

develop a set of interrelated methodological actions to ensure the effective teaching English monological speech to junior pupils.

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**PERFECTION OF METHODOLOGICAL PREPARATION OF STUDENTS
IN THE FIELD OF INCLUSIVE EDUCATION**

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Abstract. *The paper identifies the main innovations in the inclusive education, approaches to a new paradigm of education. Attention is paid to the development of the project “Education of Romani children”, its methodology, recognizing that all children are individuals with different learning needs. It is proved that inclusive education is trying to develop an approach to teaching that will be more flexible as to meeting different training needs. There have been tested software modules of work with Romani children, which confirm the effectiveness of the proposed method of work, based on the pedagogy of cooperation. The content of the problem, gaming techniques for the development of critical thinking, creativity, intelligence of children has been revealed. There has been presented the experience of the innovative educational institution – Nerubayske EC “grammar school”, which works on the basis of competence-orienting approach, a paradigm of dialogue between cultures and pedagogy of tolerance.*

Keywords: *innovation, inclusive education, Romani children.*

The relevance of research. Currently, there have been determined the following main trends in the development of modern education in our country, namely the growth of autonomy in decision-making by all subjects of the educational system; possibility for any educational institution to develop and introduce a new concept of training and education, the corresponding educational programs, plans to open an alternative classes and courses.

Innovative pedagogical direction is one of the essential components of the educational activity. And it is no coincidence. This innovative activity does not only generate the basis for the creation of competitive institutions at the educational market, but also determines the direction of professional development of the teacher, his creativity, actually contributes to the personal growth of students.

The paper presented the experience of functioning of an innovative educational institution – Nerubayske EC “grammar school”, which took part in the international project «INNOVEST» and implemented innovation in

inclusive education in the educational process. A special niche in this issue covers the training of students of the Faculty of Physical and Rehabilitation Defectology of South Ukrainian Pedagogical University named after K. D. Ushynsky a new paradigm of education.

There have been tested program modules of work with children of Romani origin on the basis of Nerubayske EC “school-grammar school”, which confirmed the efficiency of the proposed method of work, based on the pedagogy of cooperation.

Active involvement of students in the project "Education of Romani children" expressed in the quest for a new non-standard methods of work, contributing to the development of creativity, mastery self-evaluation, self-introspection.

Under current conditions in Ukraine inclusive education is aimed at ensuring the full life of people with disabilities, their safe existence in the environment becomes particularly relevant.

According to many scientists (S. Alehina, D. Akhmetova, V. Kantor, V. Nikulina, Z. Husnutdinova), inclusive education is not only directed at the elimination of all discrimination, but also at creation of variative conditions for education of persons with disabilities. Over the last decade, Russian scientists V. Bondar, A. Kolupaeva, T. Evtuhova, V. Lyashenko, I. Ivanov, O. Stolyarenko, A. Shevchuk, A. Savchenko dedicated their work to research of the problem of initiation of children with special needs to learning in secondary schools, their rehabilitation and socialization to social norms.

The international legal framework, created on the basis of the most important documents: the Convention on the Rights of the Child (1989), the Convention for the Protection of Human Rights and Fundamental Freedoms (1950), the Vienna Declaration (Council of Europe, 1993), the Krakow Declaration (Declaration of European Ministers of Education “Education Policy for the sake of democracy and social cohesion: challenges and strategies for Europe”) (Council of Europe, 2000), the Athens Declaration “Intercultural Education” (2003), White Paper of Education and Training (1995), the Framework Convention on Protection of National Minorities (1995), the report of the European Commission against Racism and Intolerance [3, p.20] contributes to the right for education of all.

The concept of inclusive education includes the education of children from fairly closed ethnic groups who are trying to preserve the regime of artificial isolation from the rest of society, explaining its need to follow the traditions established in the ethnic group for centuries.

It is due to this attention to improving the work with Romani children has increased. The Athens Declaration drew attention to the need for the development of the project “Education of Roma children” [7, p.6]. Much attention is paid to the professional qualities of a teacher who has to fulfill different roles such as a diplomat, an advisor, a partner, who should be able to

work with groups of people of different races, nationalities, religions and beliefs. The document describes the necessary approaches to learning and recommends specific techniques. The training should take place by group work (social learning) and learning, based on cooperation (cooperative learning). [4, c.50]

The purpose of the article is to examine the specifics of students' work with Romani children in the context of inclusive education.

Statement of the basic material of the article. One of the challenges for us today is the lack of methods of teaching with Romani children. Schools located in the vicinity of compact Roma settlements, are left to themselves in a difficult situation, without receiving any methodological support from public agencies responsible for education. Hundreds of children go to these schools, with little knowledge of the Russian language, not prepared to the school standard offered by a regular elementary school.

