

## THE INNOVATIVE DEVELOPMENT OF SOCIALIZATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ON THE INTELLECTUAL DISABILITY EXAMPLE

<sup>a</sup>KRISTINA TOROP, <sup>b</sup>NATALIIA YARMOLA, <sup>c</sup>SVITLANA LYTOVCHENKO, <sup>d</sup>SNIZHANA TRYKOZ, <sup>e</sup>VOLODYMYR SHEVCHENKO, <sup>f</sup>OKSANA KRULYK

<sup>a</sup>Oles Honchar Dnipro National University, <sup>b</sup>Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the National Academy of Pedagogical Sciences of Ukraine, <sup>c</sup>Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the National Academy of Pedagogical Sciences of Ukraine, <sup>d</sup>Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the National Academy of Pedagogical Sciences of Ukraine, <sup>e</sup>National Academy of Educational Sciences Mykola Yarmachenko Institute of special education and psychology, <sup>f</sup>National Pedagogical Dragomanov University  
 email: <sup>a</sup>torop.kristina@gmail.com, <sup>b</sup>nat.yar1978@gmail.com, <sup>c</sup>svetalitovchenko@ukr.net, <sup>d</sup>snizhanatrykoz@gmail.com, <sup>e</sup>shevchenko\_volodumur@ukr.net, <sup>f</sup>o.krulyk@ukr.net

**Abstract:** Of particular relevance are issues whose solution is aimed at preparing the individual for life in conditions of constant change, to provide opportunities for social development, full existence in society. At the same time, new parameters of the course of the socialization process are set, which put before the personality increased requirements for the formation of adequate models of its social behavior and system of values under the new circumstances, assimilation of social experience, adequate reproduction of social relations. The new conceptual foundations of social structure, as stated in the UN Declaration on Social Development, consist in the ability of modern society to develop based on tolerance, tolerance, condemnation of discrimination, respect for human diversity, equality of opportunity, solidarity, and security. These approaches are conditioned by the definition of the main goal of social development – the creation of “society for all”, which provides protection and full integration into society of all segments of the population, including persons with disabilities. This integration is based on the concept of a holistic approach, which opens the way to the realization of rights and opportunities for each person and, above all, provides equal access to quality education. The principle of accessibility, which is a leading principle in the holistic approach of modern social policy and is formulated based on respect for human rights, was stated in the UN General Assembly resolution of December 12, 1997 [19] as a priority – the promotion of equal opportunities for people with disabilities. The aim and object of this article are to determine modern approaches to the socialization problem of children with special educational needs, the disclosure of new innovative technologies. Research methods: analysis of scientific literature, expert survey. Practical significance consists in studying the issues of further socialization of graduates with special needs after graduation from a special educational institution, development of new conceptual provisions to optimize the preparation of persons of this category for independent life in modern society.

**Keywords:** children with special educational needs, education system, development strategy, child-centeredness, inclusive education.

### 1 Introduction

Socialization of a child in the conditions of a special educational institution should be considered as the creation of conditions for her social growth and development. At the present stage, there is a need to revise the system of the educational process to ensure the socialization of schoolchildren with special needs. [1]

Socialization should be considered as the most important task of a special school, the leading direction of corrective and educational work, which is carried out in conditions of special organization of the pedagogical process, i.e. organization of its content, methodology, organizational forms.

Providing socialization of students should provide for stages (from elementary school to adolescence and adolescence), continuity, consistency (close links between the stages of socialization in which the child is in a special educational institution), continuity, systematic and integrated implementation of appropriate remedial and educational work.

Socialization should be considered in the context of the formation of the child's personality based on the identification and development of his or her capabilities (aptitudes, aptitudes, abilities) and individual psychological features (positive qualities).

Improvement is required in the organization of vocational and labor training of students based on increasing the effectiveness

of vocational guidance work at school and vocational and labor practice at work. [3]

It is advisable to involve parents in coordinated action with teachers for targeted socialization of their children, as only the efficiency of the social formation of children depends on coordinated cooperation between school and family.

Today there is an increase in the number of children with intellectual disabilities who study in general education schools with inclusive classes.

To realize the right of children with special educational needs to education at the place of residence, their socialization, and integration into society, inclusive classes are mandatorily created at the request of parents. At present, the number of such classes is 17,698. They are created in 6 thousand 496 schools of the country.

“The Ministry of Education and Science receives information that the heads of schools refuse to accept parents of children with special educational needs. We emphasize that parents have the right to apply to the school with a written application, and the head of the institution has no right to refuse. First and foremost, we must think about the child and his or her needs. And for the school it should be a task, not a problem,” said Larisa Samsonova, head of the expert group on inclusive education of the MoES. [7]

Educational services are provided to children with SEN by schools in inclusive classes, using person-centered teaching methods and taking into account individual characteristics of educational and cognitive activity of such children.

