

2 ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ФОРМИРОВАНИЯ ЦЕННОСТНОГО ОТНОШЕНИЯ К СЕМЬЕ И ГОТОВНОСТИ МОЛОДЕЖИ К СЕМЕЙНОЙ ЖИЗНИ

УДК 37:377:3231:97

A CHILD WITH SPECIAL EDUCATIONAL NEEDS AND INNOVATIVE WORKING METHODS

S. Ashurova
*Preschool Education
of the Republic of Uzbekistan*

Аннотация. В статье рассматриваются проблемы детей с особыми образовательными потребностями.

Abstract. The article deals with the problems of children with special educational needs.

Ключевые слова: педагог, компетенция, социальное сопровождение, руководитель.

Keywords: teacher, competence, social support, manager.

A child with special educational needs (educational needs) is a newly emerged and not yet established term that arises in all countries of the world when moving from a unitary to an open civil society, when it realizes the need to reflect in the language its changing attitude towards children with disabilities in development, a new understanding of their rights.

Currently, it is supplanting the terms “abnormal child”, “child with developmental disabilities”, “child with developmental disabilities”, and specific terms specifying them (“moron”, “idiot”, “down”, “spastic”, “allelic”, “dysarthria”, etc.) as labels, perceived as a sign of human abnormality, inferiority.

Expressing the refusal of society to divide people into a full majority and an inferiority minority, the new term fixes the shift in emphasis in characterizing these children from shortcomings, violations, deviations from the norm to fixing their needs in special conditions and means of education. It emphasizes the responsibility of society to identify and fulfill these needs.

The term “child with special educational needs” is used both in a broad social and scientific context. In the scientific context, this term is important because it focuses researchers on the “permeability” of the boundaries between the sciences of an abnormal and normal child, since children with special educational needs can be both children with psychophysical impairments and children without them. In the latter case, special educational needs may be determined by sociocultural factors.

Despite the fact that this term appears in Russia later than in America and the countries of Western Europe, its introduction into the everyday life of domestic science cannot be qualified as a direct borrowing of the western term “Children with Special Needs”.

The content of the term “children with special educational needs” organically reflects the traditional Russian defectology understanding of a child with developmental disabilities as needing “workarounds” to achieve those cultural development tasks that are achieved under normal conditions by methods of upbringing that are rooted in culture and accepted in society mass education.

Modern scientific ideas allow us to highlight the general aspects of the special educational needs of different categories of children with impaired psychophysical development.

– **The time of the beginning of education** – the need for the beginning of a special purposeful training to coincide with the moment the defect in the development of the child. (Thus, if a child is hearing or vision impairment is revealed at the end of the first month of his life, then special train-

ing should immediately begin. It is extremely dangerous that, after identifying a primary developmental disorder, all adult efforts are directed exclusively at trying to treat the child, rehabilitation with medical means.)

- **The content of education** – the need for the introduction of special sections of education that are not present in the educational content of a normally developing child. (For example, classes on the development of auditory-visual and visual perception of speech in deaf, hard of hearing and late deaf children, sections on social and household orientation for blind, deaf and deaf and mentally retarded children, sections on the formation of mechanisms of conscious regulation of their own behavior and interaction with people around and etc.)
- **Creation of special teaching methods and tools** – the need to build “workarounds”, use specific teaching tools, in a more differentiated, “step-by-step” training than what a normally developing child requires. (For example, the use of fingerprinting and sign language in teaching deaf, brailledot braille for teaching the blind, is much earlier than normal, teaching deaf children to read and write, etc.)
- **In a special organization of training** – the need for high-quality individualization of education, in a special spatial and temporal and semantic organization of the educational environment (For example, children with autism need a special structuring of their educational space, which makes it easier for them to understand the meaning of what is happening, giving them the opportunity to predict the course of events and plan their behavior).
- **In defining the boundaries of the educational space** – the need for the maximum expansion of the educational space beyond the educational institution. In the duration of education – the need for a prolonged learning process and going beyond school age.
- **In determining the circle of people participating in education and their interaction**, there is a need for the coordinated participation of qualified specialists of various profiles (special psychologists and teachers, social workers, doctors of various specialties, neuro and psychophysicologists, etc.), in the inclusion of the parents of a problem child in the process of his rehabilitation educational means and their special training by specialists.

