues Are Constantly Assimilated With General Systemic Issues (Saratikyan & Harutyunyan, 2024; Borrero & Naidoo, 2023; Saratikyan & Harutyunyan, 2023; Vayrynen Et Al., 2016; De Boer, Pijl & Minnaert, 2011).

Meanwhile, The Pedagogical-Psychological Support System Of These Students Was And Remains The Moving Link In The Management Of Inclusive Processes From The Beginning (Levchenko & Tkačeva, 2007; Mamaichuk, 2008; Lizunova, 2014; Lizunova, Taskina, Kudirmekova, Chertolys & Kascheeva, 2019). Based On The Above, The Relevance Of The Research Carried Out Becomes Evident In The Sense That The Existing Obstacles In The Setting Of The Pedagogical-Psychological Support Service Have Become Very Decisive For The Development Of Practical Directions For Overcoming The Problems Of Learning, Socialization And Full Inclusion Of Students With Learning Disabilities.

Still, It Is Important To Mention, That Education Reforms That Move Towards So Called "Universal" Inclusion Carry Many Risks. They Can Lead To Both Positive And Negative Developments In The Educational Processes Of Students With Learning Disabilities (Banks, Shevellar & Narayanan, 2023; Kuzmicheva, 2018; Paramane, 2016; Kuzmicheva, 2012). Pedagogical-Psychological Support Services And The Development Of The Content Of Their Effective Implementation Are Very Important For The Prevention Of The Latter. The Models Operating In The Former Public System Are Outdated Today In The Sense That, Despite The Fact That They Expected The Full Socialization Of A Person With Learning Or Mental Disorders As The End Result Of Special Education, They Were Guided By Medical Models In The Current Processes. The Content Of Professional Support Provided To Students With Learning Disabilities Was Developed According To Their Medical Diagnosis, Degree Of Disability And Other Clinical Parameters, While Today, The Orientation Vector Is The Person's Functionality, The Extent To Which A Person Is Able To Function (Abdrzakova & Salamova, 2023; Vilshanskaja, 2017; Malofeev, Kukushkina, Nikolskaya & Goncharova, 2013 Jordan, Schwartz & Mcghie-Richmond, 2009). This Indicates That In The Processes Of Modern Pedagogical-Psychological Support, The Questions Of Psycho-Pedagogical Assessment, Counseling, Provided Professional Support Services, As Well As Prediction Of Personality Development Trends And Prevention Of Developmental Disorders Have Been Redefined. This Circumstance Could Not Be Separated From The Ideological Position That In Order To Improve The System Of Pedagogical-Psychological Support Provided

To Students With Learning Disabilities, It Is Necessary To Form A New Culture, A New Rhetoric, A New Content And A New Vision Of Their Delivery.

What Has Been Said Is Also Evidenced By The Issues Raised By The Scientific-Pedagogical And Special Pedagogic Community, As Well As By Different Classes Of Society, Which Refer To The Psycho-Pedagogical, Purely Educational And Socio-Social Issues Arising In The Modern Education System (Wahyunika, Et. Al., 2020; Korobeinikov & Babkina 2016; Goncharova 2015; De Boer, Pijl & Minnaert, 2011; Indenbaum 2011).

Today, In The Foundations Of Many Scientific Research Works Related To This Subject, The Issues Of Improving The System Of Pedagogical And Psychological Support And Reviewing Its Effectiveness Are Discussed, Considering It As A Priority Of Educational Reforms, But In Them, The Issues Related To The Support Given To Students With Learning Disabilities Are Assimilated With The Concepts Of "Universal Inclusion", Which Is Why Serious Methodological And Methodical Gaps Are Recorded In Both Theoretical And Practical Provisions.

Due To All Mentioned Above, The Real Educational Needs Of This Group Of Children, Neuromotor, Neuropsychological, Psychophysical Development, As Well As Peculiarities Of Educational Activities And Issues Of Social Adaptation Are Not Taken Into Account. There Are Many Scientific And Research Works In Which The Importance And Necessity Of Developing An Effective System Of Pedagogical-Psychological Support For The Effectiveness Of The Education Of Students With Learning Disabilities Is Confirmed (Borrero & Naidoo, 2023; Babkina 2017; Belopolskaya 2013; Shevchenko 2003).

