

Ключевые слова: поэзия Лины Костенко, эстетическая выразительность, колористика, художественная деталь, умения студентов, образ лирической героини.

SUMMARY

Zakharova V. The development of students' analytical skills to differentiate between various techniques used in literature while analyzing Lina Kostneko's poetry.

These days a great attention is devoted to students' development of analytical skills and understanding of literary detail. Students' ability to determine author's main message and its deeper meaning while analyzing poetry is at the center of modern teacher training process. With such developed skills students – future professionals of Ukrainian literature will be able to understand literary context in a deeper and more holistic way. This article examines the parallels between the psychological excitements stimulated by Lina Kostenko's poetry.

This process originates in the visual cortex of the brain in frontal lobe, immediately transmitting neurons onto the auditory cortex, and reversal axel of the retina. Healthy imagination of literary imagery becomes true in the way we perceive our daily life, which then gets reflected in the human brain holistically. Lina Kostenko's work captures the correlation between hearing and visual reception as it is widely interpreted around the world. For this reasons, her work is fundamental for analyzing the way she uses colors and meaningful metaphors in describing feelings and transcribing the dynamics of emotions of the main character in her poetry.

The aim of this article is to explore the length to which literature techniques can deepen students' skills set to call out and decode masterful methods and techniques of imaginary and metaphors in poetry. We viewed and deliberated Kostenko's language, understanding that there are several possible meanings to it. The author demonstrates her talent by aesthetically expressing her mind, which awakens clever artistic imagination, developing emotional understanding of poetic language.

During teacher training sessions, students are taught how to differentiate and pinpoint such techniques. They work on decoding the meaning trying to detail poetic expressions used to strengthen the author's main message. Central effort in development of students' analytical skills is a comprehensive work of R. Bart. Bart compares poetic lyrics that are studied to "a field of methodological competition" (R. Bart). Such detailed work on Lina Kostenko's poetry will help students realize themselves as professionals and will better equip them for their future career in teaching.

Key words: Lina Kostenko's poetry, aesthetic expression, student's analytical skills, imaginary methods and techniques.

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TRAINING OF PRIMARY SCHOOL TEACHERS FOR THE UKRAINIAN LANGUAGE LESSONS IN AN INCLUSIVE LEARNING ENVIRONMENT

Статтю присвячено проблемі інклюзивної освіти в Україні. Проаналізовано дослідження науковців з означеного питання, подано рекомендації щодо підготовки майбутніх фахівців до проведення уроків української мови в навчальних закладах на інклюзивних засадах. Підготовка фахівців для навчання дітей у інклюзивну освіту в Україні ведеться відповідно до галузевих стандартів вищої освіти. Наприклад, для підготовки фахівців за напрямом «Початкова освіта» в педагогічних університетах був введений предмет «Основи інклюзивної педагогіки». У результаті студенти, які вивчають дану дисципліну, повинні бути здатні використовувати на практиці теоретичні знання про організацію навчального процесу в загальноосвітній школі

на загальних засадах; складати індивідуальний навчальний план; організувати співпрацю із сім'ями, які мають дітей з обмеженими можливостями; використовувати ефективні методи соціалізації дітей.

Ключові слова: інклюзія, інклюзивна освіта, навчальний заклад, діти з особливими освітніми потребами, урок української мови.

Problem formulation. A modern global tendency is the desire of society to integrate people with special needs into the society. Modern Ukrainian society is also changing the attitude toward its most vulnerable members – children with special needs under the influence of global processes of humanization and integration and directs pedagogical and psychological efforts to the understanding and cooperation. Inclusion is the requirement of time. For Ukraine inclusive education is a pedagogical innovation which is under implementation so a lot of problems appear here, for example: the imperfections of the legal framework, architectural inaccessibility of schools, the need for additional financing, the lack of special textbooks, negative attitude of other parents, overloaded curricula, which are quite difficult to adapt to the needs of children with disabilities. However, the issue of professional unpreparedness of regular school teachers to work with children with special educational needs is very relevant nowadays.

