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МІЖНАРОДНІ ТА ВІТЧИЗНЯНІ ПРАКТИКИ РОБОТИ АСИСТЕНТА ПЕДАГОГА

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INTERNATIONAL AND DOMESTIC PRACTICES OF ASSISTANT TEACHER'S WORK

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АНОТАЦІЯ

Формулювання проблеми. Констатовано, що в Україні інклюзивну освіту забезпечує інклюзивна школа – заклад освіти, в якому створюється фізичне середовище, реалізуються навчальні програми та плани, використовуються методи та форми навчання, залучаються ресурси і фахівці, які забезпечують надання освітніх послуг відповідно до потреб кожної дитини. Відповідно постає проблема визначення і конкретизації функцій і обов'язків фахівців, які будуть працювати в умовах такого закладу.

Матеріали і методи. Застосовано методи теоретичного аналізу і порівняння. Проаналізовано підходи залучення асистента педагога в процес забезпечення підтримки дітей з особливими освітніми потребами в зарубіжних країнах. Описано досвід роботи асистентів педагога в інклюзивних закладах освіти в Україні.

Результати. Зазначено, що рівень соціальної інклюзії є показником цивілізованості суспільства, критерієм його демократичності та гуманістичної спрямованості. Впровадження інклюзивної освіти гарантує реалізацію права навчатися за місцем проживання, що забезпечує можливість бути інтегрованим в суспільство на загальних засадах, мати підтримку сім'ї, друзів, малих соціальних груп, в яких і відбувається первинна соціалізація особистості. Таким чином інклюзивна освіта є одним з основних шляхів соціальної інклюзії. Визначено, що політика різних країн в сфері інклюзивної освіти визначається тими соціальними проблемами, які домінують в певній країні у визначений період. З'ясовано, що завдання і функції асистентів педагога в різних країнах різняться і залежать від специфічних проблем, що виникають в процесі інклюзивної освіти дітей з особливими освітніми потребами. Робота асистента педагога в зарубіжних країнах не зводиться до підтримки в освітньому процесі дітей з інвалідністю, а також може бути спрямована на підтримку дітей із різних етнічних і лінгвістичних спільнот, дітей біженців та мігрантів тощо. Описано основні засади професійної діяльності таких фахівців в Україні.

Висновки. Зроблено висновок про необхідність удосконалення системи асистування при інклюзивному навчанні в Україні. Ця система повинна бути гнучкою та динамічною і підлаштовуватися під реальні потреби учня й запити вчителя. Використання зарубіжного досвіду щодо чіткого окреслення посадових обов'язків асистента вчителя в кожному конкретному випадку, розподілу ролей сприятиме підвищенню ефективності процесу інклюзивного навчання дитини з особливими освітніми потребами.

КЛЮЧОВІ СЛОВА: інклюзія; інклюзивна освіта; дитина з особливими освітніми потребами; дитина з обмеженими можливостями; помічник вчителя; помічник учня; помічник дитини.

ABSTRACT

Formulation of the problem. It is stated that in Ukraine inclusive education is provided by an inclusive school - an educational institution where a physical environment is created as well as curricula and plans are implemented, teaching methods and forms are used, resources and specialists are involved to provide educational services according to every child's needs. Accordingly, there is a problem of defining and specifying the functions and responsibilities of professionals being at work in such an institution.

Materials and methods. Methods of theoretical analysis and comparison are applied. Approaches to involving a teacher's assistant in the process of providing support to children with special educational needs in foreign countries are analyzed. The experience of teacher's assistant work in inclusive educational institutions of Ukraine is also described.

Results. It is noted that the level of social inclusion is an indicator of the civilization of society, a criterion of its democracy and humanistic orientation. The introduction of inclusive education guarantees the realization of the right to study at the place of residence, which provides an opportunity to be integrated into society on a common basis, to have support from family, friends, small social groups in which the primary socialization of the individual occurs. Thus, inclusive education is one of the main ways of social inclusion. It is determined that the policy of different countries in the field of inclusive education is determined by the social problems that dominate in a particular country in a given period. It was found that the tasks and functions of a teacher's assistant in different countries differ and depend on the specific problems that arise in the process of inclusive education of children with special educational needs. The work of a teacher's assistant in foreign countries is not limited to supporting children with disabilities in the educational process, but can also be aimed at supporting children from different ethnic and linguistic communities, children of refugees and migrants, etc. The basic principles of professional activity of such specialists in Ukraine are also described.

