

MODERN TECHNOLOGIES OF TEACHER TRAINING FOR EDUCATION AND UPBRINGING OF CHILDREN WITH SPECIAL PSYCHOPHYSICAL DEVELOPMENT

*TECNOLOGIAS MODERNAS DE FORMAÇÃO DE PROFESSORES
PARA EDUCAÇÃO E EDUCAÇÃO DE CRIANÇAS COM
DESENVOLVIMENTO PSICOFÍSICO ESPECIAL*

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ABSTRACT

The article presents the fundamental principles of inclusive education: sociocultural context, historical background, international and national legislative and regulatory support for implementation and functioning of inclusive education, which is considered as the basis of transformational changes in the education of persons with special needs. The periodization and development prospects of children with special needs during the independence of Ukraine are presented; the newest approaches in teaching children with psychophysical features and strategies for successful implementation of inclusive practice; the role and significance of parental influence in the process of inclusive education is described.

Keywords: Inclusive education. Education. Educational process. Teaching children.

RESUMO

O artigo apresenta os princípios fundamentais da educação inclusiva: contexto sociocultural, contexto histórico, apoio legislativo e regulamentar internacional e nacional para a implementação e funcionamento da educação inclusiva, que é considerada como a base de mudanças transformacionais na educação de pessoas com necessidades especiais. São apresentadas as perspectivas de periodização e desenvolvimento de crianças com necessidades especiais durante a independência da Ucrânia; as mais novas abordagens no ensino de crianças com características psicofísicas e estratégias para implementação bem-sucedida da prática inclusiva; descreve-se o papel e o significado da influência dos pais no processo de educação inclusiva.

Palavras-chave: Educação inclusiva. Educação. Processo educacional. Ensinar crianças.

Introduction

Inclusive education ensures the right of equal access to quality education for all children, including children with health problems and difficulties in social adaptation in society.

Problems of ensuring access for every child to education, the process of rehabilitation of children with special needs and providing them with quality services have been considered in the works of many scientists.

Every child with special needs should have a sufficient communicative environment in which he can communicate with peers and other participants in the educational process.

Children with special needs not only can be involved in the educational process, but also can get an idea of the future profession, have the opportunity to learn a certain profession and find decent job.

By acceding to the main international treaties in the field of human rights rights, first of all to the UN Declaration on Human Rights, the UN Convention on the Rights of Persons with Disabilities, on the Rights of the Child, Ukraine assumed obligations to observe universal human rights, in particular, to ensuring the right to education of children with special needs.

According to the fundamental international documents in the field human rights and priorities for the development of the Ukrainian system education in the Conceptual Approaches highlights the areas of development inclusive education, including the development of an institutional environment that provides favorable conditions for the development of inclusive education, the formation of scientific and pedagogical foundations and personnel, educational and methodological potential for the development of an inclusive learning environment.

Despite the significant steps taken by Ukraine in the development of inclusive education, “barrier-free schools” have not yet been created, there are insufficient conditions for socialization, vocational training of children with special needs, there are not enough teaching staff ready to work in an inclusive environment.

Prospects for the development of inclusive education are justified and involve the introduction of the institution of tutoring (teacher's assistants), the creation of conditions for the inclusion of all categories of children in the educational environment.

An important condition for the promotion and implementation of the ideas of inclusion is the development of methodological, educational and methodological foundations for the development of inclusive education, the adaptation of curricula and programs, textbooks, the adaptation of the criteria system for assessing the educational achievements of children with special needs.

The low level of professional competence of teaching staff in the field of inclusive education, the lack of mass coverage of teaching staff and special training on the problems of inclusive education in advanced training courses are also involves the implementation of an important task - to ensure a sufficient level of theoretical and practical training of teaching staff for inclusive education.

In turn, teachers need methodological assistance and support.

Until now, there is a problem of perception by teachers and the parent community of the principles of inclusive education, which involve the joint education of children with special needs and children who do not have them.

Specific work and preventive measures are needed to form and educate a tolerant attitude towards children with special needs, both at the school level and outside of school.

The development and adoption of qualification requirements for teachers implementing inclusive education in a general education school is a necessary step in the development of inclusive education (BAGLIERI, S. & KNOPF, J.H., 2004).

The development of inclusive education in Ukraine will provide children with special needs with the right to an interesting and contextually meaningful curriculum, an inclusive friendly educational process and a convenient, objective system for assessing their learning achievements.

The key indicator of achieving the socio-economic effect of the development of inclusive education in the country will be improving the quality of life of children with special needs and providing them with quality educational services.

Literature review

Scientific developments on this problem remain relevant (ARTILES, A.J., HARRIS-MURRI, N., & ROSTENBERG, D., 2006), (BAGLIERI, S. & KNOPF, J.H., 2004), (BARNES, M. K., 1999), (socio-pedagogical rehabilitation of children with special needs), (BILLINGSLEY, F., JACKSON, L. & RYNDACK, D.L., 2000), (BOETTCHER, C., PISCITELLI, V. & RAFFERTY, Y., 2003), (DEPPELER, J., LOREMAN, T., & SHARMA, U., 2005) (psychological support for children with health problems and provision health of all participants in the educational process).

