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Pinchuk Yu. Organizational and legal principles of the work of the speech language pathologist at a SLP`S office in in the secondary education institution.

The article analyzes the regulatory framework that regulates the work of a speech language pathologist (SLP) at a SLP`s office in a secondary education institution. The main continent of primary education recipients who will receive SLP`s services at the SLP`s center is described. The characteristics of those children with severe speech disorders who must receive educational and SLP`s services in special and inclusive education institutions are also presented. The organizational and legal procedure for the creation of SLP`s office in a secondary education institution is characterized; the requirements for the territorial and age limits of coverage of the child population with SLP`s services are described. The purpose, tasks and duties of SLP at the SLP`s office are outlined, and the requirements for their professional education are indicated. The legal and organizational principles of the speech language pathologist's diagnostic and corrective work are indicated. The content and procedure of the specialist's diagnostic work and the diagnostic criteria for selecting children with speech disorders in the group for classes at the SLP`s office are described. The procedure for sending children to institutions of inclusive and special education is specified. The issue of group composition at the logopedics center is being considered, taking into account the type of speech impairment (oral or written speech) and age requirements. Recommended procedure for classes with different types of groups.

Key words: Children with severe speech disorders, children with special needs, speech language pathologist of a SLP`s office, provision of SLP`s services, secondary education institution, legal and organizational principles of a speech language pathologist's work at a SLP`s office, diagnostic and corrective work of a speech language pathologist.

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PREPARATION OF FUTURE TEACHERS FOR THE USE OF DIGITAL TECHNOLOGIES IN THE

SYSTEM OF INCLUSIVE EDUCATION

У статті обґрунтовано та представлено освітньо-методичне забезпечення підготовки майбутніх вчителів до використання цифрових технологій у процесі інклюзивної освіти. Охарактеризовано традиційні та комп'ютерні засоби навчання студентів. Обґрунтовано зміст навчання та навчально-методичне забезпечення (принципи, методи, форми навчання) навчання комп'ютерних дисциплін. Доведено доцільність включення в навчальний план вибіркової дисципліни "Методологія використання цифрових технологій в умовах інклюзивної освіти". Представлено спеціальне навчальне програмне забезпечення (електронні посібники, гіпертекстові засоби), які враховують специфічні вимоги інклюзивної освіти. Підтверджено доцільність використання експериментальної системи підготовки майбутніх вчителів до використання новітніх цифрових технологій у процесі корекційно-розвивального навчання.

Ключові слова: цифрові технології, підготовка, студент, вчитель, новітні інформаційні технології, діти з порушеннями психофізичного розвитку, інклюзивна освіта.

Problem formulation. The fundamental changes that are taking place in Ukraine, caused by them humanistic and democratic changes in worldview, ideology, science, education and culture, determine the need to increase attention to the training of the future teachers. In the national state program "Education. Ukraine XXI" it is stated that one of the main directions of educational reform is the introduction of modern pedagogical and scientific and methodological achievements in the educational process, and one of the main ways of improving the educational process is the widespread use of the latest digital technologies of education.

Trial analysis. Various aspects of the training of teachers of informatics and the introduction of the latest information technologies into the educational process attracted the attention of many researchers: M. Zhaldak (2006, 2015), O. Kryvonos (2014), O. Moyko (2014), G. Monastyrina (2009), N. Morse (2010), Y. Ramsky (2006), O. Spirina (2017), I. Fedorenko (2018), A. Fedorchuk (2015), A. Kharkivskaya (2013), V. Chernykh (2015), M. Fedorenko (2017) etc. They examined various aspects of the development of computer-oriented training systems, the creation of methodological support for their use. However, the issue of training teachers to work with computer technologies in the context of inclusive education has not been thoroughly studied, although it should be noted that in connection with the intensification of integration-inclusive tendencies in Ukraine there was an urgent need for quality training of specialists for working with children with special educational needs (Kolupayeva, 2014). The output of higher pedagogical education for the traditional boundaries of secondary schools and the need to prepare specialists for institutions of integrated and inclusive education in today's conditions deepens and diversifies the content of information preparation for future specialists of different specialties 01 Education / Pedagogy. Due to this, the question arises of the qualitative formation of the readiness of the modern future teacher to work with children who have psychophysical disorders in the higher educational institution.

Based on the above mentioned the **goal of our study**, was the substantiation and development of teaching and methodological support for the training of future teachers for the use of digital technologies in the process of inclusive education.

