

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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KEY SOLUTIONS FOR TEACHING CHILDREN WITH VISUAL DEFICIENCY IN MAINSTREAM SCHOOLS FOR BETTER TEST PERFORMANCE

In recent years the policy of inclusive education has become increasingly common worldwide as a strategy to deal with diversity and difference. Ukrainian teachers are meeting the challenges of today's classrooms - their increasing cultural, linguistic and developmental diversity along with the pressure to achieve high academic standards for everybody, including both regular students and those with special educational needs. Nowadays due to the increasing popularity of high-tech gadgets more and more children tend to lack their basic sense – sight, which negatively affects their learning performance. This fact raises a question of how to deliver the promise of inclusive education to achieve good academic and social results for everybody.

The topic of inclusive education and the principles of its efficiency grab the attention of scholars and teachers all over the world (M.Arthur-Kelly, C.Barnes, R.Brown, K.Hall, N.Hook, N.MacDonald, D.Mitchell, M.Nind, M.Oliver, G.Parekh, G.Porter, W.Sailor, A.Shaddock, R.Simpson, J. Stone, Van der Veen, L.Vyhotskii, A.Kolupayeva, I.Mamaichuk, N.Sofii, M.Svarnyk, O.Taranchenko, T.Pantiuk and other). Yet there is a gap in empirical research on the implementation of effective principles of inclusive education in mainstream schools. Therefore the research is dedicated to the problem of finding different ways of implementation of the key principles of inclusion teaching children with visual deficiency in mainstream schools for effective test performance. To reach this aim we have to define the main notions connected with the topic and to develop suggestions based on the experiment set within the school.

Nowadays the issue of the introduction of inclusive education as the type of education that can apply to all students with no exception is very significant and is treated as the paramount one in modern education. Many teachers have very strong views about how to work with children who have special educational needs and all the ways how to conduct such type of teaching. However, far too little attention has been paid to strategies to be used when implementing this model of teaching in Ukraine. Extra attention in terms of curriculum adaptation, teaching methods, availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting the school environment are among the subject matter.

Inclusive education as a concept, the philosophy of education (such as democratic education, civic education, personal-oriented education, etc.) is described differently in various sources [1, 8].

To define the notion “inclusive education” we have analyzed definitions in the main international documents: Standard UN Equal Opportunity Rules, United Nations Declaration on the Rights of the Child, The Salamanca Declaration and the Special Education Curriculum needs, International Consultation on Early Childhood Education with Children special educational needs.

There is a narrow and broad concept of inclusive education. A narrow one defines it as the teaching of children with special educational needs and children with disabilities in general education institutions. A wider understanding of inclusive education is a positive attitude to the diversity of students, the appreciation and consideration of the differences of each student [2, 53-54].

UNESCO states that inclusive education is "...the process of addressing and responding to the diverse needs of students through ensuring their participation in learning, cultural activities and community life and reducing exclusions in education and learning". The purpose of inclusive teaching is to improve the learning environment in which the teacher and students are open to diversity, which guarantees the needs of students and their respect for their ability and ability to succeed [3, 25].

There are different types of disabilities that can be related with the inclusive education: Learning disability (LD) (Dyslexia, Dysgraphia, Dyscalculia, etc); Communication disorder / Speech or language impairment (Apraxia, Dysarthria, Stuttering, Speech Sound Disorder, Orofacial Myofunctional Disorder, etc.); Mental retardation (MR); Emotional disturbance (ED); Autism; Hearing impairment / Deaf, hard of hearing (DIM); Visual impairment; Deaf-blindness; Orthopedic impairment (OI); Traumatic brain injury (TBI); Other health impairment (OHI); Multiple disabilities; Developmental delay (DD); Attention Deficient Disorder (ADD/Attention Deficient Hyperactivity Disorder ADHD); Schizophrenia [5, 24].

Having considered and analyzed basic classifications of disabled children, it is possible to design the classification of children with special needs relying on main kinds of disabilities. It includes such groups of children as: children with psychological and mental problems, children with somatic development problems, children with physical and physiological problems, children with social problems/needs and children with high physical and mental capabilities. Nevertheless the list can be continued as in present day schools there are many students with visual insufficiency which negatively contributes to the low level of learning performance.