Important developments in this area are the works of (MASTROPIERI, M.A., SCRUGGS, T.E., NORLAND, J.J., BERKELEY, S., MCDUFFIE, K., TORNQUIST, E.H., & CONNORS, N., 2006), who believes that the definition of a child with special

educational needs involves the creation in an ordinary school of a number of conditions, to meet the needs of such children.

Theoretical: analysis of pedagogical, philosophical, sociological, economic literature, legal acts of the European Union related to the research topic; analysis of the management system for the organization of additional education, modeling of the pedagogical strategy for managing social innovations in the network interaction of educational organizations.

Empirical: reconstruction and analysis of pedagogical experience, pedagogical experiment, observation, survey methods (questionnaire, conversation). Methods of statistical processing of the results of experimental work.

Materials

The main content of the policy of inclusive education is in recognizing the position that all children can learn, the school accepts all children, regardless of their differences (in health, economic status, social class, ethnic origin, language, religion and individual abilities) and creating conditions for them to receive a quality education (ARTILES, A.J., HARRIS-MURRI, N., & ROSTENBERG, D., 2006). Therefore, in order to ensure the stable long-term development of the school, it is necessary to purposefully create an organizational and educational system in it that can integrate and accurately direct the professional efforts and creative potential of the teaching staff.

Methodological and educational support for the development of inclusive education involves, among other things, the development of a system for monitoring and evaluating the learning outcomes of children with special educational needs, adapting the criteria system for assessing students' educational achievements to the conditions of inclusive education.

An important characteristic of the assessment system is that it is not only used when assigning marks, but also, in general, carries out control and diagnostic communication between the teacher, student and parents regarding the success of

the educational process. When assessing the educational achievements of children with disabilities, the assessment system should not only objectively show achievements in the education of such children, but also become the basis for building further steps to support children with disabilities in the educational process (BARNES, M. K., 1999). The assessment system is the main means of measuring achievements and diagnosing learning problems, allowing you to determine the quality of the educational process, make fundamental decisions on the strategy and tactics of training, improve both the content of education and the forms of evaluation of expected results.

The modern curriculum considers school assessment as an integral part of the entire educational process. This means that the educational process must be considered as a whole, consisting of three components - teaching-learning-assessment. All components of this process are open, interdependent, interact and condition each other. In the context of the modernized individual plan, the school results that should be recorded at the end of the teaching-learning-assessment process are the student's competencies, formed both at the interdisciplinary level and at the level of a single subject.

Based on this, it is important that teachers have a clear and concise understanding about the role and function of each type of assessment, namely:

- continuous/formative assessment is based on the process competency building and should pursue progress every student;
- final/summative assessment checks and states at a certain stage, the level reached by the student in the process formations.

It should be noted that from the point of view of inclusive education pedagogical assessment should be perceived as a complex continuous process of measurement, evaluation, analysis and interpretation data on the progress of the child in the educational process (DEPPELER, J., LOREMAN, T., & SHARMA, U., 2005).

The most used term in assessment is outcome or school achievements, in the modern concept, the object of assessment is not only a product, the result of educational activity, but also a process that contributes to obtaining results.

Thus, in cases with students, it is necessary to take into account not only the student's answer to a specific problem, but also try to evaluate the way of thinking, the factors that caused this particular answer. The concept of a test of knowledge, often used to determine the grade of any school result is unacceptable in educational practice.

Assessment tasks designed and applied within the framework of inclusive education should relate to basic school competencies - what a student can do, and assessment methods and techniques should be selected differentially, depending on the child's age, level and type of difficulty so that the student can demonstrate his potential and teaching style.

The peculiarity of inclusive education is that each student is a unique and unique person with their own interests, abilities and needs, which requires an individual approach in the learning process and flexibility in the use of various forms, methods, technologies of education that take into account these features.

In modern conditions, the educational process of higher education, which introduces inclusive education, is aimed at fulfilling the social order - at the formation of an independent, active, initiative, creative personality, ready for cooperation, for independent organization of activities, regardless of the state of her health. One of the most important components of the educational process - to the institute of tutoring (BILLINGSLEY, F., JACKSON, L. & RYNDAK, D.L., 2000). Tutoring as a specially organized activity is, on the one hand, a condition, and on the other hand, a means of updating and improving the quality of student training, provided for by the requirements of modern society.

During the game, they constantly study and explore the world, processing the information that comes to them and thus gaining new knowledge about the world. An ordinary child responds vividly to everything new: he is interested in learning, trying, taking risks, applying the acquired skills in various situations.

For children with special needs, things are not so easy. In order to learn and develop, all of them, to one degree or another, need additional stimulation, help and

support from adults. They have specific problems that limit their ability to develop and, as a rule, they cannot solve these problems without our help.

When an autistic child was identified in my group, I realized that it is difficult for these children to master any new type of activity, but they always strive to do everything well, so at the first stages of work I selected such tasks that they would definitely cope with (MASTROPIERI, M.A., SCRUGGS, T.E., NORLAND, J.J., BERKELEY, S., MCDUFFIE, K., TORNQUIST, E.H., & CONNORS, N., 2006). Our help and Praise helps reinforce success and boost a child's confidence. Even if the reaction to the words did not manifest itself outwardly, the friendly tone and words of support created a positive emotional atmosphere, which over time helped to make the interaction with the child more effective.

