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PAVLO BABYCH

https://orcid.org/0000-0003-2145-1452
adbrd2950@gmail.com
аспірант
Бердянський державний педагогічний університет
вул. Шмідта, 4, м. Бердянськ

HANNA ALEKSIEJEVA

https://orcid.org/0000-0003-3204-3139
alekseeva.kts@gmail.com
кандидат педагогічних наук, доцент
Бердянський державний педагогічний університет
вул. Шмідта, 4, м. Бердянськ

FEATURES OF EDUCATION FOR PEOPLE WITH HEARING IMPAIRMENTS IN INCLUSIVE EDUCATIONAL ENVIRONMENT OF VOCATIONAL AND TECHNICAL EDUCATION INSTITUTIONS

The article deals with the problem of teaching people with special needs in an inclusive educational environment of vocational schools. It becomes especially relevant in the context of Ukrainian education integrational process into the European educational context. Reforms and modernization of education, which are currently taking place as a part of social transformations, require ensuring full access to high quality education for young people with special educational needs. Reforming of the Ukrainian educational system provides establishment of an inclusive paradigm with an emphasis on educational support and adaptation of educational factors. This has led to public demand for transformation and modernization of vocational education. The lack of funding from the state is emphasized as the reason for the insufficient material and technical base of vocational schools: the inability to provide with educational facilities in accordance with the norms and standards set by public authorities, in particular for people with hearing impairments.

The authors describe the effective means of teaching people with hearing impairments in the inclusive educational environment of vocational schools. The content, forms and methods of implementing the author's methods of teaching computer science at vocational schools in inclusive area are presented. They are included in the list of the components of educational and professional training programs: computer typesetting operator (СП(ПТ)О 4112.DE.22.00 – 2020); telecommunications operator (СП(ПТ)О 4229 J.61.00 – 2019); operator of machine tools with software control (СП(ПТ)О 8211.C.25.62 – 2017); information processing and software operator СП(ПТ)О 4113 J. 62.00-63.10 – 2017); operator of machine tools with software control (ДСПТО 8211.CO.28.52 – 2014).

The experience of teaching people with special needs in an inclusive educational environment of the Ukrainian vocational education institutions is analyzed, generalized, and the need to develop a Standard of vocational education for teaching people with special needs in an inclusive educational environment is outlined. The authors outline the prospects for the use of the developed methodology in future educational and professional training programs for applicants for vocational education.

***Keywords**: vocational and technical educational institutions, individuals with special needs, inclusive educational environment.*

ПАВЛО БАБИЧ

аспірант
Бердянський державний педагогічний університет
вул. Шмідта, 4, м. Бердянськ

ГАННА АЛЄКСЄЄВА

кандидат педагогічних наук, доцент
Бердянський державний педагогічний університет
вул. Шмідта, 4, м. Бердянськ

ОСОБЛИВОСТІ НАВЧАННЯ ОСІБ З ВАДАМИ СЛУХУ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ ПРОФЕСІЙНО-ТЕХНІЧНИХ ЗАКЛАДІВ ОСВІТИ

Розглянуто проблему навчання осіб з особливими потребами в інклюзивному освітньому середовищі професійно-технічних закладів освіти, що особливо актуально у контексті прагнень інтеграції української освіти до європейського освітнього простору. Реформування і модернізація освіти, які відбуваються наразі в умовах суспільних трансформацій, вимагають її відповідності цивілізаційним викликам, одним з яких є забезпечення доступу до загальноосвітнього простору і якісної освіти молоді з особливими освітніми потребами. Реформування освітньої системи України, що передбачає усталення інклюзивної парадигми з акцентом на освітній підтримці та адаптації чинників освітнього середовища, зумовило суспільний запит на реформування і модернізацію професійно-технічних закладів освіти. Підкреслено, що підставою для цього є недостатня матеріальна-технічна база професійно-технічних закладів освіти: неспроможність оснащення навчальних приміщень відповідно до встановлених державними органами влади норм та стандартів зокрема для осіб з вадами слуху, через відсутність фінансування з боку держави.

