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ПЕДАГОГІКА ПАРТНЕРСТВА ЯК ЗАСАДНИЧІ ПІДВАЛИНИ ОРГАНІЗАЦІЇ ІНКЛЮЗИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті акцентовано увагу на значенні педагогіки партнерства та співробітництва в організації навчання, виховання та розвитку молодших школярів з особливими освітніми потребами. Мета статті – продемонструвати значення педагогіки партнерства у створенні сприятливих умов навчання, виховання та розвитку молодших школярів з особливими освітніми потребами за умов закладу загальної середньої освіти. Методологічною основою дослідження є системний підхід до аналізу організації інклюзивного навчання молодших школярів з особливими освітніми потребами, інтегрованих у заклади загальної середньої освіти на засадах педагогіки партнерства. Під час дослідження використано такі загальнонаукові методи: порівняльний аналіз наукових і навчально-методичних джерел, нормативно-правового підґрунтя інклюзивної освіти в Україні; теоретичні та емпіричні методи (опитування та бесіди з учнями, педагогами, батьками; спостереження, педагогічний експеримент, обробка отриманих даних та ін.), методи узагальнення. Акцентовано на видах соціального партнерства, їх напрямках реалізації в практичній діяльності фахівців освітнього закладу з інклюзивним навчанням. Виокремлено основні критерії та показники партнерської взаємодії, наголошено на вимогах до діяльності педагогів та інших фахівців щодо підвищення ефективності співпраці за умов інклюзивного середовища.

Наукова новизна здобутих результатів полягає в систематизації поглядів на проблему налагодження партнерської взаємодії в процесі навчання, виховання та розвитку молодших школярів з особливими освітніми потребами; виокремленні актуальних проблем та перспектив підвищення ефективності інклюзивної діяльності шкіл на засадах партнерства та співпраці учасників навчально-виховного процесу. Установлено, що показниками ефективного навчання, виховання та розвитку молодших школярів з особливими потребами є створення сприятливої атмосфери в освітньому закладі, налагодження дружніх міжособистісних взаємин, організація освітнього процесу на засадах партнерства. Розкрито переваги соціально-педагогічного партнерства та співпраці в порівнянні з традиційними формами взаємодії адміністрації, педагогів освітнього закладу з батьками учнів, громадськістю та позашкільними установами.

Ключові слова: партнерство, взаємодія, спілкування, рівність, свобода вибору, відповідальність, лідерство.



PEDAGOGICS OF PARTNERSHIP AS THE FUNDAMENTAL FOUNDATIONS OF THE ORGANIZATION OF INCLUSIVE EDUCATION OF YOUNGER SCHOOL STUDENTS

Abstract. The article emphasizes the importance of pedagogy of partnership and cooperation in the organization of education, upbringing and development of younger schoolchildren with special educational needs. The purpose of the article is to demonstrate the importance of partnership pedagogy in creating favorable conditions for learning, upbringing and development of younger schoolchildren with special educational needs in the conditions of a general secondary education institution. The methodological basis of the study is a systematic approach to the analysis of the organization of inclusive education of primary school students with special educational needs, integrated into general secondary education institutions on the basis of partnership pedagogy.

The following general scientific methods were used during the research: comparative analysis of scientific, educational and methodological sources, normative and legal basis of inclusive education in Ukraine; theoretical and empirical methods (questionnaire and conversations with students, teachers, parents; observation, pedagogical experiment, data processing, and others), methods of generalization. Emphasis is placed on the types of social partnership, their directions of implementation in the practical activities of specialists of an educational institution with inclusive education. The main criteria and indicators of partnership interaction are highlighted, the requirements for the activities of teachers and other specialists to increase the effectiveness of cooperation in the conditions of an inclusive environment are emphasized.