Conclusions. The conclusion is made about the need to improve the system of assistance within the inclusive education in Ukraine. This system must be flexible and dynamic and adapt to the real needs of the pupil and the demands of the teacher. The use of foreign experience in defining the job responsibilities of a teacher's assistant in every individual case, the distribution of roles will increase the effectiveness of the process of inclusive education of children with special educational needs.

KEYWORDS: inclusion; inclusive education; a child with special educational needs; a child with disabilities; teacher's assistant; pupil's assistant; child's assistant.

INTRODUCTION

The problem statement. Every child has the right to education. Today, inclusive education all over the progressive world is the foundation on which the development of not only the educational environment, but society as a whole is based. The level of social inclusion is an indicator of the civilization of society, a criterion of its democracy and humanistic orientation.

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The introduction of inclusive education guarantees the realization of the right to study at the place of residence, which provides an opportunity to be integrated into society on a common basis, to have support from a family, friends, small social groups in which the primary socialization of the individual occurs.

The term "inclusion" came to Ukrainian from the English language. The introduction of inclusive education involves the creation of such an educational environment in which the process of the personality formation of a child, regardless of its capabilities, belonging to a particular social group, features of psychophysical development would be productive. Inclusive education is the education of children with special educational needs in the conditions of a mass secondary school at the place of residence. Such training may require the development of an individual curriculum, medical, social, psychological and pedagogical support. Inclusive education is provided by an inclusive school - an educational institution in which the physical environment is created, curricula and plans are implemented, teaching methods and forms are used, resources and specialists are involved to provide educational services according to the needs of each child. Accordingly, there is a need to train specialists who will work in such an institution. The question is to define and specify their functions and responsibilities.

The analysis of current research. Nowadays in Ukraine, in the context of the implementation of social inclusion policy, researchers are increasingly turning to the study of issues related to inclusive education and qualified social support for people with disabilities. The problem of creating a safe environment for inclusive educational institutions is revealed in the works of Kovalyshyn V.V., Khlevnoy O.V., Kharyshyn D.V. (2020).

The issues of training specialists to work in inclusive educational institutions are reflected in the works of Kozibroda L.V., Kruhlyk O. P., Zhuravlova L.S., Chupakhina S.V., Verzhihovska O.M. (2020); Sirko R. I. (2020), etc. Kropivnitskaya M.E. (2018) studied the level of ensuring the rights of children with disabilities. Problems of psychological support of interprofessional interaction of social specialists were studied by Raievska Ya. M. (2019).

An analysis of current research has shown that concerning a wider range of inclusive education and education settings, researchers are looking at inclusive education professionals, but their responsibilities need to be further explored and specified.

The purpose of the article. Analyze foreign and domestic approaches to involving a teacher's assistant in the process of providing support to children with special educational needs and, accordingly, the duties of a teacher's assistant in Ukraine and abroad. Compare the tasks and content of the joint work of the teacher and his/her assistant with children with special educational needs within an inclusive education.

THEORETICAL BASES OF THE RESEARCH

Ratifying major international human rights instruments (UN Declaration on Human Rights, UN Convention on the Rights of Persons with Disabilities, Convention on the Rights of the Child); Ukraine has committed itself to respecting and enforcing universal human rights. This includes ensuring the right to education of children with special educational needs. The official position of the European Community, expressed by UNESCO and the Commission on Human Rights, on this issue is that education should be provided as far as possible, in secondary schools, without any manifestation of discrimination.

The legal basis for the implementation of inclusive education in Ukraine is: the Constitution of Ukraine and the laws of Ukraine "On Preschool Education", "On Education", "On General Secondary Education", "On Rehabilitation of Disabled People in Ukraine", "On Fundamentals of Social Protection of Disabled People in Ukraine", "On the protection of childhood."

Of particular importance is the Law of Ukraine "On Ratification of the Convention on the Rights of Persons with Disabilities and its Optional Protocol" № 1767-VI, December 16, 2009. In October 2010, the Concept for the Development of Inclusive Education was approved by the Order of the Ministry of Education and Science of Ukraine № 912. Inclusive education is defined as a comprehensive process of ensuring equal access to quality education for children with special educational needs by organizing their education in secondary schools based on the use of personality-oriented teaching methods, taking into account individual characteristics of educational and cognitive activities of such children. According to this concept, one of the ways to implement it is special training and retraining of specialists to work with children with special educational needs in inclusive education. In 2012, the Order of the Ministry of Education and Science, Youth and Sports of Ukraine № 1/9 (18.05.2012) "On the organization of inclusive education in secondary schools" was issued, and in 2014 the Law of Ukraine "On Amendments to some laws of Ukraine on education concerning the organization of inclusive education".

