

joint activity. It has been established that social education in circle work, which provides for the continuity of correctional and pedagogical influence and taking into account modal-specific patterns of development at the stages of socialization, allows to optimize the process of socialization and development of schoolchildren with intellectual disabilities' social competence: adaptation (in hobby groups of social and rehabilitation direction), individualization (in hobby groups of artistic and aesthetic direction) and integration (in hobby group of ecological and naturalistic direction), taking into account the children with intellectual disabilities' inclinations, potential capabilities and needs at various stages of socialization at school age.

Key words: *children with intellectual disabilities, socialization, social competence, directions of out-of-school education, out-of-school education institution, hobby group work.*

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SEMANTIC ANALYSIS OF SCIENTIFIC DEFINITION "CHILDREN WITH SPECIAL EDUCATIONAL NEEDS"

The article aims at investigation of approaches towards the scientific definition of notion "children with special needs". The semantic analysis of scientific notions of "needs", "special educational needs", have revealed the essence and content of approaches of researchers to the interpretation of the notion "children with special educational needs"; information about inclusion and inclusive approach in the context of socialization has been systemized. It has been proved, that the notion "people with special educational needs" can be applied to those children, who need extra additional recourses in the process of being educated. This notion includes a great variety of children (gifted children, children with mental and physical disabilities, physically challenged children, homeless children, orphans).

Key words: *needs, special needs, special educational needs, children with special educational needs, inclusion, inclusive approach, socialization, semantic analysis.*

Introduction. Modern development of Ukrainian society presupposes active measures in the process of neglecting social inequality and reducing social stratification. Currently, the issue of ensuring the active socialization of people with special educational needs in secondary educational establishments is one of the current importance. Schoolchildren with special educational needs often witness some elements of discrimination, segregation, and stigmatization. It should be noted that despite all the innovations, socialization of this category of children with special educational needs is often only declarative, since they continue to have limited social contacts, and they are not able to obtain qualitative education.

The search of effective solutions to increase the quality of socialization of students with special educational needs in secondary education institutions, in our view, seems to be quite promising having been based on the study of historical

approaches and concepts, taking into consideration all the disadvantages, and obtaining the best results. In the methodological branch of study, the analysis, and the revision of the theoretical and methodological foundations of the educational process of schoolchildren with special educational needs will provide a qualitative reconsideration of traditional paradigm and implementation of innovations that eliminate social and organizational barriers.

Analysis of relevant research. Theoretical and methodological aspects of the organization of the process of socialization of children with special educational needs in the educational environment of secondary schools have been studied in philosophy, sociology, psychology, pedagogy, social pedagogy, defectology, special pedagogy. Hence, scientific ideas towards organization of inclusive process in the system of secondary educational establishments have been reflected in works of O. Bezpalko, G. Boiko, L. Danylenko, I. Demchenko, I. Zvereva, L. Zdanevych, O. Karaman, I. Martynenko, L. Miscyk, O. Proskurnyak, A. Ryzhanova, N. Chernukha and others. All the mentioned above scholars agree that socialization should be considered as a process based on which the transformation of social experience of the individual into own attitudes, orientations, values, norms, and skills. Active assimilation of social experience of children, their active involvement into the social relations in the group is predominantly realized through the education. Based on social interaction in school environment the first attempts of self-affirmation take place, personal aspirations and needs are formed.

The conducted analysis of scientific works has shown that methodological approaches to the analysis of the essence and content of special educational needs have been studied poorly. In this context, we suppose that a semantic consideration of the scientific definition “schoolchildren with special educational needs” will be useful for better understanding of the terminological field and will lead to the development of new innovative concepts and inclusive educational practices.

The aim of the study lies in investigation of approaches, which have been covered in psychological and pedagogical publications of the late XX – early XXI centuries to the analysis of the scientific definition “children with special educational needs” and description of characteristic features of the process of socialization of this category of children in general secondary educational establishments.

Research methods. In current research special accent has been laid on the analysis of scientific literature of late XX – early XXI century (sociological, philosophical, psychological, pedagogical), which made it possible to give

characteristics to the concept basis of educational needs; in the course of study, the systems, historical and logical methods have been applied, which allowed to substantiate the essence of key definitions such as needs, educational needs, special educational needs; systematization and generalization of information is used for semantic analysis of the definition “children with special educational needs”.

Results. First, it is worth noting that from a methodological point of view, for a balanced characterization of the definition “child with special educational needs”, it is necessary to analyse the terms “needs” and “special needs”. We suppose that such a review will be quite informative in the context of a better understanding of the terminological field of the investigated issues.