An analysis of the results of previous studies (Fedorenko, 2018) allowed to conclude that the level of formation of the readiness of future teachers to use information and computer technologies in the system of inclusive education does not satisfy the requirements of professional training of a specialist, which is conditioned by the following factors:

- insufficient information preparation of students;
- insufficient methodological training of teachers;
- the imperfection of educational plans and programs;
- lack of scientific and methodological developments that cover the methodology of such training in higher education institutions.

Main material. The state of professional training for the use of digital technology in the system of inclusive education by future teachers was assessed using the motivational, operational-cognitive and special-technological components of such training and their indicators. For the distribution of respondents according to

the levels of readiness for the aforementioned activities, the method of questioning was used. The questionnaire contained questions focusing on: the basic knowledge of future teachers from special software in the context of inclusive education, the formation of skills to use them in practice, self-assessment of the level of knowledge, skills and abilities. Skills were tested during laboratory work and special tasks aimed at organizing educational inclusive space.

According to the results of the study, it was found that the criteria for high level of preparedness correspond to 32.36%, and sufficient - 36.39% of respondents. Indicators on criteria of satisfactory level of readiness showed 23.31% of students, and unsatisfactory level - 7.94%. A significant percentage of students of high and sufficient levels (68.75%) provided indicators of the motivation component of readiness (78.71%), similar to the indicators of the special-technological component showed about 50% of students. Students understand the importance of using the latest digital technology for their future professional activities under the conditions of inclusive education (motivational component), but lack relevant knowledge and skills (operational and cognitive and special-technological components).

The level of formation of the readiness of future teachers to use information and computer technologies in the system of inclusive education does not satisfy the requirements of professional training of a specialist, which is conditioned by the following factors:

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Future teachers professional training should be based on an integrated approach to designing content and using methods, tools and forms of learning and an individual approach. At the same time, the important factor in designing the process of professional training of information and computer technologies of future teachers for activities in the context of inclusive education is the complex use of traditional and computer-based learning tools on the principle of mutual complement.

The first component of this complex process is the creation of the content of training and teaching and methodological support for the teaching of computer science disciplines. Due to this, students of fourth year of education direction 01 Education / Pedagogy in the second semester of selective educational plan was introduced discipline "Methods of use of digital technologies in terms of their inclusive education". The discipline had 3 credits (total of 90 hours, 34 auditoria hours, 10 hours of lectures, 24 hours of laboratory work, 56 hours of individual work).

It was supposed that this course will allow to acquaint students with the knowledge, skills and abilities they need for the use of the latest digital technologies in future professional and pedagogical activities in the context of inclusive education.

Consequently, the study course envisaged the formation of students' knowledge about: special application software for use in teaching children with specifics of psychophysical development; diagnostic and correction programs; multimedia technologies, their use in the educational correction process at different stages of the class and classification.

On the basis of this knowledge, the students had to acquire the ability to independently work with diagnostic programs and means of correctional direction, use programs to check and control the quality of students' knowledge with the specifics of psychophysical development.

As a result, in the study of this discipline, students would be prepared to organize and conduct lessons in a specific computer learning environment.

During the formation of the contents of the training of future teachers of defectologists to the use of the latest computer technologies in the process of inclusive education we were guided by the fact that in the subject of the lecture course in the proposed approach it is necessary to take into account educational information that concerns not only aspects of knowledge about the latest computer-information technology, but also methods of preparation for solving various diagnostic and corrective issues with the help of appropriate software.

In accordance with the curriculum, electronic materials for lectures, methodological developments for conducting laboratory works, preparatory materials for course papers, topics of abstracts, materials for

independent study, means of test intermediate and final control of the acquired knowledge were prepared in electronic form. Due to the fact, that such course is taught, it is expedient to carry out laboratory classes in special classes or centers equipped with special diagnostic and correctional equipment, have sufficient number of workplaces to accommodate a group of students. In fig. 1 presented some lecture materials on the topic "Application of information technology in the teaching of children with visual impairment".

