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Larysa Kozibroda, Ph.D.(Physical Education and Sport),
Associate Professor of the Physical Education Department,
Lviv Polytechnic National University

EUROPEAN EXPERIENCE OF SOCIALIZATION OF SCHOOLCHILDREN WITH SPECIAL EDUCATIONAL NEEDS: HISTORICAL CONTEXT

The article is devoted to the study of the historical aspect of socialization of pupils with special educational needs in the experience of European countries. The analysis of scientific and pedagogical literature on the research problem has been performed.

It is established that the socialization of children with special educational needs is a complex and multifactorial process, for the successful completion of which it is necessary not only to change the society's attitude to children with disabilities, but also to provide material, financial and other assistance and support and create appropriate learning conditions; development of abilities and personal qualities, passing of social, psychological and medical rehabilitation; ensuring interaction between all participants in the educational process, comprehensive development and formation of personality.

It is concluded that inclusive education over the past few decades has become an important global trend of reforming education systems, which is irreversible. On the way to its implementation, European countries have passed the route of scientific and theoretical conceptualization of the essence and understanding of inclusive, legislative, institutional, organizational, and financial activities for the development of its system and practice. The results of the analysis of German and Italian experience show that the education system aims to provide opportunities for the acquisition of knowledge, skills and abilities, provided by the curriculum for pupils with special needs, taking into account the level of disorders of a particular child, adaptive capacity, existing dysfunctions elimination, if possible, as well as ensures the social adaptation of the child to an inclusive environment, the development of skills that ensure its socialization and integration into society.

Keywords: *inclusive education; psychological and pedagogical aspects; the experience of Italy; the experience of Germany; individual curriculum.*

Ref. 10.

Лариса Козіброда, кандидат наук з фізичного виховання та спорту,
доцент кафедри фізичного виховання
Національний університет "Львівська політехніка"

ЄВРОПЕЙСЬКИЙ ДОСВІД СОЦІАЛІЗАЦІЇ УЧНІВ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ: ІСТОРИЧНИЙ КОНТЕКСТ

Стаття присвячена дослідженню історичного аспекту соціалізації учнів з особливими освітніми потребами у досвіді Європейських країн. Виконано аналіз науково-педагогічної літератури з проблеми дослідження.

Встановлено, що соціалізація дітей з особливими освітніми потребами – це складний і багатофакторний процес, для успішного проходження якого необхідними є не лише зміна ставлення соціуму до дітей з порушеннями розвитку, але й надання матеріальної, фінансової та інших видів допомоги і підтримки, створення належних умов для навчання, розвитку здібностей та особистісних якостей, проходження соціально-побутової, психологічної та медичної реабілітації; забезпечення взаємодії між усіма учасниками освітнього процесу, всебічного розвитку і формування особистості.

Зроблено висновки про те, що інклюзивна освіта за останні кілька десятиліть стала незворотною світовою тенденцією реформування освітніх систем. На шляху до її реалізації європейські країни пройшли шлях науково-теоретичної концептуалізації сутності та розуміння інклюзивної, законодавчої, інституційної, організаційної і фінансової діяльності для розвитку її системи і практики. Результати аналізу досвіду Німеччини та Італії свідчать, що система освіти спрямована на надання можливостей для освоєння знань, умінь та навичок, передбачених навчальною програмою для учнів з особливими потребами відповідного віку, з урахуванням рівня розладів конкретної дитини, реабілітації, спрямованої на підтримку та поліпшення її здоров'я, адаптаційних можливостей, усунення, якщо це можливо, наявних дисфункцій, а також забезпечує

соціальну адаптацію дитини до інклюзивного середовища, розвиток умінь і навичок, що забезпечують її соціалізацію та інтеграцію в суспільство.

Ключові слова: інклюзивна освіта; психолого-педагогічні аспекти; досвід Італії; досвід Німеччини; індивідуальний навчальний план.

