

UDC 378.046.4

DOI:

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METHODS OF ART PEDAGOGY IN THE PROCESS OF EDUCATING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION AND TRAINING (VET) INSTITUTIONS

The study considers theoretical and practical approaches to the application of art pedagogy methods in the educational process of a vocational education and training (VET) institution as an innovative learning technology based on the principles of art therapy. It is established that the organization of education with students with special needs using methods and means of art pedagogy has a positive effect on the socialization of the students in the educational environment, forms motivation for learning, increases their self-esteem, self-confidence and faith in people. It has been found that when organizing work with students with disabilities in the VET institution using methods of art pedagogy the following factors should be taken into account: the previous educational experience of the student, the nature and features of his/her clinical disease, features of the emotional and volitional sphere, age and intellectual abilities and peculiarities, level of speech development, family conditions, personal characteristics and professional interests. The preference, according to the results of our study, should be given to the following art therapy tools: vocal therapy, music therapy, fine arts, bibliotherapy, application, quilling, isotherapy etc. Educational interaction between teacher and student involving art methods contributes to solution of educational, corrective, therapeutic, diagnostic, developmental tasks. This helps to create conditions for successful socialization of students with special needs, when each individual is a success, being able to overcome one problem or another independently. Students with certain physical limitations learn to verbalize their emotional experiences, become open and genuine. According to the results of the experimental research, the issues concerning preparation of teachers for vocational education of students with special needs by means of art pedagogy are generalized and specified.

Keywords: art pedagogy; methods of art pedagogy; students with special needs; social integration; vocational education and training (VET) institution.

Ref. 11.

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МЕТОДИ АРТ-ПЕДАГОГІКИ В ОСВІТНЬОМУ ПРОЦЕСІ УЧНІВ З ОСОБЛИВИМИ ПОТРЕБАМИ У ЗАКЛАДІ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ

Стаття присвячена дослідженню питання впливу методів та засобів арт-педагогіки на процес соціальної інтеграції учнів з особливими потребами в умовах закладу професійно-технічної освіти. У процесі дослідження проведено аналіз науково-педагогічної літератури, теоретично обґрунтовано сутність та вплив методів і засобів арт-педагогіки на процес соціальної інтеграції учнів з особливими потребами в закладі професійно-технічної освіти, виокремлені проблеми підготовки педагогів до роботи з учнями з особливими потребами в умовах закладу професійно-технічної освіти.

Ключові слова: арт-педагогіка; методи арт-педагогіки; учні з особливими потребами; соціальна інтеграція; заклад професійно-технічної освіти.

Problem statement. Ukraine's integration into the European economic, political and educational space has led to the formation of new value-based approaches to the organization of education for students with special needs. Modern societies in other countries and recently in Ukraine are characterized by a fairly high level of tolerance and attention to the demands and needs of every citizen, and social policy is focused on creating

conditions for the harmonious development of each individual. We can state that Ukraine's active integration into the European economic and scientific space resulted in radical changes in the field of education, paying considerable attention to the organization of a favorable educational environment for students with special needs. Vocational education of this category of students is an important part of their lives, because the process of getting education

allows to build a foundation for their further development and social integration, makes them feel appropriate and equal members of society. Until recently, children with disabilities in Ukraine were vulnerable, educated either at home according to an individual curriculum or in specialized educational institutions, and as a result it was difficult for them to adapt to the society that is not ready for tolerant perception and understanding of individuals who are only in some instances a little different from the majority. At the same time, parents suffer and do not receive proper help, and pedagogical staff of educational institutions are not able and do not know how to work with such children.

After adoption of the Law of Ukraine "On Education", highlighting the problem of inclusive education, interest in organizing work with such children has increased at the governmental and administrative levels. Now this problem is given more attention, though there are still many obstacles to successful interaction of such children with society. Many children with physical health problems are looking for ways to realize their interests and needs in vocational education and training institutions. Modern pedagogical science has a wide range of psychological and pedagogical methods that contribute to the rehabilitation, harmonization of development and integration into society of children with special needs. Educators, practical psychologists, special education teachers use art pedagogy as an innovative technology based on a personality-oriented approach, which aims to harmonize the development of personality in the system "nature – personality – society" through the organization of constructive cooperation of the child and the art in the process of perception and understanding of existing works of art or in the process of creating their own works of art. This methodology has great prospects in successful integration of children with special needs, thus being in the focus of research interest of many scientists. This explains the choice of the topic of our study.

