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THE PROBLEM OF TRAINING SOCIAL EDUCATORS TO WORK WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN RURAL MOUNTAINOUS SCHOOLS

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Abstract. The article deals with the problem of inclusive education of children with the special educational requirements at comprehensive rural school in a mountainous region. The author indicates that the special system of inclusive education for such students at rural schools is important at present time. The results of questionnaire of parents as to their knowledge about inclusive education are shown. Social teachers who work at rural schools in a mountainous region should conduct informatively-elucidative work among parents with the aim of support of vital functions of school, improvement of understanding and communication of all students of school, taking into account the special educational necessities of separate students, and also give an opportunity to the children with the special educational necessities to get such a social experience as well as their healthy friends.

Keywords: inclusive education, special educational needs, socio-cultural environment.

On the modern stage of development of education system the increased attention of society to the problems of studies and up-bringing of children with the special educational necessities in a rural mountainous area is observed. Creation the system of inclusive education in rural areas, organizing of rural educational establishments with favourable pedagogical conditions for development of children with the special educational necessities and children of the same age with typical development is one of the ways of realization of their rights to get high-quality education.

It is known that in the last few years in Ukraine there is an increase number of children, which need correction of physical and (or) mental development, transformation them in greater in quantitative correlation social group. According to the data of Department of medical statistics of Ministry of Health Protection of Ukraine their quantity is about 140 thousand (1,6% from the general quantity of children in a country), and according to the data of PMPK – more than 1 million persons (12,5%). Among them not less than 10% (it is more than 300 thousand) children live in rural areas.

The problem of education of rural children with the special educational necessities has not been analysed sufficiently in scientific psychologic-pedagogical literature. Also quality and quantitative data about functioning of special boarding schools in rural areas are presented not enough in domestic literature as well as the dates about the conditions of education of these children with children that develop normally at rural comprehensive schools in a mountainous region.

Domestic scientists indicate that the majority of rural children with the special educational necessities studies generally in comprehensive rural schools. It is predefined by some reasons, distinguished by Dmytrieva I.V. Among them are:

- lack of the adjusted infrastructure of psychologic-pedagogical assistance to different, in accordance with nosology, categories of preschool and school age children with psychophysical defects;
- low level of consciousness and responsibility of parents about education of their own children;
- low living conditions of a family;
- decrease in quantity of preschool establishments;
- aspiration of rural community on maintenance of rural school contingent, even due to maintenance of all categories of children as its students¹.

A. Kolupayeva³ indicates that some parents of children with the special educational necessities do not wish their children stay in day-and-night boarding-schools, which are often remote from home places of residence, and sometimes are in other regions.

Naturally, that in such education conditions schoolchildren with special educational necessities do not get the proper medical-psychological-pedagogical assistance, the issues of their socialization, adaptation, vocational orientation and others are problematic. The teachers of rural comprehensive schools are positively adjusted to co-education of children with special educational necessities and children with typical development, but teachers acknowledge that they do not have the appropriate knowledge for work with such children and are unable independently to master correction-compensatory technologies of their education.

A rural comprehensive school that combines general pedagogical and correction functions must provide for multi-structural content and many-leveled organization of educational process. Trying to become inclusive, schools must carefully study the methods of their activity. Structural and organizational changes at school will bring benefits to all children, but not only students with special educational necessities (Yorgenson, 1996; 1998; Kennedi and Fisher, 2001)². A rural school gives an opportunity to gifted and talented students for effective studies (in an acceptable to them rate); to students, that master the education program in a rate slower than middle, to study according their possibilities; to the students with special educational problems in studies to get an effective help in the achievement of maximally possible for them successes. The teacher of rural school is unable substantially to change the structure and organization of educational establishment however the work in a class depends exactly on him. He must realize for this reason, in what method (way) it is possible to organize a pedagogical process in a class, where a child with special educational necessities studies. For this purpose the teaching staff of school should also pass corresponding studies on questions of pedagogical work with children with special educational necessities at a comprehensive school.

To find out how parents are informed about inclusive education we conducted the questionnaire of parents of 7-8 grades in one of the rural schools in a mountainous region. On a question if they know what means "inclusive education" - 55% parents answered 'yes'. The information about inclusion was obtained from the internet - 15% parents, read in a textbook - 5%, heard from friends and acquaintances - 20%, told by teachers and social pedagogue - 15%, and 45% parents heard about inclusion for the first time. The majority of parents consider that inclusive education is a good business (55%); other assert that it can negatively affect education of healthy children (10%); there can be a greater delay in development of children with special educational necessities (15%); these children as a result will not be able to continue their education (10%); all-round development of such children will be effective only in specialized schools (10%)³.

There was another question put to parents: "You are a student. A person with special necessities studies in your class. How will you deal with him"? Thoughts of parents were different: 90 % parents would like to help him as adults, 10% - it will depend on the situation; ignoring attitude toward children with special educational necessities was not shown. Practically all parents with certain suggestions support development of inclusive education at rural schools in a mountainous region.

Social teacher who works at rural school of a mountainous region, should conduct informatively-elucidative work among parents with the aim of support of vital functions of school, improvement of understanding and communication of all students of school, taking into account the special educational necessities of separate students, and also give an opportunity to the children with the special educational necessities to get such a social experience as well as their healthy friends.

Due to joint stay at school, co-education, common activity their health gets better, a positive self-appraisal grows a sense of difference and less worth is not developed, the syndrome of victim is not formed. And children without defects already since young age begin to understand the difficulties of people with limited functional possibilities, they become sensible to the necessities of other people, charitable, more tolerant to human differences, they acquire a confidence, that everybody can overcome obstacles and achieve a success. Presence of a student with special necessities in the ordinary class becomes one of the favorable conditions of personality development of students of the same age.

Thus the decision of the marked questions needs the input of clearly reasonable and effective system of inclusive education of children with the special educational necessities at rural comprehensive school taking into account the features of socio-cultural environment of the country. Efforts of all participants of this integrally structured, many-leveled and multi-staged social-educational system must be directed on the realization of general pedagogical, correction-developing, prophylactic, healthy, rehabilitative, socializing tasks, and on the achievement of the results of integration and socialization of a child with special educational necessities.

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