Ефективним засобом навчання осіб з вадами слуху в інклюзивному освітньому середовищі професійно-технічних закладів освіти визначено розроблені автором теми, в яких відображено зміст, форми і методи реалізації авторської методики навчання інформатики у закладах професійно-технічної освіти в інклюзивному просторі. Вони входять до переліку компонент освітньо-професійних програм з підготовки: оператора комп'ютерної верстки (СП(ПТ)О 4112.DE.22.00 – 2020); оператора телекомунікаційних послуг (СП(ПТ)О 4229 J.61.00 – 2019); оператора верстатів з програмним керуванням (СП(ПТ)О 8211.C.25.62 – 2017); оператора з обробки інформації та програмного забезпечення СП(ПТ)О 4113 J. 62.00-63.10 – 2017); оператора верстатів з програмним керуванням (ДСПТО 8211.CO.28.52 – 2014); оператора комп'ютерного набору (ДСПТО 4112.K72040–2006).

Проаналізовано й узагальнено досвід навчання осіб з особливими потребами в інклюзивному освітньому середовищі професійно-технічних закладів освіти України та окреслено необхідність розробки Стандарту професійної (професійно-технічної) освіти для навчання осіб з особливими потребами в інклюзивному освітньому середовищі. Окреслено перспективи використання розробленої методики у майбутніх освітньо-професійних програмах підготовки здобувачів професійно-технічної освіти.

***Ключові слова**: професійно-технічні заклади освіти, особи з особливими потребами, інклюзивне освітнє середовище.*

Ensuring equal access to quality education is an international program. Ukraine has made many changes both at the level of legislation and at the level of practice on this path. Changes have been made to the basic Laws of Ukraine on the development and implementation of inclusive education. Conditions for teaching children and youth with special educational needs on the basis of many preschool, secondary and higher education institutions, training teachers to work in an inclusive educational environment, were created [1; 3; 4]. Vocational education for people with disabilities and training for further employment in modern economic conditions is a problem of any state. Today the state authorities have adopted a number of legal acts, developed special programs for inclusive education to ensure access to educational institutions, but in Ukraine there is an urgent problem of providing educational services to people with hearing impairments [5; 6; 20]. The national concept of inclusion is based on the achievements of the classics of pedagogy and social psychology in the education and social adaptation of children with disabilities. The general conceptual and philosophical foundations of inclusion have been studied by foreign scholars: M. Modine, B. Person, P. Bourdieu, M. King-Sears, D. Point, G. Becker and D. Coleman; modern domestic teachers S. Mironov, A. Kolupaieva, I. Zarubinskaia, G. Davydenko, P. Talanchuk, K. Kolchenko, L. Savchuk, O. Tarnachenko, G. Nikulin and others.

A sufficient amount of research results has been accumulated, which provides scientific prerequisites for the theoretical understanding of the phenomenon of training specialists in the field of special education for professional activities in inclusive education, in particular:

– theoretical and methodological and philosophical aspects of inclusive education are outlined by A-C. Armstrong, D. Armstrong, J. Deppeler, L. Florian, D. Goodley, D Harvey, T. Loreman, J. McLeskey, F. Polat, K. Runswick-Cole, E. Spandagou, J. Rix, N. Waldron, etc.;

– sound scientific provisions on the training of pedagogical specialists in higher education have been identified and thoroughly covered in the fundamental philosophical and educational works by V. Andrushchenko, I. Zyazyun, V. Kremen, V. Lugovyi, V. Ognevyuk and educational content by V. Ognev'yuk and S. Sysoeva;

– ways of professional training, retraining and advanced training of educators, teachers, correctional teachers, social educators, psychologists in the field of special education in inclusive educational space are identified by Al-Yagon, L. Florian, T. Loreman, M. Margalit, R. Pirttimaa, M. Takala, M. Törmänen, M. Alekhina, V. Gladush, T. Degtyarenko, I. Demchenko, I. Malyshevskaya, O. Pashchenko, D. Suprun, O. Taranchenko, V. Khitryuk, Z. Shevtsiv, A. Shevtsov, M. Sheremet, etc.).

