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LANGUAGE AND DIDACTIC PRINCIPLES OF FOREIGN LANGUAGE TEACHING TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS UNDER INCLUSIVE EDUCATIONAL ENVIRONMENT

The article is devoted to the analysis of language and didactic principles of teaching foreign languages to junior pupils with special educational needs (SEN) under conditions of inclusive educational environment. It is noted that the educational process in inclusive classes is constructed taking into account both general didactic principles (systematic and systematic, accessibility, conscious assimilation of the material, etc.), as well as specific ones, determined by the structure of their violation. Special attention is paid to the specific principles of teaching children with SEN to help teachers of foreign languages, working in intensive pedagogical correction classes and in inclusive classes. It is found that the principles are defined by the general didactics, and are based on the teaching of children with SEN, but they are implemented specifically, taking into account the peculiarities of the development of a certain category of students. In addition, all didactic principles are closely linked and implemented in interdependence. Due to the organic unity of the principles, individual corrective techniques of their implementation are repeated. It is a close combination of didactic principles that leads to the correct organization and implementation of educational work on foreign language class.

Key words: foreign language, didactic principles, language didactic principles, inclusive class.

The updating of the content of education that is currently taking place in Ukraine especially covers the system of special education.

The State Standard of Primary Education states that the goal of primary education is child's comprehensive development, the development of his talents, abilities, competencies and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, formation of values, development of autonomy, creativity and curiosity.

In addition, it is stated that the requirements for compulsory learning outcomes are determined by taking into account the competence approach to learning, which is based on key competencies. Thus, among the key competencies one can distinguish: 1) fluent knowledge of the state language, which includes oral and written ability to express thoughts, feelings, explicit and reasoned explanations of facts, as well as love for reading, ability to feel the beauty of a word, an awareness of the role of language for effective communication and cultural expression, readiness to use the Ukrainian language as a native in different life situations; 2) the ability to communicate with the native (in case of a difference from the state language) and foreign languages, which provides for the active use of the native language in various communication situations, in particular in everyday life, educational process, cultural life of the community, the ability to understand simple expressions in a foreign language, communicate in appropriate situa-

tions, mastering the skills of intercultural communication.

Such skills as reading with understanding, ability to express their own opinion orally and in writing, critical and system thinking, creativity, initiative, ability to logically justify a position, ability to constructively manage emotions, evaluate risks, make decisions, solve problems, collaborate with others are common for all key competencies.

The purpose of foreign language education is the formation of a foreign language communicative competence for direct and indirect intercultural communication, which ensures the development of other key competencies and satisfaction of the various life needs of the applicant.

So, the student perceives information provided in a foreign language under the conditions of direct and indirect intercultural communication, and critically assesses such information; understands the read foreign texts of different kinds for information or emotional satisfaction, uses the read information and critically evaluates it; provides information, expresses thoughts, feelings and attitudes, interacts with other persons orally, in writing and in real time using a foreign language.

Didactic principles of pedagogy are called substantive conditions that determine the content, forms and methods of educational process in accordance with its general objectives and patterns (Bondar V., Galuzynsky V., Yevtukh M., Gruzdev P., Podlasyi I., Stolyarenko L., etc.).

The first attempt to create a holistic system of didactic principles was carried out by Ja.-A. Kamen-sky. He substantiated them by nature-compatibility: education and upbringing should take into account the natural, age and psychological characteristics of children. K. Ushynsky considered didactic principles in close connection with the forms and methods of teaching. I. Lerner emphasized that the specific laws and principles of teaching is the reflection of stable relationships between the three elements of training are teacher activities, student activity and content of education [6]. Of course, all these elements in a special school differ significantly from the secondary mass school, and therefore the principles of learning cannot be the same [2, 61].

"Special attention, in the field of special education, is paid to the development of ways to improve the educational activities of students with special educational needs (SEN), which serves as the basis for the creation of innovative technologies for teaching this category of children" [4, 5].