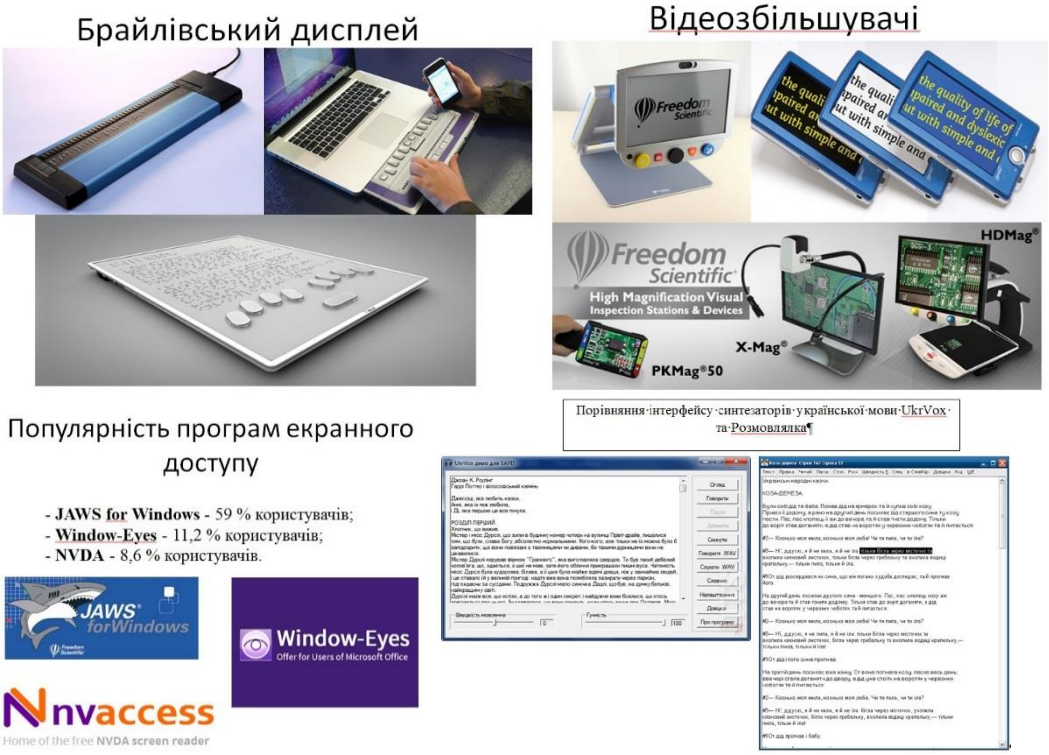


Fig. 1. Lecture materials

The aim of a quality computerized information training of teachers to work in inclusive classrooms is complicated by the fact that most textbooks, manuals, educational computer programs that appeared in recent years, do not fully fulfill the specifics of this preparation in institutions of higher education.

In connection with the above, we considered it appropriate to create special pedagogical software that would take into account the specific requirements of inclusive education.

One of the most popular modern teaching materials are electronic guides. We will show our approach that we have taken for professional adaptation of the training manual on the example of an electronic manual for the course "Methods of usage of digital technologies in terms of inclusive education."

Designed electronic manual included a methodological support for the learning process and has been used in combination with methods of intermediate and final testing.

Under the means of tests of intermediate and final control of the acquired knowledge, we understand such a control program, with which, in a limited time, one can conduct rapid diagnostics of knowledge and analyze the received array of assessments in order to form an objective cut of the quality of knowledge of the assimilated material. In the process of reviewing the presentation and learning assumptions of the educational material in the e-manual, we included demonstration programs that illustrate the implementation of the most commonly used actions when learning specific learning material.

One of the important stages in the creation of teaching software teaching aids is the choice of an instrumental environment, suitable for the implementation of the main didactic requirements for an automated, professionally adapted manual on informatics geared towards the training of teachers of the appropriate qualification level.

One of the most successful technological solutions to this problem is the use of hypertext environments. Domestic and foreign experience of using hypertext environments in the educational process shows that hypertext as a tool of cognition should be used as a learning tool.

Created on the basis of hypertext, electronic manuals should improve the methodological provision of self-employment of students by accessing the training information provided by the relevant departments of the

faculties through internet.

The use of general-pedagogical methods in informational and computer training of future teachers has certain features. Yes, we consider it appropriate to combine organic methods of traditional teaching (lecture, narration, demonstration, work with a textbook and other means of the teaching-methodical complex on paper media, student polls, teaching work under the direction of a teacher, project method, business games, discussion, cooperation) and computer-oriented, to which we carried multimedia lectures, multimedia presentations of students, studying the disciplines of the information-computer cycle, computer diagnostics of readiness of students for workshops, training automatized control "electronic student portfolios" method of telecommunication projects, business computer games, problem discussion in the information-educational environment.

Throughout the process of teaching "Methods of use of digital technologies in terms of their inclusive education" considerable attention was paid to practical teaching methods, formation and skills to use information technology elements in future practice in terms of inclusive environment.

The readiness of the student to engage in pedagogical activities in the context of inclusive education as an indicator of mastering them in the basics of pedagogical skills can be revealed only during the period of pedagogical practice, when based on the analysis of his activities, it is found that the correspondence of their own knowledge, skills and abilities to the actual existing list of knowledge, skills and abilities that are indicators of mastering the basics of pedagogical skill.

