

**FEATURES AND COMPONENTS OF THE PARENTS AND EDUCATORS'
PSYCHOLOGICAL READINESS TO INTEGRATE WITH CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS**

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Abstract

The article studies the main problematic aspects of the preschool teachers and parents' psychological readiness to inclusive education of preschool children. It is known that inclusive education creates new demands to all participants of the educational and training process in pre-school educational establishments, including parents. Preschool educators are characterized by an inadequate formation level of such readiness components for inclusion as: cognitive and emotional. It should also be noted that attitudes towards children with special educational needs are also linked to stereotypes that have already emerged, especially in relation to those children who have a more difficult form of inclusion. The problem is that the implementation of inclusive education shows a difference in understanding and expectation of the tasks facing both parents and teachers.

Keywords: *inclusive education, inclusion, children with special educational needs, psychological readiness.*

Articulation of the problem

The social and economic development of a country is impossible without the qualified education provision at all levels. The first and most necessary link in the education system is usually pre-school education, since preschool age is sensitive (favorable) for the development, education and upbringing of the younger generation. However, insufficient attention has been paid to the organization of education for children with special educational needs. The success of inclusive education depends on the well-organized psychological and pedagogical support of preschool children with special needs, both from all participants in the educational process and parents. The concept of inclusive education reflects one of the main democratic ideas i.e. all children are valuable and active members of society. That is why it is important to pay considerable attention to the psychological readiness of both parents and educators to work with children with inclusion, their close cooperation, responsibility for organizing the educational process, in particular in pre-school institutions.

Analysis of the recent research and publications.

Analyzing the latest research on the participants' psychological readiness in the educational process for inclusion, it should be noted that most of them are devoted to the teachers' readiness formation. As the scientist S.V. Aloykhina identified in her works the structure of teachers' psychological readiness and characterized the main problems of formation of teachers' psychological readiness for inclusion, as well as the leading role of the teacher in the inclusive education development [1]. Also in her works, the researcher conducted an analysis of the teachers' difficulties at the stage of implementation of inclusion, and also developed a program for training teachers and parents [6, p.235]. It is worth mentioning that a number of authors give priority to the knowledge of the basic ideas of inclusive education, to understand the psychophysical characteristics of children with different types of disorders, and to the formation of educators' motivation.

T.V. Volosovets, in his works, focuses on the issues of ensuring the conditions of child socialization in pre-school institutions, with the need for teachers' methodological provision [2, p.15]. However, most publications are practical and they highlight the problem of pre-school teachers and parents' readiness for inclusion. The works define the need for the formation and assessment in the professional competencies of teachers, and one of the main problems is the problem of teachers' professional burnout [2, p.16]. However, the research does not sufficiently cover the problems of inclusion organization at the level of pre-school education institutions, the most problematic aspects of psychological readiness of pre-school institutions teachers and parents of children with special educational needs for inclusive education are insufficiently analyzed.

Investigating the research of such scientists as D.A. Petrovska, T.M. Mishyn, A.I. Zakharov, D.V. Zaytsev, D. Bekh, it is necessary to note that the decisive factor influencing the personality and behavior formation and development of children with special educational needs are the close cooperation between the family and teachers and all participants in the educational process [5, p.302]. The American Thornball and Seligman family researcher identified five periods associated with stress in the stages and transitions of the family life cycle with children with special educational needs, including: child birth, school age, adolescence, "graduation" period, post-parental period [7, p.360]. For the family raising a special baby, according to V.I. Garbuzov, such functions as: corrective and developmental, compensatory and rehabilitative [3, p.169] are important. Their main purpose is to establish the psychophysical and social status of the child, to achieve material independence and social adaptation.

The article purpose is to theoretically analyze and substantiate the readiness and components of the psychological readiness of parents and educators to work with children with special educational needs, and to identify difficulties that all participants in the inclusive educational process face.

Presenting main material. To begin with, we'll consider the definition of psychological readiness. In various sources, psychological readiness is regarded as a complex and dynamic education that is a set of personal characteristics, subjective qualities, knowledge and personality skills that contribute to the successful performance of their functions. In the psychological readiness formation, the significant role is held in the individual life experience. If we are talking about the psychological readiness of all participants in the educational process to work with inclusion, including

parents and teachers, it is appropriate to distinguish the main components of this readiness, in particular:

- cognitive;
- motivational and valuable;
- emotional;
- behavioral.

