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FOREIGN LANGUAGE AS A MEANS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS CREATIVE PERSONALITY FORMATION

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The article deals with the peculiarities of the child's with special educational needs creative personality formation in the process of studying a foreign language. It is emphasized on the principle of taking into account the mother tongue when selecting the content of teaching and the ways of its organization in the educational process. The basis of creativity is the search activity that promotes child's self-development and self-improvement. Consequently, one of the teacher's tasks is to save interest to children's knowledge and activity. The creative possibilities of students with special educational needs in English lessons are effectively implemented in various activities, in particular in game, dialogical and monologue speech, in-group and project work, etc. It is emphasized on special work on foreign language lessons; on necessity to know types of educational and cognitive activity and necessity to plan work on the development of cognitive activity (creative personality) among junior schoolchildren with special educational needs.

Keywords: children with special educational needs (SEN), English lesson, activity, cognitive activity, creative personality.

Introduction. Today, in the context of a multinational and multicultural space, globalization, which tends to strengthen and transformational processes in the education system of Ukraine, the issue of education and upbringing of the younger generation, in particular children with special educational needs (SEN) in inclusive educational environment, is acute.

Modernization of the education system of Ukraine involves the inclusion of children with SEN in the general education environment and corresponds to the priorities of the state policy, namely, "the personal orientation of education; creation of equal opportunities for children and youth in obtaining high-quality education; ensuring the variability of obtaining basic or full secondary education in accordance with abilities and individual abilities", etc. [6, p. 2].

One of the conditions for the formation of a new education system is a competent approach to learning. This approach becomes particularly relevant in pre-school and elementary education. We understand that in order to implement new standards, these educational levels should become the basis for the formation of an individual.

The problem. The focus on the development of the child's personality, and in particular the formation of the creative component, require the search for the latest, effective technologies of education and upbringing. One of the main goals of preschool education and elementary school education is the child's speech development, its communicative competence, which is considered in the context of the overall development of the individual.

In addition, the democratization of education increases the attention to the development of creative abilities of the child's personality that is why **the purpose of our article** is to analyze the peculiarities of children with SEN creative personality formation in the process of foreign language learning.

Today foreign language is already studied in kindergartens, ordinary and inclusive class-

es, in the classes of intensive pedagogical correction. Curriculums, programs are changing, and communicative-directed textbooks are used at the lessons. However, according to Ye. Sobotovich, the children with SEN's speech is usually formed independently, but somewhat slower compared with the age-stages of development in norm. Their speech has some features, determined by the nature of the defect.

An analysis of recent studies and publications. In the national literature, the terms "delay in the rate of mental development", "learning disability", "mental retardation" (proposed by G. Sukhareva), refer to a variety of relatively light anomalies of the development characterized by the immaturity of emotional-volitional and cognitive functions, and which have a prospect of recovery or compensation intelligence [8, p. 54].

Scientists (L. Vavina, T. Degtyarenko, A. Kysla, A. Kolupayeva, T. Sak, V. Sinyov, O. Taranchenko, V. Tarasun, M. Sheremet, etc.) emphasize that the most favorable in relation to the forecast of pedagogical correction and compensation are the delays in mental development caused by the primary deviation of emotional-volitional sphere of children (mental infantilism, asthenic conditions, constitutional, psychogenic and somatogenic origin of learning disability). Clinical and psychological peculiarities of such children are detected in increased emotional susceptibility, inference, frequent mood changes, exhaustion of emotional reactions, poor efficiency, instability of attention, memory processes, etc. All this according to predictions of special teachers (defectologists) is fairly well compensated and corrected in the conditions of inclusive education in providing children with SEN with individual assistance.

In studies of mental retardation, much attention is paid to cognitive processes, as well as the specificity of children's speech. In a number of works by T. Degtyarenko, I. Dmitrieva, V. Zasenka, V. Kobylchenko, T. Skrypnyk, T. Sak, O. Fedorenko and others the peculiarities of children with SEN memory are characterized by low

activity and purposefulness, slowed down speed, reduced volume, accuracy and durability of what is remembered. It has been established that when remembering a simple material, children with SEN, in most cases, do not test the difficulty. However, with increasing complexity of tasks, the memory performance is sharply reduced.

Discussion. We share the view of T. Egorova that correctional training, aimed at optimizing mnemonic processes, can significantly increase their effectiveness in this category of children.

The inferiority of thinking and, first of all, verbal-logical, has a wide persantage for children with learning disabilities (with SEN). The most vividly mental activity of such children is characterized by inertia, low productivity and autonomy, instability. Children find it difficult to establish exactly differentiated relationships, the allocation of essential features and properties; their thinking is related to the particular situation, which in many cases they cannot turn away from. There is a lack of analytical and synthetic operations (especially mental analysis), the difficulty in establishing the identity, if necessary, to take into account several parameters, the difficulty in transferring the assimilated acting similarly, the solution of problems. Children poorly cope with tasks of a problematic nature: they make numerous attempts at making decisions, take operational samples without checking and bringing them to the end.