The number of children with SEN in one class should not exceed three people.

We note that for each child, an educational institution receives funds from the state budget to local budgets to provide state support to individuals with SEN. For these funds based on the conclusion on a comprehensive assessment of child development, issued by the IRC, the child is provided with educational aids and additional psycho-pedagogical and corrective-developmental services. Thus, in 2020, 504.458 million UAH were allocated for inclusive education.

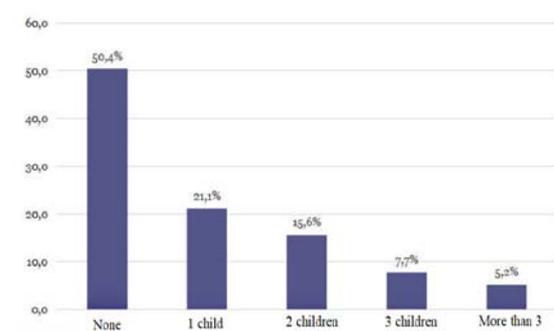


Figure 1 – The number of students in inclusive classrooms  
 Source: Developed by the authors.

As shown in the figure 1, statistics show that the number of students in inclusive classrooms increased by almost 72% (from 4,180 to 7,179) between 2019/2020.

During the same period, the number of schools with inclusive instruction increased by almost 73%, from 1,518 to 2,620 institutions.

It is significant that since September 1, 2020, 6 thousand children with special educational needs went to inclusive groups of pre-school institutions.

As part of the study, an expert survey was conducted among employees of educational institutions to determine the criteria for the socialization of children with special educational needs in inclusive classes.

An expert survey is a method of collecting information based on opinions about a phenomenon or process by a group of competent specialists, who are called experts. [11]

The base of the study is the Rivne IRC "Strumok".

We interviewed 13 – teachers working with children in inclusive classes, 10 – teacher's assistants, and 7 parents of children with special educational needs, the total number of respondents is 30 people.

## 2 Results

While conducting the expert survey, there were five questions. The first question was: How do you determine if a child with special educational needs has socialized in an inclusive classroom? This question aimed to find out if a child with special educational needs is socialized in an inclusive classroom and if school officials pay attention to it. During the analysis of the question, the following answers were most often found:

- the child makes friends, wants to go to school;
- displays of deviant behavior decrease;
- the child takes an active part in the learning process;
- feels comfortable in an inclusive class;
- asks for help;
- responds adequately to others;
- has skills of self-care;
- the child perceives information.

Hence, after getting answers to the first question we found out that employees of educational institutions pay attention to the process of socialization of a child with special educational needs, but unfortunately, they do not have clearly defined and prescribed criteria of socialization of a child with special educational needs.

The second question was: Do children with special educational needs take part in learning activities in the classroom? The purpose of this question was to find out whether children with special educational needs are included in the work during lessons, or the educational process is adapted to the needs of all students, including those with special educational needs because this is one of the components of inclusive education.

We got the following answers to this question most often:

- children answer the teacher's questions;
- within their abilities they perform individual tasks with an assistant;
- go to the blackboard, perform tasks and exercises in a notebook;
- work in pairs with other students during the lesson;
- do homework taking into account their special needs.

But we also got mixed answers to this question, which did not coincide at all with others:

- to interest children with special educational needs it is necessary to prepare additional material;
- children participate in the work at the lesson, but not actively;
- children with special educational needs in most cases prefer to be unnoticed.

After processing this question and the answers to it we can conclude that children with special educational needs necessarily need outside help from a teacher's assistant or classmates while

working in class, and to really interest a child it is necessary to prepare additional materials. The next question was: Do children with special educational needs have friendly relationships with their classmates? How does this manifest itself?

This question was asked to find out if classmates support and accept pupils with special educational needs, consider them members of the team because it gives the child self-confidence and fosters sensitivity and understanding in other children. After all, the role of the school team is that it contributes to the development of self-knowledge, creates conditions for socio-psychological development of the personality, teaches to assert their views and beliefs, is the environment in which a person learns their advantages and disadvantages, their "I", their individuality, realizes the need for communication, joint activities, assimilates social norms. There were the following answers to the question:

- classmates help children with special educational needs to perform tasks if they don't understand or don't have time;
- participate in joint games at recess;
- there are no open conflicts or bowling in the inclusive class;
- children react adequately to each other;
- children with special educational needs have friends in their class.

Thus, we can see that according to the employees of the educational institution children with special educational needs do have friendly relations with their classmates, have common interests, and this is very important in the process of socialization of a child. We also asked the following question: Do children with special educational needs have problems in learning? The purpose of this question was to identify and find out the problems which children with special educational needs have in the process of learning because a child should learn to feel no worse than others, to be able, despite the features of their physical condition, freely and accessibly receive information, because the basis of inclusive education is an individual approach to each child, taking into account all their individual characteristics (abilities, development characteristics, types of temperament, gender).