We will study each of them in details. If we talk about the cognitive component, the crucial here is that parents know the specifics of the child's development, their needs. However, they have very little understanding of the inclusive education organization, and this can be related to a number of factors, both external and internal. Another problem is that parents are mostly unaware of the legal and regulatory framework regulating the educational process. Another negative factor is that they have no idea about the options of adapted educational programs, their filling, about the content of psychological and pedagogical support of the child in the pre-school education institution.

The next readiness component is motivational, which is considered by scientists from the point of two criteria, which were to identify value orientations as the main determinants of the motivational sphere, their methods and goals of activity. This component also determined the content of parents' expectations when the child was involved in the inclusive process. We should mention what are the main expectations of parents for inclusive education; in particular, scientists say that it is: withdrawal from isolation, equal partnerships, reducing emotional and psychological stress in the family, improving the child mental development and many others.

Another equally important component is the behavioral component. The specificity of the readiness behavioral component for inclusive education is based on the formation of qualities that influence the relationship between parents and children, and, as the results of studies show, often in such relationships, indicators of empathy are not too high. In our opinion, it can be connected to the pre-school institutions insufficient funding, an accessible environment lack in educational institutions, lack of teachers training and lack of desire and motivation to learn new or improve already acquired work technologies [8. p.304]. It is worth mentioning that an important role in the process of social integration of a child with inclusion is given to the family, which ideally acts as one of the main factors of its "entry" into the system of social relations. That is why the family, its activity in the process of the child development and education determines its status in the future, the degree of readiness for inclusive education in educational institutions in further life.

The modern family of child with inclusion, in addition to traditional functions, should perform a number of specific one, in connection with the presence of the certain developmental problems child, in particular (habilitation, rehabilitation, corrective, compensatory). Thus, we defined the leading functions of the family that includes: reproductive, educational, economic and household.

The reproduction function is associated with the need for the existence of man as a biological species. In many European countries and in Ukraine as well, this function is undergoing a crisis i.e. the number of marriages has decreased, the birth rate has reduces, and the process of population age is deepening. All this caused the demographic crisis in Ukraine.

The next, perhaps most important, function is the upbringing, which shows how the educational process is going, what priorities it gives. According to researchers and scientists, it is in the family that the foundations of educating and shaping the future personality are laid, through which the spiritual heritage, life experience, work skills, national mentality are passed on to the descendants. Another important from a practical point of view is the household function directly related to the

previous one. With the creation of a family, the couple has obligations to each other. First of all, it is connected with joint work in the family. It is in the family that everyone begins to learn responsibility, and it is the duty of each member to do some work. Joint household management and the economic support of the family in modern conditions are conditioned by the change in the roles that women play. More and more often they take over the functions of the breadwinner. It is not uncommon for families raising a child with a developmental disability.

Today the family, as a social institution, is in a state of acute crisis, which, of course, adversely affects its basic functions, that is, its viability i.e. material and economic support, housing and living conditions. This, in turn, creates a certain moral and psychological climate that affects the spirituality of the family, the children upbringing, the organization of the family members' leisure time. Families with inclusion need special attention children, as it is in these families that social, psychological and somatic changes are observed. Existing psychophysical defects in the child lead to changes throughout the family system. The implementation of the educational function by parents is difficult and needs the help and support of the psychological and pedagogical area various specialists. There are problems with family education. The modern family of a child with special educational needs can rarely act as an effective factor in its social integration. The main reasons for this are:

- low economic status and the level of many families;
- effective support lack from the state, in particular education;
- negative social attitude.

A family with children with special educational needs is a category that belongs to the so-called "risk group". It is known that the number of different disorders in families with children with disabilities is twice as high as in families with no children with inclusion. These and other factors lead to parents in many cases cause obstacles in the rehabilitation of children with special educational needs. But even when parents take a more constructive position, they feel emotional overload and need special knowledge about their child's health and development issues. Families in the process of raising and socially integrating a child with special needs face a great deal of difficulty, all of these are part of their parents' psychological readiness to work with such children.

However, in our opinion, there are many ways to help a child learning in an inclusive environment, such as discussing what happened in a pre-school institution, helping to develop and train new skills, and etc. At the same time, parents make it clear to the child that it is important for them to hear about their day at the pre-school establishment. Parents should ask their child about friends, what he/she does in class, successes in performing special tasks, etc. [4, p.32]. You also need to be interested in plans for tomorrow and future events. When parents talk to their child about the experience they have gained, even if it is insignificant, they acknowledge the endeavour, efforts and achievements. This will allow them to identify current needs and start developing strategies to help their child in these areas. Strategies will depend on its capabilities and needs.