Ukraine already has a selection of practical materials aimed at planning actions for the creation and development of vocational training institutions in an inclusive learning environment for all participants in the educational process [10; 12; 19; 24]. These materials contribute to the development of vocational education, provide significant assistance in the independent development of steps leading to the creation of an inclusive learning environment and ensure all students achieve the highest

educational results, promote democratic values and practices not only in school but also in local communities [8; 11; 15; 17].

At the same time, despite the diverse scientific spectrum of the studied phenomena on the stated problem, Ukraine still lacks thorough research on vocational training of people with hearing impairments in an inclusive educational environment [9; 18; 23].

In 2009, Ukraine ratified the UN Convention on the Rights of Persons with Disabilities [13] and thus committed itself to inclusive education at all levels of the education system (Article 24), including vocational and higher education. The basis for the introduction of inclusive education in the higher education system is the Law of Ukraine "On Higher Education" (2014) and the Law of Ukraine "On Education" (2017).

Many changes in the direction of ensuring the right of children for inclusive education have been achieved at the level of preschool and general secondary education – 115 both at the level of legal support and at the level of practice. However, young people with special educational needs who study in vocational and higher education institutions are out of consideration. This is a serious problem, because these levels of education provide knowledge for further employment and well-being, give the opportunity to lead a dignified and independent lifestyle. In Ukraine, there are only a few examples of good practice in providing additional support to students with special educational needs – Open International University of Human Development "Ukraine", National University "Lviv Polytechnic". Some higher education institutions, such as Oles Honchar Dnipro National University, support students with special educational needs by appropriate structures – the Center for Social Initiatives and Volunteering, established at the Department of Pedagogy and Special Education in this educational institution. O. Pashchenko, I. Hrytsenok, N. Sofiy in their research consider the conceptual aspects of inclusive education and analyze the legislation of Ukraine on inclusive education in the context of international law. The role of the head of the vocational school in the organization and implementation of an inclusive learning environment is emphasized. Practical materials that can be useful in planning actions for the creation and development of inclusive learning environment in vocational schools for all participants in the learning process are provided [15]. L. Sergeeva, N. Sofiy consider the main tasks of entrepreneurship education facing vocational schools of Ukraine, analyze the features of preparation of graduates of boarding schools for self-employment, which is extremely important for young people from vulnerable groups. Their works reveal the features of industrial training in vocational and technical educational institutions of Ukraine, in particular the features of the creation and operation of educational, research and production complexes (NNVK), and training production enterprises on the basis of vocational schools. Training and production enterprises can be considered as the main means of ensuring access of students from socially vulnerable groups, who are traditionally "clients" of the vocational education system (orphans, children from low-income families, children with disabilities, etc.), to quality vocational education [21].

Ukrainian scholars have developed a handbook "Universal design in education", which reveals the importance of the principles of universal design, linking them to effective learning strategies; gives examples of the use of the concept of smart devices and assistive technologies in working with different people who have additional learning needs [20]. However, all these are only isolated cases, which on the one hand indicate the need for additional support for students with special educational needs, and on the other hand – indicate a large number of problems in this sphere: unwillingness of teachers to take into account individual characteristics of students with special educational needs, lack of experience working with such students, lack of programs / initiatives that would provide additional support, etc. Additional support for students with special educational needs should be comprehensive, namely: pedagogical, psychological, social, technical, planning and career development. Pedagogical support includes optimization of teaching material to students with special educational needs in the most receptive form for them, introduction of modern pedagogical learning technologies, electronic distance learning courses, use of web resources, provision of teaching materials. This support depends entirely on the readiness of teachers to work in an integrated group and on their pedagogical skills. Psychological support is aimed at clarifying the psychological characteristics of each student, strengthening and maintaining his psychological health, providing him with the necessary assistance in adapting to an integrated educational environment, promoting personal development. Social support is aimed at ensuring the socialization of students with special educational needs, including their socio-domestic, socio-cultural and socio-labor adaptation. The main function of this support is to overcome

the social isolation of students with disabilities, promote the preservation and enhancement of their social status, involvement in all spheres of public life. Technical support should compensate for the functional limitations of students and ensure the principle of accessibility and universal design for quality higher education for all students, regardless of the needs and severity of the disease [25].