Among all these kinds disabilities in the term of typical Ukrainian mainstream school there is one thing that needs attention – the problem of low eyesight. Sight plays a significant role in the formation of the subject matter of words and grammatical categories used by children in speech, in the development of them in figurative thinking. That is why the preparation of children with visual deficiency for future integration into society should be started at junior school age. Teaching and upbringing of children with visual impairments in comprehensive educational institutions is carried out on the basis of general principles. Moreover, their learning has its own special tasks and principles aimed at the restoration, correction and compensation of broken and underdeveloped functions, the organization of differentiated learning, preparation for life in a modern society. It should be noted that the peculiarity of these children's training is manifested in the light of the general laws and specific features of children's development, reliance on healthy forces and their preservation, the possibility of using special textbooks, devices and approaches.

There is a set of difficulties that can be met by a child with low eyesight: a child may have difficulty writing from the textbook, navigating the worksheet, finding writing supplies, interpreting symbols. To cope with this you need to create a system of orientation signs (collared characters, line numbering). To facilitate the holistic perception of large-format drawings, they need to be processed gradually (for example, by closing individual parts), increasing the time to complete the task, using a magnifying glass.

Besides everything mentioned above, we have also practiced using Multisensory Approach. A multisensory approach, "...also known as VAKT (visual-auditory-kinaesthetic-tactile) implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993)" [4]. The belief is that students learn a new concept best when it is taught using the four modalities. A multisensory approach is one that integrates sensory activities. The students see, hear, and touch. Using this approach means helping a child to learn through more than one sense that gives a possibility to accept the world and all the information by using all the possible ways. Multisensory techniques enable the child to use personal areas of strength to help to learn. They can range from simple to complex, depending on the needs of the student and the task at hand. Having conducted the experiment it became obvious that there was a significant difference between test performance of the experimental and the control group in favour of the experimental one. The difference indicated that using Multisensory Approach may have had a positive effect on achievements of children with low sight ability. Moreover, other students' performance was significantly better than that of the control group.

To sum up, today vast majority of mainstream schools still struggle to deliver the promise of inclusive education to achieve good academic and social results for everybody. A central task for teachers is to explore the ways to help children who find learning and participation difficult. Use of Multisensory Approach calls for individual and collective interaction for improving learning and participation of all children. In addition, it is able to assist teachers to be prepared to meet the diverse needs of all students learning foreign languages.

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KEY SOLUTIONS FOR READING COMPREHENSION IMPROVEMENT ON THE BASIS OF IMPLEMENTATION READING STRATEGIES FOR SIX FORMERS

Nowadays one of the main targets of Ukrainian education is to help learners to mature in their reading skills and develop the ability to progress efficiently from the stage of learning to read to the ultimate goal of either reading comprehension or reading to learn.

A variety of aspects of reading comprehension was represented in a vast number of academic research papers concerning the aspects of comprehension as the essence of reading and the active process of constructing meaning of the text, as a complex interaction among automatic and strategic cognitive process (D.Braze, Van der Broek, J.Carrol, M.Christopher, C.Aspin, A.Miyake, B.Pennington, S.Wadsworth, etc.). The features that comprehension depends on, i.e. prior knowledge, working memory, language processes (basic reading skills, decoding, vocabulary, sensitivity to the text structure, inferencing, motivation, etc.) were analyzed by J.Alonzo, M.Barnes, C.Bowyer-Crane, P.Bryant, K.Cain, L.Duesbery, J.Oakhill, M.Snowling, P.Yovanoff and others. At the same time effective strategies for reading comprehension improvement for educational purposes in Ukrainian schools still needs specification. The abovementioned remarks form the aim of the article – to consider the experience of overseas experts and to develop guidelines to be used for the secondary school students (sixth formers).

The educators who teach students reading comprehension deal with the different strategies and approaches, which help them to organize the learning process in the most effective and comfortable way for students to gain good reading skills. Even though some students have different inborn abilities than others, in such a case teachers-methodologists should revise given strategies or create new ones

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