

Socio-Pedagogical and Psychological Aspects of Accompanying Students with Special Needs in the Context of the Development of Inclusive Education

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Abstract

The main purpose of the study is to identify the key aspects and values of the culture of socio-pedagogical support for students with special needs in the context of educational development. New conceptual principles of modern social development, based on the recognition of the diversity of the human community and ensuring the equality of people in culture, determine the ways of reforming the national education system. The state centrist educational system, where the main goal was defined as the formation of a personality according to established patterns and the subordination of one's own interests to the state with strict regulation of the educational process, should be replaced by "childish-centrism" - an education system dominated by the interests of the child, satisfaction of his educational needs. This principle defines the goals and concept of inclusive education, an educational system that implements one of the main democratic ideas - the equality of people's rights to receive education. The methodology includes a number of theoretical and survey methods. Based on the results of the study, the main elements of the culture of teacher support for students with special needs were identified in the context of educational development.

Keywords:

pedagogy, inclusive education, teacher support, students, culture.

1. Introduction

Inclusive education is a recognition of the value of the differences of all children and their learning ability, it is a flexible system that takes into account the needs of each child, not only with developmental problems, but also those who belong to a particular ethnic, cultural, social, age group [1]. Rethinking by Western countries of the historical experience of teaching and educating people with disabilities, changing the attitude of the state and society towards them, the emergence abroad of legal and legislative acts, regulatory documents calling for a humane attitude and respect for each individual. One of the

priority tasks in the implementation of an inclusive approach in the system of education is the formation of an inclusive culture among all participants in the educational process. This is due to the long-established type of social consciousness, for which the concept of "disabled" at all times meant "unsuitable for activity." [2]. For the state, forced to spend certain funds on people with disabilities, they became dependents. Peculiar difficulties in communication and interaction with them also arose in the environment, because of which a biased attitude was formed towards such persons. Therefore, the problem associated with changing social relationships with people with disabilities and with special educational needs is quite important. It primarily involves the formation of an inclusive culture in society [3].

The inclusive culture of society can be considered not only as a factor in the successful implementation of inclusive education, but also as a factor in the development of multicultural education. In pedagogical science, the concept of "multicultural education" is defined as education built on the ideas of preparing the younger generation for life in a multinational and multicultural environment. The purpose of such education is to develop the ability to communicate and cooperate with people of different nationalities, races, religions, to develop an understanding of the uniqueness of other cultures, and to eradicate negative attitudes towards them. A modern person must be tolerant, tolerant, with a developed sense of respect for people of other cultures, be able to live with them in peace and harmony, and be ready for active interaction. To

form such skills, you need to have the appropriate culture [4].

In conditions of economic and political instability, a crisis state of almost all components of the humanitarian sphere, the initial stage of legal stabilization in society, persons with disabilities turned out to be the most unprotected category of the population. In addition, the stereotypical notion of intellectual, physical and mental disability sometimes condemns people with disabilities to complete social isolation: certain categories of people in the world are deprived of equal access to quality education, it is not easy for them to find a job in accordance with their capabilities, they cannot fully participate in cultural sports events, little is said about them in the media, the general public is not particularly concerned with their problems [5].

This is partly due to our past, since the social and information policy of the former totalitarian state ignored the problems associated with disability, did not contribute to the full coverage of the education system for children and adults with motor impairment, and the creation of an environment adapted to their capabilities. This situation is extremely unsatisfactory and requires high-quality and immediate changes. It necessitates, first of all, significant changes in the attitude of society towards people with disabilities who need not only material, financial, humanitarian support and rehabilitation measures (medical, professional, social and domestic), but also proper conditions for the realization of their inclinations, abilities, vocations. , development of personal qualities and needs for moral, spiritual, intellectual and social improvement [6].