In The Conditions Of The Modern Educational Model Operating In Armenia, Inclusive Education, According To The New Educational Concept And Law, It Is Possible To Teach Children With Learning Disorders According To The Principle Of Universal Formation Of Learning, From The Point Of View Of Programmatic-Methodical Support, Pedagogical Ethics, Material And Technical Base, Ideological Support And Psychological Preparation. Still, Organization Of Pedagogical-Psychological Support Services, Implementation Mechanisms Need To Be Improved.

Researches Aimed At The Problem Of Pedagogical-Psychological Support In Many Countries Have Shown That In 1999-2023 The Issues Related To The Support Provided To Children With Learning Disabilities In The Conditions Of Inclusive Education Were Partially Addressed. They Mainly Present The Obstacles To The Introduction Of This System, The Pedagogical-Psychological Matters That Arise In Them, The Ways Of Organizing Individual Links Of The Support System And The Direction (Titchkosky, 2023; Pavlova, 2020; Larionova, 2020; Vayrynen Et Al., 2016).

As For The Studies Conducted In Armenian Schools, It Should Be Noted That The Biggest Study With The Large Sampling Size Was Conducted In 2019. The Results Of Which Have Also Shown That The Existing Obstacles In The Field Seriously Affect The Pedagogical-Psychological Support System And Learning Of Students With Different Developmental Disabilities. As For Students With Learning Disabilities, They Are The Most Vulnerable In The Sense That The Measures Aimed At Overcoming The Psycho-Pedagogical Problems Of These Children Are Lacking, Pedagogical And Professional Resource Problems Have A Negative Impact On Their Learning And Inclusion In The School, At The Same Time There Are No Specially Developed Methods, Means And Approaches Need To Be Conducted For Proper Implementation Of Inclusive Education (Harutyunyan, Et.Al., 2019).

Based On The Above, It Is Possible To State That Current Research Interests In This Issue Are Due To The Fact That, On The One Hand, Pedagogical-Psychological Support Is Very Important To Organize The Education Of Students With Learning Disabilities, On The Other Hand, The Implementation Of This System Into The Educational Process Is Very Problematic And Complex. This Is Evidenced By Many Researches Conducted On The Effect Of Connections Between The Educational Activities Of Students With Learning Disabilities And The Characteristics Of Psychophysical Acceleration (Kultemirova, 2021; Vayrynen, Et., Al., 2016; Mamaichuk, 2008). The Fact That The Insufficient Development Of The Scientific-Methodical Concept Of This System Leads To Serious Application Complications In The Implementation Of Support Programs In Educational Processes Was Evidenced By Kultemirova (2021), Ovcharova (2019), Shingaeva (2019), Malofeev (2016), Dolgova, Krizhanovskaya And Nepomnyashchaya (2016), And Lubovsky (2012).

Based On The Literature Analyses Done Above The Research Question Of This Study Is Formulated As Follows: To What Extent Are Teachers, Tutors, And Support Specialists In Armenian Schools Aware Of The Challenges Faced By Students With Learning Disabilities, And How Do These Professionals Collaborate To Provide Effective Support In The Practical Setting?

METHODOLOGY

This Research Utilizes A Quantitative Questionnaire Methodology To Gather Data From Participants On Their Experiences Supporting Students With Learning Disabilities In Armenian Schools And Related Structures. Within The Frame Of Current Study, The Developd Questionnaires Provide A Structured And Efficient Way To Collect Standardized Data From A Large Number Of Participants.

By Analyzing The Quantitative Data, This Research Will Offer Valuable Insights Into Teacher And Support Specialists Perspectives On Supporting Students With Learning Disabilities In Armenian Schools. This Information Can Be Used To Identify Areas For Improvement And Develop More Effective Support Strategies.

Questionnaires With 4 Question Each Were Developed, As Total 2 Questionnaires.