Introduction. Many years of struggle against discrimination have ensured the establishment of a new socio-cultural norm – respect for the diversity of differences between people. Such transformations of public consciousness have become a significant impetus for changing attitudes towards children with special educational needs. The history of mankind demonstrates a wide range of positions in relation to such persons – from hatred, aggression, contempt to tolerance, support, interaction. Today, the decisive factor is the right of every person to education without discrimination, which ensures the effective socialization of children, regardless of their educational needs and opportunities within a common socio-educational environment.

The value of foreign experience of socialization of schoolchildren with special educational needs in general secondary school motivates us to pay attention to the achievements in this area of those countries in which the relevant practice has existed for a long time. The precisely European system of socialization of schoolchildren with special educational needs is characterized by variability and uniqueness of approaches and has positive results. Thus, in Europe at the beginning of the XXI century there was a sharp decrease in the number of special schools, in contrast to the increasing number of special classes in general secondary schools. As a result – “children with special needs begin to study with healthy children in secondary schools in an inclusive environment” [5, 12–13].

Analysis of the recent research. In the psychological and pedagogical context, as it has been proven by scientists [7, 72–74], the inclusive model of education covers five interrelated groups of factors, namely: prognostic factors associated with “included” schoolchildren (taking into account age, gender, strong and weak features of an individual); factors of the educational process (school and home teachers; support programs outside school, the ability to reduce irritants); content factors include the curriculum and study program; process factors include the behaviour of the teacher, the “involved” pupil, class-mates, the behaviour of inclusion coordinators and the interaction between them; factors of result consist of short-term and long-term effects on academic progress, behaviour, social skills and status.

In this very context the interest is drawn to the leading European countries such as Italy and Germany, which are bright example in the process of

socialization of schoolchildren with special educational. Taking into consideration these facts we believe to be worth carrying out historical investigation (late XX – early XXI cen.) and to analyse the European experience of socialization of schoolchildren with special educational needs. In our vision, such a study will be the methodological basis for its implementation in the educational system of Ukraine.

The aim of the article – to analyse psychological and pedagogical aspects of socialization of schoolchildren with special educational needs in the period from the end of XX till the beginning of the XXI centuries in European countries.

Presentation of the main material. The leading role in implementation of inclusive education among European countries belongs to Italy. The result of the struggle against marginalization, which unfolded during the “Hot Autumn of Trade Unions” in 1968, was the mass transfer of children with disabilities from special institutions to secondary schools. Peculiarity of the Italian system of socialization of children with special educational needs lies in the fact that in Italy a disabled person, regardless of age, is under the care and respect of the society. In 1948, the Italian constitution recognized the right for disabled people to work and to study. Since the late 60’s of the twentieth century the integration of people with disabilities into Italy’s education system is regulated by law. Since 1971, according to Law № 118, the right to get compulsory education in general secondary schools has been given to all students with special educational needs, except for those who have severe intellectual or sensory impairments [2, 65]. The Law № 571 of 1977 gave the right to get education inclusively to students with special educational needs aged from 6 to 14, and in 1987 this right was granted to all children, despite the severity of the disability.

It has been established that no public, private or municipal school in Italy can refuse to provide education to schoolchildren even with severe complex violations. The consequence of such a refusal is criminal liability for school management [2, 65]. Analysing the Italian legislation N. Ashytok notes that it focuses on the socialization of “special” children, because of which they must become full members of society [1, 22–23]. Thus, Law № 104 of 1992 stipulates that the purpose of introducing inclusion in schools is the development of people with special educational needs in education, communication, and socialization [2, 66].

It is worth indicating, that an important condition

for the involvement of a child with special educational needs into an inclusive educational environment is a “dynamic profile” of the child, which is developed on the basis of clinical diagnosis established by physicians and describes the nature of the child’s disorders, and “functional” where specialists like psychologists, social workers, special teachers notes the diagnosed level of the development of cognitive, emotional-volitional, communicative-speech spheres of the child, the need for socialization, the strengths and the potential to be activated. “This profile reflects changes in the mental and physiological state of schoolchildren during the first probationary period of inclusive education” [2, 66].