G. Mersyanova as the basis for the specificity of the general didactic principles considers abnormal child and to the specific principles of special education refers personalized and differentiated approach to students and correctional (special) orientation of learning [7].

V. Lypa names the principles of special didactics as principles of correctional (special) learning and allocates in each of them the appropriate didactic rules [8].

A slightly different approach was made by N. Nazarova. Describing special didactics, the scholar highlights the principles of special education, while emphasizing that they reflect the most important conceptual conditions for the education of people with SEN. She considers the specific principles of special pedagogy are:

- the principle of pedagogical optimism;
- the principle of early pedagogical assistance;
- the principle of correction-compensating orientation of education;
- the principle of thinking, language and communication development as a means of special education;
- the principle of activity approach in education and upbringing;
- the principle of a differentiated and individual approach;
- the principle of the need for a special pedagogical leadership (mentorship) [9].

The theoretical aspects of special education are thoroughly developed and effective ways of improving the process of teaching children with SEN are determined (I. Bekh, V. Bondar, V. Zasenka, I. Yermenko, A. Kolupayeva, S. Maksymenko, T. Sak,

V. Sinyov, Ye. Sobotovich, O. Khokhlina, V. Tarasun, M. Sheremet and others.) in a special school today.

The system approach to special education of children with SEN is fully capable of implementing the principle of correctional (special) orientation of special education, which is based on maximizing of the use of compensatory possibilities of the child, determining the optimal tasks of correctional development and their implementation in the content, form and methods of psychological and pedagogical management by specially organized correctional and educational process [4, 5]. Therefore, the subject of corrective (special) influence can be educational activity, the development of its structural components is directly related to the development of mental functions and the individual as a whole.

As the educational process in classes for children with SEN is constructed taking into account both the general didactic principles (system, accessibility, conscious comprehension of the material, etc.) and the specific ones, which are conditioned by the structure of their mental defect. We consider it necessary to pay special attention to the specific principles of teaching children with SEN with the aim of helping teachers of foreign languages working in inclusive schools and kindergartens. The most important of them, in terms of V. Tarasun [5] are: 1) the principle of correctional training (specially oriented education); 2) the principle of intra-class differentiation and individualization of education; 3) the principle of distributed pedagogical assistance; 4) the principle of maximum use of different analyzers in the process of teaching; 5) the principle of formation of the psychological level of understanding of speech as a prerequisite for meaningful learning of educational material.

Determining the specific principles of teaching children with SEN it is important to take into account the purpose of training these students; objective patterns of their teaching as an interconnected activity of a teacher and a student; ways of using these objective patterns for the purpose of learning; special conditions of the provided training.

As it is known, the didactic principles of general pedagogy are used in teaching children with SEN. These principles fulfill the general regulatory and guidance functions, which are determined by the general aims of education and upbringing of children in the norm and pathology. They are implemented taking into account the cognitive capabilities and peculiarities of the development of these children. However, the reference to the need for a specific implementation of general didactic principles due to its uncertainty and precision does not provide the necessary indicative basis for the implementation of special training management. In a number of special

pedagogy works, in which the principles of study are considered, an additional principle of correctional (special) training is introduced.

The analysis of the process of teaching children with SEN made it possible to distinguish the following basic conditions defining the essence of the general special principle of the correctional (special) orientation of the education of children with SEN. Compensation and correction of deviations in the development of children is carried out in a specially organized pedagogical process that takes into account the typological, age and individual peculiarities of their mental and physical development.

The principle of correctional training (specially oriented education).

The main ideas defining the principle of the correctional orientation of teaching children foreign languages are, firstly, compensation and correction of deviations in the development of these children should be carried out in a specially organized pedagogical process. It is necessary to take into account the typological and individual peculiarities of their mental and physical development, while the correctional orientation of children's education is realized in the process of assimilation of their knowledge, skills and abilities.

An important condition for the productive development of students with SEN is their maximum early inclusion in the system of specially organized pedagogical influences. In this case, the training of students foreign languages is based on the potential possibilities, and the objective laws of the formation of the psyche on an inadequate intellectual basis.

