

КОРЕКЦІЙНА ПЕДАГОГІКА

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TEACHING A FOREIGN LANGUAGE TO SPECIAL NEEDS STUDENTS IN INCLUSIVE CLASSROOM

Actuality of the research. An inclusive classroom allows children with special needs to learn with typically developing peers of their own age in the same classroom. This model is becoming more common as schools try to mainstream their classrooms. Although an inclusive classroom requires many adaptations to accommodate the needs of its children as well as a skilled staff, with the right foundation and support, children of all abilities can learn together.

Nowadays schools have inclusion classrooms, but, unfortunately, their number is not great. Some have a special education teacher in the room at all times. Others have special education teachers «push in» at specific times during the day, depending on the goals for the special education students. In either case, both teachers are available to help all students.

These classrooms give special education students the support they need while they learn alongside their general education peers. Studies show that general education students also benefit from the resources available in an inclusion classroom.

So the aim of our research is to describe practical teaching strategies for the inclusive classroom and to show how they work at the foreign language lessons in secondary schools.

A teacher should take special care when his / her class includes students who have physical, behavioral and learning impairments. Promoting inclusion will require the teacher to learn about his / her students' needs and create an environment that is prepared to address those needs. The teacher may also need to restructure some of his/her lessons and activities accordingly.

There are five benefits of inclusion classrooms [1]:

1) More Teachers = More Assistance (The general education teacher and special education teacher often work together to teach and manage the class. This arrangement is often called collaborative team teaching);

2) Supportive Strategies (The teachers weave in specially designed instruction and support that can help students make progress. For example, while one teacher works with some of the students, the other teacher may work with a smaller group to review material);

3) A Variety of Teaching Approaches (inclusion classrooms can accommodate children with a wide range of learning styles and needs. Teachers meet everyone's needs by presenting lessons in different ways. for example, they may use a lot of visual aids to add interest and increase understanding);

4) Access to Learning Specialists (in addition to having a special education teacher available, an inclusion class often brings in reading specialists and other service providers. These professionals may have particular insight into what's challenging for your child and how he can be helped);

5) Resources, Resources and More Resources (these might be the rooms that get the laptops, the interactive whiteboards or the innovative alternatives to old-fashioned textbooks. If free tutoring is offered after school, kids in the classroom with the greatest needs may get to be first in line).

There exist 5 strategies for structuring an inclusive classroom environment [2]: 1) all students benefit from a multi-sensory approach to learning; 2) individualized expectations are fair; 3) station activities, or centers, benefit all learners; 4) develop a clear set of rules and expectations for your classroom; 5) be flexible!

But unfortunately there are some common myths and misconceptions around the teaching of learners with special educational needs (SENs) [4]: 1) you have to be a specialist psychologist or specially trained teacher to know how to teach these learners; 2) other learners in the class make less progress when they are taught with learners with SENs; 3) learners with SENs cannot learn languages; 4) it takes a lot of extra time and planning; 5) a teacher can't 'fix' the learner's problem so there is nothing I can do.

Judie Haynes singles out 7 key strategies classroom teachers must know to provide an effective learning environment for English language learners. These seven strategies are designed to help teachers meet the needs of all the students in their classes and to help make the mainstream classroom more inclusive for ELLs [3]:

1) *Provide comprehensible input for ELLs.* Language is not «soaked up.» The learner must understand the message that is conveyed. If that teacher provides information by lecturing in the front of a classroom, the English language learner will not be receiving this input. Teachers need to speak more slowly, use gestures and body language to get across the meaning to ELLs.

2) *Make lessons visual.* Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Tell a story about information in the textbook using visuals. Create semantic and story maps, graphic organizers to teach students how to organize information.

3) *Link new information to prior knowledge.* Teachers need to consider what schema ELL students brings to the classroom and to link instruction to the students' personal, cultural, and world experiences. Teachers also need to know what their students do not know. They must understand how culture impacts learning in their classroom.

4) *Determine key concepts for the unit and define language and content objects for each lesson.* Teachers write the key concept for a unit of study in student-friendly language and post it in the room. Classroom teachers also need to set language objectives for the ELLs in their class. A language objective might be to learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

5) *Modify vocabulary instruction for ELLs.* English language learners require direct instruction of new vocabulary. Content area teachers should teach new vocabulary words that occur in the text as well as those related to the subject matter. Word wall should be used at all grade levels.

