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Oleg Novak

PhD, Associate Professor,
Department of Foreign Philology and Translation of the
Interregional Academy of Personnel Management, Kyiv, Ukraine,
https://orcid.org/0000-0003-1915-7057

Lyudmila Maklay

Teacher of Khmelnytskyi Preschool Education № 50 "Lelechenka"
https://orcid.org/0009-0001-7111-8706

MODERNIZATION OF PRESCHOOL EDUCATION TOWARDS INCLUSION

Abstract. The article highlights the importance of foreign language knowledge for success in the modern world, where communication in multiple languages and processing large volumes of information are increasingly vital. Interest in learning languages has always been significant, as those who know languages hold the key to the world.

Proficiency in foreign languages makes a person well-rounded, enhancing their ability to acquire new knowledge and skills. Such individuals are more confident and at ease when communicating with others. The number of people eager to learn foreign languages is growing, recognizing its importance. Mastery of a foreign language elevates an individual's social standing, making them competitive candidates for high-paying positions. Prestigious organizations often engage in partnerships with foreign companies, making language proficiency indispensable.

Foreign languages also improve the quality of life in various areas. They enable cultural exchange, travel, and global understanding. Professionally, knowing a foreign language can lead to better job prospects, career advancements, and the ability to work in diverse, multicultural teams. The benefits extend to children as well; preschoolers with severe speech disorders in inclusive education settings show significant improvement when educators create an inclusive educational environment.
Multilingual individuals exhibit better cognitive abilities, including enhanced memory, problem-solving skills, and creative thinking. These cognitive benefits contribute to personal development and adaptability. Communicating in different languages fosters empathy and a deeper appreciation for other cultures, leading to more harmonious relationships.

In conclusion, knowledge of foreign languages is crucial for personal and professional success. It boosts confidence and social status, enriches life experiences, and enhances cognitive functions. As the global landscape evolves, the demand for multilingual individuals will continue to grow, highlighting the enduring value of language learning in our interconnected world.

Keywords: foreign language, children, preschool education institution, teacher, parents, children with disorders of psychophysical development, inclusive form of education, legislative and regulatory framework for the implementation of inclusive education.

Formulation of the problem. Today, humanity is faced with fundamentally new civilizational challenges that require appropriate knowledge, internal readiness of the individual, the ability to adequately assess the situation and act. State policy in this area focuses on compulsory preschool education, humanizing the pedagogical process, creating favorable conditions for the development of children, including children with special educational needs, ensuring the unity of the work of parents, preschool education institutions, and the public in their upbringing.

Modernization of the content of preschool education in Ukraine requires the definition of clear methodological principles that take into account modern world and European trends in the development of preschool education and at the same time are based on national heritage and national culture. The changes taking place in the national education system in general, preschool as its first link in particular, are reflected and regulated by the relevant legislative documents – the Law of Ukraine "On Education", "On Preschool Education", "On Childhood Protection", the Basic Component of Preschool Education in Ukraine, current programs for the development and education of preschool children. At the current stage of the development of society in Ukraine, educational reforms are becoming increasingly humanistic. A special place in the modernization of the education system is occupied by the education of persons with special psychophysical development, because in accordance with democratic social transformations and today's priorities in our country, the right of every child to receive education in general educational institutions at the place of residence is legally recognized. Therefore, at the current stage of the development of the educational sector in Ukraine, the integration of children with special psychophysical development into the general educational space is being actively implemented, which is manifested in the development of a new – inclusive – form of education in the educational space of Ukraine, which is
considered the main educational innovation of the end of the 20th century – the beginning of the 21st century and has not only a large number of supporters, but also opponents throughout the world [5]. This is due to the fact that the new conditions of economic and social life require a radical reassessment of many aspects of worldview and theoretical-cognitive consideration of the problem of personality formation with disorders of psychophysical development, its preparation for life in a multidimensional society. For some reason, there was a departure from methodological monism in educational theory and practice and there was a need to identify pedagogical knowledge and experience with the humanities in accordance with the values that belong to humanistic human nature and experience.

**Analysis of latest research and publications.** At the current stage of the development of correctional education in Ukraine and other countries of the world, the role of research aimed at finding effective ways of organizing and implementing the integration of children who have peculiarities of psychophysical development in the general educational space is growing (Vit. Bondar, E. Danilyavichute, V. Zasenko). Thus, the specified authors have developed the components of support for the successful implementation of inclusive education, in particular, they include:

- the formation of a new social philosophy regarding a positive attitude towards children and persons with disorders of psychophysical development and disabilities, a tolerant attitude of all participants in the educational process to the joint education of children with special psychophysical development with their healthy peers;

- determining the priorities of state policy in the field of education in terms of ensuring constitutional rights and state guarantees for children with special educational needs; improvement of normative-legal, scientific-methodical, financial-economic support, focused on the implementation of inclusive education;

- formation of an educational and developmental environment for children with special educational needs in general educational institutions;

- development of educational and methodological support for the educational process in the conditions of inclusive education;

- increasing the social responsibility of the family in raising a child with special educational needs, active participation of the local community in the implementation of inclusive practice;

- training of pedagogical personnel to work with such children in the conditions of inclusive education [2, 4, 5].

He scientific researches of I. Bilozerska, L. Budyak, E. Danilavichyutye, A. Kolupaeva, Z. Leniv, S. Lytovchenko, Yu. Naida, T. Sak, O. Taranchenko prove that for the implementation of educational inclusion in a comprehensive educational institution, pedagogical experts must change. This means that they must accept and understand a new educational paradigm, new ways and forms of organizing the educational process, develop a new curriculum of educational, educational and
correctional and developmental processes, master modern pedagogical technologies, methods of differentiated and personally oriented teaching depending on individual needs children with special educational needs.