The problem of professional support for people with various physical and mental disabilities in our country is relevant. Today, the state's social policy is focused on the implementation of constitutional guarantees for more than 2.4 million people with disabilities, creating an environment of equal opportunities for their full adaptation in society. An important factor in solving the problems of people with disabilities is the annual growth of their share in the general structure of the population [13].

Everyone, regardless of health status, physical or intellectual disability, has the right to education, the quality of which should not differ from the education of healthy people. But certain categories of people with special educational needs in Ukraine are deprived of equal access to quality education. Today, the most common form of education for such people are special institutions, but at the same time, given global trends in education, in Ukraine common form of education and upbringing of young people with special needs and their healthy peers is becoming wide used.

The main methodological principle and general goal of inclusive education in each case should ideally be the modeling and implementation of a personal inclusive project: "In order to become a subject of one's own life, a subject of life design, a person needs the support of the environment. Educational institutions can play the most important role in their implementation." [8, p.37].

It is clear that the best environment for the implementation of many individual life projects of children with disabilities is the natural (in the social sense) environment, which, having a strong energy potential, can attract, if necessary, additional educational, correctional, psychotherapeutic and other resources which have synergy effect.

An important requirement of inclusive education at the stage of its planning and the beginning of implementation in a particular educational institution is the resource component. The main intangible resources are people, as well as material (equipment, machinery, financial resources), information and legal resources and methodological support.

Thus, full-fledged education of people with special needs in an inclusive educational environment of vocational education institutions is possible only if there is a rejection of too broad, philosophically and politically ideological understanding of inclusion. On the contrary, the important praxeological approach, and computer science, as well as other applied disciplines act as markers of the activity and creative approach to such preparation. Russian researcher T. Furaeva writes: “It is important to focus on ensuring the quality of inclusive education on the basis of solid empirical research. The ideas of various inclusive practices, which should serve as a means of supporting and creating positive interpersonal relationships in heterogeneous groups, are becoming more and more widespread. ” (Furaeva, 24). Informatics is a significant unifying factor in this regard: members of the class team communicate, blog, develop their own websites and other information projects, and finally are constantly actively or passively on social networks.

All this overcomes the stereotypes of selectivity, elitism of any of the heterogeneous subgroups, and the principles of computer science as a discipline imply the abandonment of many traditions of communication and self-identification.

Information and communication innovations have changed and largely defined the face of the modern world: culture, worldview, fashion, educational needs. It is believed that information is currently the main resource and product. What is important is not the acquisition of knowledge, but the possibility of access to them, to cultural and intellectual resources through digital technologies.

Not only in order to be competitive in the labor market, but also in order not to "fall out" of the current state of society, its trends and tendencies, everyone needs to have communication and information technologies, as their common task for society is to harmonize development and orientation for persons with special needs in the physical and information space.

This is especially true for people with special needs. Sometimes a gadget is almost the only channel of communication with the environment, the only way to stay in the context of a rapidly changing world. The role of a teacher of computer science for a person with special needs is not only in the organization of the above communication with the world and teaching the necessary skills, but also in understanding the heterogeneous flow of environmental and destructive information.

Let's consider detailed examples of models of such educational environment for high-quality vocational education of children with disabilities in vocational institutions.

