Problems of Organization of Education of Children with Special Educational Needs in the Conditions of Contemporary Primary School (in the Context of Neuropedagogy)

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Abstract: *The relevance of the chosen topic of the article is determined by the fact that at the period of development of postmodern society there is a growing awareness of the need for innovative educational process by involving children with special educational needs (SEN), studying their development in the context of neuropedagogy, studying problems related to organization of education of children with SEN in the conditions of contemporary primary school. The purpose of the article is to study and substantiate in the context of neuropedagogy of the importance of organizing the education of children with SEN in the conditions of a contemporary primary school. The article considers the neuropedagogical foundations of inclusive education as an important factor in the socialization of children in contemporary primary school, highlights the problems of organization of education of children with SEN in a contemporary primary school and clarifies the role of parents in the process of inclusive education of children with SEN in the conditions of a contemporary primary school. Nowadays, society prioritizes the practice of coeducation of children with normal development and peers with SEN. An urgent issue of social policy is the study of the mechanisms of educational integration of children with disabilities under the new educational policy, taking into account specific financial, organizational and political resources.*

Keywords: *Modernization of education; inclusive education; specialized psychological and pedagogical support; creation of a special environment; parental support.*

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Introduction

One of the main tasks of the inclusive education is the access to education for children with SEN in regular schools, where special conditions and methods are created for the education of this category of students.

Solving this problem helps to cope with discriminatory views predominating in the society. Inclusive education enables all students to fully participate in the life of the preschool institution, high school and college.

Such education is aimed at developing in all children the abilities necessary for a full life in society, learning, communication. Effective implementation of the inclusion of an individual child in the microclimate of the educational institution is almost impossible without specialized psychological and pedagogical support as an inclusive process and its individual structural components (Behas et al., 2019; Demchenko et al., 2021; Komogorova et al., 2021; Sheremet et al., 2019).

After all, there are many problems on the way to implementation of the inclusive education, such as:

- dislike for children with disabilities;
- difficulties in understanding and implementing approaches to teaching children with SEN;
- unwillingness of many parents to teach their children together with children with special needs;
- and at the same time inadequate perception of peers with SEN by children with normal development;
- problems of social and psychological adaptation of children with SEN.

Inclusion takes into account both the needs and the special conditions that students and teachers need to succeed.

In this school it is necessary to appreciate and consider each child an important member of the team. Students with special needs should be supported by peers and other members of the school community to meet their SEN.

All students should have equal opportunities to establish and develop important social ties. Specialists involved in the educational process are trained in various methods and techniques that facilitate the process of inclusion, i.e., social integration among peers.

The following researchers dealt with the study of implementation of inclusive education: Baharev (2018), who argued that the process of implementing inclusive practices in education is studied on the basis of

widespread use of directive, regulatory-methodical and informational materials of regional government agencies and departments of education; Borysova (2006), who studied foreign experience of social policy in the perspective of inclusive education, which is relevant today. The works of Booth & Ainscow (2002) are useful in explaining the neuropedagogical foundations of inclusive education as an important factor in socialization of children in contemporary primary school. Sharma (2012) explains the problems of organizing education of children with SEN in contemporary primary school, which is valuable material for adopting foreign experience to address gaps in inclusive education in contemporary primary school.

Neuropedagogical grounds of inclusive education as an important factor of children's socialization in the conditions of contemporary primary school

Inclusive education is a process of teaching and upbringing in which all children, regardless of their physical, mental, intellectual and other characteristics, are included in the general education system and study at the place of residence along with their peers in secondary schools that take into account their SEN and provide the necessary special support (Babaieva, 2016).

Until recently, the traditional education system unequivocally believed that children with special needs should be educated in special (correctional) educational institutions, at home or special boarding schools for special children.

The new system of normative-legal documentation, which regulates state-public relations in this aspect, poses an urgent task of introduction and development of inclusive forms of education. The term "inclusion" is already firmly entrenched in the practice of contemporary schools (Florian, 2014).

Neuropedagogical research in this area proves that children with disabilities and normal intelligence can study with healthy peers in case there is an adequate psychological and pedagogical support (State Institute for School Quality and Educational Research Munich, 2018). Children with severe developmental disabilities and impaired intelligence need to study in a regular school, provided teachers take into account specifics of their development (Loreman et al., 2005).

The problems of implementing the ideas of inclusive education are due to the fact that not all teachers can create a special environment for a

special child. According to various studies, teachers of mass education are psychologically and methodologically unprepared to work with children with atypical development, with students who demonstrate behavioral difficulties or raised in antisocial families.