We received the following most frequently used answers to this question:

- for children with special educational needs, it is necessary to repeat the material several times;
- select additional didactic material;
- children with special educational needs have difficulty remembering the material;
- have difficulties in independent performance of written works;
- children have difficulties in mastering the standard program.

Therefore, we can see that a child with special educational needs has quite a lot of difficulties and problems in learning, but with the joint efforts of the teacher and the teacher's assistant, these difficulties can be overcome.

The last fifth question was: Do students with special educational needs take part in educational activities (holidays, competitions, contests)? How does this happen? This question was posed to find out if children with special educational needs are involved in educational activities because they need to be included in the children's community. This would help to free children with special educational needs from social isolation, promote healthy interaction with other children, and to develop a positive, patient, tolerant, loyal attitude towards them on the part of others.

We received the majority of such answers to the posed question:

- on their own initiative kids with special educational needs can take part in any activities;
- children take part in competitions, festivals, fairs;
- children sing songs, participate in staging.

Thus, we can see that children with special educational needs take part in educational activities only on their own initiative,

and with the help of a teacher's assistant, they are actively involved in school life to socialize among their peers.

### 3 Discussion

Inclusive education is a natural stage in the development of the educational system, which is associated with the rethinking of society and the state attitude towards persons with disabilities, with the definition of their right to receive equal opportunities with others. In real-time and space, this pedagogically managed process acquires specific signs and forms of implementation in individual communities, countries, and regions, while having universal humanitarian origins and orientation. Inclusive education as a scientific category and as a pedagogical process, practically started, marked by an essential scientific and exploratory meaning and significance for pedagogy. Involvement of persons, in particular children, with disabilities "I to the general educational environment at the initial stages of development of society had a spontaneous, non-formalized nature. [10]

Thus, we can conclude that inclusive education is an important process that needs to be developed, improved, and implemented, which needs the support of the state, specialists, parents, and teachers thanks to which socialization of children with special educational needs will take place actively. To solve the problem of socialization of children with special educational needs more successfully, it is necessary to "first of all" provide quality vocational training in educational institutions, to introduce modern, prestigious professions, and not only those offered by the school.

It is necessary to socialize children with special educational needs into the general education system as much as possible, to involve parents in active participation in the education of children at all stages of preparing them for independent life, introducing them to cultural values and skills of living together. The transfer of culture through family and other social institutions, primarily through the system of upbringing and education, and later through the mutual influence of people in the process of communication and joint activities, serves as sources of socialization of the individual. The experience associated with the period of early childhood, with the formation of basic mental functions and elementary forms of social behavior is important.

Integration of children with special educational needs into collectives with their peers teaches them to be active, take initiative, make conscious choices, reach agreement in solving problems, make independent decisions. Treating such a child as an individual implies acceptance of his or her individual characteristics, respect for his or her honor and dignity.

Curricula, individual programs should be developed taking into account the child's characteristics: his/her interests, learning style, developmental level, temperament, and character traits.

The physical and learning environment of the group is adapted accordingly. A child with special educational needs has the opportunity to gradually move forward, and the main thing in this process, so that teachers do not require the child to do everything as her classmates. More attention should be paid to the social-emotional sphere. Such an approach will promote the development of positive self-esteem, independence, and autonomy of a child with special educational needs.

Therefore, having conducted an expert survey among employees of an educational institution and having analyzed the results, we will develop criteria of socialization of children with special educational needs.

### 4 Conclusions

The structure of the socialization process coincides with the chronology of individual development: birth, infant age, early childhood, preschool age, school childhood, adolescence, adolescence, adolescence, maturity, old age. Each of these stages

has its own leading way of socialization, which finds expression in leading activities: play, learning, entering the system of family, group, professional, ethnic, industrial, and other relationships. The way of development of a child with special educational needs lies through cooperation, social assistance of another person who is initially her mind, her will, her activity. This provision coincides quite well with the normal way of development of the child.

The main characteristics of the personality of a child with intellectual disabilities lie in the development of higher mental functions; therefore, pedagogical management of a child's development must occur through the creation of conditions for the introduction of components of social experience into the child's personality structure, contributes to the formation of his or her own picture of the world in the unity of consciousness, attitude, and behavior. The process of social adaptation is based on acquainting children with social reality.

At the same time, it is important to take into account the child's age-specific neofunctions, since these criteria are social by nature, and their priority development is provided in the process of socialization.

Thus, socio-pedagogical activity in an educational institution should be implemented as a technology of transformation of the social situation of a child's development into pedagogical, educational, educative, learning, and developmental with a focus on the main tasks of social adaptation consisting in the values formation and generally accepted norms of behavior necessary for life in society, communicative and social competence.