As for terminology, to date there is no unambiguous interpretation of the concept of inclusion. Rather, we can talk about an inclusive approach, which is that the individual should not adapt to social, economic relations, but on the contrary - society should create conditions to meet the special needs of each individual. At the same time, any feature should not be perceived as something negative, and should not cause branding or marginality of the individual. Regardless of certain features, but rather due to them, everyone is valuable to society and should participate in social activities, should be accepted by society without restrictions, should have all the opportunities for implementation. This will be facilitated by the creation of a system of social ties and the adaptation of the social environment to the characteristics of each individual.

Article 1, paragraph 12 of the Law of Ukraine "On Education" (2017) states "inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, human diversity, effective involvement and inclusion in the educational process of all its participants".

One of the leading Dutch researchers, K. Reijnders, believes that it is inclusive education that ensures the development of every child's abilities; recognition that normal development is not a generally accepted "norm"; satisfaction of special needs; creation of a support system; functional approach to treatment and training; participation of parents in the treatment and education of their children (Kolupaeva, 2012).

Unfortunately, despite legislative changes in Ukraine, such terms as "abnormal person", "defect", "disabled", "child with disabilities" are widely used. These terms focus on violations, defects, relative anomalies. The concept of "disabled" remains complex and contradictory, which is manifested in the analysis of both international regulations and Ukrainian documents. The international definition of this term was first presented in the UN Declaration on the Rights of Persons with Disabilities in 1975.

It is noted that a disabled person is a person who is unable to provide for all or part of the needs of normal personal and / or social life due to congenital or acquired impairment of physical or mental abilities.

Current international trends suggest that the use of the term "person with a disability" is more appropriate, as the focus is on the "person" rather than the disorder, defect or anomaly.

The term "Children with Special Needs" is widely used in international legal instruments and state social legislation in many countries. This terminological definition implies a shift of emphasis from the shortcomings and violations of children, deviations from the norm to fix their special needs.

In December 2017, the Verkhovna Rada of Ukraine replaced the term "disabled" in the laws with "a person with a disability". But despite the work already done to harmonize terminology and implement inclusive education in Ukraine, there are many issues that need to be clarified. These include job responsibilities, scope of activities, competencies, role in the educational process, and, accordingly, the training of teachers' assistants and children's assistants (social governors).

The study of foreign experience and the study of international and domestic practice of the relevant specialists can help to find answers to the questions.

METHODS OF THE RESEARCH

Theoretical analysis of methodological and pedagogical literature on the issues connected with the inclusive education; comparison and generalization.

RESULTS OF RESEARCH

In the 70s of the twentieth century in the advanced countries of the world there is economic growth and development of democratic relations in society, anti-discrimination sentiments dominate. It means that any sign: national, ethnic, religious, level of psychophysical development, etc. should not give rise to discrimination. Societies are realizing that there is no "normal majority" and "inferior, abnormal minority". There is one community that includes people with certain disabilities. Sometimes the public space and social order are not adapted to such features, so it is necessary to change them so that everyone has the opportunity to fully exercise their rights. The inadmissibility of discrimination and social labeling is enshrined in law in many countries. National anti-discrimination legislation is approved taking into account the main provisions of the UN Declarations. A new cultural and historical norm is being formed – respect for differences between people.

The advanced countries of Western Europe are beginning to restructure special education. There is a number reduction of special schools and an increase in the number of special classes in secondary schools. Pupils with special educational needs begin to study in secondary schools in an inclusive environment. Inclusive education is defined as the main form of education for children with special educational needs.

Italy is one of the first European countries to introduce inclusive education. Italian researcher B. Banatti notes that today in the country in secondary schools more than 90% of children with special needs are educated [8]. The education departments of the provinces have advisory services, which include various specialists, school administrators, employees of education departments, representatives of public organizations, and, if necessary, specialists from health services. Staff of these services organizes inclusive education, diagnosing children and determining their needs, provide counseling and educational assistance to teachers and school administration. Teachers' assistants work in mass municipal institutions (both preschool and school) to provide assistance to pupils with disabilities. The assistant together with the teacher draw up an individual curriculum for each pupil with special needs. This takes into account the educational needs and opportunities for correctional and rehabilitation care, which can be provided both within the school and in medical and social rehabilitation centers (Zaerkova & Tretyak, 2016).