This goal presupposes the creation in the educational process of organizational and pedagogical conditions focused on the characteristics of the psychophysical development of each child, flexible consideration of them in educational and cognitive activities. At the same time, the professional competence of teachers of inclusive classes for the educational needs of their pupils is of great importance, since they do not have special education. When starting a new educational activity, the school must prepare for its implementation.

2. Methodology

The main purpose of the article is to study the elements and aspects of socio-pedagogical support of accompanying students with special needs in the context of the development of inclusive education. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

In order to determine the main stages of socio-pedagogical support for students with special needs in the context of educational development, the IDEF0 functional modeling methodology was used in the course of the study. The IDEF0 functional modeling methodology is a technology for describing a system as a whole as a set of interdependent actions or functions.

It is important to note the functional orientation: IDEF0 system functions are investigated independently of the objects that ensure their implementation. The "functional" point of view makes it possible to clearly separate the aspects of the purpose of the system from the aspects of its physical implementation [7].

IDEF0 combines a small graphical notation (it contains only two symbols: blocks and arrows) with strict well-defined guidelines for building a high-quality and understandable system model. The IDEF0 methodology is somewhat similar to that of book publishing: often a set of printed IDEF0 models is organized into a booklet (called, in IDEF0 terms, a kit) with table of contents, glossary, and other elements specific to a finished book.

3. Research Results and Discussions

One of the most important prerequisites for the successful development of a child with special educational needs is the creation of favorable, comfortable conditions that today can provide inclusive education.

The main goal of social and pedagogical assistance to children with special needs is integration into society.

Integration into society is the process of resuming the lost ties of the child with society, ensuring its

inclusion in the main spheres of life: education, work, life, leisure.

The main tasks of socio-pedagogical assistance are [8]:

- adaptation and socialization of the individual;
- meeting the personal and social needs of the child;
- organization of educational space;
- normalization of the life of a family in which a child with special needs lives.

The content of the services provided by a social pedagogue is: information and consulting assistance to the family on legal issues, socio-psychological counseling, assistance in the care and supervision of the child, provision of medicines and food, organization of the life and leisure of the child. Social services are produced through individual work. In addition, the social pedagogue acts as a partner in mobilizing sources of socio-pedagogical and psychological support; is an intermediary between family members and other social institutions in resolving conflict situations.

The main tasks of correctional and developmental work in the system of social and pedagogical support include [9]:

- development of the emotional and personal sphere and correction of its disorders (harmonization of the affective sphere of the child; prevention and elimination of possible aggressive and negative manifestations, other deviations in behavior; prevention and overcoming of negative personality traits and character formation; development and training of the mechanism; to new social conditions , creating conditions for the formation of adequate self-esteem, the development of social emotions, communication skills, etc. At the same time, work to expand emotional experience involves helping the child learn ideas about non-verbal means of expressing emotions, forming an understanding of the content and meaning of various forms of human behavior in the environment in emotionally significant situations, the child's assessment of his own behavior (based on the acquired knowledge and skills);
- development of cognitive activity and purposeful formation of higher mental functions (stimulation of cognitive activity as a means of forming cognitive motivation; development of attention (stability, concentration, increase in volume, switching); development of memory (expansion of volume, stability, formation of memorization techniques)

development of perception (spatial, auditory), spatial and temporal representations, sensorimotor coordination, the formation of mental activity (analysis, comparison, generalization, identification of essential features and patterns);

- formation of arbitrary regulation of activity and behavior (the ability to set and maintain the goal of activity; plan actions; determine and maintain the mode of action; self-control, evaluation and self-assessment of the process and result of activity).

An integral element of psychological support is advisory, educational and preventive work, which provides for the provision of assistance to teachers and parents in the upbringing and development of a child with special educational needs and contains the following tasks [10]:

- psychological support of teachers (revealing the "weak" and "strong" aspects of the cognitive and personal development of the child; determining ways to overcome difficulties in learning and socialization; developing the most adequate ways of interacting with such children, etc.);
- psychological support for parents (establishment of trusting relationships with the family, psychological support for parents, assistance in understanding the characteristics of their children and the need to combine the efforts of specialists and families in overcoming them, involving parents in correctional and developmental work, recommendations for overcoming possible problems, etc.) .

