

*Ya. Baka,
Student,
K. Harashchuk,
PhD (Education), Senior Lecturer,
Zhytomyr Ivan Franko State University*

PEDAGOGICAL CONDITIONS FOR CORRECTIONAL ACTIVITY OF A PRIMARY SCHOOL TEACHER'S ASSISTANT WITH STUDENTS WITH SEN

"We are dealing with the most difficult,
invaluable, the most precious thing in life - with a child.
His or her life, health, mind, character, will,
civic and intellectual character, place and role in life,
happiness, and happiness depend on us,
on our skills, mastery, art, and wisdom.. "

V. Sukhomlinskyi

One of the most important conditions for implementing an inclusive model in an educational institution is the organization of professional cooperation, which should result in an educational environment that is as favorable as possible for the comprehensive development of all students, including students with special needs [1:30].

The purpose of the article is to analyse the role model of a primary school teacher's assistant in the process of correctional activity of children with special educational needs.

A large number of scientific studies and publications of Ukrainian and foreign scientists are devoted to the problem of inclusive education: M. Bratko, M. Vidnichuk, M. Martynchuk, N. Melnik, O. Gurnichuk, M. Shved, S. Bogdanov, A. Kolupaeva, G. Gavryushenko, N. Dyatlenko, N. Naida, N. Sofiy, I. Yarmoshchuk, etc.

The works of these scientists are devoted to the study of the problems of adaptation and involvement of persons with special needs in education in educational institutions, the study of the role of an assistant in an inclusive environment, the peculiarities of the work of pedagogical workers in inclusive learning. It can be noted that with an inclusive approach, the educational process allows students with special needs to acquire the necessary competencies in accordance with modern educational standards. The main subject of inclusive education is a child with SEN [2:30].

In order to create high-quality conditions for the teacher's pedagogical activity, additional specialists were involved in the educational process, in particular, the teacher's assistant, who is the new subject of the educational process. The main task of the teacher's assistant is to provide social and pedagogical support for a child with special educational needs. Cooperating with the teacher, the specified specialist conducts educational, educational, social and adaptive activities, attracts and helps the

child during the lesson in the performance of educational tasks. Also, the teacher's assistant monitors the development of the child, the problems that arise in the child during the assimilation of new knowledge. This organization of the educational process allows a child with special needs not to be deprived of attention and receive full knowledge, taking into account his individual capabilities. And all this is possible to implement only when the teacher and the assistant work cooperatively, which is when the tasks of inclusive education will be realized in a quality manner. [3:85].

The purpose of the assistant's support is to organize the conditions for the successful inclusion of a child with developmental characteristics in the school environment. The teacher's assistant is not the main person responsible for organizing the educational space in the student environment, but he actively participates in this [4:46].

Correctional and developmental work should be carried out by special specialists: a defectologist, a social worker and a speech therapist. But this should not be limited, the following members of the training team should also be involved: teachers and their assistants, music teachers, exercise therapy specialists, etc. Successful correctional work is achieved on condition of rational resolution of issues of organization by the whole team: discussion of the correctional and developmental program and the form of classes; selection and staffing of correction groups; determining the time and mode of functioning of classes, where the teacher's assistant takes an active part.

To summarise, taking responsibility for teaching children with special educational needs in an inclusive classroom does not mean working alone, i.e. you should not take full responsibility only on yourself, it means to be one of the team members, to cooperate with other members, to be a mentor and a friend to the parents.

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