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**TRAINING OF TEACHERS FOR THE WORK WITH STUDENTS WITH THE SPECIAL EDUCATIONAL NEEDS WITH THE HELP OF INFORMATION TECHNOLOGIES**

*The article deals with the problem of teaching children with special educational needs, specifically the problem of information technology use in their learning process. The author suggests the most relevant and efficient functions of information technologies as used in teaching children with special educational needs chosen on the basis of the analysis of the most common learning activities in the study process. Together with the function description, the author outlines the main guidelines for the teachers while getting prepared to work with the defined category of children.*

*Key words: schoolchildren with special educational needs, information technology, facilitator, tutor, cognitive development, communicative development, assessment, study process administration.*

It is common knowledge that the vast majority of researches of the process of education with the help of information technologies (IT) focus on the questions of efficiency of different software application. Moreover, as a rule, such investigations emphasize the positive impacts of implementation of various ends of software, though they highly neglect the capacities of diverse influences of IT on different students, especially their negative effects. The proof of this can be found in the attempts of scholars to trace the interdependence between different types of students and specifics of their studies with the usage of IT [4], considering such individual characteristics, as experience in working with the computer, gender, abilities and age. Such investigation aims at solving the question, whether the students with special educational needs should use the IT in the studying process. Following the ideas of the humanistic approach, the modern school should focus on teaching different children, even those, who encounter some difficulties in studying, which are not caused by either physical or mental disabilities, though.

The focus on all schoolchildren opens great opportunities and possibilities for the technical modernization of the education and implication of the humanistic approach with the help of utilization of the IT in the studying process. Nevertheless, the opinions of teachers differ in regards to the efficiency of IT in the studying process in comparison with the traditional methods due to the existence of a range of reasons: 1) the usage of IT at schools is rare, random, much more limited, than in the domestic conditions [3]; 2) the usage of IT at schools is less interesting, as the modern software is expensive and unaffordable for the school administrations, in terms of finances, while some rich parents can provide their children with all the needed applications and technologies [6]; 3) the usage of the modern software is impossible in schools, which are mainly equipped with out-of-date computers; 4) lack of professional competences among the teachers (except of teachers of the information technologies) in regards to the utilization of IT in their disciplines [1].

Considering the above-mentioned reasons, which create obstacles on the way of efficient usage of IT in the studying process, it is topical to discuss the problem of the appropriate investigation of the peculiarities of interaction of schoolchildren with the computers in the extra-curricular educative environment with the main purpose of implementing the achieved data into the transformation of IT into the powerful, didactic means in work with all children.

Therefore, the objective of this research is to analyze the potential ways of implementation of IT for the support of schoolchildren with the special educational needs.

Background. Before doing any research it is vital to ascertain the meaning of the key concepts. In these terms, it is important to mention that we regard IT as the system of technical and software means and tele-communicative networks, which are used on purpose in the education for the sake of increase of its efficiency and intensification [1]. On other hand, the notion of the special educational needs embrace a range of difficulties in the

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studying process, connected with the direct disorders in the physical and mental development of the children as well as obstacles, regarding certain psychological and individual peculiarities of students, which arise in the process of usage of the IT. At least this approach meets the educational policies of Great Britain, which follows the humanistic approach to studying and treats each child as unique and vulnerable to certain difficulties with the studies, depending on the circumstances and individual characteristics [2; 6]. As a result, it is possible to define certain studying disciplines, where the usage of IT can help to work with the children with the special educational needs. These are a) communication and interaction; b) cognition; c) emotional and social development; d) sensorial and physical development.

In our opinion, these are the spheres, which can cause some obstacles in the education of children with the special educational needs, unless some positive procedures will be adopted for the sake of the efficiency of the educational policies, focused on the satisfaction of all demands of schoolchildren.

Apparently, the modern educational sphere (3-5 years) emphasizes the importance of reduction and total elimination of any obstacles in the studying process, which could have disturbed the studying performance of the schoolchildren. From this prospect, the researchers and teachers frequently argue about the optimal ways of implementing of such a model of education. There is an opinion, stating that teachers should bear the entire responsibility for their subjects and facilitation of the educational barriers in work with the schoolchildren. On the other hand, some claim that children with the special educational need should apply for the professional help outside the school environment. There is also alternative idea, claiming the necessity to combine the studying process with the qualified help of the counselors for the sake of elimination of negative barriers and obstacles in education. In our opinion, each of the above-mentioned ideas is worth discussing. Though there is still no universal model of education, the governments of the developed countries work over the implementation of the theory of «inclusive education», which will consider the demands and needs of all schoolchildren and help them to adapt to the educational programs and plans [2].

Discussion. The implementation of IT for the sake of intensification of the studying process is sufficiently researched in the scientific and methodological literature. However, the concept of usage of IT with the purpose of facilitation the studying process for the schoolchildren with the special educational need has not been fully discovered yet, despite the permanent claims among the educators, regarding the humanistic approach.