Analysis of recent research and publications. A number of teachers are actively working to solve this problem justifying the most important aspects and specifying practical ways to overcome the most urgent dilemmas. In recent years, modern scientists, including V. Bondar, O. Voloshyna, T. Yevtuhova, I. Ivanova, A. Kapska, V. Lyashenko, A. Poludarova, M. Svarnyk, O. Stolyarenko, P. Talanchuk, V. Teslenko, I. Kholkovska, Ye. Kholostova, O. Khoroshaylo, T. Chernyayeva, A. Shevtsov and others dedicate their works to research on problems of integration of children with disabilities into school community, their rehabilitation and socialization to social norms. Scientific works by N. Makarenko, L. Nykonova and I. Yermakova should be noted because they do not only describe features of inclusive education but also provides examples of its implementation in pre-school, secondary and higher education.

The concept of inclusive education reflects one of major democratic ideas – all children are valued and active members of society. It is based on the principle of children's rights to quality education. The philosophy of inclusive education is based on the conviction of the need to change the educational paradigm – the reform by combining two traditional systems (special and mass education) into a single educational system. In preparing future professionals to work in schools we should focus on the fact that school inclusion is not only due to the transfer of the child to the regular class, it is rather desired result.

The article aims to outline ways to overcome contradictory attitude to the issue of inclusive education and study conditions to improve training of future specialists to work with children with special needs.

Presenting the main points. Living in the present requires moving in the direction of implementation of international practices to increase the number of secondary schools which are ready to provide educational services to children with special needs. The key to successful implementation of inclusive education model is an established cooperation among administration, teachers, relevant professionals, parents and students. All child development experts are important assistants and partners for teachers. Characteristic features of team work with a child who has special needs are: decision on the working methods with the child is taken collectively; team members are collectively responsible for the results; parents are equal members of the team; all team members have equal status and are equally important; knowledge and skills from different disciplines are integrated in the design and implementation of the curriculum for the child. However, in practice, a teacher plays the dominant role in addressing the complex and multifaceted challenges of inclusive education. He manages the educational process, organizes, specifies the content of educational material, seeks the most rational ways of gaining knowledge, creates the necessary skills and provides opportunities for personal disclosure of each child.

A key factor in promoting inclusive education should be proper training in teaching children with disabilities. Today the problem concerns the teacher who would have understood the specific problems of these children. The result will be satisfactory only if teachers work with corresponding specialists – teachers-rehabilitators, teachers-speech therapists, psychologists, social teachers, doctors and others as one team. Working in teams of inclusive learning provides a new incentive for teacher's self-improvement because he has the opportunity to deepen his knowledge in child development, make his own opinion on the effectiveness of educational technology. This work helps teacher to understand disabled children in another new way, to reveal the strategy and tactics of psychological and educational support of these children.

Training specialists for teaching children in inclusive education in Ukraine is conducted according to standards of higher education. For example, with training in the direction of "Primary Education" at pedagogical universities the subject "Fundamentals of inclusive pedagogy" was introduced. As a result students who study this discipline should be able to practice the theoretical knowledge about the organization of the educational process in comprehensive school on inclusive principles; plan an individual curriculum; organize cooperation with families who have a child with disabilities; use effective methods of socialization of children.

During the lectures and seminars on this subject students should take into consideration the fact that inclusion in the educational institution is impossible without tolerance towards all participants of the educational process. This tolerance is an essential spiritual and moral principle of civil society. Tolerance in school is cooperation, the spirit of partnership, respect for human dignity;

accepting other people as they are; the ability to put yourself in another person's place; recognition of the equality of others; tolerance for other people's opinions, beliefs and behavior; rejection of evil and violence domination.

The discipline "Methods of teaching Ukrainian language" was also imposed in pedagogical universities which are a part of the training courses unit. Its study involves solving a number of problems, including: mastering knowledge system of Ukrainian language teaching methodology, training highly skilled and competitive specialists in education in accordance with national and European standards.