The scientific novelty of the obtained results lies in the systematization of views on the problem of establishing partnership interaction in the process of education, upbringing and development of younger schoolchildren with special educational needs; identification of current problems and prospects for improving the effectiveness of inclusive activities of schools based on partnership and cooperation of participants in the educational process. It has been established that the indicators of effective learning, upbringing and development of younger schoolchildren with special needs are the creation of a favorable atmosphere in an educational institution, the establishment of friendly interpersonal relationships, and the organization of the educational process on the basis of partnership. The advantages of socio-pedagogical partnership and cooperation in comparison with traditional forms of interaction of the administration, teachers of the educational institution with parents of students, the public and extracurricular institutions are revealed.

Keywords: partnership, interaction, communication, equality, freedom of choice, responsibility, leadership.

INTRODUCTION

The problem formulation. At the current stage, education reform is associated with solving a number of important tasks, one of which is the integration of persons with developmental disabilities into general educational institutions, the creation of a tolerant environment in schools, and the transfer of a new democratic system to society. The development of democracy in education, the emphasis on the individual and his needs, and, accordingly, the creation of favorable conditions for the harmonious development of education seekers require the establishment of interpersonal interaction of all participants in the educational process, a change in communication strategies and styles, which will be aimed at satisfying all the students' requests. This approach conditions the establishment of new partnership relations, which will be based on complete trust in the individual, faith in his strengths and abilities, support in various circumstances, joint interaction at all stages and decision-making. In this way the ideas of unity, commonwealth and solidarity of higher state institutions, the public, educational institutions, and families in realizing the right to education, comprehensive development, satisfaction of interests, and the search for individual talents are popular today.

Today, special accent is placed on cooperation not only for the study and implementation of advanced pedagogical experience, but also, above all, to promote the implementation of inclusive education for persons with developmental disabilities. And this is understandable, because this category of education seekers needs additional resources – material, psychological and pedagogical, medical support and assistance, etc. On the other hand, partnership and teamwork serve to effectively diagnose the specifics of the development of such students, to improve the quality of educational services, to create appropriate conditions for learning, upbringing, correction and development of schoolchildren. In this case, we are talking about a socio-pedagogical partnership, which consists in the interaction of managers and teachers of educational institutions, other specialists and parents for the benefit of education seekers. This is particularly emphasized in the regulatory and legal documents of Ukraine: Constitution of Ukraine, the Laws "On Preschool Education", "On General Secondary Education", "On Higher Education", "On the Protection of Childhood", the Concepts of the "New Ukrainian School" and others, which actualize the personality, the principle child-centrism, the self-worth of childhood, the philosophy of humanism.

The relevance of our research lies in the fact that due to partnership interaction, coordination in the work of all participants in the educational process, cooperation between the school and the public, extracurricular institutions, social organizations and students' families, favorable conditions are created for the harmonious development of the personality, the search for its strengths and abilities, their further improvement in the process of learning and life activities.

THE PURPOSE OF THE RESEARCH – to demonstrate the importance of partnership pedagogy in creating favorable conditions for learning, education and development of younger schoolchildren with special educational needs in the conditions of a general secondary education institution.

RESEARCH METHODS include survey, observation, analysis and characterization of results.

RESULTS OF THE RESEARCH



Providing high-quality educational services to various heterogeneous groups of learners in an educational institution is currently one of the important prerequisites not only for reforming education, creating a new Ukrainian school, but also for the formation of a democratic society. On the one hand, the focus is on the personality with all its advantages and disadvantages, opportunities and weaknesses, needs and interests, and on the other hand – a holistic educational process, adapted and modified to the needs of education students. This is stated in the Law of Ukraine "On Education": "The purpose of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization..." («Pro osvitu», 2017). In this case, partnership, cooperation, friendly interpersonal relations are an integral condition for providing students with special educational needs with favorable conditions for learning, upbringing and development. Thus, the program "New Ukrainian School" in progress towards values" under the leadership of modern scientist I. Bekh emphasizes: "The established basic guidelines for the competence education of the student's personality can be creatively filled with specific content, taking into account the peculiarities of the functioning of the educational institution, the age and individual capabilities of students, other actual social challenges" (Pro vykhovannia movnoi svidomosti). Therefore, a modern school, aimed at the individual and its development, cannot be separated from other institutions, the community and, in particular, the family of schoolchildren. Famous pedagogues of the past, B. Stuparyk, M. Stelmakhovich, R. Skulskyi, and L. Ukrainka, noted this. The basis of such cooperation is the study of traditions and experience of family upbringing, the use of the best methods in the educational process, emphasis on personal, universal, civic values. This is noted in the Law of Ukraine "On General Secondary Education", which states that modern education should be aimed at promoting the harmonious development of the individual through his training, upbringing and development of individual talents and abilities, which in turn are based on universal human values and traditions.