A special needs teacher knows who he / she is teaching and believes in the potential of his / her student. A teacher of mass education, due to limited special knowledge, does not understand the difficulties of a "special" child and constantly compares them with students with normal development, and as a result often gives such a child the following "diagnosis": inability to learn (Semigina, 2020).

Neuropedagogy of inclusive education involves inclusion in the educational environment of all, without exception, children with SEN; the choice of the forms of organization of education, a type of educational institution; organization of comprehensive assistance by a team of defectologists; building an educational route taking into account the requirements of state educational standards of primary general education, including those who study with disabilities; determining the priority of personal learning outcomes; expanding the temporary boundaries of special education; mandatory participation of parents in the process of educating a child with disabilities, etc. The updated system of special education is designed to provide an opportunity for every child to exercise his or her constitutional right to education in any type of educational institution and to receive the assistance he / she needs.

Problems of organization of education of children with SEN in the conditions of contemporary primary school

Inclusive education is a process of development of general education, which provides access to education for all, adaptation to different needs of children to provide accessible education to all children with SEN.

The inclusive model of education has been considered by many members of the scientific community. Most researchers have characterized it not as a static teaching of children, but as a dynamic action in which it is possible to constantly change conditions of education in order to take into account the individual characteristics of each student (Gachago, 2018).

The education of such children requires solution of a number of problems, the most important of which is improvement of the education system. At this stage in the development of this program, there are clear shortcomings in the legislative framework and in the social support system.

Much of the difficulty in teaching and raising children is due to the shortage of skilled workers in this field - psychologists, social educators, correctional educators, teachers.

Kremen and Ilin (2005), identify three main problems that arise when implementing this technology:

1) Society's unpreparedness to inclusive approach. If we consider the historical aspects, compared to Europe, the process of accepting people with disabilities has been slower, and therefore foreign society is still at a higher stage of development;

2) Insufficient training of specialists, lack of them in the education system, as well as the inability to implement an inclusive program;

3) Insufficient technical equipment for people with disabilities.

Thus far, only certain conditions have been created in schools for adaptation of children with SEN. Analysis of empirical data demonstrates knowledge and skills in inclusive education and training, which are at a low level. If we divide teachers by the levels of inclusive competence formed, the Huang and Zhang (2020) studies provide the following data:

- with zero level 45.5%;
- with low level 44%;
- with average level 5%;
- with high level 0%.

Inclusive education means not only education of children with SEN, they can be children of believers, migrants, orphans, etc. That is why the principles of inclusive education should help every teacher to create a community in the school that is open to any child, a society in which he or she can be heard and understood.

Attention should also be paid to the technical aspect of inclusive education. After all, creation of the necessary conditions means to organize the educational side of learning (Kalyanpur, 2008).

To implement inclusion, it also requires creation of a certain level of comfort, technical equipment:

1) For the hearing impaired:

- FM systems for individual and collective use.

They transmit sound (teacher's voice) from the microphone directly to the hearing aids or sound processors of students' cochlear implants, which allows the teacher to convey information to the student clearly and without distortion.

• Speakers (an additional element of the FM system, which creates a comfortable environment for all groups of students);

• Information (induction) systems that provide high-quality audio transmission when the use of FM systems is not optimal;

• Auditory simulator. It is designed to conduct individual classes on the development of auditory perception and practice of rhythmic and intonational language when working with children and adolescents with hearing loss or speech defects.

2) For the visually impaired:

• Computer complex for the visually impaired: personal computer with screen access software and video magnifier;

• Electronic video magnifiers: allow to read literature, view illustrations and graphics;

• Textbooks and writing utensils;

• Device for listening to audio tutorials.

3) For people with musculoskeletal disorders:

• Special furniture;

• Special keyboards.

4) Universal solutions for people with various types of disabilities:

• Interactive computer board with a projector;

• Sensory rooms;

• Developmental complexes and simulators.

Thus, introduction of inclusive education in the system faces a number of obstacles, the causes of which are various aspects of both the education system and society as a whole. In our opinion, it is expedient to single out such tasks, the solution of which will bring closer to high-quality universal implementation of inclusive education not only in the form of documentation, but also in the form of real implementation of understanding, in people's minds, of the necessity and importance of such transformations.

Such tasks should include, first, a complete provision of schools with all the above technical means; second, to intensify implementation of programs for training and retraining of specialists to provide schools with teachers who have the necessary level of inclusive competence; third, to acquaint society with the concept of inclusion in general.

