

REHABILITATION SUPPORT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE PROCESS OF PREPARATION FOR TEACHING IN THE SCHOOL

РЕАБІЛІТАЦІЙНИЙ СУПРОВІД ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ У ПРОЦЕСІ ПІДГОТОВКИ ДО НАВЧАННЯ У ШКОЛІ

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Анотація

The formation of inclusive education in Ukraine reveals a number of problematic issues of reforming this industry. The purpose of the study was to justify the ways of forming rehabilitation support for children with special needs in the context of preparation for education in educational institutions. The tasks that consisted in carrying out the systematic analysis of scientific and methodological literature, domestic practical experience, determining the basic levels of readiness for study at a general educational institution, analyzing the psychophysical state of children with disorders, and generalizing the strategic tasks of preparing children of this category for studying at the school were solved. The research methods included theoretical analysis, synthesis and synthesis of literary sources. The main requirement for the organization of rehabilitation of a child with disorders in the process of preparation for training in an educational institution is to help the child develop self-control skills, mobility, self-service, and communication. Provision of physiotherapeutic support in the preparation of children with special needs for studying at the school will contribute to the formation of their physical, psychological, intellectual, social maturity, successful educational process in elementary school.

Key words: physical development, motor sphere, educational-physiotherapeutic work, physical therapy, inclusive education, general educational institutions, children with special educational needs.

Становлення інклюзивної освіти в Україні виявляє цілу низку проблемних питань реформування даної галузі. Метою дослідження передбачалося обґрунтування шляхів формування реабілітаційного супроводу дітей з особливими потребами в умовах підготовки до навчання в освітніх закладах. Вирішувалися завдання, які полягали у проведенні системного аналізу науково-методичної літератури, вітчизняного практичного досвіду, визначенні основних рівнів готовності до навчання у загальноосвітньому закладі, аналізу психофізичного стану дітей з порушеннями, узагальненню стратегічних завдань підготовки дітей даної категорії до навчання у школі. Методи дослідження включали теоретичний аналіз, синтез та узагальнення літературних джерел. Основною вимогою до організації реабілітації дитини з порушеннями у процесі підготовки до навчання у освітньому закладі є допомога дитині виробити навички самоконтролю, мобільності, самообслуговування, комунікації. Забезпечення фізіотерапевтичного супроводу у підготовці дітей з особливими потребами до навчання у школі сприятиме формуванню їх фізичної, психологічної, інтелектуальної, соціальної зрілості, успішному навчально-виховному процесу в початковій школі.

Ключові слова: фізичний розвиток, моторна сфера, освітньо-фізіотерапевтична робота, фізична терапія, інклюзивне навчання, загальноосвітні заклади, діти з особливими освітніми потребами.

Становление инклюзивного образования в Украине проявляет целый ряд проблемных вопросов реформирования данной отрасли. Целью исследования предполагалось обоснование путей формирования реабилитационного сопровождения детей с особыми потребностями в условиях подготовки к обучению в образовательных учреждениях. Решались задачи, которые заключались в проведении системного анализа научно-методической литературы, отечественного практического опыта, определении основных уровней готовности к обучению в общеобразовательном учреждении, анализу психофизического состояния детей с нарушениями, обобщению стратегических задач подготовки детей данной категории к школе. Методы исследования включали теоретический анализ, синтез и обобщение литературных источников. Основным требованием к организации реабилитации ребенка с нарушениями в процессе подготовки к обучению в образовательном учреждении является помощь ребенку выработать навыки самоконтроля, мобильности, самообслуживания, коммуникации. Обеспечение физиотерапевтического сопровождения в подготовке детей с особыми потребностями к обучению в школе будет способствовать формированию их физической, психологической, интеллектуальной, социальной зрелости, успешному учебно-воспитательному процессу в начальной школе.

Ключевые слова: физическое развитие, моторная сфера, образовательно-физиотерапевтическая работа, физическая терапия, инклюзивное обучение, общеобразовательные учреждения, дети с особыми образовательными потребностями.

The significance of theme. The current state of solving the problem of formation of inclusive

education in Ukraine is characterized by a wide range of issues covered and ambiguity in their interpretation. One of such controversial issues is

the need to address a number of issues related to the development of education for children with learning disabilities, in particular in general education. This is due to the fact that this problem is at the intersection of relevant areas of pedagogy, psychology, sociology and physiology [1].

The formulation of scientific problem and its significance. The process of rehabilitation of children with special needs is carried out in parallel with the aspiration for the fullest possible integration of the individual into society. Such a long-term goal should be realized by carrying out rehabilitation support for children with disorders of development of different nosologies. Nowadays the idea of inclusive education is becoming increasingly understandable and receptive in society [2].