Therefore, changes in education have a profound nature and determine the organization of the educational process on the basis of humanism, democracy, pedagogy of cooperation and partnership. The implementation of educational programs, in particular, is based on value guidelines, such as: "recognition of the uniqueness and giftedness of each child; ...the value of childhood, which is protected by establishing educational requirements that correspond to the child's age characteristics, recognizing the child's rights to learning through activities, in particular play, limiting the amount of homework to increase the time for the child's motor activity and creativity; the joy of knowledge; ...development of a free personality by supporting independence, independent thinking, optimism and self-confidence..." (Derzhavnyi standart pochatkovoї zahalnoi osvity). The organization of inclusive education requires a special approach in all aspects of the integral educational process and, of course, the renewal of traditional ways of interpersonal interaction, teaching methods, the specifics of decision-making and decision-making, their implementation, etc. In the context of the mentioned pedagogy of cooperation acts as a direction of creating new methods of teaching and education of schoolchildren.

This question is relevant and has been in the field of view of a number of foreign and domestic scientists since the second half of the 20th century. As evidenced by the analysis of updated sources on the specified problem, a special contribution to the development of partnership pedagogy was made by scientists: H. Altshuller, Sh. Amonashvili, V. Bibler, M. Guzik, O. Zakharenko, M. Yefimenko, V. Dyachenko, D. Kovalevsky, M. Kravets, O. Kushnir, H. Selevko and others. Scientists characterize partnership pedagogy as one that involves teamwork based on the principles of humanism, namely: the prevalence of freedom of choice, social justice, joint creative work; building interaction according to the principle of anticipatory development; organization of collective educational influence on personality. Researchers in this field V. Grabovskiy, H. Yelnikova, S. Krysyuk, T. V. Pikelna, A. Pinsky, and others. emphasize the need to find the most effective ways of cooperation, to recognize the pedagogical, social-organizational orientation of such interaction: "Parents and teachers must unite in choosing key values, in wise love for the child, striving to understand him, together mastering the skill of educating with love; to rethink the concept of authority, to instill in the child the ability to create goodness and beauty, to respect oneself and others" (Novyi format vzaïemodii z rodynamy. Shliakhy vdoskonalennia vzaïemodii z batkamy cherez «Batkivske vikonechko»). The basic foundations of partnership pedagogy are communication, interaction and cooperation between the teacher, pupils and their parents, other institutions and organizations, out-of-school education institutions, etc. In the case of education of children with special needs, this list is supplemented by special institutions for children with various nosologies, such as: inclusive resource centers, educational rehabilitation centers, speech therapy centers, boarding schools, medical institutions, and others. Scientists note that the creation of such a joint interaction of institutions quite different in terms of style and content of activity is based on the unity in the observance of the prevailing ideas and principles of their socio-pedagogical activity. Let's pay attention to some of them, such as:

- principles of humanism (respect for the individual, recognition of its value, uniqueness and inimitability);
- the principle of voluntariness (learning, participation in various activities, communication and interaction without coercion);
- the principle of common purpose and activity;
- the principle of pedagogical optimism (belief in the child's capabilities);
- the principle of democracy (freedom of choice, creativity, participation, self-expression);
- the principle of conformity with nature, etc.