The concept of “a child with special educational needs” needs to be further developed. Therefore, it seems necessary a differentiated description, definition and understanding:

- special educational needs of different categories of children with impaired psychophysical development;
- the general educational needs of different categories of children in relation to the same tasks and stages of development;
- options for the special educational needs of specific children in relation to different stages of development and individual educational routes, etc.

Researchers believe that the most relevant in modern conditions in working with children with special educational needs are active methods: art therapy, game therapy, adventure pedagogy, methods and forms of event pedagogy, case study, think veins, trainings, portfolio, museum pedagogy, etc. In order to take into account the needs of all students, the educator must submit the material and require its assimilation differentially. There are different methods of differentiation, such as simplification, parallel curricula, individual curricula, etc.

In an inclusive education system, methods should be used that educate children in respect for diversity in educational communities. Children studying in inclusive classes, when entering the society will know more and appreciate the difference between people. This will be the first step in their socialization. Methods of teaching children with disabilities are immediate, aimed at the interaction of the teacher and the student.

Thus, the greatest success in teaching and developing a child with special educational needs can be achieved when the curriculum meets his needs and capabilities. Due to the fact that the needs and

opportunities of children with special educational needs differ from those of their peers, there is a need for differentiated learning, as well as the use of active forms and methods, such as art therapy, game therapy, adventure pedagogy, methods and forms of event pedagogy, case study, think veins, trainings, portfolio, museum pedagogy, etc.

УДК 33/2964

СОВРЕМЕННЫЕ ПОДХОДЫ К СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЙ РАБОТЕ ПО ФОРМИРОВАНИЮ ЭКОНОМИЧЕСКОЙ КУЛЬТУРЫ ЧЛЕНОВ МАЛООБЕСПЕЧЕННЫХ СЕМЕЙ В УСЛОВИЯХ ПАРТНЕРСТВА

THE ROLE OF GENERAL SECONDARY EDUCATION IN ACCOUNTING SOCIO-ECONOMIC NEEDS NEEDY FAMILIES MEMBERS

Г. Ф. Бедулина

G. Bedylina

Белорусский государственный педагогический университет имени Максима Танка, г. Минск

Аннотация. Данная статья посвящена вопросам формирования экономической культуры малообеспеченной семьи. В ней приводятся результаты пилотажного исследования социально-экономических запросов членов малообеспеченных семей. Выявлена необходимость разработки и внедрения новых подходов на основе партнерства семьи и учреждения общего среднего образования по формированию экономической культуры членов данной категории семьи.

Abstract. This article is devoted to the formation of economic culture of low-income families. It presents the results of a pilot study on the socio-economic needs of members of low-income families. The necessity of development and introduction of new approaches on the basis of partnership of a family and an establishment of general secondary education on formation of economic culture of members of this category of a family is revealed.

Ключевые слова: малообеспеченная семья; экономическая культура; социальная компетентность; финансовая грамотность; учреждения образования; партнерские соглашения.
Key words: family; low-income family; economic culture; social competence; financial literacy; incomes and expenses; educational institutions; partnership agreements.

Социально-экономические изменения, которые происходят в нашем обществе, в огромной степени повышают роль экономической функции семьи. Поэтому в учреждениях общего среднего образования активно внедряется практико-ориентированный подход к обучению учащихся основам экономической культуры, появилась новая практика педагогических коллективов, которые внедряют инновационные подходы к интеграции усилий семьи и учреждений образования в направлении реализации Программы воспитания и защиты прав и законных интересов детей, находящихся в социально опасном положении. Особое значение это направление имеет для учащихся из малообеспеченных семей.

Согласно Закону Республики Беларусь от 6 января 1999 г. № 239-3 «О прожиточном минимуме в Республике Беларусь» «малообеспеченные граждане (семьи) – это граждане (семьи), имеющие по объективным причинам среднедушевой доход ниже бюджета прожиточного минимума». Белорусский ученый П.П. Украинец отмечает, что под категорию малообеспеченных чаще всего попадают: семьи с низким денежным доходом на члена семьи (чаще всего это мно-