Nevertheless, despite all the challenges the development of inclusive education is facing, we believe that it should continue to exist, as it provides

special positive opportunities and skills for both children with disabilities and children with normal development (Rozvadovska, 2018; 2019).

Thus, we can say that the introduction of inclusive education in the education system faces a number of obstacles, the main reason for which is the unpreparedness of the state to introduce people with disabilities into society.

The role of the family in the inclusive education of children with SEN in the conditions of contemporary primary school

Families choose inclusive schools so that their children can interact with developing peers and communicate with other parents and teachers. Teachers' high appreciation of the family's efforts in raising a child with a disability will help to develop mechanisms for effective cooperation between the family and the school. This requires, first of all, an emotional contact, trust, respect and acceptance, support of parents and consideration of their opinions.

Counseling-preventive and educational work with the family is based on the idea of cooperation, improving their educational skills and creating harmonious parent-child relationships. The purpose of this work is to change the psychological attitude of parents to the role of the family in the educational process; to change the style of relationship with the child; a greater use of family educational skills. In addition, social work includes acquainting students and parents with their rights and responsibilities, legislative texts and information about public and state organizations related to people with disabilities both within their country and abroad (Hudorenko, 2018).

Educators offer families raising children with disabilities specific practical assistance in registering disability and purchasing special tools for teaching children. The teacher acts as a link between children and adults, creates an atmosphere of social and psychological well-being in the school, involves parents and the general public in the organization and conduct of socially significant activities.

The main purpose of family work is to create favorable conditions for personal development of all family members (physical, social, spiritual, moral, intellectual), providing comprehensive social and psychological assistance, as well as protecting children and their relatives from the negative impact of different environments, negative factors influencing development of personality.

The process of organized cooperation with the family includes:

- investigation and description of requests for assistance;
- survey of family living conditions;
- finding out the general problems of the family and their specifics, differences from others;
- clarification of family goals and expectations;
- observation of forms of reaction (silence, talk, argument, aggressive behavior, distrust, etc.);
- study of those who have already helped this family and are now helping;
- the consequences of leaving the family by its members;
- study of the family's past;
- study of personality traits of family members.

Stages of the process of working with the family:

The first stage. Identification of families with children with SEN. To identify them, a social worker uses various methods of family research:

- observation of children;
- survey, questioning of parents and children.

Family diagnostics is a permanent building block on which the family help and support system is built. Performing diagnostic procedures requires adherence to a number of principles: complexity, objectivity, sufficiency, consistency, etc. Diagnosis should not be extended unless there are necessary indications for it. A new study can be conducted only on the basis of analysis of previous diagnostic information. It is necessary to start with the initial diagnosis of parents' complaints, and then, after checking the validity of these complaints, determine the causes of these disorders (Sharma, 2012).

The second stage. Definition of types of family upbringing.

At this stage, a social worker uses methods aimed at studying the relationship between parents and children with SEN; identification of leading patterns of behavior of each family member; studying the type of communication in the family.

The third stage. Differentiation of forms and methods of family work.

A teacher develops a plan of work with the family, aimed at adjusting the attitude to the child with SEN in the family, taking into account the predominant type of family upbringing.

The fourth stage. Organization of teamwork.

The family support (informational, mediation, leisure, socio-pedagogical) requires to cooperate with various specialists (educators, inspector of the department of guardianship and care, social protection, etc.).

The most important functions in working with the family (Rozvadovska, 2021):

Security and protection function. Its purpose is to ensure the safety of children's lives, their safety from external threats, legal protection of the legal rights and interests of the child, provision of the emergency care.

Preventive function. Together with other institutions and organizations, educators work on early detection of families raising children with SEN, provide timely assistance in resolving intra-family conflicts, provide recommendations for improving the framework of family upbringing and provide qualified legal and psychological support.

Restorative function. By taking measures to improve the living conditions of children in the family, educators help to restore the child's social status, strengthen its ties with the main institutions of socialization and support the efforts of families who are ready to overcome their functional incapacity.

Correction and development function. On the basis of comprehensive diagnostics, a system of measures of medical and social, psychological and educational work with a child and the family raising a child with SEN is established. The health improving function includes support and recommendations for improving the health of the child.

Compensatory function. It is about finding ways to replace the biological family, when it is impossible to overcome the alienation of the child from it. The interaction of specialists with families take place in three areas: educational, psychological and mediation.

Educational direction. Includes support for parents in the education and upbringing of a child with SEN. Educational assistance is provided by creating special parenting situations in order to strengthen the educational potential of the family. This direction is based on the application of the pedagogical model of family support.