Basic requirement is preconditioned by the carrying out of individual academic curriculum, which determines educational goals, tasks aimed at ensuring comprehensive rehabilitation and social inclusion of a child. Individual curriculum is developed by specialists in each of the fields (such group of specialists is called a task group in the work with a child with disabilities) and agreed with the Teaching Staff for compliance with the requirements of the Ministry of Education curricula [9].

Based on works of H. Davydenko [2], it has generalized, that children with sight disabilities are taught by special tutor, who masters Braille alphabet and special teaching methods for this category of schoolchildren. Deaf pupils are taught by sign language educators; for schoolchildren who use a hearing aid, a special “magnetic field” should be created to minimize noise due to external irritation of the hearing aid. If a hearing-impaired child does not have a hearing aid or has poor speech, he or she is provided with a fingerprint specialist; computers with “synchronous subtitling” are also used, which retransmits the teacher’s speech into a written message. Children with paralysis receive the services of a specialist teacher and, if necessary, a mobility assistant who helps to move among the classrooms and the toilet, takes care of pupil’s appearance. If the child is not able to control the processes of defecation and urination, he is assisted by a personal hygiene assistant. A mentally challenged child (Down syndrome, intellectual retardation) receives appropriate correctional and developmental services, teaching aids for the development of verbal and nonverbal communication, learning mathematics, language, and other subjects. All teachers must do a two-year specialized training course [2, 66–67]. Local authorities provide schools with the necessary teaching materials and equipment, pay for teachers and assistants, rehabilitation services, vocational training, day play centre services, transportation services for students with special educational needs,

etc. [10]. In high school, an important means of socializing schoolchildren with special educational needs are vocational training programs, which are implemented in accordance with tripartite agreements between parents / relatives of students, the school or vocational training centre and employers. Schools, as a rule, are the initiators of such programs [9].

In the process of research, it has been substantiated, that Italian Law in XXI century has predicted implementation of measures in involvement of schoolchildren with special educational needs in active participation in the social life of the class and school. “For this purpose, classes on social orientation and adaptation are held, during which pupils learn to use public transport, to shop, to use household appliances, prepare simple dishes and much more. There are workshops in schools where children with special educational needs learn to make ceramics, draw, play musical instruments, etc. together with their classmates” [2, 67].

Progress in achieving academic objectives of the individual curriculum is assessed by the teaching council; members of the task group conduct periodic reviews of schoolchildren’s achievement in each of the areas. Despite the fact that students with special educational needs study in a simplified program, they also get marks according to differentiated criteria that take into account the individual features of a pupil [9].

It has been established that after graduating from high school schoolchildren with special educational needs take state exams in accordance with the content of the mastered curriculum. As a rule, such students, with some exceptions, do not receive a high school diploma, but only a certificate indicating the courses taken and the results achieved. Such a document gives them the right to enter training courses, get a job, attend cultural and leisure activities free, to maintain the achieved level of socialization and skills acquired during inclusive education in general secondary educational establishment [8].

The experience of the Federal Republic of Germany in implementing inclusion in the system of education and socialization of schoolchildren with special educational needs raises great interest in the context of how the country in which in the 30-40s of the XX century the ideology of fascism flourished with its ideas of the inferiority of people with disabilities, their social exclusion and physical destruction, introduced inclusive practices and built up an inclusive society. As scientists prove [3, 334; 6, 170], at the legislative level, the implementation of inclusive education in this country began later than in most European countries, precisely in the early 1970s. Thus, in 1971 Germany signed the UN Declaration

on the “Rights of Mentally Retarded Persons”, in 1975 – “On the Rights of Persons with Disabilities”, in 1989 – “Convention on the Rights of the Child”, in 2006 – the “Convention on the Rights of people with disabilities”, and in 2009 ratified the UN “Convention on the Rights of Persons with Disabilities”. For realization of international law at the state level, several legal acts were adopted, which gave parents the opportunity to choose an educational institution (special or inclusive) and support educational process with the necessary resources.

