PROFESSIONAL WORK OF A REHABILITATION TEACHER AS A BASIS FOR A HARMONIOUS DEVELOPMENT OF A CHILD WITH SPECIAL EDUCATIONAL NEEDS

Abstract. The article gives a rationale for orientation of a professional work of a would-be rehabilitation teacher (diagnostics: in dynamics, operative; help: correction, rehabilitation, compensation, therapy, support; measures to prevent the factors to bring inadaptation, development). It identifies the specific features of the work of a rehabilitation teacher that is being involved into the general context of the rehabilitation and pedagogical process of an educational institution. The aim, structure, object, subject of the professional work of a would-be rehabilitation teacher have been described. The author has developed the strategy to develop the system of rehabilitation of the children with special educational needs regarding to the integrating (innovative) component. To some extent, it reflects both the specific feature of the present rehabilitation techniques and the expected changes on a rehabilitation category. The article gives an extended characteristic of the requirements for the work of a would-be rehabilitation teacher on the indicators (aim, teaching instrument, tools for communication and study, cooperation model, teaching forms, development of an emotional sphere, motivation for studying, intellectual development, volitional development, methodological and didactical teaching aspect, forms of upbringing, self-education, nontraditional forms to help and activate physical health). The main functions of a rehabilitation work of a rehabilitation teacher have been explained (educational, educative, ampliative, integrative, diagnostical, rehabilitative, communicative, research and creative, constructive and projective). The importance of personalized and professional qualities to realize inclusive teaching of the students with special educational needs has been proved.
Keywords: diagnostics, correction, rehabilitation, compensation, therapy, support, rehabilitation teacher, inclusive studying, students with special educational needs.

Problem solving. Higher school meets the issue on a qualitative would-be teacher training to work under inclusion conditions. The topicality of it is also outlined by a social order of the society for training teachers to work with students under inclusion conditions, who obtain certain professional and personalized qualities necessary for the work.

Since many teachers of an establishment of general secondary education haven’t contacted with the children with special educational needs earlier, suddenly they may meet their (often hidden) prejudices to them and sometimes the fear of disability. The teachers may feel helpless to work with the students.

A special necessity appears in attention concentration on a professional training of would-be teachers to work with the children with special educational needs who get difficulties in studying at an educational establishment including many children both with minor and considerable defects in development. Teaching the children at specialized institutions is regarded as pedagogically unreasonable for a minor disability of their further development [1].

Today rehabilitation pedagogy intensively studies the segregation processes and integration of the children with special educational needs into an educational process. The defenders of the segregation process support the limits, separation of the children with development and behavior disorders and providing for a purposive rehabilitation work with them. The supporters of the integration movement prove the necessity to hold corrective activities with a child at normal conditions of general secondary education classes work. Both tendencies are being scientifically justified, their effectiveness is being experimentally proved [1].

Proceeding from the above information, we conclude the necessity to study would-be rehabilitation teachers training to work at inclusion with the students with physical disorders but excluding mental intellectual impairment.

The development of the inclusive education system enables, as other healthy peers, providing the children with special educational needs for the necessary knowledge both on basic subjects and studying additional courses of school program.

Analysis of recent researches. Specific features of professional training of teaching staff to work with the children with special educational needs under inclusion conditions, its separate theoretical and practical aspects, were outlined in the works of foreign and native researchers: V. Bondar, T. Bondar, L. Budiak, T. But, N. Vaizman, O. Haiash, V. Hladush, O. Hordiichuk, H. Davydenko, E. Daniels, D. Depler, I. Dmytriieva, N. Diatlenko, A. Ivanov, T. Illiashenko, A. Kolupaieva, S. Korniienko, K. Kuzmov, S. Myronov, O. Nahorna, Y. Petrova, V. Ponykarova, V. Syniov, N. Sofii, L. Fedina, M. Shakurova, Z. Shevtsov,
I. Yarmoschuk and others. The analysis of scientific and pedagogical literature proves different approaches to solve the problems of rehabilitation specialists training to work with the children with special educational needs under inclusion conditions. They are based on approving and regarding the diversity of a student’s community in an educational process and meeting their educational needs.

**The purpose of the article** is to describe the aim, structure, object, subjects, tendencies, functions and specific features of the professional work of a would-be rehabilitation teacher.