Procedure

The Researches Were Carried Out In 2023-2024 Based On The Analysis Of Professional Literature, Sociological Survey And Statistical Analysis Followed By Mathematical Calculation Of The Obtained Results Has Been Carried Out (By The Formula $\Sigma = N \times 4$ And $A \times 100 : \Sigma$), Where Σ Is The Amount, N Is The Number Of Participants, 4 Is The Number Of Questions, And A Is The Sum Of Specific Answers Recorded As A Result Of All Questions (As Suggested By Kaminsky (1964) And Urbach (1963).

In Order To Ensure The Reliability Of The Obtained Results, For The Reliability Of The Answer Obtained As A Result Of Each Question Developed For The Purpose Of The Sociological Survey, A Question Derived From The Content Of The Latter Was Also Developed Questionnaires. And For Analysing The Answers Received, An Evaluation And Comparison Scale Was Developed. Such An Approach Allowed To Observe How The Data Of The Sociological Survey Creates A More Accurate Picture Of The Setting Of The Pedagogical-Psychological Support System Provided To Students With Learning Disabilities.

Sampling

Due To The Requirement Of The Objective Of The Researcha And Research Question, The Studies Were Carried Out Among The Persons Related To The Pedagogical-Psychological Support System, Who Are Directly And Officially Related To The Support Provided To The Students With Intellectual Development Disabilities In The School. For This, Teachers From Schools From Different Regions In Armenia, Support Service Specialists Working In The Republican Psycho-Pedagogical Centre And Regional Pedagogical-Psychological Support Centeres, Teachers And Support Service Staff From Specialized Boarding School N2, Support Service Staff From Specialized Children's Home And Bachelor (3rd, 4th Grades) And Master Students From Khachatur Abovian Armenian State Pedagogical University Who Studied Professional Courses And The Subject Of "Theory And Practice Of Inclusive Education" Were Included In The Research (Table 1).

Table 1. Reserch Participants

Participants	Number
Teachers	167
Support Service Staff From Regional Pedagogical-Psychological Support Centeres	166
Bachelor And Master Students	158
Support Service Staff From Specialized Children's Home	37
Support Service Staff From Republican Psycho-Pedagogical Centre	25
Support Service Staff From Specialized Boarding School N2	14

RESULTS

Conducted Data Analyses Has Shown That 36.1% Of 158 Interviewed Students Work In Various Types Of Educational Institutions, 31.6% Were On Probation, 22.7% Worked On A Voluntary Basis, And 9.4% Worked In Educational Institutions With Special Educational Orientation (For Example, Military Academy, Etc.). Considering This Circumstance, It Was Found That This Composition Of The Researched Will Show A More Unbiased Attitude, Because They Are More Impartial, Objective And Independent In Their Activity, Therefore, Such An Approach Allowed To Reaffirm The Results Obtained On The Principle Of Providing An "Independent Expert View", Accuracy Or Assurance Of Their Veracity.

As A Result Of The Research Conducted, The Level Of Awareness Of The Research Subjects Was Revealed From The Perspective Of The Research Question, The Answers Of The Respondents Were Analyzed, Which Allowed To Evaluate The Practical Setting Of The Problem And The Level Of Their Experience, From The Point Of View Of These Questions, The Results Of The Obtained Quantitative Research Were Generalized, Based On Which Conclusions Were Drawn. The Main Directions That Outline The Key Issues Of The Model Program For Improving The Pedagogical - Psychological Support System For Students With Learning Have Been Introduced.

The 4 Main Questions Developed For The Purpose Of A Sociological Survey Were Related To The Pedagogical Conditions Of The Support Services Provided To Students With Learning Disabilities, The Material And Technical Base, The Experience Of The Party Providing The Pedagogical-Psychological Support, As Well As The Assessment Of The Quality Of The Pedagogical And Psychological Support Provided In Educational Institutions.