In addition, it is taken into account that the most optimal correction effect of teaching a foreign language is achieved in the process of visual and practical activity of students, which involves their active and conscious interaction with the teacher and students of the class.

2) The principle of intra-class differentiation and individualization of education.

Differentiation of education within the same class involves the use of methods, organizational forms, aimed at both helping the lagging behind in schooling students, and on deepening the knowledge of students with SEN.

By differentiating teaching in a foreign language lesson, the teacher must know the psychophysical features of each student with SEN. As practice shows, the classes for such children in their composition are heterogeneous and differences in the development of schoolchildren are quite noticeable. That is why, the teacher needs to purposefully reveal both the distinctive and common features of the students with the SEN, which is the basis for the differentiation of edu-

cation and an important condition for achieving maximum results by each child.

Based on this, the foreign language teacher should associate the educational material with the conditions of a particular class so that the material becomes accessible to students with the SEN and at the same time not simplified, so as not to narrow the content, to maximize interest to children (to adapt not to modify). For this purpose the teacher selects (or develops) special exercises, oriented on separate students with different abilities; assumes, depending on the preparedness of each student, pedagogical assistance; plans an optimal combination of collective, group and individual work, their combination during the lesson creates conditions for simultaneous work with different but accessible educational material for students with different cognitive abilities (SEN).

Considerable attention should be paid to organizing the group activities of students with SEN, which more fully takes into account their individual-typological peculiarities, and in the conditions of the classroom, system serves as one of the correctional (special) means of differentiating learning. Productive is the group activity of students with teacher as a tutor. In the process of this activity, the independence of children develops not only in fulfilling of a particular task, but also in its controlling, self-controlling, and subsequently in the mastering of knowledge and skills.

The development of independent activity of students is a prerequisite for the successful implementation of intra-class differentiated teaching. In conditions of simultaneous teaching in the class of children with different cognitive possibilities, the introduction into the educational process of self-activity is a powerful task for children with SEN and promotes more successful mastery of their communicative knowledge and skills in a foreign language lesson.

By developing a system of personal assistance to each student of a class, the teacher must set himself the goal of providing special assistance aimed at eliminating specific gaps in knowledge, educational skills, specific mistakes in a foreign language, speech disorders, memory and attention deficiencies. Therefore, individual work with junior students in a foreign language class should be considered, first of all, as a corrective (special) work: it should be aimed at correcting the disadvantages of intellectual development of the child, eliminating the weakest parts of their mental activity, eliminating speech problems.

Alongside with this, organizing individual work with students with SEN, the teacher has to predict the most difficult sections of their curriculum in a foreign language, and, accordingly, pay special attention to

the preparation of these children for the acquisition of educational material. It is expedient to work with such students not after studying a certain section of the program, but before passing it in the class. Such propaedeutic (preventive) work will ensure productive learning of the program by students.

3) The principle of distributed pedagogical assistance.

One of the ways to achieve a successful problem solving is a clue – an auxiliary task, more simple in content, but that includes the principle of solving the main task.

In special psychology and pedagogy, on issues related to the pedagogical clue, it is noted that the child's ability to use adult care can be seen as an instrument for the most accurate differentiation of children in the degree of deviation of intellectual development. In the works of many researchers (T. Vlasova, N. Pevzner, G. Sukhareva, V. Yegorova, etc.) it is emphasized that children with leaning disabilities, for example, differ from mentally retarded children, first of all, by ability "to take help", significantly increasing the level of performance under its influence [5].

Therefore, performing the exercises according to a model in a foreign language lesson (with the help of a specially developed system of direct teacher's clues/tips) should become one of the specific principles of teaching students with SEN.

Further, the teacher's help is aimed at eliminating the disadvantages of the development of verbal and logical thinking of children with SEN and should consist in a significant increase in visual material, which they operate. It is under this condition that it is possible to most fully identify the hidden possibilities of verbal-logical thinking of children with SEN. Such work often leads to significant changes in their thinking activity.