In Belgium, legislation in the field of education provides for some freedom in the organization of educational institutions. There are municipal educational institutions, public educational institutions, private institutions, including religious ones. This is determined by the characteristics of affiliation and funding. However, regardless of the type of educational institution, each of them provides conditions for the education of children with disabilities. The participants of this process conclude agreements and develop individual curricula for each pupil with special educational needs. It describes the characteristics and needs of the child, determines the amount of additional assistance, indicates who should provide it, when and where. Specially created psychological, medical and social centers provide support and special additional services in the context of inclusive education. Such centers can be both school and extracurricular. It depends on the number of pupils with special educational needs in a particular school. Specialists of the center not only provide psychological, pedagogical, medical and social assistance to pupils, but also provide advice to parents and other family members, provide educational and methodological assistance to teachers. Schools with inclusive education also have special teachers who can be both part of the institution and invited under agreements from special schools. In the first stages of training, special educators conduct individual lessons with children with special needs, and then the duties of a special educator include acquainting the teacher with the child's problems, involving him/her in work using certain teaching methods and techniques, providing advice (Zaerkova & Tretyak, 2016).

In Germany there are various options for support within the inclusive education. Depending on the legislation of the Lands, schools may have full-time special teachers, or special pedagogues may co work with the school as assistant teachers as needed. There are pedagogical centers in each region. Forms and types of their work can be different: providing various assistance to pupils with special educational needs, conducting career guidance work, coordinating the activities of various professionals, consulting parents, and teachers and so on. There are also rehabilitation facilities, resource centers, medical and social services that operate outside schools and are funded by local governments. In parallel with inclusive educational institutions in Germany there is a system of special educational institutions, where mostly children with severe disabilities are staying (Sophiy, 2015).

In Poland, Slovakia and the Czech Republic forms of full and partial integration have been introduced. Children can study together or spend 80 percent or even more of their time in special (inclusive) classes. As a rule, most children with special educational needs are in preschool with their peers. With age, the share of integrated students decreases.

In the Czech Republic, Slovakia, and Serbia job descriptions refer to the position of teacher's assistant, but as in Ukraine, the functions of teacher's assistant and child's assistant are not separated. Thus, in Slovakia, the Czech Republic and Serbia support for children from Roma communities has been organized. Roma assistants or Roma mediators work in primary schools. Their functions are more like those of a child's assistant, but they make it easier for teachers to communicate with Roma children (Sophiy, 2015).

In Ukraine, the position of "teacher's assistant" was included in the State Occupations Classification in 2010 at the initiative of the Ministry of Education and Science, Youth and Sports of Ukraine (Order of Derzhspozhyvstandart № 327 28.07.2010). The main tasks of the teacher's assistant were described in the Resolution of the Cabinet of Ministers of Ukraine (15.08.2011) № 872 "On approval of the Procedure for the organization of inclusive education in secondary schools". Paragraph 14 of this resolution states: "Personally oriented direction of the educational process provides a teacher's assistant who participates in the development and implementation of curricula, adapts educational materials taking into account the peculiarities of educational and cognitive activities of children with special educational needs".

At about the same time, namely on September 25, 2012, a letter from the Ministry of Education and Science, Youth and Sports № 1 / 9-675 "On the duties of a teacher's assistant" was published. It described the approximate qualifications of a teacher's assistant in an inclusive classroom. The competencies of the teacher's assistant, specified in the letter, can be divided into 3 groups: possession of theoretical knowledge and legislation, skills and practical habits, personal qualities.

According to the above documents, the main task of the teacher's assistant is to help the teacher in providing a person-centered, individual approach to the educational process, in particular, in creating an individual development program for a child with special educational needs.

However, in practice, the teacher's assistant often becomes the child's assistant and performs functions not inherent in his/her position. Of course, the teacher's assistant is not the main person responsible for organizing the educational space in the pupils' environment, but he/she should be actively involved in it, carrying out joint teaching. This problem can be solved either by introducing the position of the child's assistant (social governor, who would accompany the child if necessary), or by clarifying the content of assistance in each case in accordance with the requests of the educational institution. Serbia and Slovakia have such experience, where the position of a teacher's assistant has been introduced at the legislative level, but the content of the assistance is specified in the job descriptions at the place of employment.

CONCLUSIONS AND PERSPECTIVES FOR A FURTHER RESEARCH

Successful implementation of an individual program for the development of a child with special educational needs requires constant communication between the teacher and the teacher's assistant. Effective relations between the teacher and his/her assistant are formed on the basis of joint responsibility and depend on the level of understanding and trust between them. The system of assistance within the inclusive education should be flexible and dynamic and adapt to the real needs of the pupil and the requests of the teacher. The use of foreign experience in defining the job responsibilities of a teacher's assistant in every certain case, the distribution of roles will help increase the effectiveness of the process of inclusive education of children with special educational needs. A promising area of research is to identify ways to develop the domestic system of training specialists to work with children with special educational needs within an inclusive education.

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