Thus, To The Question, "How Do You Evaluate The Pedagogical Conditions For The Provision Of Support Services For Children With Learning Disabilities At School?", The Vast Majority Of Respondents (45.1%) Answered "Satisfactory", Almost Equal Answers Were Recorded (15 % And 15.3% Respectly) In "Excellent" And "Unsatisfactory" Answers, And "Good" Only 28.3% Of Them. To The Question, "How Do You Evaluate The Pedagogical Conditions For The Provision Of Support Services For Children With Learning Disabilities At School?", The Vast Majority Of Respondents (45.1%) Answered "Satisfactory", Almost Equal Answers Were Recorded (15 %, 15.3%) In "Excellent" And "Unsatisfactory" Answers, And "Good" Only 28.3% Of Them (Table 2).

To The Question “How Do You Rate The Material And Technical Base Required For The Provision Of Pedagogical And Psychological Services To Students With Learning Disabilities?”, 42.6% Of The 567 Respondents Rated It As “Satisfactory”, 24.5% Rated It As “Good”, 20.1%: “Unsatisfactory”, And 10.9% Found It Difficult To Give Any Assessment.

As Fact, 7.4% Of The Respondents Answered “Excellent” To The Question: “How Do You Rate The Quality Of Pedagogical And Psychological Support Provided By You To Students With Learning Disabilities” In Order To Evaluate The Experience Of People Dealing With Children With Learning Disabilities, 30.8% And 35.2% Answered “Good” And “Satisfactory” Respectively, And 16.5% Of The Respondents Answered “Unsatisfactory”. As Total 9.8% Of Respondents Found It Difficult To Give Any Assessment.

In Order To Generalize The Results Of The Research And To Complete The Picture, The Respondents Were Asked The Question, “How Do You Evaluate The Quality Of Pedagogical And Psychological Support Provided To Students With Learning Disabilities In Institutions (In Your Institution)?” According To The Data Of The Sociological Survey, It Was Found That 15.3% Of Respondents Rated The Quality Of Pedagogical And Psychological Support Provided To Students With Learning Disabilities In Their Institution As “Excellent”, 44.7% As “Good”, 28.9% As “Satisfactory”, And Only 3.7% - “Unsufficient”. And 7.2% Of Participants Gave Vague Answers To This Question And Could Not Assess The Situation (Table 2).

Table 2. The Results Of The Questionnaire 1 - Evaluation Of The Pedagogical - Psychological Support Service Provided To Students With Learning Disabilities, According To The Data Of Researchers' Psychological Survey

N	Questiones	Participant s	N Of Parti- Cipan ts	Result N=567									
				Excellen t		Good		Satisfacto ry		Unsatisfacto ry		Difficult To Answer	
				N	%	N	%	N	%	N	%	N	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	How Do You Evaluate The Pedagogical Conditions For The Provision Of Support Services For Children With Learning Disabilities At School?	Teachers	167	2	1,1	65	38,9	73	43,7	9	5,3	18	10,7
Support Service Staff From Specialized Children's Home		37	1	2,7	9	24,3	10	27	7	18,9	10	27	
Bachelor And Master Students		158	7	4,4	22	13,9	74	46,8	43	27,2	12	7,5	
Support Service Staff From Republican Psycho-Pedagogical Centre		25	1	4	6	24	15	60	2	8	1	4	
Support Service Staff From Regional Pedagogical - Psychological Support Centers		166	4	2,4	53	31,9	77	46,3	24	14,4	8	4,8	
Support Service Staff From Specialized Boarding School N2		14	0	0	5	35,7	7	50	2	14,2	0	0	
X		567	15	2,6	160	28,2	256	45,1	87	15,3	49	8,6	
2	How Do You Assess The Material And Technical	Support Service Staff From Republican Psycho-Pedagogical	25	0	0	5	20	16	64	3	12	1	4

