

TEACHING FOREIGN LANGUAGE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The priority of the New Ukrainian School is to ensure equal rights for quality education for all children, including children with special educational needs, who have mental or physical disabilities and who require special or additional conditions of education and upbringing. Therefore, inclusive education as a means of integrating such children into society and providing opportunities to learn together with peers is of great relevance. The Concept of the New Ukrainian School states: «The state creates conditions for ensuring the rights and opportunities of people with special educational needs to obtain their education at all levels, taking into account their individual needs, capabilities, abilities and interests» [4].

In terms of inclusive education, there is a question about studying foreign languages, which is necessary for the society of the XXI century. Knowledge of a foreign language enriches the spiritual world, extends the horizons, enhances the efficiency of intellectual work. A person who speaks several foreign languages receives a high social status, which allows it to be competitive in the labour exchange. In the modern world the knowledge of foreign languages is no longer seen as unique, but is a necessity.

At the present time, in legislation and the priorities of education certain changes that require adaptation of training programs and their content in accordance with the necessities of children with special needs are made, because learning a foreign language is an important and compulsory for all children regardless of their health status and initial abilities. Due to speech activity a child is developing and learning more about the world and himself.

Scientists say that learning a foreign language has a positive impact on the development of a child with special educational needs developing mental function such as: attention, thinking, perception, imagination, and also provides his social and personal needs. This activity helps the child to learn more about the world and to join the universal culture by communicating a new language [2].

Analysis of scientific studies shows that various aspects of inclusive learning of a foreign language are described mostly by foreign scientists. This is because the inclusive form of teaching children with special educational needs is well developed in many countries of the world, particularly in Canada, UK, USA, Denmark, Italy, Belgium, Sweden and functions there since the end of twentieth century. At the same time, in Ukraine there is lack of research devoted to the peculiarities of inclusive learning of a foreign language.

Learning of a foreign language with children with features of psychophysical development in the modern pedagogical science is causing a lot of controversy and complaints. Meanwhile, the teaching practice shows that a

foreign language like a native, by definition of I. Zymna, needs to provide social, intellectual and personal needs of the person [2].

Learning a foreign language with children with special educational needs requires teachers to consider mental and physical disorders of students and adaptation of the educational process on the basis of the principles of individualization and differentiation. The principle of differentiation at the lesson of a foreign language involves the differentiation of the content of the task and its formulation, the differentiation of implementation and methods of control. A differentiated approach to the presentation of the problem manifests itself in different ways of presentation (oral, written, visual, combined), the use of additional visual supports (text or illustration), paralinguistic means (facial expressions, gestures), verbal supports (additional explanations, reminders of the algorithm execution etc.). Differentiation of the way of the pupil's task occurs through the variation of complexity of the task, for example, some pupils write an essay about their family, the others write an essay with a plan, others answer questions about their family or fill in the gaps in the following text information about family, some depict their family tree or drawing portraits of family members, giving minimal information about them. Testing and evaluation of the task are differentiated, too: a pupil can give complete detailed sentences or give one-word responses, demonstrate understanding of listened information by taking tests like multiply choice, choosing the correct picture or making a series of images in the correct order; drawing up mind maps, recording audio, using demonstration cards, etc. Pupils with special educational needs can take an extra time for taking tests [1, p. 648]. The individualization of educational process of a foreign language in the conditions of inclusive education requires knowledge of pupil's mental and physical disorders, understanding of the differences in learning and behavior of children who belong to a certain category, awareness of their peculiarities and adaptation of teaching methods.

These assumptions confirm the definition of L. Vygotskyi on the education of children with defined anomalies: «If the environment does not create the appropriate tasks, does not impose new requirements and does not encourage using the new objectives, the child's development of intelligence does not develop all its possibilities, does not reach them or reach with a certain delay» [3, p. 134].

Learning a foreign language at the early stages of learning will affect the development of the child's psyche and the enrichment of his intellect, which is determined by the activation of basic cognitive processes – attention, memory, thinking. Consequently, the acquisition of language by means of foreign language will promote intellectual development, since this process is inextricably linked with the development of cognitive functions. In addition, learning a foreign language promotes the integration of the child in social life, helps him enjoy all the opportunities offered by the society, forms a moral attitude to the world and himself.

Therefore, in the conditions of inclusive education a foreign language teacher needs to have special professional skills for teaching children with special educational needs to ensure their maximum social, cognitive, speech and emotional development. The prospect of further research in the direction of the given problem is the study of teaching experience concerning teaching foreign language pupils with other disorders of psychophysical development.

References

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Оксана Кондратова

ОСОБЛИВОСТІ ЕМОЦІЙНО-ЦІННІСНОГО СТАВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ ДО ПРИРОДИ

Характерною рисою сучасного етапу суспільного розвитку є посилення експансії людства в біосфері. Зростання антропогенного тиску на природу викликає серйозні порушення у функціонування екосистем, що в свою чергу негативно позначається на умовах життя самих людей. Стає реальністю загроза розвитку сучасної екологічної ситуації за кризовим сценарієм. У цих умовах стає очевидною необхідність відмови від агресивно-споживацького ставлення до природи, перегляду панівних поглядів на природу, місце людини у світі, вироблення нових, екологічно адекватних життєвих цінностей та ідеалів, виховання покоління високоморальних і освічених людей, здатних вирішувати складні проблеми взаємовідносин людини з навколишнім середовищем.

Тривалий час екологічне виховання зводилося до природоохоронної освіти учнів. Однак, поступово в середовищі педагогічної громадськості стало складатися розуміння необхідності комплексного підходу до визначення умов цілеспрямованого виховання культури ставлення