

Naymenko O. A.

Conditions of using project method in inclusive education

Modern young generation need to acquire skills of learning from different sources, use knowledge in practice to solve different problems, think for themselves and also be creative. To solve this problem all teachers at different stages of education look for, adopt and develop new ways and technologies for all-round development like mental or physical handicaps. This problem teachers solves since pre-school level. Scientists and practicing teachers allocate project method as an effective method not only at school but also at pre-school establishments. It means that it expands borders of using (A. A. Petrikevich, L.S. Kiseleva, T. A. Danalina etc.)

Technology of project method (project method, project education) isn't new in pedagogy. Project at pre-school establishment is an organized work of a teacher and which students do themselves to solve problem situations and create a unique product [1; 2].

Using different methods with a help of adults lets a physical handicaps child take part at project activities, develop learning capacity and communicative skills. Implementation of project technology at special education forms research skills, develops study activity, autonomy, shows creative, planning skills, and group work. Also this method forms cognitive interests to different spheres of knowledge, group work and helps to solve problems with communication. All of this shows us the importance of this method at work with this category of children.

It is necessary to admit that project method is clearly traced and implemented the principles of inclusive education:

case-by-case approach: it involves the choice of forms, methods and means of training and education, taking into account the individual educational needs of each student of the group.

support of independent activity of the child as providing conditions for independent activity of children with mental or physical handicaps

active involvement in the educational process of all its participants: it is

realized in creating conditions for understanding and acceptance of each other in order to achieve interaction on a humanistic basis;

interdisciplinary approach: in terms of the diversity of individual

characteristics of children with mental or physical handicaps requires an integrated approach to the definition and development of methods and tools for project

activities therefore, specialists (teacher-defectologist, educator, psychologist, etc.), in the process of discussion, jointly draw up a project implementation plan;

variability in the organization of learning and education processes: assumes

the presence of a variable developing environment, i.e. the necessary developing and didactic aids, teaching tools, accessible and developing environment, a variable methodological base for teaching and education, and the ability of the teacher to use a variety of methods and means of working both general and special pedagogy;

partnership with the family: the efforts of teachers will be effective if they are supported by the parents of the students. That's why, the task of the specialist is to establish a trusting partnership with the parents or relatives of the child, to pay attention to the requests of parents, in their opinion, is important and necessary at the moment for their child, to include in joint activities.

It is possible to implement the principles of inclusive education through project technology if certain conditions are met:

close interaction of all participants of the educational and correctional

process; selection of adequate feasible physical and speech capabilities of children with handicaps the subject of the project, the intended outcome, methods and timing of its implementation; use of special techniques to enhance the interest in the Pro-

the obstacle of the project; o taking into account the individual abilities of children with disability when you combine them in a small group; the inclusion of pupils in socially and personally significant figure, the continuity of an inclusive process at each stage of the project; the use of special techniques for the development of all participants Pro-actnow activities communicative competences, design skills (vision problems, hypotheses, fixing the results of search activity) and interaction with other people.

The significance and importance of using the project method in the framework of inclusive education is beyond doubt, and taking into account certain conditions will allow the most effective inclusion of children with mental or physical handicaps and their parents in project activities.

Литература / References

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