	Base Required For The Provision Of Pedagogical And Psychological Services To Students With Learning Disabilities ?	Centre											
		Support Service Staff From Specialized Children's Home	37	0	0	7	18,9	10	27	12	32,4	8	21,6
		Bachelor And Master Students	158	3	1,8	39	24,6	66	41,7	31	19,6	19	12
		Teachers	167	4	2,3	50	29,9	71	42,5	24	14,3	18	10,7
		Support Service Staff From Regional Pedagogical-Psychological Support Centers	166	3	1,8	35	21	75	45,1	38	22,8	15	9
		Support Service Staff From Specialized Boarding School N2	14	0	0	3	21,4	4	28,5	6	42,8	1	7,1
	X		567	10	1,7	139	24,5	242	42,6	114	20,1	62	10,9
3	How Do You Assess The Quality Of The Pedagogical - Psychological Support You Provide To Students With Learning Disabilities ?	Support Service Staff From Republican Psycho-Pedagogical Centre	25	12	48	10	40	1	4	0	0	2	8
		Support Service Staff From Specialized Children's Home	37	7	18,9	23	62,1	4	10,8	1	2,7	2	5,4
		Support Service Staff From Regional Pedagogical-Psychological Support Centers	166	17	10,2	104	62,6	29	17,4	3	1,8	13	7,8
		Bachelor And Master Students	158	6	3,7	20	12,6	59	37,3	35	22,1	38	24
		Teachers	167	0	0	13	7,7	100	59,8	54	32,3	0	0
		Support Service Staff From Specialized Boarding School N2	14	0	0	5	35,7	7	50	1	7,1	1	7,1
			X		567	42	7,4	175	30,8	200	35,2	94	16,5
4	How Do You Assess The Quality Of Pedagogical	Support Service Staff From Republican Psycho-	25	0	0	14	56	9	36	1	4	1	4

Unnecessary Paperwork, Related To The Full Understanding Of Ideological Issues. Difficulties Etc.). Before Starting The Questionnaire Filling Process, The Participants Often Mentioned “We Find It Difficult To Adapt The Educational Material, Because We Have Children With Very Severe Intellectual Development Disorders In The Class”, And “We Do Not Know On What Principle To Shorten Or Simplify The Educational Material, Particularly In The Educational Processes Of These Children. We Are Not Provided With Sufficient Counseling And Methodological Support In This Regard”. At The Same They Keep Telling: "We Have Great Difficulty In Setting Standards For Evaluation, Because We Feel That We Do Not Understand The Real Capabilities Of These Children, Or We Underestimate Them, Or, On The Contrary, They Overestimate Them. We Are Not Satisfied With Our Work And We Do Not Feel Satisfied”, And “It Is Especially Difficult To Be Guided By The Requirements Of The New Educational Model. We Are Not Able To Fully Include Them In Group Or Team Work, Let Alone In Project Work, Which Is Also A Modern Requirement. In Addition To The Fact That We Are Methodologically Poor, There Are Still Many Psychological Obstacles Especially Related To These Children And Our Work”. Participants Also Mentioned: “We Undergo Many Trainings, But In Them The Issues Of Students With Mental Development Disorders Are Not Clarified To The End, They Always Proceed In The Context Of General Approaches”, Which Is Also Very Important Point To Think.

In Order To Clarify The Same Question, The Summary Analytical Results Of The Second Questionnaire Conducted On The Topic “What Problems Do You Face In Your Institution Regarding The Inclusion Of Students With Intellectual Disabilities In Joint Education, From The Perspective Of School Adaptation And Inclusion?”, Showed That 10.2% Of Participants Mentioned 2-3 Organizational Problems, Which Is Equivalent To An Excellent Grade, In Institutions, 4-6 Problems Related To Organizational And Collaborative Difficulties Were Mentioned By 25%, Which Is Equivalent To A “Good” Grade, 26.9% Of Respondents Reported 6-10 Problems Related To The Content Of Childcare Conditions And Support Services, And 28.3% Reported More Than 10 Problems. And 9.3% Could Not Answer The Question, Which Showed That The Respondents Had Difficulty Assessing The Situation In The Institutions.