Not by chance, in November last year under the project "Dissemination of experience centers for parents in Roma communities", together with the All-Ukrainian Foundation "Step by Step" in Nerubayske EC "grammar school" a round table with the participation of teachers, parents and activists dedicated to the problems of education of Romani children was organized.

The project INOVEST was implemented in Nerubayske EC by introducing in the educational process of these modules, namely "Psychodiagnostics", "Introduction to the psychology of human uniqueness", "Creativity and innovation at school", "Pedagogical innovations in inclusive education at schools".

Working with pupils demanded, above all, an adequate level of training load, the definition of which was revealed due to the implementation of the module "Psychodiagnostics". Since the original purpose of the diagnostic unit is defined as identifying the level of psychological abilities of pupils, their level of intelligence, cognitive activity, emotional stability, the work to identify the intellectual and psychological potential of students began with the selection of the arsenal of special diagnosing means. We analyzed a variety of techniques to reliably determine the level of intellectual capacity of students, namely: the Wechsler test (Wechsler Intelligence Scale for Children), Raven's Progressive Matrices (PMR / Raven Progressiv Matrices / techniques for the diagnosis of intelligence adolescents and adults). Procedures have been modified in accordance with the tasks and the results, and the received results allowed predicting the possible outcome of the training program, adjusting the method of its implementation.

The next module – "Introduction to the psychology of human uniqueness" is designed to develop an individual program for personal growth of each child. This module has helped us to explore further the role of the biological differences between people, their psycho-physiological characteristics. Attention has been paid to the processes of change of individual differences in

the development process and the factors influencing people, and the role of cultural differences in the formation of human uniqueness. Comprehensive analysis of the characteristics of the integration of ethnic and cultural context in today's students teaching allowed to state with confidence that at this stage there has formed an idea regarding the most important personal characteristics, which are directly dependent on the socio-economic status of the family, in our case – Romani families. It was possible to define the concept of “ritual”, to investigate the problems of ethnic and cultural characteristics of the Romani customs, culture, norms and their influence on the formation of children – Romani. It is no secret that the people of this nationality deeply respect their traditions and customs, which impose large, but not always a positive imprint on the formation of children.

The strategic directions of implementation of the module “Creativity and innovation at schools” have been identified: education of the person possessing communication skills and high adaptive capacity against the backdrop of high moral convictions, expansion of a common educational space of a grammar school for social and meaningful implementation of an individual educational strategy for Romani children. There has been widely used Internet technology, individual work was carried out with each child, during which the student’s educational trajectory has been lined.

In the educational process, active methods of psychological training have been used: discussion, game techniques, design technology, methods of “portfolio”, trainings, which were aimed not only at solving of the currently existing problems of the members, but also to prevent their occurrence in the future.

At the lessons there has been used group and pair work including educational games, dramatizations, which contributed to the development of children’s observation, memory, thinking, creative imagination and will.

Thus, the work in this area has contributed to the development of creativity of students through the optimal combination of basic, additional and individual education; introduction in the educational environment of the school gymnasium alternative assessment of students in the form of a “portfolio”; the creation of a data bank for the network of information exchange on the issue of Romani children: technologies, methods of individual programs, teaching materials.

Implementation of special pedagogical conditions of Romani pupils’ training considered modern approaches and concepts that define the specifics of work with “special children”, which include Romani pupils. As it is known, inclusive education seeks to develop a methodology aimed at the children and acknowledges that all children are individuals with different learning needs. Inclusive education seeks to develop an approach to teaching and learning to be more flexible to meet the different training needs. This is due to the introduction of this system-module “Pedagogical innovations in inclusive education at

schools”. Inclusive education is to reduce the number of obstacles to educational services for all children. It is a part of the movement towards a society in which everyone can exercise the right to equal opportunities. It directly affects our Romani students. With this module we were able to clarify the criteria for emotional and behavioral disorders of pupils of Romani, and also to determine the elements of these disorders, have learned to compare behavioral and emotional disorders, aggressive and anxious behavioral disorders, and to determine the specifics of working with such children. Particular attention in this module has been paid to the section “Students with behavioral and emotional disorders”. After all Romani children are often characterized by “deviant behavior”, deviation from ethical and legal norms of the society, having a negative impact on school performance.

Taking into account the cultural characteristics of the Roma, a priority for society and organizations working with the Romani population, is working closely with parents having a huge influence on their children.

Characterize the forms of work with pupils of Romani which have been recognized by the students as the most effective:

- group lessons,
- contests, intellectual games, sports competitions;
- work on individual plans;
- Intellectual Marathon.

The following activities have been used at the class activity:

- problem-developing training, work in small groups;
- gaming technology (business games and travel);
- information and communication technologies to meet the cognitive abilities of motivation (multilevel tests, presentations, training apparatus);
- creative and non-standard, differentiated tasks; design and research activities.