In our opinion, the solution of the exited problem consists in the clear definition of the potential opportunities of the IT in the «inclusive» studying. Despite the vast variety of the digital educational and methodological resources and software on the market, the teachers, who are not competent in work with the computers, may find it difficult to define the potential efficiency of usage of certain IT (which presents huge informative load, as well [1]), in the studying process. In order to solve this problem, a group of researchers from California, USA have analyzed the software, designated especially for the utilization in the middle schools [3]. In the course of the investigation, the researches come up to the conclusion about the existence of certain variables in the methodology of the software, which can affect the studying progress of schoolchildren. These are 1) size and type of feedback from the schoolchildren to IT and vice versa; 2) the possibility of practical implementation of the studying content; 3) the strategy of presenting the operational instructions; 4) evaluation; 5) motivational aspect. Moreover, it has been estimated that the assessment of the software by the authorities (the Ministry of Science and Education, different educational and methodological centers) does not guarantee their successful implementation on practice in the specific studying environment with the concrete groups of schoolchildren.

The training of teachers of specific studying disciplines, regarding the influence of the above-mentioned aspects of development of the educational software and outline of the potential opportunities of including the IT into work with the schoolchildren will allow avoiding the majority of obstacles, some students encounter while studying.

In this light, it is important to pay attention to the research of the American scholar Means B., who has classified the IT, according to the criterion of functions, which they perform in the education [5]: a) tutor; b) facilitator of the research and cognitive activities; c) means of training for improving knowledge and skills; d) means of communication; e) means of assessment of the studying advancements; f) means of administration of the studying process.

On the basis of the proposed classification we will attempt to describe the ways of implementation of the IT in the studying of schoolchildren with the special educational needs.

IT as a tutor. The tutor software is one of the first programs, designated for the usage of IT in the educational process and focused on the individualization of the studying material and its adaptation to the needs and demands of the students. This software is the one, who fully meets the requirements of education for the schoolchildren with the special educational needs. However, the scientific literature doubts the efficiency of this software, pointing to the fact that it trains the automatization of the skills and abilities, which can be easily obtained with the help of conventional methods. Partially, we agree with this opinion. However, considering the peculiarities of studying of children, who experience either psychological or physiological difficulties, the individualized, comfortable education is highly effective and appropriate. Therefore, the implementation of the tutor software is justified and effective, in this case.

The examples of this software in teaching of foreign languages are the series «Triple Play Plus», «Lingua Land», «Bridge to English» and others. Here, it is important to admit about some negative inaccuracies concerned with the adequacy of the elements, which have been mentioned in the research of Cuban and Woodward [3]. Nevertheless, in general, the usage of the tutor software (which is not very difficult, in technical terms) is quite effective in work with the schoolchildren with the special educational needs.

IT with the functions of the facilitator of the research and cognitive activities. Software, designed in accordance with the simulative principle, provide the virtual real environment, where the children can discover the world, develop research capacities, according to their interests and individual qualities (so that the education becomes comfortable) and the logically thought strategy, at the same time. The example of this software is the «Jungle Book».

Another important simulative tool is the Internet, which allows schoolchildren consulting with the children from other countries regarding their homework, sending and receiving information or searching for the answers for the educational tasks. In such a way, the children face the effect of «non-solitude», which allows them avoiding the stress of panics, regarding the inability to solve some questions or demonstrate the sufficient knowledge.

IT as the means of communication. The multi-media capacities of IT creates enormous opportunities for the organization of communication for the children with special educational needs. The usage of the e-mails and other elements of asynchronous communication support children in overcoming the barriers of speaking, which frequently arise in the class rooms due to certain psychological and sometimes physiological difficulties. On the other hand, the virtual communication involves one more important aspect, such as the presence of computer, which distracts the schoolchild's attention from his or her personality or personality of the interlocutors.

IT as the means of assessment of the studying advancements. Evidently, the evaluation is a stressful part of the educational process, which does not necessarily contribute to the efficiency of studying, especially of children with the special educational needs. With this purpose, the IT can be used for the anonymous assessment, which automatically evaluates the performance of schoolchildren and the productivity of their answers and sends the results to the teachers without informing the students about it. Such monitoring can be done systematically without time and efforts waste in the opposition to the conventional studying

(without IT), in which the teachers have to spend numerous hours for evaluating the written responses without letting the students realize the very process of assessment of their papers.

In addition, the usage of IT in the elimination of stress during the evaluation process can be relevant and justified, since the students do not doubt the objectivity of computer assessment due to the absence of human factor. The above-mentioned procedure can be fulfilled with the help of numerous digital software products, some of which remain free of charge. The example is the testing platform Hot Potatoes, created by the company Half Baked Software, which is widely used by the teachers all around the world. This software allows creating different kinds of testing assignments (from the multiple choice tasks to the cross-words) with various strategies and ways of assessment.