Sociological Surveys Aimed At Revealing The Main Issue Showed That Only 28.2% Of 567 Respondents Of 6 Socio-Educational Institutions Rated Them Well, And 45.1% Rated Them As Satisfactory. And From The Conversations And Interviews Conducted On The Same Issue, It Became Clear That Only 15.3% Of Them Consider That The Pedagogical Conditions For The Provision Of Support Services Are Sufficient. One Of The Researches Conducted In Order To Reveal The Practical Setting Of The Provision Of Pedagogical-Psychological Services To Students With Learning Disabilities, Which Is Aimed At Evaluating The Material And Technical Base Required For The Implementation Of This Process, Showed That 1.7% Of The 567 Participants Of The Research Rated It As “Excellent”, While 24.5% Mentioned As “Good”, 42.6% Responded As “Satisfactory”, 20.1% “Unsatisfactory”, And 10.9% Of Respondents Found It Difficult To Evaluate And Gave No Response (Table 3).

Table 3. The Results Of The Questionnaire 2 - Evaluation Of The Pedagogical - Psychological Support Service Provided To Students With Learning Disabilities, According To The Data Of Researchers' Psychological Survey

Participants N =567											
N	Question	Scored 0-3 Mark Obstacle (Excellent)		Scored 4-5 Mark Obstacle (Good)		Scored 6-10 Mark Obstacle (Satisfactory)		Scored 10 And More Mark Obstacle (Unsatisfactory)		Difficult To Mention Any Obstacle	
		N	%	N	%	N	%	N	%	N	%
1	According To You, What Are The Obstacles In The System Of Pedagogical-Psychological Support Provided To Students With Learning Disabilities, From The Point Of View Of Pedagogical Conditions? (Describe And Indicate Their Approximate Number)	15	2,6	87	15,3	87	15,3	329	58	49	8,6
	Question	8-10 (Excellent)		6-8 (Good)		3-5 (Satisfactory)		1-2 (Unsatisfactory)		Nothing Is Mentioned	
		N	%	N	%	N	%	N	%	N	%
2	What Didactic Materials, Technical Aids Or Support Materials	10	1,7	128	22,5	125	22	242	42,6	62	10,9

Are Available In Schools, Specifically Designed For Students With Learning Disabilities (Describe And Indicate Their Approximate Number)?											
Question		5 Excellent		4 Good		3 Satisfactory		1-2 Unsatisfactory		Nothing Is Mentioned	
		N	%	N	%	N	%	N	%	N	%
3	If You Were To Rate Your Activities On A 5-Point Scale, How Would You Rate (And Why?) Your Knowledge, Abilities, And Skills To Support Students With Learning Disabilities?	37	6,5	147	25,9	193	34	129	22,7	61	10,7
Question		2-3 Problems Related To Organizational Issues (Excellent)		4-6 Problems Related To Organizational Issues (Good)		7-10 Problems Related To Pedagogy, Terms Or Support Service Content (Satisfactory)		10+ Issues Related To Various System Issues (Unsatisfactory)		Nothing Is Mentioned	
		N	%	N	%	N	%	N	%	N	%
4	What Problems Do You Face In Your Institution Regarding The Inclusion Of Students With Learning Disabilities In Co-Teaching, School Adaptation And Inclusion (Describe And Indicate The Approximate Number Of Them)?	58	10,2	142	25	153	26,9	161	28,3	53	9,3
TOTAL											
$\Sigma=2268$		120	5,2	504	22,2	558	24,6	861	37,9	225	9,9
		A	%	A	%	A	%	A	%	A	%

DISCUSSION

Quantitative Research Aimed At The Researched Subject Showed That There Are Many Problems In The Field Of Providing Support Services To Children With Learning Disabilities In Armenian Public Schools, Which Are Mainly Related To The Need To Improve The Pedagogical Conditions Of The Services, The Material And Technical Base, And The Content And Tools Of Service Provision. According To Them, The Pedagogical Conditions For Providing Pediatric Psychological Support Are Insufficiently Developed.

Raising Awareness Of Teachers And Support Service Specialist Will Enable The Process Of Inclusion And Give Possibility To Provide High Quality Services To Children With Learning Disability Based On Their Personal And Individual Needs. This Aligns With The Learning Disabilities Association Of America Position That Inclusive Education Needs To Be Tailored To Individual Student Needs (LDA Core Principles, 2018). It Means That The Research Supports The Proposed Idea, That Individualized Support Is Crucial For Students With Learning Disabilities.

