

КОРЕКЦІЙНА ПЕДАГОГІКА

Kazachiner O.S.

Doctor of Science (Pedagogy), Associate Professor;

Zhadan O.M.

Graduate Student,

H.S. Skovoroda Kharkiv National Pedagogical University

FORMING LIFE VALUES OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Nowadays situation is that a great amount of children with special educational needs come to kindergartens and schools. All these children need to be socialized in our society. That is why forming their life values is necessary for education, upbringing and development of such children.

Children who have special educational needs can have many similar experiences compared with children without such special needs, but they can also have different experiences compared with their peers.

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are: to be loved; to feel secure and know clearly what is expected of them; to be valued; to have a balance of activities – active / passive; quiet / talking; communicating / reflective; taught skills / exploratory work; to have help to develop relationships; to develop self-awareness and a knowledge of the world outside of themselves; to have creative experiences, including external exploration and internal reflection; to be fully involved in the process of education [3].

On the base of research [4] there are some themes on children's values and needs: a sense of belonging with peers, opportunities for play, creative activities, and thinking, experiences of speed, excitement, and physical challenges, elements of coziness, withdrawal and comfort for recreation, feeling safe, experience growth in knowledge and understanding of the world, feeling free and autonomous, comforting objects and bonds with home and family, connection with nature.

In order to try to meet the needs of children, we should always to be consistent in our own behaviour and in expectations of the children. They are

the following [3]: value all the children, display great patience and listen carefully to children, focus on and emphasize the positive, face reality and help pupils to come to terms with difficult issues as they arise, such as death, only disapprove of poor behaviour, never the child, try to make time for one another, are mutually supportive, speak quietly and avoid shouting, are valued by the governors and the community, have a good sense of humour, communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.

There are a number of studies and evaluation tools that describe the needs of children, suggest optimal conditions for their wellbeing and development, and provide advice on how to develop high-quality educational environments. For example, A. Westling [5], J. Einarsdottir [1], G. Kragh-Müller and R. Isbell [2], and N. Wiltz and E. Klein [6] have investigated the perspectives of children on their education reporting that children need to experience stimulating educational activities, to build friendships, and to play with peers to be able to thrive. Further, children want opportunities to choose what to do [1; 2]. Conversely, children found to be negative peers' mean behaviour, unstimulating activities, and lack of autonomy [1; 2].

Spiritual, social, moral and cultural values are taught in assemblies and in discreet lessons but also permeate the whole of the curriculum.

The nine themes identified in the study [4] may be seen as enhancing the wellbeing of the children, and may facilitate their development. These themes involve social, intellectual, psychological, and motor domains and represent a broad range of domains in the educational life of a child – domains that ought to be acknowledged in educational settings. The children seem to need an inner life satisfaction as well as certain conditions in their surrounding educational environments and both people and objects play a role when it comes to their wellbeing and development.

For example, the element of coziness, withdrawal and comfort for recreation (resting in a cozy area, holding a soft toy, and listening to music) seems to be especially important for the children enrolled who have a disability and special educational needs, which may help them to enjoy and cope. Lower levels of participation in some group activities would not necessarily always indicate a problem that needs to be solved or a risk. These moments of rest and relaxation may help the children to gain strength for other activities in which they later want to participate. The children who do not have disability / special educational needs also value coziness, withdrawal, and recreation.

The lack in variation and balance between values and needs could hinder the wellbeing and development of a child. Staff in both inclusive and segregated programmes would not only need to ensure that the nine matters of importance are in place, but also need to ensure that there is a balance between the values and needs of each child.

Listening to children's points of views allows for their values and needs to be taken into account, and may contribute to the design of evaluation tools, practices, and research that enable all children to receive an equitable education, therefore increasing their participation in meaningful activities in social situations in ways that contribute to their wellbeing and happiness. The views of all children, regardless of ability and experience, are worth considering since they may give a broad range picture of their educational experiences.

Therefore, at the end we come to conclusion that values-based education of children with special educational needs works through: 1) values consciousness, 2) wellbeing, 3) agency, 4) connectedness, 5) transformation, 6) achievement. Spiritual, social, moral and cultural values are taught in assemblies and in discreet lessons but also permeate the whole of the curriculum.

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