The development of a system of pedagogical assistance also includes work on the formation of the ability to adequately transfer the learned ways of fulfilling tasks to solve similar problems, which is considered as one of the important mental operations.

4) The principle of maximum use of different analyzers in the process of teaching.

It is expedient to use all stored analyzers as much as possible in teaching children foreign languages. In order for the student to achieve the full perception of the desired sound, words, numbers, his attention, first of all, must be recorded on their correct sound with a clear pronunciation of their teacher. Thanks to the saved auditory analyzer, students learn to distinguish and allocate the sound among other speech sounds, the word is needed among other foreign words. With the help of the visual analyzer, the

child perceives some movements of the speech organs of the teacher (the lips, tongue, mandible), which helps to correctly reproduce sounds, words, sentences, numbers, rhythm, intonation, etc. during their recording. The maximum use of the visual analyzer is especially important in the study of letters or figures that are graphically similar (a-d, b-d, p-q-g, v-w, i-j, 6-9, IV-VI, etc.).

In order to assimilate students with SEN linguistic training material from a foreign language, the use of motor-kinesthetic sensation of a child, which is well formed during repeated choral pronouncements of tongue twisters, poems, etc., and is of particular importance.

Thus, the knowledge of the teacher of the state of students different analyzers formation will enable to find out the state of compensatory opportunities of children with SEN. This is especially necessary for the correct solution to the question of ways of correction of SEN, because knowledge of the compensatory background will allow the teacher to correctly imagine what skills the student can rely on in the work to eliminate the defect and learn a foreign language.

5) The principle of formation of the psychological level of understanding of speech as a prerequisite for meaningful learning of educational material.

Foreign language teachers who work in inclusive classes or classes of intensive pedagogical correction, it is advisable to foresee the development or correction of students in the process of understanding speech and consider this work as a principle of forming in them the prerequisites for comprehension and understanding of educational material.

To this end, it is advisable to apply a system of special games and tasks in a foreign language for the development of different levels of speech comprehension. This system should include tasks for the elimination of inadequate development: 1) the amount of memory, attention and perception; distribution of attention that structurally violates understanding; 2) understanding of words, word forms, grammatical categories, as well as relationships that are hidden behind the grammatical constructions of phrases and sentences; 3) determination of the integrity and connectivity of the text (statement), penetration into its hidden implication.

As a result of the application of such tasks, the teacher will be able to increase the ability of students with SEN to accurately understand the semantics of individual words, grammatical categories and forms, phrases and various types of sentences; develop the ability to "read" facial expressions, pauses, intonation.

Ultimately, this work will have a serious impact on the degree of accuracy and completeness of understanding by students with SEN of foreign language

educational material. Language for a child – primarily a means of development, knowledge and education. Indeed, at an early stage of learning, particular attention should be paid to the development of the child's personality through the use of a foreign language.

We came to the conclusion that the principles are defined by the general didactics, and they are based on the education of children with special educational

needs. In addition, all didactic principles are in close connection and are realized in interdependence [2, 64]. Due to the organic unity of the principles, individual corrective techniques of their implementation are repeated. It is a close combination of didactic principles leads to the correct organization and implementation of educational work in a foreign language lesson.

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Шапочка К. А. Лингводидактические принципы обучения иностранным языкам младших школьников с особенными образовательными потребностями в условиях инклюзивной образовательной среды

Статья посвящена анализу лингводидактических принципов обучения иностранным языкам младших школьников с особенными образовательными потребностями (ООП) в условиях инклюзивной образовательной среды. Учебно-воспитательный процесс в инклюзивных классах строится с учетом как общих дидактических принципов (систематичности и системности, доступности, сознательного усвоения материала и т.д.), так и специфических, которые обусловлены структурой их нарушений. Особое внимание уделяется специфическим принципам обучения детей с ООП с целью помочь учителям иностранных языков, которые работают в классах интенсивной педагогической коррекции и в инклюзивных классах. Выяснено, что принципы общей дидактики лежат и в основе обучения детей с ООП, но реализуются они специфически, с учетом особенностей развития определенной категории учеников.