The legislative framework of Ukraine is represented by a wide range of documents that protect a child with special needs to exercise their right to education: the National Doctrine of the Development of Education of Ukraine, the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Pre-school Education", "On the Protection of Childhood", The Concept of early social rehabilitation of children with disabilities, The Concept of the state standard of special education, etc. In these documents given equal access to education for all citizens of Ukraine regardless of their mental and physical capabilities and defined the goal of state policy on development of education, which is to create efficient living space to ensure personal development and creative self-realization of every citizen of Ukraine [5].

Scientists-teachers [6] emphasize that although the effects of central nervous system damage complicate the corrective work with them, these children have many opportunities for development and self-realization. Therefore, the defects of psychophysical development cannot be the basis for preventing the formulation of goals and objectives adapted to a certain defect, the purpose and task of teaching children with special educational needs are the same as in secondary schools.

Thus, the period of preparation for children's education in an educational institution with special needs is an important and complex task.

The purpose of the research: to substantiate the ways of formation of rehabilitation support for children with special educational needs in the

conditions of preparation for training in educational institutions.

Objectives of the study:

1. To conduct a systematic analysis of scientific and methodological literature, national experience on the subject of research.

2. Identify the main levels of readiness for study at a general educational institution.

3. To analyze features of psychophysical state of children with disabilities.

4. To determine the strategic tasks of preparing children of this category for studying at the school.

Methods of research include theoretical analysis, synthesis and synthesis of literary sources.

Analysis of the study of this problem. If we consider the integration of people with disabilities into society, then, of course, everything begins with childhood [3]. The purpose of such a process is the strategy embodied in the Convention on the Rights of the Child and aims to help the child in this category to lead a full, decent life in conditions that ensure its rights and facilitate its integration into society.

If we analyze the education system for children with special needs in general, then it is presented by special educational institutions, and with individual, integrated, and inclusive education [4].

Special education in Ukraine has a vertical-horizontal structure, which involves the differentiation of children by nosology and age groups [11].

The education and upbringing of children with developmental disorders in the early, preschool age is limited to special educational institutions. Accordingly, the educational services for children with peculiarities of psychophysical development are provided within the framework of special educational institutions that implement programs of preschool, primary general education, compiled on the basis of the State standard of special education [5].

The inclusive education involves the inclusion of a child with special needs in the general education space in order to provide him with a level of knowledge and skills, acquiring certain experience according to individual and age characteristics [11].

However, as practice shows, neither in special educational institutions, nor in view of the possibility of training a child with a disability in a

comprehensive educational institution, the problem of preparing children with special educational needs for joint education with healthy peers is not substantially refined.

If we consider the problem of providing rehabilitation support for children with special educational needs in the context of the introduction of inclusive education, then the issues of the practical implementation of the education of children of this category in general education institutions by any form of study – individual, integrated or in the inclusive class are still unresolved.

The formation of child's personality with special educational needs is carried out as a purposeful correction-rehabilitation process, which forms an integral system of interrelated components: diagnostic, organizational and prognostic, programmatic, information-consulting, evaluation, scientific and methodical [12].

Proceeding from this, the rehabilitation process is a long-term, continuous, systematic, comprehensive, which meets the peculiarities of development, education and training of each individual child. This is a systematic and purposeful impact on the functioning, mobility and behavior of the child in order to create the appropriate skills, functional capabilities that provide the necessary conditions for its development, preparation for social life and work.

Taking into account the opinion of scientists [9], practitioners [10] on the complex problem of the process of preparing a child with special needs for training, it is important to study this problem in several dimensions. In particular, it requires analysis and consideration of the peculiarities of the development of the nervous, cardiovascular, bone and muscular systems, the level of formation of the physical, cognitive, emotional and motivational, volitional spheres of the individual. This requires the coordination of the tasks and content of the correction and rehab program, methods, organizational forms, results of educational activities of children. One of the components of the effectiveness of inclusive education is the willingness of pedagogical staff to provide a protective motor and educational load, to organize common forms of correctional specialists, teachers and parents [1].

The main components of the child's general readiness to study at school are the formation of motivational, emotional-volitional, mental, and

psychological spheres. It is impossible not to take into account the emotional and communicative components of the child's and his family's readiness for schooling [6]. Analysis of the peculiarities of the psychophysical development of children with special educational needs leads to the conclusion that children with violations in the majority have a certain specificity of the formation of these properties [3].

An assessment of the level of development of educationally significant functions suggests that in children with defects the phonemic representations, the development of coherent speech, coordination in the eye-arm system, and the amount of visual perception are not sufficiently developed [8].

Speaking about the motivational readiness of children of this category, it is necessary to take into account the disorders of the emotional and volitional sphere, reduction of claims, mental infantilism.