Results. It has been investigated, that implementation of inclusive education in Germany has been realized according to the principle “from top to toe”. This approach is largely kept up to these days, even though relations between the state and the federal states are built on the principle of decentralization of the power. In particular, there is a clear division of functions between education authorities in federal areas and the state; in particular, the state is responsible for the implementation of inclusion, regulates federal laws with the key issues of inclusive education, “finances the costs of additional positions of special teachers and teaching assistants, the purchase of special equipment, maintenance of services operating outside schools – about 75 % all costs for inclusion in education are paid from the state budget” [3, 338].

In Germany, there are currently two parallel systems of education for children with special educational needs – a special one, which is provided mainly to children with complex disabilities, and a general one, which provides the opportunity to get education based on inclusion. However, the law applies to all schoolchildren with special educational needs, regardless of whether they study in a secondary school or in a special school. Separately, “government recommendations were developed which regulate the peculiarities of education of children with different nosologies, in which great importance is attached to issues of physical, emotional and social development” [6, 170]. These documents cover special rules that ensure the participation of children with special needs in education. Moreover, the option of teaching the child is chosen by the parents on the recommendation of the school doctor. In difficult cases, it is necessary to obtain recommendations from the school psychological centre; it is also possible to involve other specialists for providing consultations. However, you can alter one type of school to another at any time. It is established that “sometimes a child with special educational needs gets primary education in a general primary school, and in the process of study in a secondary school changes it to a special one” [4, 8].

The main criteria for choosing an educational

institution for a child with special educational needs are: the availability of conditions at school to meet the individual needs of the child; the intensity of the educational process recommended for the child; the need for additional support; availability of additional socializing measures; the need to re-equip the institution for inclusive education of the child; the existence of other factors that will positively or negatively affect the child. If additional funding is needed to provide transportation, equipment, architectural modifications, etc. to ensure the child’s access to education, the issue of funding is decided by the school management and the Department of Social Support and Land Welfare.

It has been established that at the beginning of the XXI century any child with special educational needs, regardless of the severity of the violations, in the conditions of inclusive education should be provided with psychological and pedagogical support. The federal states decide this issue at their own discretion: in some cases, educational regulations provide schools with the opportunity to introduce special teachers and other specialists to provide the necessary assistance to children, in other cases, such specialists are hired as teaching assistants [3, 334–335].

Psychological and pedagogical support is also provided by pedagogical centres that operate in each region based on educational institutions. Despite the differences, such centres usually provide a variety of assistance to students with special educational needs: conduct career guidance work with them, coordinate the activities of various professionals, provide advice to parents and teachers of special and secondary schools and more. In addition to centres, support for this category of students is provided by “various agencies – medical and social services, resource centres, rehabilitation institutions, etc., which operate outside of educational institutions and are maintained by local governments” [3, 335]. In all the lands of the Federal Republic of Germany, cooperative forms of organizing the educational activities of special and general educational institutions are being introduced, which provide for the joint conduct of separate educational classes, mass information, cultural and leisure, and artistic events; at the same time, specialized educational and correctional and rehabilitation services are provided to students with special educational needs in a special institution.

Conclusions and prospects for further research. Socialization of children with special educational needs is a complex and multifactorial process, for the successful completion of which it is necessary not only to change the attitude of society to children with disabilities, but also to provide material, financial and other assistance and support

and create appropriate conditions for learning and skills development and personal qualities, undergoing social, psychological, and medical rehabilitation; ensuring interaction between all participants in the educational process, comprehensive development, and formation of personality. The analysis shows that inclusive education over the past few decades has become an important global trend of reforming education systems, which is irreversible. On the way to its implementation, European countries have passed the path of scientific and theoretical conceptualization of the essence and understanding of inclusion, legislative, institutional, organizational, and financial activities to develop its system and practices.