Therefore, partnership pedagogy acts as a kind of clearly structured, integral system of relationships between participants in the educational process, based on the principles of voluntary participation and common interests, equality of participants, consideration of value guidelines, organization of active inclusion in solving joint tasks, etc. Thus its main principles are (Fig. 1):

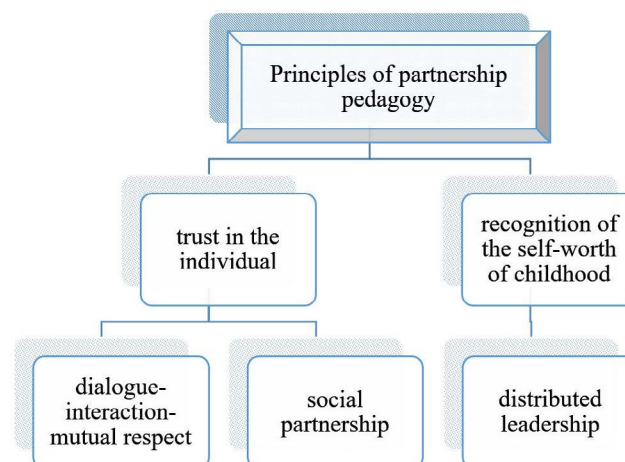


Fig. 1. Principles of partnership pedagogy

In particular, social partnership as a component of pedagogy contains several elements that facilitate the adaptation of students with special educational needs to new conditions, increase their self-esteem and self-confidence, condition voluntary participation in education along with other peers, the obligation to fulfill assignments. Partnership pedagogy is, first of all, joint interaction on the basis of the equality of the parties, which requires responsibility in the collaborative and obligatory performance of assigned tasks and assignments.

The organization of inclusive education and upbringing of younger schoolchildren with different nosologies is a difficult, long-term and multifaceted task that requires not only knowledge of the specifics and features of the development of such education seekers, but also the possession of practical skills and abilities of all those who carry out the educational and educational process. Thus, the active participation of parents, members of the public, colleagues and other specialists of special, medical, extracurricular institutions in the activities of the educational institution is aimed at the implementation of a number of tasks, which include:

- creation of a tolerant educational environment, establishment of friendly relations by expanding the forms of cooperation of all participants in the educational process;
- implementation of systematic support by school teachers of families of students with developmental disabilities;
- provision of assistance (by specialists and teachers) to students' parents in order to increase the efficiency of the student's adaptation to the conditions of study, his involvement in school life;
- uniting the public around the current problems of integrating students with special educational needs into general secondary education institutions, creating prerequisites for partnership interaction;

Implementation of partnership pedagogy takes place by expanding the circle of communication, involving various participants and representatives of other organizations in school life, as well as using a wide range of forms of such interaction. Relevant in this aspect are joint educational events, establishing the activities of discussion clubs, holding conferences and seminars, "round tables" where the most pressing problems are discussed. In the context of the above, the remarks of the scientist Yu. Zaporozhtseva are valid that: "The psychological basis of partnership pedagogy consists of subject-subject relations - the cooperation of two subjects, which is optimal for the educational process. Therefore, the task of teachers is to create an atmosphere of care and support for students, which would contribute to the development of their capabilities, satisfy their intellectual, emotional and social needs" (Zaporozhtseva Yu.S.). In other words, this is a partnership for the sake of the child, his comfort, creation of opportunities for self-improvement and active participation in the life of the school, society (Yak uchytelevi vporatysia zi «skladnymy batkamy», 2019, 1 (97), p. 22). Scientists claim that the phenomenon of partnership entered the pedagogical field from the social, labor and economic spheres, in which it acts as a kind of regulator of social relations, a way of interaction of social strata. Modern researcher O. Vozniuk, for example, singles out several types of social partnership and, in particular, in the field of education. The scientist attributes the following to them (Fig. 2).