Analysis of recent research. The issue of pedagogical support of children with special needs has been studied by many scientists, including V. Bondar, S. Volkova, I. Ivanova, T. Yevtukhova, A. Kapska, A. Kolupaeva, V. Lyashenko, O. Savchenko, O. Stolyarenko, A. Shevchuk and others. Based on the analysis of scientific works of L. Vygotskyi, O. Kopytin, I. Levchenko we can state that the use of art pedagogy as a technology as well as the methods of implementing this technology has a positive effect on intellectual, emotional, social and physical development of children with special needs [6]. The application of art pedagogy methods in the process of teaching children

with special needs is considered in the works of E. Voznesenskaya, O. Derkach, A. Kapskaya, A. Savytskyi, H. Tarasenko and others. In recent years, the trend of using methods and elements of art pedagogy and art therapy in the educational system has increased, especially in the process of teaching children with special needs. L. Lebedeva defines art pedagogy as an interdisciplinary branch combining the theory and practice of pedagogy and art, which is based on the humanitarian component [8]. A. Savitskyi [9] reveals peculiarities of the development of a child with Down syndrome and their impact on the learning process, emphasizing the importance of using elements of art pedagogy to prepare children for participation in the educational system. In his works, H. Tarasenko [11] highlights the importance of music therapy as a kind of art pedagogy, which allows the formation of sound orientation in the environment for children with congenital visual impairments, as a basis for knowledge acquisition and perception, integration and learning. According to O. Derkach [4], the use of art pedagogy contributes to the effective implementation of almost all functions of the educational process: didactic, educational, developmental, diagnostic, corrective, socializing, psychohygienic and more. In addition, the researcher has formed the basic requirements for the competences of students of pedagogical institutions who are supposed to use art pedagogy in their future professional activities to work with children with special needs.

However, despite the analyzed scientific publications, conclusions and recommendations on social integration of children with special needs using methods of art pedagogy, this problem has many unresolved issues, especially in terms of working with children and their parents, teachers and other participants in the pedagogical process. Thus our research is relevant.

It should be emphasized that the theoretical approaches and recommendations of scientists on the practical application of the basic principles of educating children with special needs and the implementation of these approaches at the governmental level reveal a number of contradictions between the needs and capabilities of educational institutions concerning effective inclusion of children with special needs into the education process at VET institutions as well as in the process of family education. Overcoming these contradictions is possible with the use of new approaches to the formation of didactic support and pedagogical monitoring of the process of teaching children with special needs in vocational education in the context of inclusive education as well as training teachers

able to affect the quality and outcome of socialization of these children, help and work with their parents and social environment.

The aim of the article is to identify and theoretically substantiate the impact of methods and tools of art pedagogy on the process of social integration of students with special needs at VET institutions based on analyzing the results of experimental verification of their effectiveness.

The methods used during the research were analysis, synthesis, comparison, pedagogical observation, and empirical survey methods, in particular, in depth interviews.

The research results. Adolescence is usually one of the most difficult periods in the life of every teenager, when they try to find their place in life. Children with disabilities go through this period even with more difficulties. The following factors have a great effect on the personality formation of such adolescents: peculiarities of family upbringing (e.g., having parents as a model), peculiarities of communication with peers in the reference group, social living conditions, peculiarities of personal development and more. These factors and the lack of students' own life experience at the time of their studies at VET institutions negatively affect the formation of a positive self.

Modern researchers of this issue convincingly prove that the means of art can be effective in supporting the psychophysiological state of children with special needs, increasing the amount of information acquired and the quality of its assimilation. At this, students' attention improves, their nervous and emotional tension weakens. The use of various means of art in the educational process helps to increase learning motivation, communicative and emotional willingness for effective pedagogical interaction, comprehension and assimilation of educational information [6].

