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NAUKOWE**

**Wydawnictwo Wyższej Szkoły Agrobiznesu  
w Łomży**

**NAUKI SPOŁECZNE I HUMANISTYCZNE**

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Łomża 2022

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## **SANATORIUM SCHOOL AS A TRAINING BASE FOR TRAINING SPECIALISTS FOR THE SYSTEM OF INCLUSIVE EDUCATION OF UKRAINE**

### **Summary**

Introduction: In the system of training specialists to work with children with disabilities, it is important to undergo professionally-oriented training on the basis of institutions of various types, including sanatorium schools that function in the education system of Ukraine and implement a set of educational and rehabilitation tasks. Undergraduate training on the basis of a sanatorium school allows students (future teachers, teacher's assistants, correctional teachers and social educators) to form professionally significant competencies that determine the level of readiness of graduates for further work in schools with inclusive education.

Aim of the study is to assess the effectiveness of students' pedagogical training on the basis of the sanatorium school (on the example of the sanatorium school, which operates in the structure (on the example of a sanatorium school functioning in Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council, Ukraine).

Research method: The research was conducted with students (216 people) of the Department of Rehabilitation Pedagogy and Social Work of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. In the course of the research the methods of questionnaires and expert evaluation were used (to assess the effectiveness of students' pedagogical training).

Research results: The obtained empirical data allow to state that students of pedagogical specialties who had pedagogical training on the basis of sanatorium school of municipal institution of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council consider it valuable experience for the professional development. These empirical data are generally consistent with the results of expert evaluation, according to which the heads of undergraduate pedagogical training noted the high or medium level of professional readiness of most students to work in inclusive classrooms.

Conclusions: The results of the study confirm the expediency of organizing pedagogical training of students of pedagogical specialties on the basis of sanatorium schools, the contingent of which consists of children with disabilities. Gaining practical experience working with pupils of this category will allow the students in the future to work in the system of inclusive education as teachers of inclusive classroom, teacher's assistant, correctional teacher and social educator, successfully fulfilling the relevant functional responsibilities.

**Keywords:** inclusive education, children with disabilities, sanatorium school, pedagogical competence.

### **Introduction**

Among the priority vectors of Ukraine's European integration, the development of a barrier-free society is of special importance. It gives opportunities to citizens with special needs to exercise their basic rights, in particular, educational rights. Successful education of children with disabilities in Ukrainian schools presupposes the professional readiness of teachers to organize inclusive education. Its further development is envisaged by the current reform carried out according to the Concept of State Policy "New Ukrainian School".

Ukrainian researchers study a wide range of issues related to the development of inclusive education in Ukraine: modernization of Ukraine's inclusive education system in accordance with European standards [8], methodology for inclusive education [10] and evaluation of its effectiveness [7], organization of education for children with special needs [4], training of correctional teachers to provide comprehensive assistance to children with special educational needs in inclusive schools [9], prevention and correction of bullying in inclusive children's groups [6].

One of the main issues in the organization of inclusive education is to ensure the professional readiness of teachers to work in children's groups, where children with special



needs study together with healthy peers. The UNESCO Global Monitoring Report on Inclusion and Education, published in 2020, focuses on training teachers to implement inclusive education. The Report states: «Lack of preparedness for inclusive teaching may result from gaps in teachers' knowledge about pedagogies and other aspects of inclusion. Teacher education can address issues ranging from instructional techniques and classroom management to multi-professional teams and learning assessment methods. To be of good quality, teacher education must be relevant to teachers' needs, cover multiple aspects of inclusive teaching for all learners and include follow-up support to help teachers integrate new skills into classroom practices» [3].

Modern research pays sufficient attention to the analysis of managerial-organizational and content-methodical aspects of teachers' practical training to work in inclusive schools. Presenting the modern system of teacher training for inclusive practice in the UK, N. Alexiadou, J. Essex note: «Teacher education programs in England are expected to prepare future teachers for inclusive practice, and to deal with diversity of their pupils in all its forms». Scientists claim that the problem of teacher education should be considered not only in a narrow practical context (as preparation for work in an inclusive classroom), but in a broader socio-cultural context (as a factor in changing social policy on inclusion): «Teacher education needs to develop professionals who view teaching as partly a political activity and be prepared to examine their practice through engagement with their pupils in all their social, cultural, and ethnic diversity» [1].

