

КОРЕКЦІЙНА ПЕДАГОГІКА

Kazachiner O.S.

*Doctor of Science (Pedagogy), Associate Professor,
H.S. Skovoroda Kharkiv National Pedagogical University*

PEDAGOGICAL REHABILITATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The current state of solving the problem of formation of inclusive education in Ukraine is characterized by a wide range of issues covered and ambiguity in their interpretation. One of such controversial issues is the need to address a number of issues related to pedagogical rehabilitation of children with special educational needs.

The legislative framework of Ukraine is represented by a wide range of documents that protect a child with special needs to exercise their right to education: the National Doctrine of the Development of Education of Ukraine, the Constitution of Ukraine, the Laws of Ukraine «On Education», «On Pre-school Education», «On the Protection of Childhood», The Concept of early social rehabilitation of children with disabilities, The Concept of the state standard of special education, etc. In these documents given equal access to education for all citizens of Ukraine regardless of their mental and physical capabilities and defined the goal of state policy on development of education, which is to create efficient living space to ensure personal development and creative self-realization of every citizen of Ukraine [4, p. 111].

Different aspects of teaching children with SEN were shown and described in scientific works of such Ukrainian authors as: T. Degtyarenko [1], A. Gavrilov [2], O. Nagorna, L. Brega, V. Gorchak [3], S. Mironova [4] and others. Among foreign scientists it is worth to mention P. Farrell and M. Aincow (making special education inclusive), H. Gupta and A. Singh (Science teaching in Indian schools for the visually impaired children), V. Lele and A. Khaledkar (a study to identify the learning problems of hearing impaired children) etc.

The aim of this research is to show possible forms and methods of pedagogical rehabilitation of children with special educational needs.

The categories of children who need pedagogical rehabilitation are: children with intellectual disorders, children with emotional disorders, children with motor control problems, children with behavioral disorders, children who drink alcohol and use drugs, children at the age of 14-18 who are in prison or got free from prison, «street children», children-victims of domestic violence and others.

The rehabilitation process is a long-term, continuous, systematic, comprehensive, which meets the peculiarities of development, education and training of each individual child. This is a systematic and purposeful impact on the functioning, mobility and behavior of the child in order to create the appropriate skills, functional capabilities that provide the necessary conditions for its development, preparation for social life and work.

Consequently, the essence of rehabilitation support is considered in two aspects: content that involves communication in the tasks, forms and methods of organization of the rehabilitation and correction process and organizational, which coordinates the conditions of education and education of children with disabilities and healthy students, cooperation of physical therapists, teachers and parents [4, p. 112-113].

Therefore, we can single out the following possible forms and methods of pedagogical rehabilitation of children with special educational needs: art-therapy (using painting, colors, books, fairy tales, puppets, sand, modeling, game activities, knitting), alternative communication (PECS) with those children who have speech disorders and communicative problems.

An essential and integral part of the rehabilitation program is the work with parents of children with disabilities and healthy students. Practice shows that both the parents of the child and the child with special educational needs are usually not ready to stay in the team. This problem requires studying and solving to prevent conflicts at the classroom and school level. To ensure harmonious relationships in the context of the «child in the spotlight» physiotherapy program, systematic advisory and information work is required.

The families who need rehabilitation can be of different types: a foster family, a dysfunctional family, an unsocial family, a family that brings up a child with SEN etc.

It is stated that support for the social health of the family who has a child with special needs requires additional forms of social-pedagogical activity (except of accompaniment and consultancy) aimed at helping parents. Social and pedagogical help of family, which educates a child with the special needs, is always family orientated practice, which is directed on child socialization. In accordance, the basic principles of social and pedagogical work with such families is unity of family activities and social institutes; parents' role activation, their training and engagement in to social and pedagogical activities.

Actually social and pedagogical work with children who have special needs in the educational sphere is an invariant of the implementation of inclusive education. The social accompaniment of the social worker's activity will include a systematic help to families, which educate a child with special needs; creation of the center of psychological, medical and pedagogical consultation of such families; organization of their activities. It is established that the content and the components of social support are the content and organizational basis of the social and pedagogical work with the family of a child with special needs in general [5].

So at the end we can make a conclusion that there are many categories of children and their families who need pedagogical rehabilitation. Forms and methods of pedagogical rehabilitation of children with special educational needs are art-therapy methods, rehabilitation work with a child's family, labor therapy etc.

References:

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