In 1968, K. Ushynskiy (Ushynskiy, 1968) stressed upon the fact, that only being aware of the whole range of needs of the child the teacher will get a real opportunity to draw from the very nature of the child necessary means for effective educational influence. In philosophical context needs are considered as “ability of all living beings that motivates to activity or causes other reactions due to the reflection of excess, insufficiency or absence of factors” (*Philosophical encyclopaedic dictionary*, 2002, p. 505). Needs reflect the dialectical contradiction of two opposites: the absence of something and the ideal formative that could fill in this absence. In social idea needs are understood as “the necessity for something that is necessary to support the life of the individual, social group, society as the whole, as a state that stimulates the activities of the subject of society, aimed at eliminating a certain shortage” (*Encyclopaedia*, 2013, p. 68).

It is worth indicating, that the term “special needs” is predominantly used in various normative legal documents of national and international levels which are directly connected with the projection onto the personality, especially on the child in educational activities. In particular, the defined term became widely used in the scientific literature and legislation acts after the proclamation of the Salamanca Declaration in 1994. The Declaration states that special needs are applied to children “whose needs depend on various physical or mental disabilities or learning difficulties. Many children have learning difficulties and thus have special educational needs at certain stages of their schooling” (*Salamanca Declaration*, 1994, p. 9).

It should also be noted that in the scientific literature, the term “special needs” is also associated with meeting the needs of the individual in terms of socialization. However, the attention of researchers focuses primarily on the development of personality during the organization of training and education in the educational process. Thus, special educational needs – “... have people

whose training requires additional resources. Additional resources may include staff (to assist in the learning process); materials (various teaching aids, including support and correction); financial (budget allocations for additional special services)" (*Osnovy*, 2013, p. 259).

From this respect, the analysis of the term "special needs" shows, that it is closely connected with such key categories as child/individual, and education.

Interpretation of the concept "child with special educational needs" is also important for our study. It was found that in Ukrainian legislation in the late XX – early XXI centuries there were different approaches to the definition of "people with special educational needs" depending on educational needs. Thus, in the Law of Ukraine "On Education" dated 23.05.1991, the legislator defined that a person with special educational needs is "a person who needs additional permanent or temporary support in the educational process in order to ensure the right for education, promote personal development, improving health and quality of life, increasing the level of participation in community life" (*Law*, 1991, p. 23). The new version of the Law of Ukraine "On Education" dated 05.09.2017 has been amended that a person with special educational needs – "a person who needs additional permanent or temporary support in the educational process to ensure his right to education" (*Law*, 2017, Article 1). Thus, as we see in the new version of the Law of Ukraine "On Education", changes have taken place, the definition has been significantly reduced and clarified and applies only to the educational process.

Psychological and pedagogical interpretation of the definition of "person with special educational needs" has been considered. While analysing the characteristics of a child through the prism of the pedagogical context, we start from a human being in general, and not from the norm, from a person with certain features that are unique. Feature implies difference, dissimilarity, perhaps uniqueness, individuality, uniqueness. The term "children with special educational needs" is used to refer to students whose education requires additional resources, as their educational needs go beyond normal capabilities.

It was generalized that special needs of a child in the educational process should be classified into four main groups: children with disabilities, children with mental and physical disabilities, children with social problems, gifted children. But it should be noted that such ideas are characteristic for humanistic paradigms of modern society, which aims in the educational field to consider all the features, interests of the child for its harmonious development and, at the same time, in which each person becomes his advantage and forms a variety of social groups.

Even at the beginning of the XXI century the readiness of education institutions to train people with special educational needs is quite low.

In the field of determined problem, it is worth to be noticed that in modern psychological and pedagogical research the term “children with special educational needs” is defined through the implementation of inclusive approach to the process of education in modern school. The key moment for Ukraine in implementation of inclusive education was the adoption of the Conception of development of inclusive education in 2010 (*Order of Ministry of Education and Science of Ukraine № 912 “About approval of the Concept of development of inclusive education”* dated from October 11, 2010), that regulates implementation of inclusive education into Ukrainian educational system and agrees the legal mechanisms of its implementation. Normative-legal documents towards organization of the educational process for students with special educational needs in Ukraine have been developed actively only at the beginning of the XXI century. One of the first documents was the Decree of the Ministry of Education and Science of Ukraine “On Approval of the Plan of Measures according to the Inclusive and Integrated Education Implementation in Secondary Educational Establishments for the Period up to 2012” dated from September 11, 2009 № 855. It should be noted that since 2011 the Cabinet of Ministers has been approving a number of resolutions and bills, which concern the education of children with special educational needs, namely: “On Approval of the System of Inclusive Education in Secondary Educational Establishments” dated from August 15, 2011 № 872; “On Approval of the State Standard of Primary General education for Children with Special Educational Needs” dated from August 21, 2013 № 607.

