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METHODICAL ASSOCIATION AS A WAY OF THE METHODIC COMPETENCE INCREASE OF THE TEACHERS OF PRESCHOOL CHILDREN IN TERMS OF INCLUSION

STOWARZYSZENIE METODYCZNE JAKO SPOSÓB ZWIĘKSZENIA KOMPETENCJI METODYCZNYCH NAUCZYCIELI DZIECI PRZEDSZKOLNYCH W ZAKRESIE INLUZJI

Abstract: The work is devoted to determination of level of the methodic competence increase of teacher in terms of inclusion using methodic association. The tests for determination of methodic competence level were created. Modern topics of methodic association for methodic competence increase of teacher in inclusive groups were used.

Keywords: inclusion, competence, methodic competence.

Streszczenie: Praca poświęcona jest określeniu poziomu wzrostu kompetencji metodycznych nauczyciela w zakresie inkluzji za pomocą asocjacji metodycznej. Utworzono testy do określenia poziomu kompetencji metodycznych. Zastosowano nowoczesne tematy metodycznego powiązania w celu podniesienia kompetencji metodycznych nauczyciela w grupach integracyjnych.

Słowa kluczowe: inkluzja, kompetencja, kompetencja metodyczna.

Actuality

Nowadays new ways of educational process organization for handicapped kids are searched. Also a mechanism of implementation of inclusive education of preschool children requiring correction of mental and physical has not hardly developed. That's why there is a problem in need to organize individual type of kindergarten which provides inclusive education. First of all it's connected with specific methodic, personnel incompetence, lack of specialists. Except of teacher in preschool education process the teacher assistant plays also big role. The special

groups are filled less than normal ones. So there is a need of creation of special conditions for inclusive education giving kids since early years the full range of educational services, different in form and content, and especially: correctional and developmental, health and medical, social and psychological. The inclusive education is based on the concept of “normalization”. It’s main idea is that life and the world around people with disabilities should be similar to ways and lifestyle of all society. The principles of “normalization” are based on the number of international law acts: Declaration on Rights of Disabled Persons (1975), UN Declaration on the Rights of Mentally Retarded (1971), Convention on the Rights of the Child (1989) and others. Particularly, UN Declaration on the Rights of Mentally Retarded is the first regulatory document on recognition of persons with impaired mental and physical development as minority in social sense that needs social and legal protection.

In Ukraine the problem of inclusive education is searched by many scientists, for example A. Kolupayeva¹ (the author of the first monographic study on inclusive education in our country), V. Bondar², A. Zaplatynska³, M. Kavun⁴, Y. Naida⁵, T. Sak⁶, M. Svarnyk⁷ and others. Their theoretical and methodical studies are devoted to the problems of inclusive education of school-age children. But this process should begin from kindergarten. Particularly some aspects of this problem are shown in works of I. Biletska⁸, L. Biletska⁹,

¹ A.A. Kolupayeva, *Introduction to Inclusive education*, [online] 2010, http://osvita-mk.org.ua/Inkluziya/kurs_vstup_do_inkljuzivnoji_osviti.pdf.

² T.I. Bondar, *Developing the inclusive setting in higher education institutions in Ukraine*, [online] 2014, http://seanewdim.com/uploads/3/2/1/3/3213611/bondar_t_i_developing_the_inclusive_setting_in_higher_education_institutions_in_ukraine.pdf.

³ A.B. Zaplatynska, *Inclusive education is involvement of people with disabilities in life of society*, [online] 2008, http://irbis.npu.edu.ua/cgi-bin/irbis64r/cgiirbis_64.exe?LNG=&Z21ID=&I21DBN=KST_PRINT&P21DBN=KST&S21STN=1&S21REF=&.

⁴ M. Kavun, *Inclusive education: Ukrainian realia* [online], <http://osvita.ua/school/method/1492/>.

⁵ Y.M. Naida, *Inclusive education: state and prospects of development in Ukraine*, [online] 2007, <http://www.lysianka-rv-rmk.edukit.ck.ua/Files/downloads/>.