The state standard of educational sector "Languages and Literature" to students with mental and physical disorders involves providing the appropriate level of communication skills, theoretical knowledge of language, speech and intellectual development. The content of the standard provides curriculum requirements for primary school "Ukrainian language" which is one of the major subjects because the level of mastering the subject largely determines the level of mastering the fundamentals of science in elementary education link, as it is the primary means of mastering other school subjects.

The Ukrainian language program provides acquisition of speech basic knowledge: oral and written, dialogue and monologue statements; about the speaking peculiarities due to communication challenges and situation. However, attention should be paid to the skill training to perform all kinds of speech activity: listening-understanding (listening), speaking, reading and writing.

However, common physiological disorders such as a limited amount of knowledge and understanding of the world around; dysmotility; reduced cognitive activity; lag in the development of visual-figurative thinking; slow receipt and retrieval of information; poor communication and lack of language development cause the specifics of studying Ukrainian language by students with special needs.

Students' speaking must be literate, expressive and provide: correct intonation of speech; compliance with proper speech tempo and rhythm; possession of their articulation and vocal apparatus; correct word correlation and corresponding images; possession of sufficient vocabulary; practical use of standard syntax; proper use of words in speech; correct grammatical speech; knowledge and observance of ethical communication.

The teacher has to deliberately form of students' speech to correct speech and language mistakes after the response or during logical intervals.

Writing largely reflects the peculiarities of child speech. In particular the quality of sound literal words, the ability to use virtually rules for combining words into sentences, possession of practical skills in syntax constructions affect its correct perception. Therefore, to form competent writing students with mental and physical disorders must work systematically at forming meaningful skills of perception and analysis of perceived speech; improvement of students'

practical skills on correlation of auditory-visual images of words from their writing images; development of practical skills on word coordination in speech structures; forming the ability to build a typical sentence syntax; systematic analysis and spelling correction, grammar and punctuation errors; calligraphic writing skills formation; creating a culture of writing.

Analysis of speech in children with mental and physical disorders of primary school age shows that most of them are not able to build their own monologue expression, clearly express thoughts and feelings in terms of content, style and intonation, retell what they have read or heard and display it on writing. These children cannot express themselves correctly. Their stories (both oral and written) are mainly descriptive. Underdevelopment of planning function of speech is manifested in their children's statements, and retelling read or heard text. If the child cannot plan his story, it will negatively affect the selection of linguistic material and logical construction of expression in general. On the other hand, insufficient formation of coherent speech weakens its compensatory significance for development of children with mental and physical disabilities, reduces the possibility of his successful further education.

These skills of oral and written speech of students with mental and physical disorders are formed gradually, during the whole period of schooling in two ways: doing learning and training exercises and models perception of correct speech in class and after school.

Ukrainian language activities should be composed so that each of the types of work would carry out its role in the formation of certain communication skills. Communicative activities should be accomplished while students are solving oral and written speech tasks arranged in order of increasing complexity. In particular, we should implement wider group forms of learning, individualize and differentiate system of written works to give students more opportunities to communicate and to express their thoughts and feelings.

We offer kinds of exercises that can be used in primary schools in terms of inclusive environment to develop fine motor skill, oral and written speech.

The development of hand movements should be paid special attention. The movements can be performed by a child who is not only sitting at a desk but standing. Formation of purposeful hand skills can begin with the simplest games, for example "Maggie Magpie", with the implementation of appropriate gestures, to point the finger at an object, direction, to wave his hand ("hello", "goodbye"), to pat doll's head or a neighbour at the desk, to knock on the desk with one finger and the alternately with several fingers ("playing the piano", "Rain, rain, go away"). It is useful to use imitating movements ("a stork flutters", "a mill works", "a carpenter knocks using his hammer", "a lumberjack chops wood"), pumping pencil between his fingers from a thumb to the little finger back and forth alternately with each hand.