Pedagogical practice as a teacher of an inclusive institution was aimed for the realization of its functions during practical activity, as well as the realization of a student-practitioner at the same time training, development, correction and rehabilitation in their organic unity. Future teachers were able to see a certain product of their activities - the development of the personality of a child with special educational needs.

In defining the tasks of practice, we proceeded from the general issues of its organization and conduct, set forth in the program of pedagogical practice. In accordance with the objectives of the study, we have improved the content of pedagogical practice. One of the tasks of the practice was to consolidate and deepen the skills of using the latest information technologies during different types of lessons and at each stage of the lesson to solve specific educational and correctional issues. Also, students were trained to improve their ability to use special computer technology in preparation for the lessons (making visual aids, handouts, etc.), the ability to create a comfortable and secure computing environment.

During the course of the practice students had to conduct 2 trial and 2 control exercises using the latest digital technologies. Level of ability to use the latest technology and those of the educational process in an inclusive class was one of the criteria for evaluating the success of educational practice.

Along with the traditional forms of training in the study, attention was paid to the collaborative work of students and teachers in solving information problems using the latest technologies in their inclusive school term learning process. Such organizational forms of learning have a significant effect both in mastering the basics of digital technology and in the training of future teachers. Considerable attention was paid to the fact that each student had the opportunity to work as much time as possible on a work place. This was achieved at the expense of a special organization of laboratory work, assisting student teachers in the course of classes, organizing role-playing games, the organization of independent work, dispatching the work of computer classes, requirements for the mandatory use of computer-information technologies in the performance of laboratory, coursework and diploma, report preparation, etc.

We have provided great value to the laboratory work for the future teacher training system to use the latest computer technologies in the inclusive education system.

For students in terms of discipline " Methodology of using digital technologies in the conditions of inclusive education" laboratory classes were developed that included preparing them for playing forms and for using computers in inclusive schools at different types of lessons.

As an example, during the laboratory lesson, on the topic "Computer usage at the course of getting new skills in inclusive classes", students-statisticians (in the role of students) are divided into 3 subgroups (1 subgroup - "students" with reduced vision, 2 subgroups - "students" with intellectual disabilities), 3 subgroups - "students" with norm-like development. Student-statistician is also in the role of a teacher. The lesson has the following structure:

1. Updating and correction of reference knowledge of "students" is checked using a computer (1, 3

subgroups). For them, the "teacher" can offer various interesting tasks (which are more complex).

The second subgroup works with a "teacher" on questions (5-10 minutes).

2. Assimilation by students of a new material: 1, 3 subgroups study the material on a computer, analyze diagrams, working principles etc. For 1 subgroup, it is suggested to turn on an electronic magnifier.

Others listen to the explanation of the "teacher" (5-10 minutes).

3. Systematization of knowledge: "students" 1 and 2 subgroups perform tasks in a methodological manual.

Other "students" work with "teacher".

4. The summary of the lesson is held together for the whole group.

For the laboratory lesson on the topic "Using a computer in generalization and systematization of knowledge", the group is also divided into 3 subgroups:

a) the first subgroup of "students" independently works on computers for 5-10 minutes, 3 subgroups - 15-20 minutes (using tasks from a methodological manual, tasks of a creative nature, the development of logical thinking, etc.);

b) the second subgroup of "students" works with "the teacher" (tasks from a methodological manual, creative type, on the development of logical thinking). The course of the accomplished tasks at each level is controlled by the teacher.

In order to monitor the changes that have occurred in the result and the molding survey, we have determined the dynamics of changes in the readiness indicators of the future students of inclusive classes to the use of digital technologies in the educational process of children with special educational needs. It was carried out in experimental groups (EG) using the same criteria, methods of conducting the study, as in the beginning of the experiment. The data were compared with the results of the control students who studied according to the old plans and programs received by us in as a result of holding the stage of the study. The experiment involved 43 students of the 4th year - the experimental group (EG) and 41 students of the 4th year - the control group (CG).

As a result of experimental work, there have been significant positive changes in the levels of the formation of the professional readiness of future specialists to the use of computer technologies in the process of inclusive education. At the final stage, the number of high-level experimental group students increased from 32.36% (CG) to 57.37% (EG), at a satisfactory level decreased from 23.31% (CG) to 7.75% (EG)/ The number of EG and CG students who were at a sufficient level remained almost unchanged throughout the study period (36.39% (CG) and 34.38% (EG).