Spanish scientists J. Leiva-Olivencia, M. López-Berlanga, A. Espigares, F. Lirola based on the results of an experimental study conclude that teacher training remains one of the main essential pedagogical elements for the improvement of quality and inclusion in the education system. Training in educational inclusion should not only be essential for specialist and support teachers, but also for all teachers in general. In this sense, support teachers together with classroom teachers can jointly establish a systematic, operational, and planned accompaniment within the regular classroom that leads to emerging models of co-teaching [5].

I. Helleve, L. Eide, M. Ulvik consider an important aspect of practical training of teachers to gain experience in responding to unforeseen situations, that are real cases requiring immediate decisions. Every situation that occurs in a classroom is unique, and the development of diagnostic and critical judgement has to be based on the analysis of authentic situations from practicum. Analysing cases gives student teachers a possibility to reflect upon authentic situations and discuss different ways of making the diagnosis [2].

In the system of training specialists to work with children with disabilities, it is important to undergo professionally-oriented practice on the basis of institutions of various types, including sanatorium schools that function in the education system of Ukraine and implement a set of educational and rehabilitation tasks. Teacher practice on the basis of a sanatorium school allows students (future teachers, teacher's assistants, correctional teachers and social educators) to form professionally significant competencies that determine the level of readiness of graduates for further work in schools with inclusive education. Given the lack of scientific data on the effectiveness of training for the system of inclusive education in the process of pedagogical practice on the basis of the sanatorium school, it is important to conduct empirical research in this area.

### **Aim, subject and research methods**

Aim of the study is to assess the effectiveness of students' pedagogical practice on the basis of the sanatorium school (on the example of the sanatorium school, which operates in the structure (on the example of a sanatorium school functioning in Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council, Ukraine).

The research was conducted with students (216 people) of the Department of Rehabilitation Pedagogy and Social Work of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. In the course of the research the methods of questionnaires and expert evaluation were used (to assess the effectiveness of students' pedagogical practice).

### **Research results**

The empirical study was conducted during April and May 2021, when quarantine restrictions in Ukraine were relaxed, so after the period of distance learning, the educational process in schools was renewed. A 2-week pedagogical practice was organized for the Department of Rehabilitation Pedagogy and Social Work students who study in the specialties "Primary Education", "Special Education" and "Social Pedagogy" at Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. The practice took place in the sanatorium school, which is also part of this educational institution and is the basis of practice for future teachers. The contingent

of students of the sanatorium school consists of children with disabilities. Working with children of this category, students comprehensively used the knowledge of correctional pedagogy, special psychology, rehabilitation, neuropathology, neuropsychology, pathopsychology, as well as relevant techniques and technologies in the field of work.

The program of pedagogical practice for future teachers and teacher's assistants who study in the specialty "Primary Education" provided for them to gain practical experience in teaching subjects, working as a teacher's assistant, diagnosis of age characteristics of students taking into account their nosologies, providing differentiated and individualized learning, the use of interactive and computer technologies, technologies to create a situation of success, productive, problem-based and multilevel learning. Practice leaders attached special importance to the use of projective-reflexive technology, aimed at intensifying the educational and cognitive activities of children with special needs, their mastery of rational algorithms for performing intellectual operations with a consistent transition from reproductive to creative activities. Projective-reflective technology is successfully used by teachers of the sanatorium school, who conducted demonstrations and consultations for trainee students on the application of this technology in working with children, taking into account their special educational needs. The technology provides a special organizational structure of the educational process, which includes 5 stages: 1) teacher's preparatory work; 2) activity planning; 3) organization of educational activities; 4) expert assessment of students' knowledge; 5) summarizing the results of activities for the assimilation of educational material of the content module. The introduction of projective-reflexive technology involves the use of such components of educational and methodological support as an approximate algorithm for student self-analysis, algorithm for student workbook on the subject of projective-reflexive learning technology, homework algorithm, questionnaire for rapid questioning of students.