Psychological direction. Includes socio-psychological support and correction. Such support from the teacher's point of view is designed to create a favorable psychological atmosphere in the family. The most effective support is in alliance with a psychologist.

Mediation direction. This area includes the following components: assistance in organization, coordination and information. Assistance in the organization means to organize family leisure (including family members in the organization of holidays, fairs, exhibitions, etc.). Coordination assistance is aimed at establishing and maintaining family ties with various departments, social services, centers of social protection and care. Information assistance is aimed at informing families about social security issues.

Methods of family work (Chavuta et al., 2011):

Persuasion method helps parents to convince of the consequences of their antisocial behavior with children with SEN. With this method, one can make sure that the parents themselves are looking for a way out of this situation. Observational method helps to collect more material for organization of educational work in the family. A social educator monitors the child's communication, his/her behavior in the family, at school, lessons, with peers and at leisure.

The interview method is one of the most common methods of work with parents with children with SEN to find out the causes of family problems and find ways to solve them in a confidential atmosphere.

Moreover, educators aim not only to work productively with individual families, but to find innovative ways to interact with all families. In inclusive schools, teachers develop effective school-family partnerships that bring families and schools together and, ultimately, help all children learn and develop.

The following principles of inclusive education can be distinguished:

- A person's value does not depend on his / her abilities and achievements;
- Everyone can feel and think;
- Everyone has the right to communicate and to be heard;
- All people need each other;
- True education can only take place in the context of real relationships;
- All people need support and friendship of their peers;
- All students progress faster in what they can do rather than in what they cannot do;
- Diversity enriches all aspects of human life.

Problems that arise in "normal" children and their parents (Napolitano et al., 2010):

Parents of typically developing children sometimes fear that the presence of children requiring special help in the classroom may delay the development of their own child. However, experience shows the opposite. Normally developing children do not fail, and their grades are often even better in inclusive education environment than in regular classes, and there is evidence that schools that are most effective in engaging and educating children with disabilities are best for all children. Conversely, the best schools for all children are the best for children with disabilities. In terms of behavior, social development and academic performance, especially when it comes to speech, children do much better in an inclusive school. And the attitude of their peers to atypical children directly depends on the stable position of adults and the climate in the classroom as a whole. Observations of American experts show that those who attended kindergarten before school treated children with disabilities more calmly and with understanding than even the educators who worked with them first.

Conclusions

The article studies implementation of inclusive education on the basis of scientific works of: Bakharev (2018), who argued that the process of implementing inclusive practices in education is studied through the widespread use of directive, regulatory-methodical and information materials of regional government agencies and departments of education. Borisova's work (2006) is valuable in the perspective of studying the foreign experience of social policy of inclusive education, which is relevant today. The works of Booth, Ainscow (2002) are useful in explaining the neuropedagogical foundations of inclusive education as an important factor in the socialization of children in contemporary primary school. Research by Sharma (2012) explains the problems of organizing the education of children with SEN in contemporary primary school. This is a valuable material for borrowing foreign experience in order to close the gaps in the organization of inclusive education in a contemporary primary school.

The idea of inclusive education will find its place in the educational process only when it takes over the minds of teachers and becomes an integral part of their professional thinking. This requires special efforts. The experience of implementing inclusive education shows that teachers and other professionals do not immediately respond the professional challenges required for this form of education. They go through several stages: from overt or covert resistance, to passive, and then to the active perception of

what is happening. Professionals are afraid: "Will I be able to do it?" They are afraid of not finishing and losing their jobs, they are afraid of responsibility, they are afraid to take risks.

Fear and uncertainty are also related to the fact that professionals are afraid of not having complete control over what is happening, asking for help from students, parents or teachers and thus admitting that they do not have answers to all questions.

Therefore, children with SEN should have the right to choose the place of education, and this right should be enshrined in the legal system and regulated at the level of practice. Educating such children in an inclusive school will significantly facilitate their further social integration, increase motivation and comfort in their after-school education, and have a positive effect on fostering tolerance for "otherness" among healthy students.

Thus, the article concludes that today there is a lack of elaboration of legislation in its part concerning the integration of children with disabilities into public life, which indicates the unpreparedness of state institutions for universal implementation: the practice of inclusion. However, we were able to see that, in fragments, the practice of inclusive education already exists in some schools, implemented by some enthusiasts among people directly interested in it, which indicates the willingness of a certain part of society to accept this practice.

The same situation was observed in other countries, many of them passed through it in their development. As a result, it can be stated that the system of correctional education of children with disabilities is on the verge of inevitable changes and the adoption of relevant laws is a matter of time.

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