⁶ T.V. Sak, *Individual evaluation of academic achievements of students with special educational needs in inclusive classrooms*, [online] 2011, http://www.docme.ru/doc/1069594/%D1%96ndiv%D1%96dual_ne-oc%D1%96nyuvannya-navchal._nih-dosyagenn._uchn%D1%96v-z-oso.

⁷ M. Svarnyk, *Peculiarities of organization of inclusive pre-school*, [online], http://vas-miskvo.at.ua/index/inkluzivna_osvita_v_dnz/0-88.

⁸ I. Biletska, *Solving of moral problems as a way of value upbringing of other person*, [online] 2005, http://irbis.npu.edu.ua/cgi-bin/irbis64r/cgiirbis_64.exe?LNG=uk&Z21ID=&.

⁹ L. Biletska, *Inclusive education: first steps in Ukraine*, [online] 2007, <http://irbis.npu.edu.ua/cgi-bin/irbis64r/cgiirbis>.

O. Zavalnyuk¹⁰. As to them the lack of inclusive education in preschool age leads to loss of time necessary to provide timely comprehensive support to child in sensitive period of development.

Analyzing these works you can make a conclusion that modern pre-schools need teachers who have high methodic competence in inclusion, psychology and pedagogy techniques, different types of tasks used in certain deviations, teacher should be highly motivated and possess modern technologies.

The aim of work is to determine the level of improvement methodical competence of the teacher in terms of inclusion using methodical association.

Based on the aim of work, we distinguish the following tasks:

- 1) to create tests and determine the level of methodological competence on a group of teachers before and after 5 methodical associations;
- 2) to figure out the level of competence of pre-school teachers:
 - purely professional pedagogical knowledge techniques,
 - psychological preparation of knowledge on working with pre-school children in the terms of inclusion,
 - professional knowledge necessary for teachers working with pre-school children with special needs in terms of inclusion,
 - motivation on professional activity,
 - knowledge of modern technologies used in work in terms of inclusion;
- 3) to recommend methodical association forms to improve the methodical competence of pre-school teachers in terms of inclusion.

The main material

L.S. Vygotsky pointed on the need of inclusion of children with developmental disabilities into a normal children environment: *It is extremely important from a psychological point of view not to lock abnormal children in special groups, but perhaps more widely practice their communication with the rest of the children; ... it's deeply antipedagogical rule as to which we, for a convenience, select homogeneous groups of mentally retarded children. Doing this, we are going not only against the natural tendency in the development of these children, but more important, we deprive mentally retarded child of collective cooperation and communication with others, strengthen, and do not facilitate immediate reason of underdevelopment of his higher functions.*

¹⁰ O. Zavalnyuk, *Attitude of students and pedagogues to the problems of inclusive education of children with mental and physical disorders*, [online] 2011, <http://yandex.ua/clck/jsreidir?from=yandex.ua%3Bsearch%2F%3Bweb%3B%3B&text>.

The scientist G.F. Moskalyk said: “The interaction of all participants in the process of inclusive education implementation is a way to success and the result of this work will be acquiring of child with special educational needs the feeling of his importance, getting in the future their rightful place in society”¹¹.

The researcher Hastings Graham, 1995 pointed out that the presence of pre-school children with disabilities in common schools will eliminate the bad stereotypes and personal relationships will promote a good attitude to children with special needs. Among the challenges to inclusive education is the likelihood that children will be not quite prepared to accept their peers with disabilities. Townsend, Wilton Vakilirad, 1993¹¹ said that moreover attitude to children with development disabilities may be even worse than to children with physical disabilities.

According to Y.Y. Pletnyeva for education of children with special needs the following conditions should be created:

- financial and legal support of the educational process regulated with legal documents;
- human resources of inclusive education school specially trained to work with “special” children;
- material base for creating barrier-free environment (ramps, lifts, specially equipped toilets, offices of physiotherapy, psychomotor correction rooms, speech therapy and remedial classes, gym, etc.);
- adapted curricula and programs of classes, compiled by specialists, teachers;
- required handout and didactic material for classes with children.