During the period of pedagogical training on the basis of the sanatorium school students studying in the specialty "Social pedagogy" learned to use the technology of planning the life of children's groups. The purpose of the technology of planning the activities of children's groups is increasing of the subjective status of each child in the conditions of educational process by involving them into group life planning process. The technology includes four stages: goal setting, group planning, implementation of the life plan of the children's team and analysis of the results of the work.

A comprehensive and interdisciplinary approach to the organization of the practice of future social educators allowed to provide the necessary professional specializations, in particular the readiness of the student to implement socio-pedagogical support of an inclusive

educational process. Timely and qualified socio-pedagogical support is an important factor in attracting a child with special educational needs to the general education class, as in most cases there is an urgent need for additional work with the child to intensify his or her social and communicative development, adequate mastery of social roles, promoting successful social self-presentation in the conditions of the reference group.

An important area of professional readiness of students majoring in specialty "Social Pedagogy" to successfully work in an inclusive educational institution is their preparation for interaction with parents of students with special educational needs, as well as with parents of their healthy peers. Such systematic interaction is an important factor in ensuring the high quality of inclusive education, as the parent's position largely depends on the student's willingness to accept the philosophy and values of inclusive education, to realize their social importance and humanistic significance. With this in mind, during the period of pedagogical practice, students received thorough preparation for cooperation with the families of students in the following key areas: studying the living conditions and determining the social and educational potential of students' families; inclusion of parents and all adult family members in the educational process as equal participants; integration of the efforts of the teaching staff and the parent community in creating a set of favorable conditions for the effective operation of the educational institution; formation of socio-pedagogical culture of the modern family; organization of psychological and pedagogical self-education of parents.

For students majoring in specialty "Special Education" the priorities of pedagogical practice was to improve the ability to use the Tomatis method of auditory training, methods of application of audiostimulation training programs, methods of application of correctional and developmental computer systems, methods of work in the neurodynamic room, technology of using the computer auditory simulator "Visible speech", as well as other special techniques and technologies.

A separate component of students' practical training was the development of their readiness to effectively perform the functional responsibilities of a rehabilitation teacher in the restoration and further development of psychophysical functions of children with special educational needs by means of correctional and developmental work. Given this, the priorities of pedagogical practice on the basis of the sanatorium school were to direct the professional potential of students to perform the following key tasks:

1. Social, emotional and physical development of children with disabilities, the formation of adaptive (communicative and cognitive) skills.
2. Development of children's positive self-perception and self-control.

3. Coordination of correctional and rehabilitation work with the needs of the child's family through constant cooperation with the parents.

4. Teaching children the ability to use various tools and equipment (eg, brushes, scissors, etc.).

5. Development of self-care skills of junior schoolchildren with complex psychophysical disorders (eating in the school canteen, dressing, undressing, putting on shoes, finding and using materials and toys, etc.).

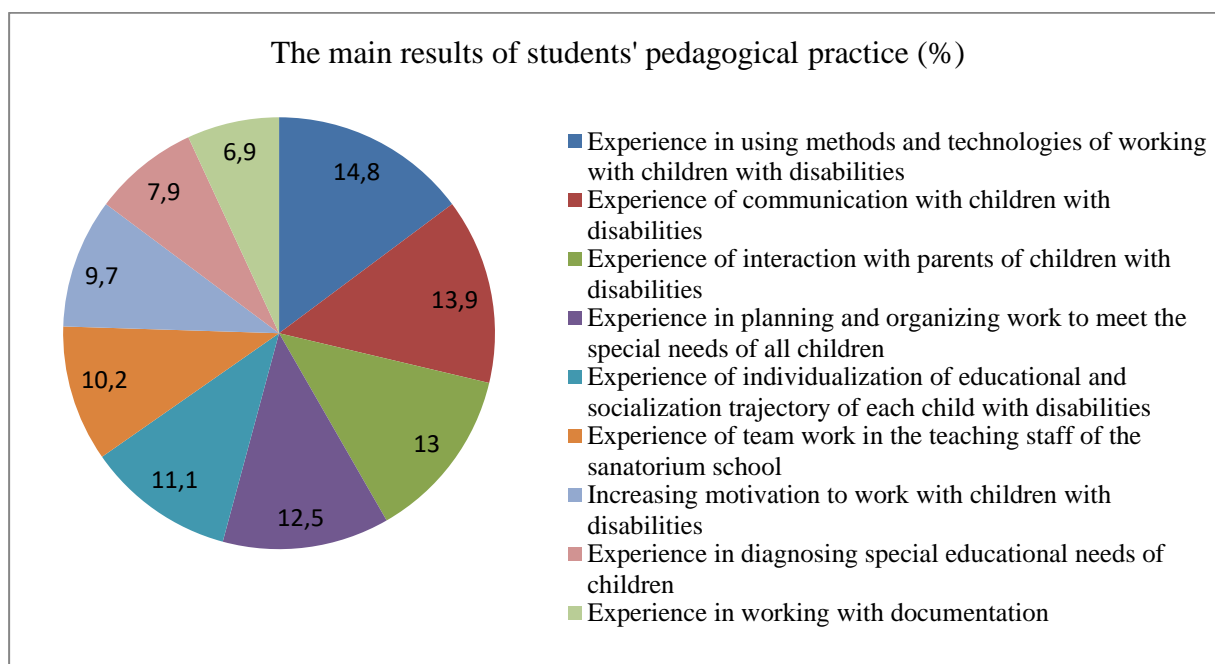
6. Development of basic learning skills (writing, drawing, reading, designing) and fine motor skills.