The project in 2013 was to create and test a model of educational environment for quality vocational education and social adaptation of children with disabilities in public vocational educational institutions and special boarding schools and provide scientific and methodological support for vocational training of children with disabilities in vocational -technical institutions. Trends and features of vocational training for this category of people in Ukraine were identified, and analyzed based on a systematic analysis of the theory and practice of teaching children with hearing impairments the structure and content of educational work with people with hearing impairments. The peculiarities of development of the national system of education of children with hearing impairments at the present stage are determined and substantiated, the experience of experimental work on creation of educational complex on the basis of Lebedyn special boarding school of I-III degrees – Lebedyn Higher Vocational School of Forestry in order to provide quality training of skilled workers, effective adaptation to the society of deaf children. A model of the system of support for vocational training of children with hearing impairments was developed. At the same time, today the organizational and methodological principles of the educational process in professional (vocational) institutions are focused on people who are developing normally, without taking into account the peculiarities of psychophysical development of people with special needs.

There are problems in ensuring the accessibility of educational space for young people with special educational needs, including those with hearing impairments. And their number, unfortunately, is only growing. There is an urgent need for such educational technologies that would allow students with hearing impairments to become not dependents but full members of society. No person may exercise the rights granted to him if he does not have access to them, e.g. is deprived of the appropriate conditions for their exercise. This objective requirement is especially important for students with disabilities and special learning needs, for which educational institutions must ensure full participation in the educational process [21, p. 31].

Consider the example of the Odessa Center for Vocational Education, which for many years provides vocational education for children with hearing impairments, both in inclusive and special groups. Since 2016, in order to ensure the availability of educational space for students with hearing impairments on the basis of the educational institution conducted an all-Ukrainian experiment on "Technology to ensure the accessibility of educational space of vocational schools for students with hearing impairment".

By means of informational, educational and innovative methods of training organization, the desire to maximize the use of available resources to achieve the main goal – quality training was achieved.

Hearing impairment does not affect learning ability, cognitive potential and intellectual development. The main problem for such a student is to obtain the same amount of information as his classmates. Because students with hearing impairments find it harder to learn new material than hearing students, theoretical and industrial lessons in the school focus on the use of models, layouts, tables, mental maps, images, and more. Therefore, electronic manuals, workbooks and reference notes are of great importance to them.

One of the most important issues in teaching students with hearing impairments is to increase the level of learning material – understanding, memorization, application of knowledge in practice. New information technologies are of great help in this. This resource, which is widely used in the educational process, opens up many new opportunities, especially in the study of computer science. The use of ICT helps to intensify the learning process, allows a differentiated approach. Computer technology creates a special personal form of communication for each student, which allows you to focus on the most important aspects of educational material. Thanks to the introduction of the latest technologies in the educational process, students can use information that is inaccessible to them in traditional ways of learning.

The school has introduced distance-module inclusive education with the help of GoogleApps – Classroom services and educational blogs. Students with hearing impairments have the opportunity to read new, adapted learning material in the form of a multimedia presentation, videos with subtitles or sign language translation at a convenient time.

Successful inclusion has a number of benefits for all participants in the educational process. It is scientifically proven that the inclusive methods of teachers' work contribute to the intensification of educational activities of all students, regardless of significant individual special needs [2, p.8]. Conditions are being created for continuous professional development of teachers. They learn to compile individual curricula, test new methods of teaching and education, develop tasks of varying complexity and master the art of building harmonious relationships with students. An educational institution that implements an inclusive form of education provides a child with special needs with the opportunity to receive education in accordance with their individual abilities while communicating freely and engaging in joint activities with their peers. Students with hearing impairments realize their full potential in learning, complexes are destroyed, free communication arises, overcoming difficulties experience is gained, interest in life increases. Inclusion improves the chances of students with hearing impairments to get a job and get a higher salary.

Thus, the transition from a non-alternative segregated system of education in a special educational institution to a model in an inclusive educational environment requires the introduction of other forms of support for young people with special educational needs in vocational education institutions. Therefore, teaching students computer science and information technology will promote the development of students' personalities and is a necessary condition for finding a job on labor market. The integration of people with special educational processes is not only a tribute to time and a progressive trend of leading countries, but the only way to create a holistic educational space, and thus – a natural stage of development of our country. Unfortunately, Ukraine lags behind world leaders, but has a chance to use successful experience and not to repeat mistakes on the way to building an inclusive society.-

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