**The main material.** The profession of a rehabilitation teacher is described as a complex one as it requires a lot of different knowledge, skills and abilities which include deep understanding of pedagogics, mastering suitable methodologies, psychology, anatomy and child’s physiology knowledge; the ability to choose effective forms and methods of rehabilitation work, to help a child overcome complexes and teach him live among the peers. The main task of a teacher comprises the ability to convince the parents of the child with specific development be able to overcome or release his disorder, to adapt to live and study with his peers. In a rehabilitation period, leading specialists, parents and a rehabilitation teacher provide the work on the individual rehabilitation program, planning the tasks for the family, completing a psychologist’s, speech therapists and others recommendations [2].

Professional work of a rehabilitation teacher includes the ability to perform the diagnosing the development level of children with special educational needs, mastering the pedagogical instruments to organize a joint activity and interpersonal cooperation in an inclusive environment, conducting the ways to prevent and regulate conflicts, performing a professional work in accordance with the basic international and native legal papers in the inclusive education field, developing and implementing the programs of psychological and pedagogical support of the child with special educational needs, mastering diverse methods to cooperate with the allied specialists, parents and social partners while organizing inclusive education.

The basic trends of a rehabilitation work cover the following: 1) recovery of the abilities a person has previously lost; 2) prevention (exclusion) of the factors which lead inadaptation, the desire to make a person socialized that is only possible if he is involved in different activities, their mastering and appropriating, showing off his hidden abilities, etc. [2].

The scientist M. Shakurova indicates the following directions of a pedagogical rehabilitation: the organization of a social control on the upbringing conditions and a child’s behavior; a social support for those who meet difficulties because of unfavorable atmosphere in the closest environment; the help to overcome interpersonal conflicts connected with the disorders of environment adaptation; prevention and cessation of different behavioral disorders when social inadaptation of a disabled child requires the use of certain sanctions to himself or the people who raise him or improve his health [3].
Based on the classification of the directions of the social and pedagogical rehabilitation of M. Shakurova and considering the specific features of the disabled children, O. Petrova describes the following trends of pedagogical rehabilitation: social control on raising and behavior, social and legal upbringing, health improving and the formation of social and work activity [4].

The author identifies 3 stages: preparatory, action-oriented and resultative; their content means involving the children with special educational needs into the basic types of activity: cognition, labor, game and communication. They include the forms and methods of work with the children via didactical games, lessons, lesson notes, rules, oral instructions to organize the pupils’ operations, training of communicative abilities, conversations, introducing the component with new electives into a basic curriculum, opening new clubs and out of class activities.

Preparatory stage comprises the following substages which determine its content: the work planning (developing the realization schedule according to time, place and lesson types (the work character)); diagnostics and identification of individual specific features of the disabled children (a child’s diagnostics (development level within the age)); the closest environment (social circle); the places which the child visits; interests and desires; opportunities (compensative and corrective) including his rehabilitation potential within the further development; social interest of the family and the result to be expected from the rehabilitations methods. The key component at this stage means the diagnostics of the child’s possibilities and the expected result; development and approbation of a pedagogical rehabilitation programs (individual and group).

In accordance with the diagnostic outcomes, a rehabilitation teacher determines the sense of the problem or a complex of problems, matches an adequate instrument for their effective solution. Individual pedagogical rehabilitation programs are organized in order to provide an opportune pedagogical help, a support for the child with special educational needs. Group programs are developed to solve the problems of the group of children with special educational needs which have been revealed while providing the diagnostics.

The second action-oriented stage is performed to use a complex of the following methods, modes and instruments: completing the lesson plans, rules, oral instructions to organize the pupils with special educational needs operations; involving them into rehabilitation actions via the didactic games, exercises, conversations, specific lessons, practical assignments; the work with the closest environment; implying the family (if it exists) in a social and pedagogical work with the child. The third resultative stage includes the evaluation and analysis of the received results in rehabilitation and the further perspectives indication.

As for Y. Petrova, in order to understand the final conclusion of the effectiveness of pedagogical rehabilitation, it is important to clear how disabled children may realize themselves in the natural environment within a number of
practical assignments. The next step provides the development of the recommendations for the pupil or his family and the general conclusions on pedagogical rehabilitation [4].