7. Ensuring the adaptation of students to the conditions of the educational process.

At the end of the period of pedagogical practice of students on the basis of the sanatorium school of the Municipal Institution of Higher Education "Khortytsia National Educational and Rehabilitation Academy" of the Zaporizhia Regional Council an empirical study was conducted. It included students's survey and expert evaluation by leaders of undergraduate pedagogical practice of its success by each student (taking into account feedback from teachers-supervisors - employees of sanatorium school). As part of the survey, students assessed its impact on improving their professional readiness to work in inclusive classrooms.

14.8% of students said that the most important result of pedagogical practice on the basis of the sanatorium school for them is gaining experience in using modern correctional and pedagogical methods and technologies for working with children with special needs. For 13.9% of students, the main value of pedagogical practice was to gain experience in building effective communication with children, taking into account their special needs. 13% of students noted the readiness to interact with parents of students with special needs, considering it an important result of pedagogical practice. 12.5% noted that thanks to pedagogical practice they learned to plan and organize work with the children's group in such a way that the special needs of all children were met. 11.1% of students learned to provide individualization of the educational and socialization process of each child with special needs through the projecting individual trajectory of learning and development (together with the child, parents and other specialists of the sanatorium school). 10.2% noted that in the process of practice they learned to work more effectively in a team, as part of the teaching staff of the sanatorium school. 9.7% of students note that the main result of pedagogical practice was an increase in motivation to provide qualified assistance to children with special needs. 7.9% of respondents learned to diagnose children competently, determining their special educational needs. Another 6.9% of students