The investigation of the organization of inclusive education in Italy shows that it is seen as a means of achieving three interrelated aspects: educational, rehabilitation and social. Thus, education provides the knowledge and skills provided by the curriculum for students of the appropriate age, considering the level of disorders of a particular child, rehabilitation aimed at maintaining and improving its health, adaptive capacity, eliminating, if possible, existing dysfunctions, and social provides adaptation of the child to an inclusive environment, development of skills that ensure its socialization and integration into society. We can state that Germany in addressing the socialization of children with special educational needs is distinguished by the presence of common legal requirements for the education of children in this category in special and secondary schools, clear regulation of key issues of inclusive education and variability of solutions at the local level, cooperation between special and general education schools to provide optimal conditions for the socialization of students with special educational needs. A retrospective of the implementation of inclusive practices of socialization of children with special educational needs in the school education systems of these countries shows that their development was influenced by the traditions of the educational system, socio-economic conditions, focus on humanistic and scientific approaches. The implementation of inclusive education is a major factor in the socialization of children with physical, sensory, and intellectual disabilities.

Further research works will concentrate upon the analysis of the historical experience of Scandinavian countries in the context of socialization of students with special educational needs and its transformation since the end of the XIX century, as well as to explore the prospects of its introduction into the educational system of Ukraine.

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ФОРМУВАННЯ ОБЧИСЛЮВАЛЬНИХ НАВИЧОК В УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В УМОВАХ НЕТРАДИЦІЙНИХ ТЕХНОЛОГІЙ НАВЧАННЯ

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Руслана Романишин, кандидатка педагогічних наук, доцент
кафедри фахових методик і технологій початкової освіти
ДВНЗ “Прикарпатський національний університет імені Василя Стефаника”

ФОРМУВАННЯ ОБЧИСЛЮВАЛЬНИХ НАВИЧОК В УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В УМОВАХ НЕТРАДИЦІЙНИХ ТЕХНОЛОГІЙ НАВЧАННЯ

Розглянуто питання формування обчислювальних навичок учнів початкової школи в умовах нетрадиційних технологій, до яких ми відносимо ментальну арифметику та ейдетика. Проаналізовано етапи формування обчислювальних навичок з точки зору теорії планомерно-поетапного формування розумових дій на матеріалі курсу ментальної арифметики. Встановлено, що виконання обчислень у ментальній арифметиці зводиться до знаходжень швидких результатів усних обчислень, які порівнюються з калькуляторними обчисленнями з тією відмінністю, що калькулятор переміщується у мозок дитини.

Ключові слова: учні початкової школи; обчислювальні навички; ментальна арифметика; мнемотехніка; ейдетика.

Лит. 22.

Ruslana Romanyshyn, Ph.D. (Pedagogy), Associate Professor of the Specialist Methods and Technologies of Elementary Education Department State Institution of Higher Education “Vasyl Stefanyk Precarpathian National University”

FORMATION OF COMPUTING SKILLS IN PRIMARY SCHOOL STUDENTS IN CONDITIONS OF NON-TRADITIONAL LEARNING TECHNOLOGIES

The issue of formation of computing skills of primary school students in the conditions of non-traditional technologies is considered, to which we refer mental arithmetic and eidetics. This process is studied in terms of the characteristics of a full-fledged computing skill according to M. Bantova (correctness, awareness, rationality, generalization, automatism and strength). The stages of computing skills formation from the point of view of the theory of planned-step-by-step formation of mental actions on the material of the course mental arithmetic are analysed. It is established that the performance of calculations in mental arithmetic is reduced to finding fast results of oral calculations, which are compared with calculator calculations with the difference that the calculator moves to the child's brain.

A student can learn, preserve and reproduce a significant amount of information and new knowledge when they relate to those already acquired. Based on psychological and neurophysiological studies of the process of memorization, effective methods of memorization have been identified, which include mnemonics and eidetics. Mnemonics have been found to be mental tools that vary, but are used to hold a large amount of new material in memory, along with guidelines for quick access to this information.

It is established that the constant use of mnemonics is not mandatory in every lesson, because in their purpose they are designed to help preserve and reproduce information, the elements of which have no logical connections. However, some of its elements can be used effectively in the learning process because they help to transfer information