Difficulties In Recognizing Child's Needs And Including Child Into School Life Are Explained By The Low Level Of Awareness Of The Respondents, Biased And Subjective Attitude In Some Questions, As Well As Questions Related To The Motivations To Participate In Surveys. Such A Conclusion Was Recorded Particularly Because During Filling The Survey It Was Often Noticed That The Participant Was Simply Not Informed About The Issue Or Never Think About It, That Is Why They Gave A Different Assessment Of The Phenomenon, Etc. It Was Also Noticed That High Evaluations Were Written In The Questions Related To The Evaluation Of The Quality Of The Works In Their Own Institutions, Etc. However, During The Interviews, The Indicators Of Such Questions Also Decreased. This Research Highlights The Critical Role Of

Pedagogical-Psychological Support In Educating Students With Learning Disabilities. However, Implementing This Support System Effectively Within The Existing Educational Framework Presents Significant Challenges. This Complexity Is Underscored By Numerous Studies Examining The Link Between Educational Activities For Students With Learning Disabilities And Factors Like Physical And Mental Development (Kultemirova, 2021; Vayrynen Et Al., 2016; Mamaichuk, 2008).

It Was Also Very Important To Understand The Problems Teachers And Support Specialists Face In Their Institution Regarding The Inclusion Of Students With Learning Disabilities, Co-Teaching, Didactic Materials, Technical Aids Or Support Materials That Are Available In Schools, Specifically Designed For Students With Learning Disabilities. There Was A Huge Challenge Related To This, And This Was Indicated In The Research Conducted In Armenia Five Years Ago. According To These Research Students With Learning Disabilities Are Especially Disadvantaged. Current Resources And Support Systems Are Inadequate To Address Their Unique Educational Needs. This Lack Of Pedagogical And Professional Resources Hinders Their Learning And Inclusion In Mainstream Classrooms. Furthermore, There's A Critical Absence Of Specifically Designed Methods, Tools, And Approaches That Are Essential For The Successful Implementation Of Inclusive Education For These Students (Harutyunyan Et Al., 2019).

The Lack Of Support Service Specialists, Or So Called Multidisciplinary Teams In Schools, Insufficiently Developed Pedagogical Conditions, Issues Related To The Effective Organization Of Pedagogical-Psychological Preparation And Support Services, As Well As The Facts Of Incomplete Development Of Cross-Developed Programs And Methodological Guidance Tools Speak Of The Main Obstacles That Arise In The Pedagogical And Psychological Support Of Students With Learning Disabilities About Insufficient Establishment Of The System In School Processes.

Further Research Could Explore The Perspectives Of Teachers, Students, Parents, And Support Service Specialists To Gain A More Comprehensive Understanding Of The Support System In Armenia Within The Frame Of Inclusive Education. Additionally, Piloting The Proposed Model Program In A Controlled Setting Could Assess Its Effectiveness Before Widespread Implementation.

Overall, This Research Has Provided Valuable Data And Recommendations For Improving The Educational Experience Of Students With Learning Disabilities In Armenia. By Addressing The Identified Issues And Implementing The Proposed Program, Schools Can Create A More Supportive Learning Environment For All Students.

CONCLUSION

While Significant Challenges Remain, This Research Underscores The Importance Of Effective Pedagogical-Psychological Support For Students With Learning Disabilities In Armenian Schools. By Addressing The Identified Issues – Limited Teacher Awareness, Insufficient Resources, And The Need For Specialized Support Methods – It Is Necessary To Create A More Inclusive And Successful Learning Environment For All Students.

Further Research Exploring The Perspectives Of Students, Parents, And Support Service Specialists Can Provide A More Holistic Understanding Of The Current Support System. Additionally, Piloting A Model Program That Addresses The Key Areas Of Pedagogical Conditions, Material And Technical Resources, Staff Expertise, And Evaluation Methods Can Pave The Way For Widespread Implementation And Positive Change.

Investing In A Robust Support System For Students With Learning Disabilities Is Not Just An Educational Imperative, It's A Social One. By Ensuring All Students Have The Resources They Need To Thrive, It Is Possible To Create A Brighter Future For Armenian Society As A Whole.

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