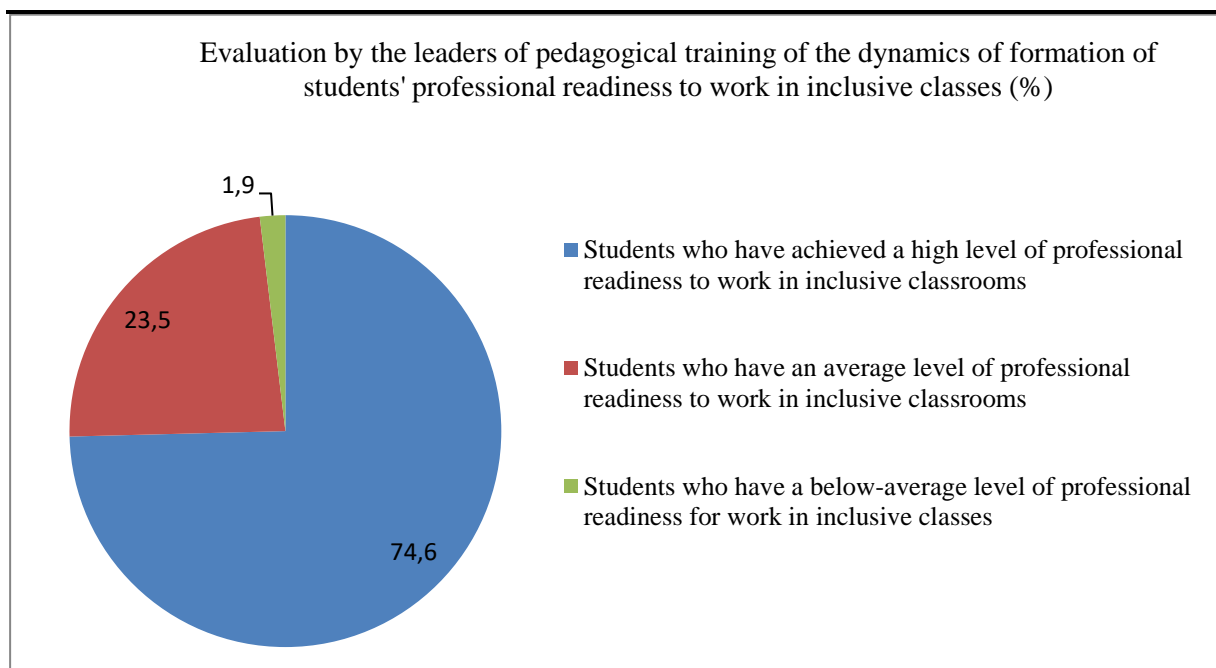
attributed the improvement of skills and abilities to work with documentation to the main result of the practice on the basis of the sanatorium school (Figure 1).



**Figure 1. Distribution of students' answers to the questionnaire on the main results of pedagogical practice, important for improving professional readiness for work in inclusive classes (%).**

*Source: Own study.*

Leaders of undergraduate pedagogical training (teachers of the Department of Rehabilitation Pedagogy and Social Work of Khortytsia National Educational and Rehabilitation Academy), when evaluating the success of the internship by each student, taking into account the feedback from teachers-supervisors (teachers of the sanatorium school, who coordinated the pedagogical training of students), noted that 74.6% of students' professional readiness to work in inclusive classes has increased significantly to a high level, 23.5% of students stated an average level of professional readiness in this area, 1.9% - a level below average (Figure 2) .



**Figure 2.** The results of expert assessment by the leaders of pedagogical training of the level of professional readiness of students to work in inclusive classes (%).

*Source: Own study.*

## Discussion

The obtained empirical data allow to state that students of pedagogical specialties (future teachers, teacher's assistants, correctional teachers and social educators), who had pedagogical training on the basis of sanatorium school of municipal institution of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council consider it valuable experience for the professional development. Concretizing the positive results of pedagogical training, students include not only the readiness to work with children with special needs in the system of inclusive education, but also the optimization of interaction with parents of these children, the development of professional communication with teachers of sanatorium school, and their own professional development (increase of motivation and improvement of organizational and pedagogical competences). These empirical data are generally consistent with the results of expert evaluation, according to which the heads of undergraduate pedagogical training noted the high or medium level of professional readiness of most students to work in inclusive classrooms. Personalized analysis showed that 1.9% of students received below-average grades from training leaders mainly due to situational reasons (unpredictable personal problems that did not allow them to fully concentrate on pedagogical training). Additional questionnaires of

these students allowed to establish that they are aware of the presence of these results of pedagogical training and are ready to compensate them in the process of further successful training and pedagogical training on the basis of other educational institutions.

### **Conclusions**

The results of the research confirm the expediency of organizing pedagogical training of students of pedagogical specialties on the basis of sanatorium schools, the contingent of which consists of children with special needs. Gaining practical experience working with pupils of this category will allow the students in the future to work in the system of inclusive education as teachers of inclusive classroom, teacher's assistant, correctional teacher and social educator, successfully fulfilling the relevant functional responsibilities for providing each child with special educational needs with individualized assistance to intensify social and communicative development, adequate mastery of social roles, internalization of socially significant communicative norms. By mastering key competencies in the process of practical activities, the level of students' readiness to respond professionally to social demands of stakeholders and comprehensively direct their professional potential to bring Ukraine's inclusive education system closer to European standards of humanistic society, open to all citizens and responsible for those categories of children and youth who need additional support in the educational and socialization process.

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