The concept of “competence” (lat. *competens* – appropriate, capable) means the terms of reference of any official or body; possession of knowledge and experience in a particular field. In terms of inclusion not only the knowledge of techniques should be important for teacher, but also knowledge of psychology, highly motivation of teacher, knowing of the latest technologies, using of designed tasks in inclusive groups. Formation of methodical competence of teachers is caused by several factors. Professional teacher’s competence which includes also methodological competence is an essential prerequisite for successful mastery of knowledge, abilities and skills of future teachers. The feasibility of methodological competence development is caused by scientific underdevelopment of problem of methodical preparation of future teachers in inclusive groups, lack of scientific studies devoted to improving of the teachers methodological competence of pre-school children in terms of inclusion.

¹¹ G.F. Moskalik, *The ways of realization of organization of inclusive education in terms of school*, [online], <https://yandex.ua/yandsearch?text>.

Solving of this problem is to improve the methodical competence of pre-school teachers in terms of inclusion. During one year on the basis of pre-school № 63 in Kremenchuk 8 teachers participated in pedagogical experiment. The essence of the study was as follows: we decided to determine the level of methodical competence increase of teachers using methodical association as a means. At the beginning of the school year teachers did specially created tests. The maximum points that they could get was 100. The results were recorded in table, namely:

- Test 1. “Measuring of the knowledge level of the techniques and methodological work with children who have visual impairment”;
- Test 2. “Psychological knowledge of pre-school children with cerebral palsy violation”;
- Test 3. “Using of different types of tasks in groups with children who have mental retardation”;
- Test 4. “Motivation of professional activity”;
- Test 5. “Using of modern interactive learning tools”.

| Name | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 |
|-----------|--------|--------|--------|--------|--------|
| Teacher 1 | 20 | 35 | 40 | 35 | 20 |
| Teacher 2 | 35 | 35 | 40 | 25 | 35 |
| Teacher 3 | 30 | 40 | 30 | 25 | 35 |
| Teacher 4 | 45 | 30 | 40 | 45 | 20 |
| Teacher 5 | 20 | 30 | 30 | 20 | 40 |
| Teacher 6 | 20 | 25 | 30 | 25 | 40 |
| Teacher 7 | 35 | 20 | 20 | 30 | 30 |
| Teacher 8 | 35 | 20 | 20 | 30 | 40 |
| Total: | 240 | 235 | 250 | 240 | 260 |

All teachers who participated in the experiment got 1 225 points.

During the year we prepared and conducted 5 methodical associations on the following topics:

- 1 Round Table “Requirements for the location of the demonstrative materials and handouts for children with visual impairment in inclusive groups”;
- 2 Dispute “Perception peculiarities of the environment by children who have cerebral palsy”;

- 3 Subject circle “Development of complex and individual tasks for new knowledge and knowledge reinforce by children with mental retardation in inclusive groups”;
- 4 Lecture-seminar “Kindergarten with children’s eyes”;
- 5 Web Quest “Modern interactive teaching techniques in terms of inclusion”.

At the end of the year the same test was passed and data were recorded into the table.

| Name | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 |
|-----------|--------|--------|--------|--------|--------|
| Teacher 1 | 60 | 65 | 55 | 50 | 75 |
| Teacher 2 | 50 | 55 | 60 | 65 | 50 |
| Teacher 3 | 55 | 60 | 50 | 55 | 55 |
| Teacher 4 | 55 | 50 | 50 | 65 | 50 |
| Teacher 5 | 65 | 60 | 65 | 60 | 55 |
| Teacher 6 | 55 | 55 | 50 | 65 | 50 |
| Teacher 7 | 65 | 50 | 60 | 55 | 55 |
| Teacher 8 | 55 | 65 | 50 | 55 | 60 |
| Total: | 460 | 460 | 440 | 470 | 450 |

All teachers who participated in the experiment got 2 280 points.

During the whole time we work active with pre-school teachers to consolidate the material obtained.

Conclusion

Thus, analyzing the data from the table one can see that after realization of methodical associations as to test №1 knowledge level of teachers about using of didactic material for children with visual impairment increased by 22%, as to test №2 the knowledge about children who have cerebral palsy replenished by 22,5%, as to test №3 ability to design tasks for children with mental retardation increased by 19%, as to the test №4 result rose by 23%, as to the test №5 the knowledge of teachers about modern interactive teaching methods increased by 19%.

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