It should be noted that inclusive education means qualitative education for all. However, it is not only aimed at meeting the educational needs of students with disabilities. Inclusive education benefits all participants in the educational process, regardless of their features, disabilities, origin, social status, as it is based on the needs of every child. “Inclusive education involves creation of an educational environment that would meet the needs and capabilities of every child, regardless of the peculiarities of its psychophysical development” (Anishchuk, 2016, p. 14).

Inclusion involves meeting the specific educational needs of gifted students through the differentiation of their study, by offering stimulating exercises and additional tasks. Thus, an inclusive education system is based on diversity, which in a broad sense includes not only understanding of the uniqueness of each child, but also involves the use of various forms, methods

and approaches to the educational process. At the same time, an inclusive approach aims to better consider the diversity of realities and needs of all students. Thus, we can state that inclusion in education at the beginning of the XXI century is based on the social model, which provides for the relationship of children with special educational needs with society, in our case – with the school community, on the principle of equal opportunities and equal access to education for all children, its priority roles in state policy.

We draw attention to the fact that disability of children differs significantly from the disability of adults, and a disabled person since very childhood differs greatly from a person who became a disabled in adulthood. Based on this, the childhood of a person with disabilities, the formation of his personality, his rehabilitation and adaptation in society are key to his fate, future life, formation of the inner world and his own “Self”. As F. Mustaeva proves, “a number of public interests depend on the level of socialization of these children. That is why the problem of learning, creating maximum opportunities for this category of citizens is very acute” (Mustaeva, 2003, p. 323). That is, we can state that until recently the problem of people with special educational needs, to some extent, concerned only the person with a disability and his family, and only in recent years, mainly since the XXI century. “Society is faced with the question: disability is a misfortune of one person or a social phenomenon” (*Technologies of socio-pedagogical work*, 2000, p. 147).

Thus, summarizing the information mentioned above, we can state that the term “people with special educational needs” is applied to those children whose educational process requires additional resources. From a psychological and pedagogical point of view, this concept includes a wide category of children, namely: “gifted children, children with mental and physical disabilities, children with disabilities, various socially vulnerable groups (homeless, orphans)” (Nahorna, 2016, p. 5). It can be seen from the above mentioned that socialization of children with special educational needs is an integrated part of an inclusive approach to the organization of education and upbringing in the school environment. We suppose that consideration of socialization of children with special educational needs only through the prism of an inclusive approach narrows its understanding. After all, the process of socialization is dynamic and lasts throughout the life of the individual.

Conclusions. As practice shows, in Ukraine the concept of “person with special educational needs” is significantly narrowed, and it is usually used in the process of implementation of inclusion for children with mental and physical disabilities. Hence, it is needless to prove that scientific definition of “special

educational needs” is directly related to the terms “inclusion” and “inclusive education”. Thus, socialization of children with special educational needs is a dynamic process of gradual entry of a child into the educational environment, during which the following phenomena occur: assimilation and reproduction of social norms, values, social culture, knowledge and skills through active communication with other participants in the educational process.

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РЕЗЮМЕ

Козиброда Лариса. Семантический анализ научной дефиниции «дети с особыми образовательными потребностями».

Статья направлена на исследование подходов к научному определению понятия «дети с особыми потребностями». Семантический анализ научных понятий «потребности», «особые образовательные потребности» выявил сущность и содержание подходов исследователей к трактовке понятия «дети с особыми образовательными потребностями»; систематизирована информация об инклюзии и инклюзивном подходе в контексте социализации. Доказано, что понятие «люди с особыми образовательными потребностями» применимо к тем детям, которые нуждаются в дополнительных ресурсах в процессе обучения. Это понятие охватывает разных детей (одаренные дети, дети с нарушениями в умственном и физическом развитии, дети с ограниченными возможностями, бездомные дети, сироты).

Ключевые слова: потребности, особые потребности, особые образовательные потребности, дети с особыми образовательными потребностями, инклюзия, инклюзивный подход, социализация, семантический анализ.

РЕЗЮМЕ

Козиброда Лариса. Семантичний аналіз наукової дефініції «діти з особливими освітніми потребами».