**Purpose of the article.** By using the methodology of interdisciplinary research such as analysis of scientific sources and educational materials, and professionally oriented learning we understand the organization of learning material that provides professional interest, lasting interest of each student in learning a foreign language, formation of skills and abilities necessary for professional self improvement, promotes the development of such components of professional culture as knowledge, skills, experience, creativity, motives.

**Presenting main material.** Today, preschool education is extremely important for the provision of pedagogical services to children with special educational needs. The main functional duties of educators in the conditions of an inclusive educational environment are laid down in the new version of the State Standard of Preschool Education (Basic Component of Preschool Education). The requirements for the volume of necessary information, vital abilities and skills, systems of value attitudes towards the world and oneself, defined by the Basic component of preschool education, are mandatory for all participants of the educational process in preschool institutions, regardless of their type of subordination. The basic component of preschool education directs the efforts of pedagogical specialists to the development of the creative potential of both children with typical development and those with special educational needs, which has its own characteristics in preschool childhood, to the timely maintenance of the achievements of the individual uniqueness of the child's life path, providing pedagogical support for the development of all the diversity of children in preschool institution.

In accordance with the new standards of preschool education and the progress of practice in the direction of inclusive education, the Ministry of Education and Science of Ukraine recommended a new educational program for preschool children (from two to seven years old) "Child" (2016), in which it is proposed to build the educational process on the basis of taking into account individual opportunities, abilities and needs of children of each age period and vary the content depending on the pace of individual development of children with typical development and with special educational needs. A feature of the content of the program is "de-schooling", that is, the development of children, rather than purposeful preparation for school [2].

The names of the sections of the "Child" Program correspond to the names of the educational lines of the invariant component of the State Standard of Preschool Education. The educational program for children from two to seven years old "Dytyna" meets the requirements for modern programs, according to which preschool educational institutions with an inclusive form of education and upbringing have the right to work. The program defines the main goal, tasks and
principles of organizing work with children with special educational needs in inclusive groups.

Worthy of attention are the sections "Children with special educational needs", which are presented in the program for the characteristics of each age period of the preschooler's development and in which the educational tasks and the content of the pedagogical work that educators must carry out for high-quality joint education and training of children with various psychophysical disorders are formulated. The "Child" program states that a modern preschool educational institution should become inclusive and be open to children with special educational needs.

The inclusive educational space is dynamic, as it forms and reflects the elements of the complex system of social relations of the educational institution, is characterized by subjective perception and is the result of constructive socio-pedagogical work. Providing an inclusive educational space is an important task of a modern educational institution.

Resource room - a part of the room with an appropriate distribution of functional zones, intended for the development of children, in particular with special educational needs, harmonization of their psycho-emotional state and psychological relief, provision of individual or group psychological-pedagogical and correctional-developmental services. The resource room is an example of improving an inclusive environment and harmonizing the education of children with special educational needs.

In the resource rooms, children can study with a correctional teacher and a speech pathologist, a practical psychologist, a physical therapy teacher and other specialists, and work according to their own adaptation schedule. There, children can develop life skills, learn, rest, and play.

G. Kovalev and Y. Panyukova highlight the principles of organizing the spatial and subject component of the educational environment: – the principle of diversity and complexity, which involves the creation of opportunities for spatial and subject choice by all participants in the educational process; – the principle of connectivity of different functional zones, which means the presence of opportunities for multifunctional use of spatial elements environment, creation of a complete space; – the principle of flexibility and manageability of the environment,
which assumes the presence of opportunities for functional changes of various subjects depending on the conditions of the educational process; – the principle of organizing the environment as a bearer of a symbolic message, which is related to the provision of additional relevant information to the participants of the educational process, which increases their ability to manage this environment;

– the principle of personalization of the environment, which provides subjects of the educational process with the opportunity to satisfy the need for a personalized space; – the principle of the autonomy of the environment, which provides for all participants of the educational process the possibility of life activities in the most favorable rhythm for them, corresponding to age, gender and other characteristics.

An inclusive educational environment has a great impact on the comprehensive development of a child - physical, cognitive, social-emotional, speech, etc. By creating a physically and psychologically safe and stimulating environment and providing a variety of resources, the teacher promotes the development and learning of children through independent and group research, play, interaction with other children and adults. By providing children with a safe environment and adapting it taking into account specific educational needs, the teacher involves children in cooperation, solving tasks of varying complexity, both in classes and in everyday life. Preschool grounds and local community resources are also valuable components in creating a safe and inclusive environment [4].

**Conclusions.** The inclusion of children with special educational needs in the educational process of a preschool educational institution changes the attitudes of educators to take into account the special needs and potential opportunities of children with special educational needs. A modern educator should move away from the traditional system of classes, integrate different types of activities, using a differentiated and individual approach in working together with children with special educational needs and children with typical development. The educator today must create space for the creative use of various pedagogical technologies and show flexibility in the approach to each child in an inclusive group. An inclusive educational environment has a great impact on the comprehensive development of a child - physical, cognitive, social-emotional, speech, etc. By creating a physically and psychologically safe and stimulating environment and providing a variety of resources, the teacher promotes the development and learning of children through independent and group research, play, interaction with other children and adults. By providing children with a safe environment and adapting it taking into account specific educational needs, the teacher involves children in cooperation, solving tasks of varying complexity, both in classes and in everyday life. Preschool grounds and local community resources are also valuable components in creating a safe and inclusive environment.
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