6) *Use cooperative learning strategies.* Lecture style teaching excludes ELLs from the learning in a classroom. We don't want to relegate ELLs to the fringes of the classroom doing a separate lesson with a classroom aide or ESL teacher. Working in small groups is especially beneficial to ELLs who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. ELLs benefit from cooperative learning structures. Give students a job in a group. Monitor that they are participating.

7) *Modify testing and homework for ELLs.* Content area homework and assessments needs to be differentiated for ELLs. Teachers should allow alternative types of assessment: oral, drawings, physical response (e.g., act-it-out), and manipulative as well as modification to the test. Homework and assessment should be directly linked to classroom instruction and students should be provided with study guides so that they know what to study. Remember that the ELLs in your class may not be able to take notes.

We can also single out some more tips for an inclusive foreign language classroom, such as: 1) See the learner and not the label. Learners with special educational needs are people with personality; 2) Encourage and use activities which develop empathy and understanding in your classroom at all times; 3) create a learning contract where the inclusive ethos is clear. For example, set rules which clearly state the underlying values of your classroom; 4) give opportunities for learners to present and practice language in different ways and in different senses; 5) Develop a peer mentoring or buddy system, where learners help each other and share skills; 6) Think carefully about how you give instructions. Make them clear, concise, give them on a step-by-step basis. Give them in the order you want them done and very simply. Check by giving an example and getting an example from the learners; 7) Use positive classroom language. Say what you want learners to do, not what you don't want them; 8) Use visuals to reinforce rules and routines. Have a set of pictures showing different parts of your lesson – listening (ear), speaking (mouth), writing (pen) reading (book) and put these on the board at the start of the lesson to show the order for the day; 9) Think about your learners needs and have a seating plan. For example, hearing impaired learners will need to sit near the teacher, learners with ADHD need to sit away from distractions such as windows and radiators; 10) And don't be afraid to ask other people, the parents / carers, other professionals and above all, the learner. They will know what works.

So at the end we can make a conclusion that studies show that general education students benefit from the resources available in an inclusion classroom; the teacher can help all children in an inclusion classroom, not just special education students; a key teaching strategy in an inclusion classroom is to break students into small groups and teach kids according to their particular learning style and ability.

References:

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ВЗАЄМОДІЯ ДІТЕЙ ІЗ ЗАГАЛЬНИМ НЕДОРОЗВИНЕННЯМ МОВЛЕННЯ У ЄДИНОМУ СОЦІАЛЬНО-РОЗВИВАЛЬНОМУ СЕРЕДОВИЩІ

Взаємодія – це процес безпосереднього або опосередкованого впливу суб'єктів одне на одного, який породжує причинну обумовленість їхніх дій і взаємозв'язок [4].

Поняття «взаємодія» надзвичайно багатозначне. Але проаналізована наукова та методична література (філософська, педагогічна, психологічна та соціологічна), дає підстави свержжувати, що поняття «взаємодія» застосовується різними науками але трактується ними, як полісемічне поняття, яке різниться в залежності від аспекту і мети, яка ставиться в дослідженні [2].

Ми розглядаємо «взаємодію», як спільну діяльність кількох суб'єктів, що перебувають в одному соціальному середовищі при якій результат дії одного з них впливає на інші, що змінює їхню динамічну поведінку.

Дитина опановує навколишній світ, набуває досвіду суспільної поведінки саме через взаємодію, яка починається з самого раннього дитинства у сім'ї та набере оберти у дошкільному навчальному закладі.

У дошкільному віці у дитини формуються навички поведінки які допомагають регулювати стосунки з оточуючими. Уміння спілкуватися, підтримувати дружні взаємини і взаємодіяти, співпрацювати і співіснувати з людьми, в цілому, це необхідні складові повноцінно розвиненої і самореалізованої особистості, це запорука успішного психічного здоров'я дитини.

Я.Л. Коломинський зазначає, що саме в дошкільному віці утворюється поняття добрих почуттів до інших людей. Міжособистісне сприймання та розуміння найбільш ефективно розвивається у взаємодії однолітків один з одним, що формує такі особистісні позитивні якості, як: співчуття, прагнення до надання допомоги, дружня підтримка, вміння розділити радість, почуття справедливості, чесність, порядність, а також якість, що забезпечує здатність до самопізнання та самоорієнтування.

З трьох років у дитини виникає потреба у спілкуванні один з одним тобто дитина прагне взаємодіяти. За дослідженнями Л.М.Шипіцина, ранні форми спілкування багато в чому визначають їх подальший розвиток і впливають на особистість людини, на його ставлення до оточуючих людей, до себе, до світу. Якщо у дитини недостатньо сформована здатність до спілкування в дитинстві,