An important point in psychological readiness is that parents need to learn what skills and concepts the child will work with during the school year in pre-school, what skills he or she needs to develop, what to know, what concepts to operate with, etc.

As knowing what the child will learn, parents are able to pay more attention to these tasks at home in order to improve new skills, better learn the information.

It is also very important that parents demonstrate to the child that his or her achievements in the classroom or in creativity are important to them. If he/she did something with their hands, it should

be placed in a foreground. So, you can put a picture in a beautiful frame and hang it on the wall, and a made postcard, put it in an envelope and send it to your grandparents.

The numerous scientific works analysis allowed us to determine *the mechanisms of providing inclusive education and upbringing*, in particular:

1. A child with special educational needs prior to enrollment in a preschool institution is being examined.

2. The parents of the child have the right to choose adequately the educational institution where they are going to study.

3. The educational institution organizes the pre-school educational establishments' teachers for carrying out corrective and pedagogical work with the appropriate group of children and each individually.

Researchers have also identified and developed *recommendations for preschool educators to successfully work with children with special educational needs*.

The teacher should acquire the necessary knowledge and skills, including:

- to get acquainted with the anamnesis, to be aware of the main types of inclusion;
- to study the state of attention, fatigue, work pace of each child;
- to take into account the listening, vision, features of motor skills and the preschooler general physical development;
- to be well acquainted with the possible devices that use preschoolers with impaired vision and hearing, check the suitability of hearing aids, keep the glasses clean;
- to learn identifying, evaluating and creating a training environment for children with different needs;
- to understand the importance of purposefully engaging with children of family members, establishing partnerships with them;
- to study the main principles and strategies of teamwork;
- to learn how to monitor and evaluate their children in the classroom;
- to finish lessons when children are tired or inattentive;
- to learn how to adapt curricula, methodologies, materials and environment to the specific needs of children;
- to create optimal conditions for communication, to promote friendly relations between children and the formation of the team;
- to form in children the experience of relationships in society, the skills of adaptation to the social environment, respect for children and parents.

Equally important in our view is the process of stimulating self-esteem and self-confidence in the child, but now it is not about permissiveness. Children, including children with special educational needs, have to be set clear boundaries and rules, and the primary task of parents and educators is to draw the child's attention to the fact that he or she is doing something wrong, contrary to rules and regulations and is endangering him or herself.

As with any communication, constructive criticism should be used in communicating with the child, but one that is not shameful and disrespectful, but rather one that notice the cause and effect of each action. That is, if the child did something wrong, it is necessary to speak of action and misconduct, but not about the child as an individual. The child should understand that the parents or educators, in particular the caregivers are on his/her side, support them, but the misconception that the child has committed is to discuss and draw conclusions. Very often, for children who have special

educational needs, they often decide how and what to do, as if they do not trust and associate it with inclusion, parents can be said to be with hyper care to such children. However, you need to nurture autonomy in decision making, as there are many opportunities for a child to be responsible for making decision. The ability to make decisions is initially simple and, over time, difficult life situations stimulate the child to become independent and responsible. For example, a child may be allowed to choose the time for extra homework, leisure activities.

Another aspect of parents' work is to encourage children's creativity and imagination, that can be manifested itself in drawing as well as in music or artistic activity, it can occur both in pre-school institution and at home, the main readiness of all participants of the educational process to its provision. Another important factor in parents' willingness to fully engage with their children is training to achieve this goal. That is why, in order to develop the child's personality, teachers and parents need to create conditions in which the child sees the full diversity of opportunities in the surrounding world, and all participants in the educational process should teach the child correctly and quickly set goals, distributing them to the closest and the furthest, those that form the right life settings and stimulate personal development.

Conclusions

Thus, it can be concluded that most parents and other participants in the educational process in pre-school institutions are not sufficiently psychologically prepared to work with children with special educational problems. The relevant research publications analysis has shown that inclusive education is a specially organized interaction of teachers with children with special educational problems, which involves the use of organizational (legal framework, comprehensive diagnostics, gradual inclusion of children with special educational needs in pre-school education and teacher training. However, in our opinion, parents have an underdeveloped cognitive component, and the motivating factors for parents are to create the conditions for the child's improvement, changing attitudes towards children with special educational needs.

Parents, very often, demonstrate a shift in their own values system towards the tolerance. Parents are often afraid of organizational and household problems in inclusive education (especially in the group of parents with special educational needs). The parents often have poorly formed qualities that are important in the process of building relationships.

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