There was no satisfactory level of readiness of the students of the experimental group. In order to determine the degree of statistical difference between the experimental and control groups we used the Fisher's multifunctional criterion, which makes it possible to assess the validity of the differences between percentage parts of the determined indicator in two samples using the following formula:

$$\varphi^* = (\varphi_1 - \phi_2) \times \sqrt{\frac{n_1 \times n_2}{n_1 + n_2}}$$

The calculation of the Fisher's criterion has allowed us to assert that the students of the experimental groups have made credible positive changes in the formation of readiness to use the latest computer technologies in the system of inclusive education. So the empirical value of Fisher's criterion for students (EG), which was at a high level, was 2.89, which allowed the difference to be considered valid. That is, the results of the experiment confirmed the feasibility of the proposed system of student preparation for the use of modern digital technologies in the context of inclusive education.

Conclusion. The research has shown the feasibility of introducing into the educational plans of students studying in the field of education 01 Education / Pedagogy of selective discipline "Methodology of using digital technologies in conditions of inclusive education".

The study improved production program of teaching practice in inclusive classes. The program of this practice provided for control lessons with the obligatory use of modern digital technologies in working with children with special educational needs.

The results of the statistical calculations of the reliability of the obtained results confirmed the expediency of using the experimental system of future teachers' training for the use of the latest digital

technologies in the process of inclusive education.

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L. Rudenko, I. Fedorenko, M. Fedorenko. Preparation of future teachers for the use of digital technologies in the system of inclusive education.

In the article the educational and methodological provision of training of future teachers for the use of digital technologies in the process of inclusive education is substantiated and presented. Traditional and computer-based learning tools of students are characterized. The content of teaching and teaching-methodological support (principles, methods, forms of teaching) of teaching computer-based disciplines is substantiated. The expediency of introducing into the educational plan the selective discipline "Methodology of using digital technologies in the conditions of inclusive education" has been proved. Was presented special educational software (electronic manuals, hypertext medium), which would take into account the specific requirements of inclusive education. The expediency of using the experimental system of training of future teachers for the use of the latest digital technologies in the process of correctional training has been confirmed.

Keywords: digital technologies, preparation, student, teacher, the latest information technology, children with disorders of psychophysical development, inclusive education.

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АНАЛІЗ СТАНУ ВКЛЮЧЕННЯ ДІТЕЙ З ПОРУШЕННЯМИ МОВЛЕННЯ В ІНКЛЮЗИВНУ ОСВІТУ

У даній статті розглядаються особливості включення дітей з порушеннями мовлення в інклюзивний заклад освіти.

Авторами визначається переваги та недоліки впровадження інклюзивної освіти у загальноосвітні заклади. Визначаються умови успішного навчально-виховного та корекційно-реабілітаційного процесу в інклюзивній освіті.

Ключові слова: інклюзивна освіта, інтеграція, діти з порушеннями мовлення, інклюзивний освітній заклад.

Постановка проблеми. В умовах постійних змін, які відбуваються в сучасному суспільстві, проблема інтеграції дітей з порушеннями мовлення та формування соціальних взаємовідносин в інклюзивному середовищі набуває особливого значення. Реформування системи спеціальної освіти, шляхом залучення дітей з порушеннями мовлення до інклюзивних закладів освіти, а також внесення коректив у зміст та структуру самої системи корекційної освіти – це один із пріоритетних напрямів сьогоднішньої наукової діяльності фахівців даної галузі. Перехід до нової освітньої парадигми в основі якої лежить особистісна орієнтація всього освітнього процесу визначає орієнтацію не лише на освоєння освітніх програм різного рівня, але і на формування соціально свідомої особистості, формування життєвих та соціально значущих якостей, умінь та навичок.

Інклюзивний дошкільний заклад, який спрямований на залучення дітей з порушеннями мовлення до навчально-виховного процесу, на сучасному етапі розвитку спеціальної освіти займає безпосередньо ключове значення. Основна його діяльність має бути направлена на активізацію внутрішніх ресурсів дитини з порушеннями мовлення та розвиток внутрішнього потенціалу особистості.

Аналіз досліджень і публікацій. Значущість навчання дітей з психофізичними порушеннями в умовах загальноосвітнього закладу досить давно стала об'єктом дослідження науковців. Зокрема, В. Бондар, А. Колупаєва, Т. Євтухова, В. Ляшенко, І. Іванова, О. Столяренко, А. Шевчук, О. Савченко присвячують свої праці вивченню проблеми залучення дітей з особливими потребами до навчання в загальноосвітніх навчальних закладах, їх реабілітації та соціалізації до суспільних норм [2]. Організація різного роду корекційної роботи в умовах інклюзивної освіти розглядались у наукових напрацюваннях А. Колупаєвої (2016), Т Сак (2011), О Таранченко (2011).

Аналіз психолого-педагогічних досліджень дозволяє констатувати про різні аспекти