Consequently, practical psychologists provide support for the learning and development of children with special educational needs in a general educational institution according to a certain algorithm (Table 1).

Table 1: Algorithm providing socio-pedagogical support for the learning and development of children with special educational needs of in schools and universities

№	<i>Algorithm of providing socio-pedagogical support for the learning and development of children with special educational needs of in schools and universities</i>
1	Checking the child's readiness to go to school in children undergoing preparation for learning, identifying educational difficulties in children, determining the causes of these difficulties in conversation with parents; if necessary, referral to appropriate additional specialists in order to establish the reasons and provide assistance

2	Assistance in creating a positive microclimate in the school team and interaction with children, carrying out activities aimed at preventing stigmatization and discrimination in the environment of peers, forming a friendly and impartial attitude towards a child with special educational needs
3	Providing advisory assistance to teachers in working with a child
4	Establishing cooperation with specialists directly working with a child with special educational needs and participating in the development of an individual development program

Correctional classes can be conducted individually with a child with special needs. They are a set of techniques and exercises aimed at correcting the behavior and development of the child's personality. Socio-pedagogical patronage in educational institutions of the city is based on the creation of favorable conditions for the interaction of a student with the social environment in order to prevent the emergence or elimination of existing destabilizing factors and the formation of resistance to situations of maladjustment. Social teachers carry out their work on organizing the education of children with special educational needs in a general educational institution in the following areas [11]:

1. Protection and provision of the rights and freedoms of a child with special educational needs in an educational institution: the organization of free hot meals in the canteen, free travel in public transport to the educational institution and back, free health improvement in country camps and recreation in a camp with a day stay for children. the base of the educational institution (school camp), as well as during the child's stay in the family: twice a year, a commission visit to the family where the child lives.
2. Identification of children who have difficulties in communicating and interacting with others or living in families who find themselves in difficult life circumstances.

3. Determination of social issues requiring an immediate solution to the causes and difficulties; if necessary, referral to appropriate specialists in order to provide appropriate assistance.

4. Determination of the status of children with special educational needs in the team, providing recommendations to the teacher, class teacher regarding the ways of effective integration of such a child into the peer group, the formation of a positive microclimate in the children's team.

5. Dissemination of information on the basics of inclusive education among teachers, parents, children in order to form a friendly and impartial attitude towards a child with special educational needs.

6. Participation in the preparation of a detailed psychological and pedagogical characteristics of the child and his individual development plan; participation in the work of the psychological and pedagogical council

7. Providing a child with special educational needs and his parents with information about the infrastructure of out-of-school educational institutions in the microdistrict, city, village, promoting the child's participation in circles, sections, taking into account his capabilities.

Social educators know that the social adaptation of children can be hampered by various neuropsychiatric diseases, deviations, and accentuations. These are various physical disabilities, speech impairment, external unattractiveness, constitutional and somatic deficiencies, which can negatively manifest themselves through the child's interpersonal relationships in the environment of peers [12].

So, through the use of a functional modeling model, we have formed an algorithmic model of the main stages of socio-pedagogical support. This model includes three fundamental drawings. In Fig.1. you can see a tree of goals demonstrating the main stages and the ultimate goal of this model - to form an optimal system of social and pedagogical support for students with special needs in the context of educational development (Fig.1).