Our observations confirm that, though children with disabilities have various clinical and psychological-pedagogical behavior manifestations, the following is often characteristic for them: disharmonious development, reduced performance capacities and communicative abilities, impaired adaptive processes, and disorders in emotional-volitional sphere. Preventing and overcoming these difficulties is a holistic and complex process that implies pedagogical diagnosis, involvement of students in social relations in the student community, attraction of these students in social and value-conscious activities with the account of their positive features, which the teacher should carefully study. It is art pedagogy that can help a lot by using its methods based on the following principles: art promotes

personality development, expands the general and artistic horizons, develops students' cognitive interests in general, as well as professional inclinations in particular; methods of art allow students with special needs to learn, feel, understand the world around them and learn to change it through artistic images; art becomes a source of positive emotions, art contributes to the formation of the students' need for own creativity; the created artistic images reflect the human subconsciousness, including fear, anxiety, internal conflicts. On the contrary, when speaking, students experience significant psychological and physiological difficulties.

While organizing the educational process with students having special needs at VET institutions, the focus should be made on fine arts, music, movement, composing works. L. Lebedeva's research [8] showed that the teacher – student educational interaction with the use of art methods allows to solve the following pedagogical tasks: *educational* (pedagogical interaction is built in such a way that students learn how to communicate appropriately and tolerantly, to feel compassion, which promotes moral development of personality, orientation in the system of moral norms, forms a deeper self-understanding); *corrective* (the self-image, which previously could be deformed, is corrected, self-esteem increases, communication with peers improves, there is an orientation to harmonious and constructive development); *therapeutic* (there is achieved a healing outcome due to creative activities, there arise feelings of psychological comfort, empathy, security and confidence); *diagnostic* (art methods allow to obtain information about the development of individual characteristics of the students through appropriate way of observing their activities and abilities, explore their interests and values in more detail, identify their problems that can and should be corrected in the process of pedagogical interaction); *developmental* (conditions are created under which each individual experiences success, copes with the problems independently. Students with certain physical limitations learn to verbalize their emotional experiences, become open and genuine).

When applying methods of art pedagogy with students having special needs, it is necessary to take into account the specific features of their clinical diseases, emotional stability of the individual, age, intellectual abilities, level of speech development, and family conditions.

An important method in art pedagogy is a problematic-dialogic method, the basis of which is the dialogue, which involves not just the exchange of information, but a joint search for solutions of the existing problems. Our observations and practical

experience in implementing the methods of art pedagogy allow us to identify the most effective methods of art pedagogy, they being origami, quilling, application, music therapy, isotherapy, vocal therapy.

So for students with visual impairments, hearing disorders, diseases of the musculoskeletal system, we offer ready-made origami products and recommend that they improve, perfect, change them. Origami classes promote the development of spatial thinking, allow to diagnose and improve the state of logical thinking, diagnose and correct depressive and psychosomatic disorders. The method of quilling makes it possible to implement such a method of art therapy as color therapy. So we give students colored strips and recommend making an ornament for embroidery, Easter eggs, boxes. All strips are of the same size and length and made according to the template. This approach can be used in the organization of extracurricular activities with the subsequent exhibition of hand-made products. As a result of such activities, the students overcome their fears, have the opportunity to express themselves. In our practice, all students of VET institutions gladly joined such activities, though the winners were often students with special needs, who presented their own creative, professional works. This method promotes the development of fine motor skills, the ability to concentrate and develops tactile sensations.

Classes using the method of applications are recommended for speech development, when students describe the applications made or modified by them. They explain what they planned to do and their goals and then other students discuss whether everything worked out. In this way students are involved in communication, form an idea of shape, space, harmony of colors etc [6]. Our experience of working at VET institutions with students having special needs allows us to analyze the most effective tools and methods of art pedagogy to be used. For students with hearing impairments, the most effective method is isotherapy and kinesitherapy, the method of applications, while for students with musculoskeletal disorders most effective methods turn to be choreotherapy, vocal therapy, music therapy, bibliotherapy. For visually impaired students, the emphasis is on vocal therapy, music therapy, audio-bibliotherapy in combination with other methods of art pedagogy, ie often an integrative approach to using art pedagogy methods is preferable. The use of integrative art pedagogy in the process of organizing the educational process with students having special needs should be ontogenetically oriented, but this issue still needs further exploration and research.