It is helpful for younger pupils to draw different shapes: oval, half oval, circles, half-circles of different sizes, as this process will involve the forearm, wrist and fingers. You can draw a “snail”: start with surround curl of maximum size; then without lifting the pencil try to reduce the size of curls and finish with a point; “to roll a snail”; as quick as possible circle squares or circles, or move up the previously drawn maze.

Even in the last century parents understood that hands need special activities. In the classroom and after school we propose to use games and tasks that can not only develop fine motor skills but the oral and written language:

1. “Colorful snowflakes.” Children with adult cut snowflakes. After they lay all the snowflakes on the table. Children compare their colours. We take all the snowflakes of the same colour. Let’s present them colorful dresses, let’s paint them with markers.

2. “Repeat the movements” (B. I. Nikitina’s variant of the game “Baby monkeys”). The teacher or any adult sits opposite to the child and using his fingers makes any figure. The child must accurately reflect the shape he has seen using his fingers.

3. Games with household items. Take a large bowl (a plate, a tray). Pour a thin layer of any cereal. Draw a line using your index finger (straight, wavy). Then you can draw waves or maze using your two fingers (index and middle). Later you can offer children to draw any subject – rain, sun, fence, tree, house or letters.

4. “Button mosaic”. Pick buttons of different colours and sizes. First an adult creates a drawing by himself and then asks the child to do the same but only on their own. Once a child learns to perform tasks without the help of an adult, we can offer him to come up with his own versions of drawings. You can create pictures together with a child – a snowman, a necklace, a ball, a flower, the sun etc.

5. A child is holding two small balls or two walnuts in one hand and turns them around each other.

6. “A letter in the air” sitting, standing or lying on your back, you need to pull your hands in front of your chest. At the same time you should try to “write” letters, numbers and words with both of your hands. This game will help children not to be afraid of school board or notebook.

Students with mental and physical disorders have limited vocabulary, especially lack of understanding words and concepts that are in the educational material is noticeable. The children cannot understand multiple word definitions or distinguish shades of meaning of certain expressions. This leads to the fact that children in their speech use short, stereotyped formulaic expressions, and sometimes prefer to communicate using separate words.

We submit examples of exercises with the help of which a teacher can improve and enrich students’ vocabulary and their coherent speech.

1. Circle pictures whose titles start with a vowel sound.



2. Mark schemes – mark soft consonants in pictures' titles.



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3. Guess the riddle. Write down the answer in a square.

What is red or green,
round and sometimes sweet
and sometimes sour?

-Connect dots with your pen and colour the picture.

Answer the questions.



- Where do apples grow?
- What are their colours?
- What are they used for?
- What can one cook using them?

During various kinds of pedagogical workshops in terms of university, students who study inclusive education improve their knowledge and practical skills. In the outlined problem it is valuable for future specialists to conduct educational and practical workshops or roundtables where experts are invited to discuss current issues of training and education of children with special educational needs and study the international experience.

Conclusion. Assessing the possibility of widespread introduction of inclusive education in Ukraine, most educators believe that today the country is only partially ready to implement the inclusion of a wide scale. In the study, we found out students and future teachers' opinions. They see it more advantages than disadvantages and agree to work in the new school. However implementation inclusive of education should be gradually and evolutionary, it will be more useful and not destroy the idea itself.

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РЕЗЮМЕ

Лавренова М. В., Лалак Н. В. Підготовка майбутніх учителів початкової школи к проведенню уроків українського мови в інклюзивній навчальній середі.

Стаття присвячена проблемі інклюзивного освіти в Україні. Проаналізовані дослідження учених по вказаному вопросу, дані рекомендації по підготовці майбутніх спеціалістів к проведенню уроків українського мови в навчальних закладах на основі інклюзивних. Підготовка спеціалістів для навчання дітей в інклюзивній освіті в Україні ведеться в відповідності з галузевими стандартами вищої освіти. Наприклад, для підготовки спеціалістів по напрямку «Початкова освіта» в педагогічних університетах був введений предмет «Основи інклюзивної педагогіки». В результаті студенти, навчаючі дану дисципліну, повинні бути здатні використовувати на практиці теоретичні знання об організації навчального процесу в загальноосвітній школі на загальних основах; складати індивідуальний навчальний план; організовувати співпрацю з сім'ями, маючі дітей з обмеженими можливостями; використовувати ефективні методи соціалізації дітей.