The productive (creative) thinking of junior schoolchildren with SEN is in the initial stage of its formation, while some components of thinking develop unevenly.

T. Yegorova notes the significant increase in the efficiency of specific mental activities and thinking in general when giving children with SEN referral and organizing assistance in cognitive activities.

A lot of national and foreign studies (A. Borodych, L. Vygotsky, A. Gromov, A. Zikeev, A. Kolupayeva, R. Lalaeva, R. Levina, G. Rakhmakova, N. Sedykh, E. Sobotovych, E. Slepovych, L. Spirnova, E. Tikheeva, R. Triger, etc.) are devoted to the language development of children with SEN.

According to the studies of defectologists (R. Boskys, K. Korovyn, R. Levina, V. Lubovsky, N. Nikashina, V. Petrova, T. Rozanova and others), practically at any deviations in development more or less suffers linguistic and related cognitive activity of children.

It is known that not only learning the course of a foreign language, but also cognitive activity in general, and – as a consequence – a general comprehensive development, largely depends on the level of practical knowledge of the native language, which is based on sufficient vocabulary, and constructed in accordance with the grammatical norms of language.

It is worth noting that children with SEN (particularly with learning disabilities), ending elementary school, are characterized by poverty and inaccuracy of the dictionary, lack of differentiation of words in their semantics, repetition and inadequate use of the words; nouns, verbs, personal and possessive pronouns dominate in phrases (E. Maltseva, R. Triger, S. Shevchenko,

L. Yasman). The low level of the morphemic composition possession of the word leads to the inability to recognize its semantics in meaningful word-building components. In addition, they do not have sufficient language skills, such as antonyms and synonyms.

According to many methodologists-defectologists, at the end of the correctional course of language instruction in elementary school children with SEN show positive tendency to reduce the number of nouns and verbs in their language and to increase adjectives, adverbs and pronouns. Researchers are unanimous in the opinion that younger students with SEN practically possess the grammatical structure of their native language; however, they are experiencing certain difficulties that are expressed in agramatism, the inability to correctly change words and build sentences, in the lack of understanding of grammatical forms [1; 2; 4; 7; 8].

There are many reasons for this: the nature of the defect, the duration and effectiveness of correctional effects, the limited literacy experience, and others. But all these reasons have a general consequence that is lack of language skills and abilities. At the same time, the interconnection and mutual influence of different kinds of speech activity, the degree of their formation in students with SEN, completing the initial stage of training, are uneven, and this significantly affects their readiness for the transition to the next stage of study.

According to I. Zymnya, V. Penfield, L. Roberts it is important to take into account the principle of the mother tongue, which is one of the main principles of teaching methods of foreign languages, because the experience of the native language is used and the specifics of the native language are taken into account when selecting the content of the training and the ways of its organization in the educational process. [7, p. 48].

It is known that in the period from three to seven years the potential for further cognitive, volitional and emotional development of the child is formed, sensory and intellectual abilities develop. Thus, in order to develop the creative abilities of the child, the work must be started from the earliest years, taking into account the existing inclination of the child, since it is during this period that there is a greater chance of their disclosure.

As A. Luke notes, creativity is an intellectual and practical activity, the result of which is the creation of original, unique values, the discovery of new facts, properties, patterns, as well as methods of research and transformation of the material world or spiritual culture; if it is new only for its author, then the novelty is subjective and has no social significance [8, p. 104].

The creative personality is largely the result of the educational process. Teacher and educator work with a unique person, therefore, the main task is, considering intellectual, moral and volitional and physical potential of the child, to reveal the creative, individual abilities of the students, to enable each of them to feel their dignity and equality.

The formation of a child's creative personality in the process of learning a foreign language we understand as the formation, development and achievement of the level of maturity and sustainability of skills due to the influence of external and internal determinants of its development. The formation of productive cognitive activity of a child is based on creative activity, which begins with a problem or question, from surprise, wonder, from contradiction. The basis of creativity is the search activity that promotes self-development and self-improvement of the child. Consequently, one of the tasks of the teacher is to preserve interest in the knowledge and activity of children.

Considering the psychological and pedagogical characteristics of children with SEN and in order to increase the efficiency of work, increasing interest in English classes, the teacher must use educational games and educational and creative tasks, create situations in the imaginary linguistic environment. The game is both work and recreation. After all, being an amusement, rest, it can grow into learning, creativity, therapy, in the model of human relationships and realization in labor. Imagination, attention and imaginative thinking of children develop in the role-playing game, the ability to manipulate the images of reality, which, in turn, creates the basis for mastering complex forms of creative activity. A particular place takes the role play in developing the ability of children to interact with other people. Reproducing the relationship of adults in the game, the child learns the rules and methods of communication, gains experience of mutual understanding, learns to explain their actions and intentions, coordinate them with other children [7, p. 52].