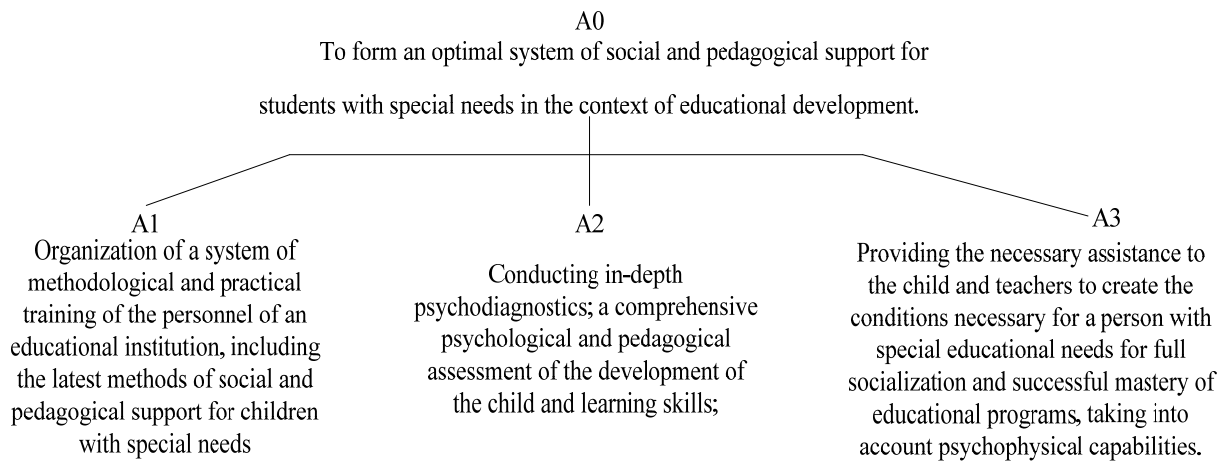


Fig.1. The root model of the main stages of the implementation of the system of social and pedagogical support for students with special needs in the context of educational development
 In order to most accurately understand all the elements necessary for this, as well as to depict the inputs and outputs of the model, we have formed a block diagram of all the necessary elements and resources for organizing a system of social and pedagogical support (Fig.2).