Another important factor contributing to effective

application of methods and elements of art pedagogy is preparation of teachers. First of all, the use of this technology can have a positive effect not only on the student but also on the teacher: it softens and removes a number of inner experiences and contradictions, accumulates experience of tolerant and empathic relationships and in general helps maintain positive psycho-emotional state [6]. In our opinion, when preparing teachers, three important components should be taken into account: *the subject matter*, which should include relevant professional knowledge of art pedagogy and its features; *operational activities*, which should include skills and abilities that will allow the teacher to implement the tasks of art pedagogy; *personal and professional development*, which includes the need to develop appropriate values, features and worldviews.

In order to identify the impact of art pedagogy methods on the process of social integration of students with special needs, we conducted an experimental test of the effectiveness of certain types of art pedagogy and the impact of methods and elements of art pedagogy on the formation and development of communication and creative skills, their help in overcoming social barriers. Using the method of observation, we could find out which teaching aids are most often used, as well as determine the impact they have on students with special needs. This method made it possible to observe the dynamics of behavior of students with special needs during classes, to identify specifics of applying different art pedagogy methods, as well as to identify a set of conditions that contribute to achieving social integration goals through art pedagogy. The survey method, namely the in-depth interview, allowed us to obtain detailed information from specialists who directly apply the methods of art therapy working with students having special educational needs. At the same time, we were able to consider non-verbal signals from the respondents, which contributed to having an insight into the research problem. As a result of applying the method of observation and conducting in-depth interviews, we received the following outcomes:

- established means of art pedagogy used during educational work with students with special needs at VET institutions. It should be noted that the following are the effective methods of art pedagogy: therapy by means of fine arts, music therapy, vocal therapy, applications. In general, art therapy classes are held in groups, but if necessary, the specialist stays with the student for an individual session;

- highlighted the benefits of using methods and tools of art pedagogy in teaching students with special needs. The positive thing in the application of art

pedagogy is that it allows the use of nonverbal communication as the basis of all work, which is very important in working with students with impaired speech and auditory perception. The use of art pedagogy involves all students, even those who have no inclination to fine arts. In the process, the students discover the emotions that have been blocked by their consciousness, which allows the teacher to adjust the direction of further work to solve the problems that might arise. In addition, the use of art pedagogy is a factor that increases the students' mental alertness;

- characterized the peculiarities and directions of the impact of art pedagogy on the process of socialization of students with special needs. We can state that art pedagogy has a positive impact on the integration process, helps overcome social barriers and improve communication skills. Through the use of methods and elements of art pedagogy, it is possible to overcome or reduce the impact of specific features of students' development, which will further contribute to the formation and improvement of self-care skills, as well as adaptation to the living environment;

- identified a number of aspects and conditions that affect the process and outcome of educating and training students with the use of art pedagogy. We state that it is very difficult to achieve a positive result if the immediate environment negatively affects the students' behavior (most often there are manifestations of reasonless aggression). Another important factor is the state of students' health. If this is not taken into account, the students may experience discomfort and unwillingness to participate in the learning process. All classes should be conducted without haste, paying maximum attention to details, emphasizing the formation of self-confidence.

Conclusions. Our research suggests that the technology of art pedagogy allows teachers to adjust and change the patterns of behavior of students with special needs in VET institutions, channel their skills and desires in the right, productive direction, while a variety of methods and tools of art pedagogy allows to take into account all specific features of a student's personality and choose the most effective tools and methods that work for this particular student. Art pedagogy methods facilitate work at problem areas in the students' development that hinder their social integration (e.g. impaired speech or hearing, inappropriate mental alertness etc.). As a result of art pedagogy classes, creative, communicative and intellectual abilities are developed, body motility is improved, memory, attention, concentration are trained. This contributes to overcoming social

stereotypes and barriers and facilitates the path of the students with special needs to becoming an integral part of society.

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Стаття надійшла до редакції 19.01.2022



"Бачення – це мистецтво бачити речі невидимими".

Джонатан Свіфт

англомовний ірландський письменник

"Метафори й історії набагато сильніші (на жаль) за ідеї. Ідеї з'являються й зникають, історії – залишаються".

Насім Тіаліб

лівансько-американський літератор, науковець

"Найближчий розгляд історії переконує нас у тому, що дії людей впливають з їхніх потреб, їхніх пристрасей, їхніх інтересів... І лише вони відіграють головну роль".

Георг Вільгельм Фрідріх Гегель

німецький філософ

"Праця звільняє нас від трьох великих лих: нудьги, пороку і нестатків".

Вольтер

французький філософ