When organizing classes, it was necessary to take into account that children with early childhood autism see the meaning of any activity only when it is clearly pre-programmed: children must know what to do first, what sequence of actions to perform, how to finish.

The plot-role-playing game is the highest form of development of the child's game. It is in the process of such games that a small child can take on different roles and live through various situations from social life. The possibilities of future socialization largely depend on how fully the role-playing game developed in preschool childhood. Observations have shown that in the playful living of stories from people's lives, the child learns to negotiate, take into account the wishes of others, while defending his own interests, and be flexible in relationships. It is in the role-playing game that the child acquires a very important and diverse social experience.

The system-activity approach in teaching according to the updated curricula is implemented through differentiation. Differentiation learning (French differentiation, from lat. *differentia* - difference) - a form of organization of educational activities, which takes into account their inclinations, interests and manifested abilities. Differentiation of the content of educational tasks includes tasks for students with different levels of intellectual development; the use of

additional auxiliary materials to complete the task (samples, templates, memos, instructions, etc.); additional tasks with increased complexity (BOETTCHER, C., PISCITELLI, V. & RAFFERTY, Y., 2003). When differentiating learning, the individual pace of the student is taken into account.

Dialogue, support, stimulation, constructive feedback on the level of progress in learning for each student are aspects of criteria-based assessment for updated programs.

Thus, analyzing the content differences of the updated curricula, it can be noted that they meet the principles of inclusive education: the value of a person does not depend on his abilities and achievements; each person is capable of feeling and thinking; every person has the right to communicate and to be heard; all people need each other; genuine education can be carried out only in the context of real relationships; all people need in the support and friendship of peers; for all learners, progress is more likely to be in what they can do than in what they cannot; diversity enhances all aspects of human life.

When choosing pedagogical technologies, one must remember that this is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results; it is necessary to take into account the following criteria: systematic, scientific, structured, reproducible, efficient, controllable; levels: conceptual, technological, instrumental, procedural.

The most appropriate in inclusive education is technology "portfolio". It allows you to qualitatively and tactfully implement a differentiated approach, to carry out the individualization of the educational process, taking into account the mental, physical data of students, without focusing their attention on this, without highlighting their "limited capabilities".

The use of these methods and technologies will provide each student with conditions for the maximum development of his abilities, satisfaction of cognitive needs, development of personal competencies in the process of mastering the content of education.

Conclusions

A teacher, a teacher, an educator is a confidant of society, to whom she trusts the most precious and valuable things - children, her hope, her future. The fate of children is in the hands of the teacher, in his caring heart, he should be a source of joyful cognitive and moral growth of his pupils.

The task of society at a new level of its development is to create optimal conditions and effective programs for the physical, mental and social development of the individual, remembering that this is a "difficult platform" for the ascent, ascent of society to a higher level of socio-economic development.

Differentiated teaching helps students understand and apply the knowledge and skills acquired in lessons, as well as organize their own learning activities (with a certain degree of independence) by choosing tasks. Students need to be able to interpret knowledge, skills and demonstrate their mastery in different ways. Similarly, the teacher must develop his own way of differentiation - according to individual teaching style, curriculum goals, and school resources. Differentiated teaching, as a pedagogical approach, can become a powerful basis for organizing lessons, as it is based on a thorough theoretical and empirical base and takes into account the importance of the socio-cultural dimension in education. In differentiated teaching considerable attention is also paid to the flexible grouping of children, which, according to modern scientific data, contributes to the development of positive communication skills. Differentiated teaching makes it possible to organize individual and collective work on authentic tasks.

In addition, it is important for teachers to understand that when they decide to teach special students, they have to work more with them, more and to explain in more detail than it usually happens in the process of frontal work with the whole class. In differentiated teaching, it is assumed from the very beginning that all students are different, and therefore the teacher's task is to identify differences, adapt the educational process accordingly; and all of this must be done creatively

and with a desire to provide a rewarding learning experience for all. This approach to teaching, focused on the needs of children, is very important promising in the education of the entire multi-talented student body, regardless of the level of preparation or differences of its participants.

After all, teaching is differentiated depending on interests, learning styles and abilities, level of preparation and need for support and help.

Teachers change survey methods, offer alternatives regarding the choice of the product of the activity or the form and method of demonstrating the results by students; they improve their pedagogical tools and improve professionally, and students master the curriculum in a way acceptable to them in an atmosphere of support and encouragement to achieve better results.

Differentiated teaching should not be considered a modest possible trend. It is a conceptually different way to teach children with diverse learning needs. And although the implementation of the described approach in practice is an extremely difficult task, the result is worth the time and effort spent. Thanks to the gradual implementation of this practice, the regular mass school curriculum will become accessible to children with special needs, they will be able to successfully master the learning content, be active participants in the educational process and, most importantly, achieve their highest educational results.

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