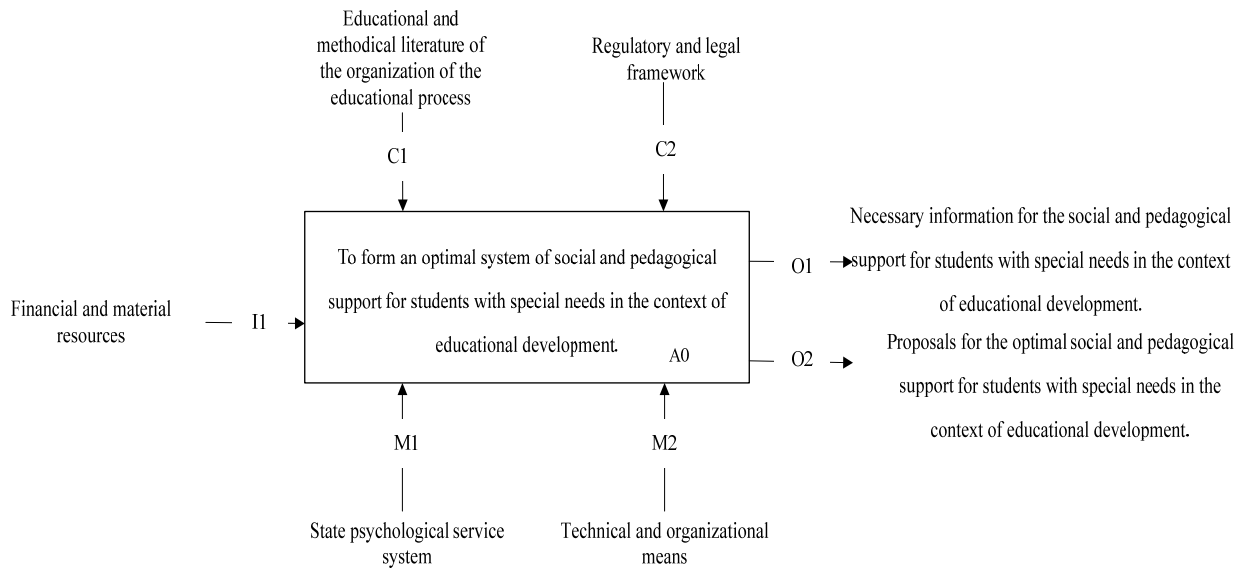


Figure 2: Block diagram of the reach of the final goal A0

The final stage of our functional modeling is the creation of a decomposition of the main stages of achieving the ultimate goal - the formation the optimal system of social and pedagogical support for students with special needs in the context of educational development (Fig.3.).

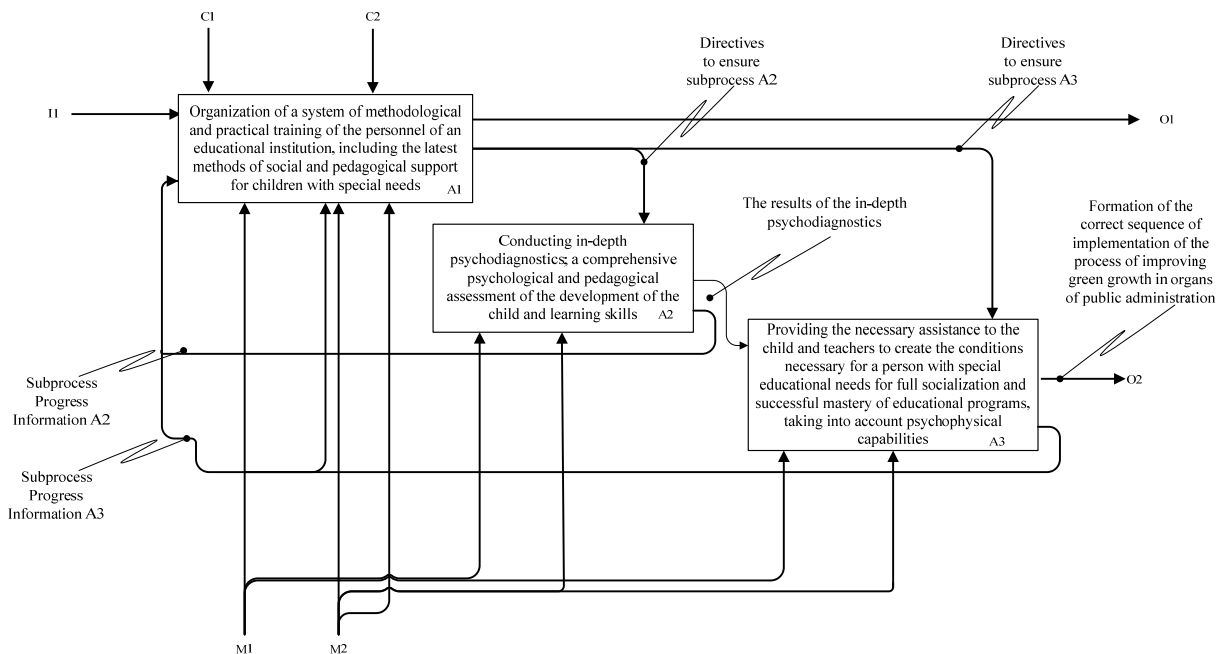


Fig.3. Decomposition of the main stages of achieving the ultimate goal - the formation the optimal system of social and pedagogical support for students with special needs in the context of educational development

In the process of democratization of our society, the ideas of the humanization of education have become widespread. The state-centrist educational system, where the main goal of education is defined as the formation of a personality according to certain models and the subordination of one's own interests to the state, and the main feature was the strict regulation of the educational process and its content, is being replaced by a ditinocentric education system dominated by focus on the interests of the child, its satisfaction. educational needs. The conditions for the formation of such a system include [13]:

- the ability to choose an educational institution and curriculum in accordance with the natural (physiological) characteristics of the child;
- stimulating the achievements of children with special needs in various spheres of life;
- their social and educational protection.