Ключові слова: інклюзія, інклюзивне освіта, навчальний заклад, діти з особливими освітніми потребами, урок українського мови.

SUMMARY

Lavrenova M., Lalak N. Training of primary school teachers for the Ukrainian language lessons in an inclusive learning environment.

The article is devoted to the problem of inclusive education in Ukraine. The authors analyze the researches in this field, and give recommendations to the future specialists how to work at inclusive educational establishment.

The concept of inclusive education reflects one of major democratic ideas that all children are valued and active members of society. It is based on the principle of children's rights to quality education. The philosophy of inclusive education is based on the conviction of the need to change the educational paradigm – the reform by combining two traditional systems (special and mass education) into a single educational system. In preparing future professionals to work in schools we should focus on the fact that school inclusion is not only due to the transfer of the child to the regular class, it is rather desired end result.

Training specialists for teaching children in inclusive education in Ukraine is conducted according to industry standards of higher education. For example, with training in the direction of “Primary Education” at pedagogical universities the subject “Fundamentals of inclusive pedagogy” was introduced. As a result students who study this discipline should be able to practice the theoretical knowledge about the organization of the educational process in comprehensive school on inclusive principles; plan an individual

curriculum; organize cooperation with families who have the child with disabilities; use effective methods of socialization of children.

It is concluded that assessing the possibility of widespread introduction of inclusive education in Ukraine, most educators believe that today the country is only partially ready to implement the inclusion of a wide scale. In the study, we found out students and future teachers' opinions. They see in it more advantages than disadvantages and agree to work in the new school. However implementation of inclusive education should be gradual and evolutionary, it will be more useful and not destroy the idea itself.

Key words: *inclusion, inclusive education, educational establishment, children with special educational needs, tolerance, work with parents.*

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МЕТОДИЧНІ АСПЕКТИ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ГЕОГРАФІЇ ДО ПРОФІЛЬНОГО НАВЧАННЯ СТАРШОКЛАСНИКІВ

У статті обґрунтовано методичні аспекти формування готовності майбутніх учителів географії до профільного навчання старшокласників. Розкрито сутність понять «методика», «методика формування готовності майбутніх учителів географії до профільного навчання», «готовність до профільного навчання». Схарактеризовано етапи формування досліджуваної готовності. Виокремлено напрями подальшої діяльності у професійній підготовці майбутніх учителів географії до профільного навчання старшокласників відповідно до запропонованої методики.

Ключові слова: *методика, методика формування готовності майбутніх учителів географії до профільного навчання, готовність до профільного навчання, педагогічні технології, педагогічна практика, методична підготовка учителів географії, профільне навчання.*

Постановка проблеми. У Національній доктрині розвитку освіти України в XXI столітті зазначається, що «пріоритетами державної політики в розвитку освіти є особистісна орієнтація освіти; створення рівних можливостей для дітей і молоді у здобутті якісної освіти, постійного оновлення змісту освіти; розвиток системи неперервної освіти та освіти впродовж життя; створення ринку освітніх послуг». Розв'язання нагальних освітніх завдань неможливе без реформування загальної середньої школи, яка повинна бути профільною.

Упровадження профільного навчання в сучасній школі обумовило зростання вимог до професійної підготовки вчителя, його фахової компетентності, рівня готовності до здійснення цього аспекту педагогічної діяльності.

Зняття суперечностей між постійно зростаючими вимогами до особистості вчителя, пов'язаними з упровадженням профільного навчання та фактичним рівнем його готовності до діяльності у відповідних умовах, підтверджує думку про необхідність обґрунтування та розроблення спеціальної методики формування готовності майбутніх учителів географії до профільного навчання старшокласників.