Among the most effective ways of work with these Romani children, a variation that allows students to maintain cognitive interest and motivation for self-improvement are the following.

The method of empathy.

It allows students through the sensuous and imaginative mental representations “move” in the object under study, to feel and to know it from the inside.

Heuristic issues.

The answers to seven key questions: Who? What? What For? Where? What? When? How? and their various combinations give rise to unusual ideas and solutions with respect to the object under study.

The method of comparison.

It allows you to compare different versions of pupils, as well as their version of cultural-historical analogies, formed by great scientists, philosophers and so on.

The method of constructing concepts.

It promotes the creation of a collective creative product – jointly formulated by definition.

The method of travel in the future.

Is effective in any secondary field as a way to develop skills in forecasting, prediction.

Method of errors.

It involves changing well-established negative attitudes to errors, its replacing with a constructive use of mistakes to deepen the educational processes. Finding the relationship of mistakes with the correct answer stimulates the students' heuristic activity, leading them to understanding the relativity of all knowledge.

The method of inventing.

It allows creating a previously unknown product as a result of certain creative action.

The method of "if...".

It helps children to draw a picture or write a description of what would happen if anything changed in the world. Performing these tasks not only the imagination is developed, but they also allow to understand the structure of the real world better.

"Brainstorm"

It allows you to collect a large number of ideas to move away from the inertia of thinking and stereotypes.

We have proved that the approved methods guarantee an increase of skills of using ethnic and cultural traditions in everyday speech on the basis of a deep understanding of their nature, value, origin.

The study showed the need for the introduction in the curriculum grades 5-9 of ethno-cultural aspects in the training of Romani origin. The study also helped to coordinate the time required for the assimilation of the concepts of ethno-cultural component, identified the need to increase the interdisciplinary nature of the training of Romani children and solidify concepts.

Conclusions. The spreading in Ukraine of the process of inclusive education of children with physical or mental health disabilities is not only a reflection of the time, but also representation of a further step towards ensuring the full realization of the rights of children with special needs to quality education.

Inclusive practice gives access to education in an educational institution in the community and creation of the necessary conditions for successful learning for all children, without exception, regardless of their individual characteristics, mental and physical abilities.

The community is obliged to enable every child, regardless of his needs to realize his potential fully, contribute to society and become its full member. At the same time, our present is a change of value orientations in education, determination of the diversity of every child, due to a change of the educational paradigm in humanist “education for all, school for all”.

By analyzing the latest developments in the world, there has been stressed the importance of dialogue and the need for the European activities of teachers in this area. Attention has been drawn to the need to develop the project “Education of Romani children”.

The main task of inclusive education is to understand one’s own attitudes and reactions when working with Romani children better and the ability to cooperate. The priority is the education of young people without prejudice and national stereotypes.

Inclusive education is to reduce the number of obstacles in obtaining high-quality educational services for all children, it is a part of the movement toward a society in which all citizens can exercise their right to equal opportunities, is an important part in the movement to education, which will contribute to the development of skills of tolerance, the existence in peace and harmony. Only through involvement and participation in the process of the whole society, we can solve many of the problems faced daily by children in a difficult position.

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MODERN TRENDS IN HIGHER ART EDUCATION: VALUE-BASED AND SEMANTIC ASPECT

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Abstract. *The article describes the main trends of higher art education in the context of Postnonclassical type of rationality. The author presents an original vision of art education in the value-based and semantic aspect. The modern trends, including relaxation training, meditation and divination techniques are revealed.*

Keywords: *trend, art education, relaxation training, divination, meditation.*

The modern world of global communications and socio-economic changes has become a factor of the transformation processes of all social institutions. Education, including art education, as a social institution of a global world has its own internal laws of development, but the general trends of their changes over time can be specified. The term “current trend” is connected with the reference to the ideas and innovations which will become a reality in the future. In higher art education the detection of such trends is only possible in the near future. Actual in the context of the new educational paradigm techniques of divination, relaxation and meditation aimed at the development of the hermeneutic experience of students are referred to these trends. Pedagogical science is experiencing Postnonclassical stage of scientific rationality, that is why one can observe if not a radical transformation of the paradigm of pedagogical science, but at least some orientation towards a value-based and semantic aspect.

The supporters of determining the specifics of contemporary stage of development of science by means of the concept “Postnonclassical science” indicate its main difference from the classical and non-classical science. The difference is that knowledge is not oriented at reflecting the reality. Postnonclassical science aims at creating knowledge, obtaining and usage of which should necessarily include the answer to the questions: what are the values of human existence, what are the prospects of mankind taking into consideration new technologies?

Innovative pedagogical systems realize that two counter processes are carried out in culture and society, which make up education. The first one is the