The leading task of organizing socio-pedagogical support for children with disabilities is the creation of equal opportunities, which consists in organizing a process through which such general systems of society as the physical and cultural environment,

housing and transport, social and health services, access to education and work, cultural and social life, become accessible to all. Another, but no less important group of tasks here can be considered the training of disabled children and parents in the skills and habits of an independent life. Thus, taking into account the tasks of creating equal opportunities and learning, it is necessary to highlight the guiding principles for organizing social and pedagogical support for children with disabilities [14]:

- children with disabilities should continue to live in their communities and lead a normal life with the necessary support;
- children with disabilities should actively participate in all spheres of society;
- children with disabilities should receive the necessary assistance within the regular systems of education, health care, social services;
- children with disabilities should participate in the general social and economic development of society, and their needs should be taken into account in the national development plan, that is, the creation of equal opportunities means that public policy should

use all means in such a way that every child has equal opportunities for personal development so that he can fully fulfill his duties as a member of society.

A feature of the organization of socio-pedagogical work with children with disabilities is that it is impossible to provide assistance to them without the simultaneous organization of socio-pedagogical education. The socio-pedagogical aspect of the work is aimed at the upbringing, education and development of the child in order to prepare for life in society and the possibility of obtaining all types of legally fixed types of assistance [15].

Thus, the organization of social and pedagogical support for children with disabilities is one of the important and difficult tasks of the state. A steady increase in the number of children with disabilities, firstly, increased attention to each of them - regardless of physical, mental and intellectual abilities, and secondly, the idea of increasing the value of the individual and the need to protect the rights that are characteristic of a democratic, civil society, in Thirdly, all this determines the importance of organizing and improving socio-pedagogical work with children with disabilities today.

4. Conclusions

Summing up, it should be noted that the development of an inclusive approach was not a process carried out mechanically, which was the result of a certain organizational restructuring or the introduction of specific practices leading to an increase in the activity of students. Each school has developed slightly different ways to support its philosophy of inclusion.

However, it was possible to single out one common feature, and this is the willingness to cooperate. The teachers acknowledged that it was impossible to avoid conflicts in the formation of a common policy, but the impetus for overcoming difficult situations was the acceptance and willingness to fight for the support of cooperation between workers, children and parents. At each school, meetings between staff and faculty were seen as an opportunity to engage in debate and problem solving together. Collaboration in decision-making and curriculum development reflected the belief that human differences provide opportunities for mutual enrichment. This was especially evident in the way the adults interacted with each other and with the

students. The use of a collaborative approach contributed to the development of teamwork skills.

Thus, the process of social and pedagogical support of children with special needs is a system of transferring social experience, taking into account the characteristics and needs of various categories of children with developmental disabilities with their active participation and ensuring adequate conditions, as a result of which children are involved in work in all social systems, structures actively participating in the main spheres of life and activity of society are preparing for a full-fledged adult life, self-realization and disclosure of oneself as a person.

The effectiveness of the system of psychological and pedagogical support indicates that it must exist in a competitive environment, that is, guarantee the achievement of the predicted result and be effective in terms of final results.

Consequently, the organization of inclusive education requires consistent and constant work with all its participants: teachers, parents, children with special educational needs and those who have normative development. The participants' psychological readiness for interaction is formed by conducting training sessions, lectures, seminars, consultations, speeches aimed at overcoming the prejudice to a child with psychophysical developmental disorders, destruction of myths and stereotypes. The psychological and pedagogical support of students with special needs has the following special characteristics: combining the goals of psychological and pedagogical assistance; focusing on the personality of a student with special needs (realization of potential opportunities, disclosure of individual personality traits); maintaining optimally significant personality traits; correction of malformations; improvement of social adaptation and integration of persons with limited psychophysical abilities, etc.

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