In addition, the development of a child's creative personality in the process of studying a foreign language facilitates the selection and use of a variety of teaching methods relevant to the educational subject, as well as the activation of the whole learning process, namely, interactive technologies. As a foreign language is taught in small groups, methods such as work in groups or pairs, role plays or "brainstorming" are an integral part of working with children with SEN, during which there is an active interaction between "teacher-student", "student-student", "student-teacher".

Using games in English lessons develops the student's creative abilities. For a child, the game is an opportunity to test oneself, to feel the personality, to be acquainted with the roles s/he will perform in future. The use of musical and didactic games helps in working with phonetics of a foreign language, extends the range of language practice, relieves stress, creates positive atmosphere of interaction. The active game creates a favorable ground for the development of children's activity, strengthening their health.

It is worth noting that the development of cognitive activity of students, its complications and deepening require the use of more diverse and more accurate means of expressing thought. It is reflected both in increasing the volume of sentences, and in complicating their structure

(using complex sentences that allow to express events, causal, target, conditional and other dependencies).

Work with didactic material should be aimed at the implementation and promotion of autonomy in the performance of tasks. In the methodical literature on teaching native and foreign languages such tasks are qualified as speech, synthetic, creative; communicative, bearing a certain communicative burden, based on the visual (or imaginary) situation that creates the need for communication, in the formulation of the question and the getting of an answer, in clarifying the information, in expressing the attitude towards it.

Conclusions and research prospects. First, students' creative abilities in English lessons are effectively implemented in various activities, in particular in games, dialogical and monologue speech, in group and project work, etc. Knowledge itself does not guarantee the appearance of new original ideas. Therefore, special attention should be paid to the development of such personality traits, which enable creatively to use the acquired knowledge. The development of students' creative abilities in English lessons necessarily requires a lot of effort from the teacher to select and arrange tasks aimed at developing the child's creative personality, in particular the use of interactive technologies that promote the development of creative thinking of students. Therefore, having wide opportunities for using innovative methods and interactive learning technologies, as well as a large range of printed and electronic literature, teacher creates all the conditions for the favorable development of children, in particular, children with SEN in the process of learning a foreign language.

Secondly, we believe that in order to plan the necessary corrective work in foreign language lessons, it is important to know what types of violations of cognitive, educational and cognitive activity exist and, accordingly, to build work on the development of cognitive activity (creative personality) among junior schoolchildren with SEN. Work on correction of linguistic activity of students should consider peculiarities of linguistic development of children and those deviations from the norms that are characteristic, specific for children with SEN, cerebral palsy, speech disorders, the deaf. Knowledge of psychological and pedagogical types of violations of students' educational and cognitive activity should help teachers of foreign (English) language in the implementation of the principles of differentiation and individualization of educational activities and work in the inclusive educational environment.

Finally, the implementation of communicatively directed exercises and tasks in the foreign language classes contributes to the development of cognitive activity, the creative personality of junior students with SEN. Consequently, it is through communication and speech activity that the child develops, studies, knows the world and himself, possesses all the spiritual wealth that can give the child the process of mastering the language, in particular the foreign (English) language.

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ІНОЗЕМНА МОВА ЯК ЗАСІБ ФОРМУВАННЯ ТВОРЧОЇ ОСОБИСТОСТІ ДИТИНИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ

Анотація

Стаття присвячена особливостям формування творчої особистості дитини з особливими освітніми потребами у процесі вивчення іноземної мови. Підкреслюється принцип врахування рідної мови при виборі змісту навчання та способів його організації в навчальному процесі. Зазначено, що творчі можливості дітей з особливими освітніми потребами на уроках англійської мови ефективно впроваджуються в різних видах діяльності, зокрема в іграх, діалогічному та монологічному мовленні, в групі та проектних роботах тощо. Підкреслюється роль корекційно-розвивальної роботи; видів навчально-пізнавальної діяльності та планування роботи з розвитку пізнавальної діяльності (творчої особистості) у молодших школярів з особливими освітніми потребами.

Ключові слова: діти з особливими освітніми потребами, урок англійської мови, діяльність, пізнавальна діяльність, творча особистість.

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ИНОСТРАННЫЙ ЯЗЫК КАК СРЕДСТВО ФОРМИРОВАНИЯ ТВОРЧЕСКОЙ ЛИЧНОСТИ РЕБЕНКА С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

Аннотация

Статья посвящена особенностям формирования личности ребенка с особыми образовательными потребностями в процессе изучения иностранного языка. Подчеркивается принцип учета родного языка при выборе содержания обучения и способов его организации в учебном процессе. Основой творчества является поисковая деятельность, способствует саморазвитию и самосовершенствованию ребенка. Подчеркивается роль коррекционно-развивающей работы; виды учебно-познавательной деятельности и планирование работы по развитию познавательной деятельности у младших школьников с особыми образовательными потребностями.

Ключевые слова: дети с особыми образовательными потребностями, урок английского языка, деятельность, познавательная деятельность, творческая личность.