Мета статті полягає в характеристиці підходів, що висвітлені у психолого-педагогічних публікаціях кінця ХХ – початку ХХІ ст. до аналізу наукової дефініції «діти з особливими освітніми потребами» та характеристиці процесу соціалізації дітей цієї категорії в закладах загальної середньої освіти.

Методи. Для досягнення поставленої мети виконано аналіз соціологічної, філософської, психологічної, педагогічної літератури кінця ХХ – початку ХХІ ст., що дозволило схарактеризувати концептуальні засади до розуміння особливих освітніх потреб людини. Системний метод та метод логіко-історичного аналізу дали змогу уточнити сутність таких ключових дефініцій, як «потреби», «освітні потреби», «особливі освітні потреби». На основі систематизації й узагальнення інформації виконано семантичний аналіз досліджуваної наукової категорії. Джерельна база охоплює українську та зарубіжну соціологічну, філософську, психологічну, педагогічну й методичну літературу з досліджуваної проблеми; міжнародні матеріали нормативного і рекомендаційного характеру щодо забезпечення ефективної соціалізації осіб із особливими потребами в освітньому середовищі.

Результати. На основі аналізу наукових публікацій проведено семантичний аналіз наукових дефініцій «потреби», «особливі освітні потреби», розкрито сутність та зміст підходів науковців до трактування поняття «діти з особливими освітніми потребами», а також систематизовано інформацію про інклюзію та інклюзивний підхід у контексті соціалізації учнів з особливими освітніми потребами.

Висновки. З'ясовано, що термін «особи з особливими освітніми потребами» застосовується до тих дітей, організація освітнього процесу яких потребує додаткових ресурсів. Це поняття охоплює широку категорію дітей (обдаровані діти, діти з порушеннями психічного та фізичного розвитку, діти з інвалідністю,

безпритульні діти, діти-сироти). У психолого-педагогічному контексті соціалізація дітей з особливими освітніми потребами складає інтегровану частину інклюзивного підходу до навчання й виховання у шкільному середовищі. Установлено, що наприкінці ХХ – початку ХХІ ст. в Україні трактування наукової дефініції «особа з особливими освітніми потребами» було суттєво звужене, і, зазвичай, використовувалося під час упровадження інклюзії для дітей із порушеннями психофізичного розвитку. Соціалізація дітей із особливими освітніми потребами передбачає поступове входження дитини в освітнє середовище, під час якого відбувається засвоєння й відтворення соціальних норм, цінностей, культури, знань та навичок через комунікативну взаємодію з учасниками освітнього процесу та участь у практичній діяльності.

Ключові слова: потреби, особливі потреби, особливі освітні потреби, діти з особливими освітніми потребами, інклюзія, інклюзивний підхід, соціалізація, семантичний аналіз.

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ЕТАПНІСТЬ РОЗВИТКУ СИСТЕМИ РАННЬОЇ ДОПОМОГИ В УКРАЇНІ

У статті досліджено й визначено етапи розвитку системи ранньої допомоги в Україні на основі узагальнення законодавчого підґрунтя за роки незалежності України щодо розвитку системи освіти дітей із особливими потребами й міжнародної та вітчизняної практики ранньої допомоги дітям з народження. Проаналізовано основні положення, задекларовані в міжнародних і національних законодавчих нормативно-правових документах організації системи ранньої допомоги дітям із особливими освітніми потребами в різні часові періоди, описано існуючу практику організації ранньої допомоги на кожному етапі її становлення в Україні.

Ключові слова: діти раннього віку, рання реабілітація, державна політика, рання допомога, раннє втручання, діти з особливими освітніми потребами.

Постановка проблеми. Різні галузі сучасного наукового знання характеризуються інтересом до ранніх етапів розвитку людини. У спеціальній педагогіці й психології проблеми ранньої допомоги дітям із особливими освітніми потребами займають провідне місце (Л. Аксьонова, О. Мастюкова, Ю. Разєнкова, О. Стребєлева, В. Тарасун, М. Шеремет та ін.). З перших днів життя дитини відбувається становлення важливих рис особистості, задається напрям формування її життєвого маршруту. Діти до 18 років «з особливими освітніми потребами», за законодавчо (у 2010 р.) схваленим терміном, підростаючи, спричинюють надзвичайну проблему в галузі охорони здоров'я і освіти, бо потребують додаткової навчальної, медичної й соціальної підтримки з метою покращення здоров'я, розвитку, навчання, загальної якості життя та соціалізації, тобто ранньої комплексної допомоги з народження (сайт МОН України).