Кроме того, все дидактические принципы находятся в тесной связи и реализуются совместно. Вследствие органического единения принципов отдельные коррекционные приемы их реализации повторяются. Именно тесное единение дидактических принципов и приводит к правильной организации и осуществлению учебно-воспитательной работы на уроках иностранного языка.

Ключевые слова: иностранный язык, дидактические принципы, лингводидактические принципы, инклюзивный класс.

Шапочка К. А. Лінгводидактичні принципи навчання іноземних мов молодших школярів із особливими освітніми потребами в умовах інклюзивного освітнього середовища

Стаття присвячена аналізу лінгводидактичних принципів навчання іноземних мов молодших школярів з особливими освітніми потребами (ООП) в умовах інклюзивного освітнього середовища. Зазначається, що навчально-виховний процес в інклюзивних класах будується з врахуванням як загальних дидактичних принципів (систематичності і системності, доступності, усвідомленого засвоєння матеріалу та інш.), так і специфічних, що зумовлені структурою їх порушення. Особлива увага приділена специфічним принципам навчання дітей із ООП з метою допомоги вчителям іноземних мов, які працюють у класах інтенсивної педагогічної корекції та в інклюзивних класах. З'ясовано, що принципи визначені загальною дидактикою, лежать і в основі навчання дітей із ООП, проте реалізуються вони специфічно, з урахуванням особливостей розвитку певної категорії учнів. Крім того, всі дидактичні принципи знаходяться у тісному зв'язку і реалізуються у взаємозалежності. Внаслідок органічної єдності принципів окремі корекційні прийоми їх реалізації повторюються. Саме тісне поєднання дидактичних принципів і призводить до правильності організації і здійснення навчально-виховної роботи на уроці з іноземної мови.

Ключові слова: іноземна мова, дидактичні принципи, лінгводидактичні принципи, інклюзивний клас.

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**МОДЕЛЬ ФОРМУВАННЯ ТЕРМІНОЛОГІЧНОЇ
КОМПЕТЕНТНОСТІ МАЙБУТНІХ ГРАФІЧНИХ ДИЗАЙНЕРІВ
У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ**

Статтю присвячено розробці і науковому обґрунтуванню авторської моделі формування термінологічної компетентності майбутніх графічних дизайнерів, яка структурована за цільовим, змістовим, процесуальним та оцінно-результативним блоками. Модель ґрунтується на особистісно-центрованому та компетентнісному підходах і на загальнодидактичних та специфічних принципах. Змістовим ядром моделі є сукупність визначених організаційно-педагогічних умов. Результатом упровадження педагогічної моделі має стати сформованість термінологічної компетентності у максимальній кількості майбутніх графічних дизайнерів.

Ключові слова: модель, термінологічна компетентність, майбутні графічні дизайнери, професійна підготовка.

Пріоритетним напрямом сучасної професійної підготовки майбутнього фахового дизайнера у ЗВО є формування компетентного, конкурентоздатного фахівця. Результатом підготовки майбутніх фахівців мають бути сформовані професійні знання, уміння і навички, а також їх підготовка до виконання ними фахових функцій через розвиток у них професійної компетентності. Лише за умови сформованості професійної компетентності графічного дизайнера рішення творчих проектних завдань, дослідницька і творча діяльність по створенню нових оригінальних виробів можуть бути найпродуктивнішими. Термінологічна компетентність як складова професійної компетентності майбутнього графічного дизайнера характеризується сукупністю спеціальних знань та умінь майбутнього фахівця і результатом її сформованості є вільне володіння термінологічним апаратом фаху та здатність до комунікативної діяльності у професійній ситуації.

Компетентнісний підхід в освіті є предметом наукового дослідження вітчизняних вчених