IT as the means of administration of the studying process. Very often, the subjective character of the studying process leads to the formation of additional obstacles in education, particularly in relations to the schoolchildren with the special educational needs. Since the IT in this function guarantees objectivity and adherence to principles of administration of the studying process, it becomes easy to work with such children and minimize the impacts of the obstacles, which reduce the productivity of the learning process.

The discussed types of studying processes and ways of implementation of IT in work with the schoolchildren with the special educational needs do not pretend to be fully researched. However, we suppose that the main idea to be considered is the statement that the equipment of schools with the IT does not guarantee the efficiency of studying process for each child. This can be achieved through considerable adapting efforts in order to meet all the studying demands of the students and, in its turn, increase the efficiency of IT implementation at schools.

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#### ПОДГОТОВКА УЧИТЕЛЕЙ К РАБОТЕ С УЧЕНИКАМИ С ОСОБЕННЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ С ИСПОЛЬЗОВАНИЕМ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

*В статье исследуется проблема обучения учеников с особенными образовательными потребностями, а именно проблема использования информационных технологий в учебном процессе таких учеников. Автор предлагает наиболее эффективные функции информационных технологий, которые можно использовать в обучении учеников, обосновывает основные аспекты методической подготовки учителей, работающих с указанной категорией учеников, используя информационные технологии.*

*Ключевые слова: ученики с особенными образовательными потребностями, информационная технология, фасилитатор, тьютор, познавательное развитие, коммуникативное развитие, оценивание, управление учебным процессом*

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**ПІДГОТОВКА УЧИТЕЛІВ ДО РОБОТИ З УЧНЯМИ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ З ВИКОРИСТАННЯМ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ**

У статті досліджується проблема навчання учнів з особливими освітніми потребами, а саме проблема використання інформаційних технологій у навчальному процесі таких учнів. Автор пропонує найбільш ефективні й доступні функції інформаційних технологій, які можна застосовувати в навчанні учнів з особливими освітніми потребами. Приклади наводяться з вивчення предметів гуманітарного циклу (зокрема іноземних мов). Добір та обґрунтування таких функцій здійснено на основі аналізу найбільш використовуваних видів діяльності в навчальному процесі зазначених учнів, а також з урахуванням найбільших труднощів у професійній діяльності вчителя, що працює з учнями з особливими освітніми потребами. У статті доведено, що застосування інформаційних технологій сприяє не лише підвищенню рівня навчальних досягнень учнів, але й створенню відповідного психологічного клімату та подоланню стресових ситуацій під час навчання. Водночас автор статті обґрунтовує основні аспекти професійної педагогічної та методичної підготовки вчителів, що працюють із зазначеною категорією школярів, використовуючи інформаційні технології як для навчання, так і для ефективної організації навчального процесу.

Ключові слова: учні з особливими освітніми потребами, інформаційна технологія, фасилітатор, тьютор, пізнавальний розвиток, комунікативний розвиток, оцінювання, керування навчальним процесом.

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**ПІДГОТОВКА СТУДЕНТІВ ДО ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ПОЧАТКОВИХ КЛАСІВ**

У статті розкрито актуальні проблеми підготовки студентів до формування здоров'язбережувальної компетентності учнів початкових класів. Показано значення здорового способу життя студентської молоді, основні напрямки його вирішення, зокрема залучення до занять фізичною культурою, режим праці, харчування тощо. Акцентовано на підготовці вчителів початкової школи до формування в учнів предметних компетенцій освітньої галузі «Здоров'я і фізична культура», на реалізації їх основних завдань. Звернено увагу на вивчення навчальної дисципліни «Технології вивчення предметів в галузі «Здоров'я і фізична культура», спрямованої на забезпечення студентів знаннями із загальних питань навчання основ здоров'я молодших школярів. Висвітлено мету, зміст, особливості роботи та педагогічної практики з предмета. Зазначено, що наявність базових знань у студентів визначають умови для ефективної професійної діяльності.

Ключові слова: студент вищого навчального закладу, здоров'язбережувальна компетентність учнів початкових класів, навчальна дисципліна «Технології вивчення предметів в галузі «Здоров'я і фізична культура», шляхи реалізації навчальної дисципліни.

Здоровий спосіб життя – це спосіб життєдіяльності людини, метою якого є формування, збереження і зміцнення здоров'я. До його основних складових належать: мотивація збереження і зміцнення здоров'я, місце здоров'я серед потреб людини, рівень культури суспільства й особи, настанова на довге здорове життя, навчання засобів збереження і зміцнення здоров'я. Спосіб життя найбільше впливає на здоров'я людини. Змінити його відповідно до принципів здорового способу життя складно, але можливо, бо це залежить від самої людини. Збереження і відновлення здоров'я залежить від рівня культури. Це не тільки сума знань, але й поведінка людини, сукупність її моральних засад. У кожної людини своя мотивація: хтось хоче бути гарним, струнким; дехто вважає,

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