### Literature:

1. Andrews J., Lupart J. *The Inclusive Classroom. Educating Exceptional Children/ The University of Calgary*: Nelson. Thomson Learning – 561p.
2. Bailey, D. Collaborative goal setting with families. Resolving differences in values and priorities for services. *Topics in Early Childhood Special Education*, 1987, 7(2), p. 59-71
3. Bailey, D. Collaborative goal setting with families. Resolving differences in values and priorities for services. *Topics in Early Childhood Special Education*, 1987, 7(2), p. 59-71.
4. Bailey, D. *Working with families of children with special needs*. Washington D.C, 1994 - 56p.
5. *Defectological dictionary: study guide/eds. V.I. Bondar, V.M. Synov*. Kyiv: "MP "Lesya", 2011. 528 p.
6. *Defectolog: newspaper/head. ed. O. Kaliuzhna*. - 2017. - No. 11 (131), November.
7. *Dytyna z osoblyvymy potrebamy: Inkluzivna osvita. Defektologhiia. Korektsiina pedahohika: magazine/head. ed. V. Andrievia*. - 2018.
8. *Inkluzivna osvita dlia ditei z osoblyvymy potrebamy v Ukraini*. Official project site. [Web site]: Available at: [www.clicntcenter.youcandothat.com/wwwdev/ccds/uk/components.php](http://www.clicntcenter.youcandothat.com/wwwdev/ccds/uk/components.php) 3.
9. *Inkluzivna osvita v Ukraini: zdobutky, problemy ta perspektyvy. Reziyme analitichnoho zvituz rezultatamy kompleksnoho doslidzhennia* [Web site]/European Research Association. – 2012: Available at: <https://pandia.ru/text/79/501/26323.php>
10. *Inkluzivna osvita yak model sotsialnoho ustroiu/A. Kolupaieva/Osoblyva dytyna: navchannia i vykhovannia*. – 2014. – № 2. – P. 7–18. – Web site: Available at: [http://nbuv.gov.ua/UJRN/DLog\\_2014\\_2\\_3](http://nbuv.gov.ua/UJRN/DLog_2014_2_3)
11. *Khokhlina O.P. Zabezpechennia sotsializatsii dytyny yak meta diialnosti spetsialnoho osvitnoho zakladu. Dydaktychni ta sotsialnopsykhologichni aspekty korektsiinoi roboty u spetsialnii shkoli: scientific-methodical collection*. Kyiv: Nauk. svit, 2009. Edition 11. P. 287–291
12. *Kolupaieva A. A. Inkluzivna osvita: realii ta perspektyvy: Monograph*. - Kyiv: "Sammit-Knyha", 2009. – 272 p.: ill. - ("Inkluzivna osvita" Series)
13. *Osnovy spetsialnoi ta inkluzivnoi osvity: manual/edited by prof. Yu.D. Boichuk*. - Kharkiv: Kharkiv National Pedagogical University named after H.S. Skovoroda, 2018. - 338 p

14. Stoliarenko L.D. Fundamentals of Psychology. 3rd ed., Rev. and add. Rostov-on-Don: Phoenix, 2001.704 p.
15. Synov V. M. Metodolohiia ta teoriia doslidzhen v haluzi defektolohii. Collection of scientific works of Kamianets-Podilskyi National University named after Ivan Ohienko. Series "Socio-pedagogical"/ eds. O.V. Havrylov, V.I. Spivak. Kamianets-Podilskyi: Axioma, 2010. Edition XV. P. 7–9.
16. Tatiianchykova I.V. Sotsializatsiia ditei z porushenniami intelektualnoho rozvytku: monograph. Sloviansk: Published by B.I. Matorin, 2014. 381p.
17. Tatiianchykova I.V. Sotsializatsiia dytyny z vadamy rozvytku: teoriia, dosvid, tekhnolohii: monograph. Sloviansk: Published by B.I. Matorin, 2017. 457 p.
18. To children about the UN Convention: on the rights of people with disabilities/United Nations High Commissioner for Refugees; Nat. Assembly of People with Disabilities of Ukraine. - Kyiv, 2017. - 10 p.
19. The source of pedagogical innovations "Inklyuzyvna osvita: dosvid, resursy, problem". – Kharkiv: Kharkiv Academy of Continuous Education. - 2017, № 1 (17). - 228 p.
20. Verzhikhovska O. M., Rudzevych I. L. Teoriia i metodyka vykhovannia ditei v spetsialnii shkoli: navchalno-metodychnyi posibnyk/O. M. Verzhikhovska, L. I. Rudzevych. – 2nd edition/ revised and extended - Kamianets-Podilskyi: Kamianets-Podilskyi National University named after Ivan Ohienko, 2016. - 292 p.

**Primary Paper Section: A**

**Secondary Paper Section: ED**