A limited, selective stock of knowledge, rapid depletion of neuro-psycho processes, reduced attention and weak memory is traced when diagnosing intellectual abilities.

In the vast majority of children with psychophysical disorders there are violations of speech and, accordingly, communication function [2].

It is also necessary to take into account the reduced level of general health.

Social isolation of the child and family contribute to the disruption of general and minor motor skills, self-service abusing, lack of social interactions, and communication barriers [4].

Given the multifaceted nature of the tasks of comprehensive corrective action, it is advisable to create an interdisciplinary team that will bring together educators, correctional specialists, doctors and parents of children. The coordinated actions of the interdisciplinary team allow the formation of the necessary educational and rehabilitation space for children with special educational needs for the implementation of educational, corrective and restoration work, which are mutually interconnected. Such a comprehensive use of medical rehabilitation and psycho-pedagogical measures will ensure the effectiveness of correctional and educational training space.

Consequently, the essence of rehabilitation support is considered in two aspects: content that

involves communication in the tasks, forms and methods of organization of the rehabilitation and correction process and organizational, which coordinates the conditions of education and education of children with disabilities and healthy students, cooperation of physical therapists, teachers and parents [3].

The rehabilitation-diagnostic and correction-development work is aimed at conducting an assessment of the children of the senior preschool age, aimed at revealing the level and specifics of motor and physical development of the child, readiness of these areas of study; definition for each child of an individual program of development and correction; carrying out of correctional-developing, special classes; organization of physiotherapeutic control over the dynamics and effectiveness of physiotherapeutic support in order to solve the problem of adaptation and integration into the general-school space; monitoring of this issue.

Conducting rehabilitation and pedagogical diagnostics will make it possible to reconcile the main directions of the child's preparation to the school, which include strengthening the general health, the development of large, small motility, basic motor functions, communicative properties, the formation of self-service skills and mobility, the use of technical auxiliary means of movement, strengthening of emotional-volitional sphere, motivational component. Physical therapist provides establishment of possibilities and ways of compensation of violations of various complexity, detection of mechanisms of correction of secondary deviations, development of skills of self-service, carries out rehabilitational and recreational influence. The task of the psychologist is the development of the communicative sphere, the formation of positive personality traits, the formation of adequate self-esteem and the required level of aspirations.

If we analyze the state of the problem, then it should be emphasized that the least interaction is observed between correctional specialists and teachers in the purposes, directions of training. And if the content of the program teaching of children with special educational needs is understandable, then the choice of methods and means of training, the selection of tasks in terms of content and complexity, and the forms of their submission to the child remains unresolved [1].

As the analysis shows, one of the main reasons for the above problems is the lack of understanding of the teachers of the laws of the psychophysical development of children with special educational needs, their unpreparedness to create the conditions for further personal development of the child.

In connection with this, changes are needed in the training of future teachers of preschool and primary education, related to their willingness to provide corrective and rehabilitation support for a child with special educational needs.

An essential and integral part of the rehabilitation program is the work with parents of children with disabilities and healthy students. Practice shows that both the parents of the child and the child with special educational needs are usually not ready to stay in the team. This problem requires studying and solving to prevent conflicts at the classroom and school level. To ensure harmonious relationships in the context of the "child in the spotlight" physiotherapy program, systematic advisory and information work is required.

The barriers that arise when preparing a child for primary school in an inclusive classroom can be formulated as follows: lack of adequate material and technical resources in schools for the joint education of children with special educational needs and healthy peers; unwillingness of children with violations before inclusion in the team of healthy peers; lack of special knowledge from teachers, parents, healthy students regarding the problems of children with special needs; architectural inaccessibility of schools; lack of correctional posts in general schools for work with children with disabilities.

Consequently, in order to ensure effective education in the initial inclusive classes of children with mental disorders, it is necessary: appropriate training of teachers, psychological readiness of the child with special needs and parents, coordinated actions of the team of correctional specialists, qualified correctional support of the child during the school year, preparation of healthy classroom students, close cooperation with parents, giving them the necessary minimum defect-logical knowledge, psychotherapeutic and counseling assistance.

Conclusion. The analysis of this problem makes it possible to draw the following conclusions: in the current conditions of reforming

education associated with the implementation of the idea of inclusive education, it is theoretically and practically important to draw up a differentiated program of rehabilitation support for a child with special educational needs and her family; the problem of inclusive education can be solved only under the conditions of implementing a single line of general development of a child with special needs at the stages of preschool and primary school; it is expedient to introduce

partnership cooperation between teachers of preschool institutions, teachers of elementary school, correctional specialists and parents.

Prospects for further research. There is an objective need for further study of the whole range of issues related to the implementation of the principle of inclusive education for children with developmental disabilities.

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