All these types of socio-pedagogical interaction of teachers, the administration of an educational institution, and other specialists are based on the study and exchange of learning and education experiences of students with special educational needs; implementation of educational influence on personality and joint management; monitoring the success of such interaction; participation in joint social, educational, cultural projects, educational events, meetings, conferences aimed at making joint decisions on solving didactic, corrective, developmental and other tasks. In addition, the criteria for partnership interaction should be distinguished, namely:

- I. Feedback from interaction participants.
- II. Pedagogical mentoring, self-improvement, use of best practices.
- III. Psychological and pedagogical comprehensive education of parents of students with special needs.
- IV. Promotion of comprehensive personality development.

The cooperation of teachers, parents and specialists of special institutions for persons with special needs and disabilities can have a twofold nature. On the one hand, this is consulting, providing methodical recommendations for the education,



upbringing and development of younger schoolchildren with special educational needs, and on the other hand, it is the adoption of joint decisions to create opportunities for the harmonious development of this category of education seekers (Vozniuk O.V.).

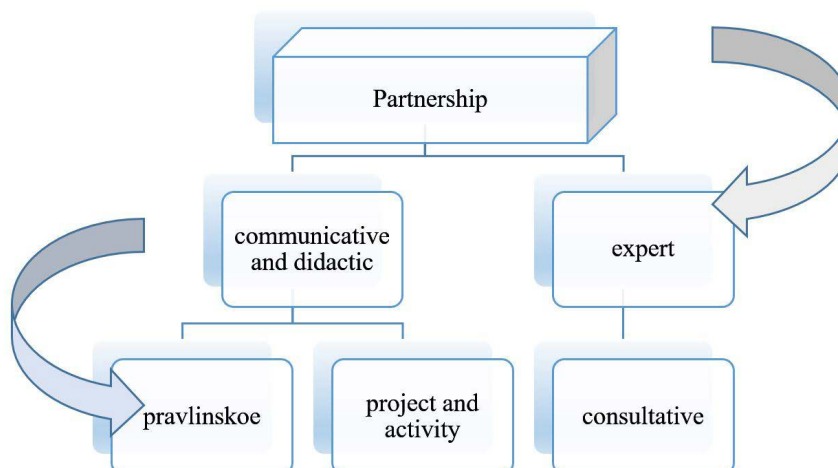


Fig. 2. Types of social partnership in the field of education

The implementation of partnership pedagogy involves, first of all, the implementation of an individual approach to students with special needs, systematic self-education and the organization of pedagogical education, the inclusion in practical work of traditional and innovative forms of interaction with parents of students (Sotsialno-pedahohichni umovy spivpratsi navchalnogo zakladu z batkamy yak faktor pidvyshchennia yakosti osvity, 2016, p. 109), other specialists and the public, as well as the use of advanced pedagogical and family experience in working with children with various nosologies. Indicators of such partnership interaction are primarily psychological readiness and practical focus of activity, openness to cooperation, awareness of a common goal, professionalism of teachers and other specialists; making joint efforts to solve the tasks of teaching, education and development of students with special needs that are relevant at a certain moment; personal responsibility, obligation, openness to communication, striving for self-improvement; the ability to realize interpersonal needs in the process of partner interaction. The partnership of the participants in the educational process also depends on the psychological and pedagogical support of this category of education seekers, the analysis of their own mistakes and omissions in the process of partnership interaction.

Importantly, by its very nature, partnership pedagogy is the most appropriate in the context of inclusive education and upbringing, as it is based on a respectful attitude towards the individual, his opportunities and interests; aimed at creating trusting and sincere relationships; aims to improve the effectiveness of education and training, the realization of individual rights and freedoms in the educational process; contributes to the education of responsibility, leadership qualities.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Conclusions and prospects of further research consist in a thorough analysis of current problems of partnership interaction of participants in the educational process of an educational institution with inclusive education and the search for the most effective ways of improving its results for the harmonious development of the individual.

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