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FEATURES OF EDUCATION OF A CHILD WITH SPECIAL EDUCATIONAL NEEDS IN PRIMARY SCHOOL

Modern society strives to provide equal opportunities for all children. However, inclusive education requires adapting the educational process to the needs of children with SEN so that they can successfully study in primary school. Understanding and researching the learning characteristics of children in this category is an important element of successful inclusive education. Ensuring children's rights to quality education is the responsibility of every modern state. Research is an important tool for identifying and solving problems faced by children with SEN in the learning process. Understanding the learning characteristics of children with SEN helps parents, teachers and education professionals provide appropriate support for children to succeed in school and life. Considering these arguments, the study of the problem of teaching children with SEN in primary school is relevant and necessary for the further development of education and society as a whole.

Ukrainian researchers (T. Ilyashenko, A. Kolupayeva, O. Martynchuk, A. Obukhivska and others) prove that the introduction of inclusive education in Ukraine as a new form of education for children with special needs remains one of the acute problems of today, especially in terms of staffing the new field.

Today, one of the priorities of the Ukrainian state policy in the field of education is the creation of a universal barrier-free environment, barrier-free education, ensuring the full "inclusion" of children with special educational needs in the educational process. Barrier-free education is the basis for the development of inclusive practice in educational institutions, the main idea of which is the absence of any discrimination of students and the creation of special conditions for children with special educational needs. Every child is worthy of respect, that is why he can and should study in a comprehensive school, and work to create comfortable learning conditions is an important stage for getting an education.

In the context of Ukraine's transition from a medical to a social and biopsychosocial model, the problem of the modern understanding of the concepts of "children with special educational needs" and "special educational needs" became relevant, as stated in a number of studies (A. Kolupayeva, O. Martynchuk, T. Skrypnyk, N. Sofiy, etc.), as well as in the project of the National Strategy for the Development of Inclusive Education for 2020-2030. In particular, the strategy mentions the lack of a clear definition of the concept of "special educational needs" at the legislative level and the need for its development and corresponding legislative enshrinement [1, p. 18].

In Ukraine, the main category of children with special educational needs usually includes children with special needs (disorders) of psychophysical development. According to the type of violation, children with psychophysical development are

divided into the following categories (Fig. 1.) [2]:

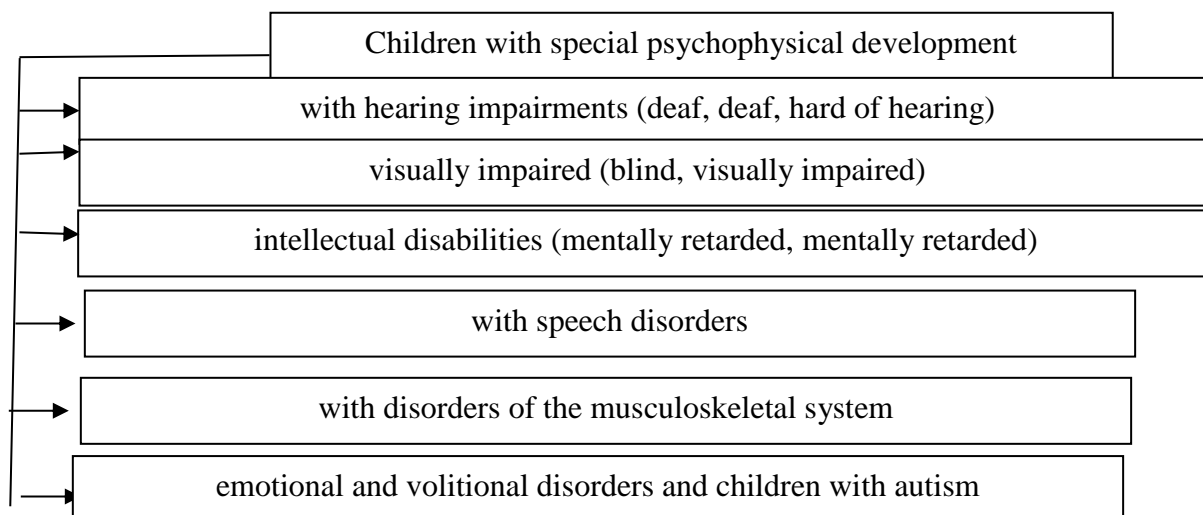


Fig. 1. Children with peculiarities of psychophysical development

Children with special educational needs have certain cognitive and personal characteristics, namely: slowed and limited perception, reduced speed and processing of all types of information, impaired motor skills, in the development of spatial concepts, speech development problems, weakened cognitive activity, deviation from the norm in personality development and other. Also, the educational process should be built in such a way as to take into account the characteristics of each student in an inclusive class. That is why the most urgent problem in working with children with special educational needs is the organization of education.

N. Sofiy claims that the main condition for ensuring the success of a child with special educational needs in a comprehensive school is the individualization of the educational process. An individual development program is a written document, which, as a rule, is an agreement between the teacher and the parents or legal guardians of the child, which contains requirements for the organization of upbringing and education of the child, determines, in particular, the nature of educational services and forms of support [3, p. 6].

Teaching children with special educational needs in primary school requires a special approach and attention to ensure their success and development. Let's consider the main features of teaching children with special educational needs in primary school:

1. Individualization of education: it is important to develop an individual approach to each child with special needs, this means adapting the curriculum, methods and materials to take into account the specific needs of each child.

2. Development of special skills: Children with special needs may need additional training and support to develop specific skills such as speech, motor skills, social skills and others.

3. Cooperation with specialists: it is important to cooperate with special education teachers, psychologists, speech therapists and other specialists to develop and implement individual programs for children with special needs.

4. Creating an inclusive environment: the primary school should be open to

children with different educational needs, an inclusive environment promotes mutual understanding, tolerance and development of all children.

5. Using different methods and approaches: different methods can be effective in teaching children with special needs, such as visual aids, play method, individual work with the teacher, etc.

6. Supporting parents: it is important to cooperate with the parents of children with special needs, to provide them with advice and support to overcome difficulties and promote the development of their child.

7. Evaluation and monitoring: continuous evaluation and monitoring of the child's progress is an important element in the education of children with special needs, it helps teachers and specialists to determine the effectiveness of methods and make necessary changes.

8. Psychological support: Children with special educational needs may experience stress and emotional difficulties, providing psychological support is important for their psychosocial development.

Therefore, the general approach to teaching children with special educational needs in primary school is to create a safe and supportive environment for their development and learning, taking into account their individual needs.

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