The work of a rehabilitation teacher is connected with the general context of a rehabilitation and pedagogical process of an educational establishment. Based on a general valuable features and united principals, this work comprises its specific feature as well. It includes the fact that it is the teacher but not the other subject of a rehabilitation and pedagogical process who under the mentioned conditions will most likely overcome the pupils’ resistance.

A rehabilitation teacher slowly and patiently will have to restore faith in their own strength and abilities, to prove that in spite of their experience, studying may be a source of joy [2].

The purpose of a professional work of a rehabilitation teacher includes the help for students to understand themselves in the past and the present, to see their positive possibilities in the future; promoting the indication and formation of cognitive interests; contributing to master a positive experience of educational activity and communication with teachers and classmates; providing the opportunities of maximum self-realization in studying within a normative behavior and gradual displacing the maladaptive one.

It is clear that for effective organization of rehabilitation work, a teacher should know its direction and the content on every level. Only then a successful solving of the problems of school inadaptation is possible. The researchers state, here are no specific instructions for a teacher; detailing is a wrong way in rehabilitation pedagogy [5].

The studied rehabilitation system shows the features of a social one, thus, identifying a sample, they are the key elements that are being demonstrated: the basic rehabilitation trends and the service of medical and social expertise. The studied structure change is being performed as a result of new rehabilitation methods implementation [6].

As for a structural view, the system consists of the elements, substructures which exists independently of each other. This feature is to be seen in a rehabilitation system because it comprises several structures. Firstly, it includes the structure of institutions, main rehabilitation types and methods. Secondly, we mean the disability structure by the types and reasons, age composition, the degree of self-care ability loss, as well as the structure of the state service of medical and social expertise and the team of the specialists who solve the problems of disabled people rehabilitation.

The objects of a rehabilitation system appear to be the children with special educational needs, including disabled children (with cerebral palsy, early childhood autism, Down syndrome, etc.), the individuals with a congenital and acquired disability, disabled people as a result of being participated in hostilities, as a result of an industrial and domestic injury, liquidators of the accident at the Chornobyl
nuclear power plant, the individuals with hearing and vision disorders, the individuals with multiple pathology of internal organs diseases who are not recognized as disabled, but as a result of the past medical conditions, need a rehabilitation support. The objects may also refer to the families who have a disabled child or a disabled adult. Every enumerated category requires specific rehabilitation methods and the innovative technologies to promote their rehabilitation.

Thus, A. Ivanov states that every group of the disabled people who need rehabilitation, has the specific rehabilitation needs, demands a certain specific complex of rehabilitation services and instruments for the rehabilitation that bring the specific innovative methods to rehabilitate certain groups of disabled people [6].

The subjects of pedagogical rehabilitation include the team members of a psychological and pedagogical support, including a teacher, a speech pathologist, psychologist and a social teacher, medical staff, a child, parents or a social and pedagogical service run by a specialist of social and social and pedagogical spheres. Health care institutions, social service institutions, specific educational establishments for the children and youth with different forms of disability and the centers of inclusive and distant education are among the subjects of a rehabilitation system as well. Comprehensive social service centers by place of residence are presented as a key element in the system of social services for the disabled children. They are the comprehensive centers which perform the most active rehabilitation work for these children.

We think, today the change of a rehabilitation structure is connected with the development of its private sector of rehabilitation institutions which in turn, implement the innovative methods and technologies into a native rehabilitation practice.

The following groups of specialists work as subjects of the system: sociologists, medical workers, educators and teachers, psychologists, rehabilitation therapists, social service workers, coaches of specialized sport teams and clubs, lawyers and human rights activists, managers of non-commercial organizations for disabled people. In other words, they are the experts whose professional work is connected with social security, education, employment, rehabilitation, leisure time and sport for disabled people.

In the end, the strategy gives a visible proof of the practice getting closer to a systemic rehabilitation work if there are autonomous stages, procedures and actions different in duration at every rehabilitation phase. Renovations and sometimes radical changes in specific rehabilitation fields support the sequence of the changes and the view of general perspectives of the rehabilitation system in the country. Here it is important to consider the two interdependent trends of an innovative process: firstly, innovators should know the final step they work on, while observing the tendencies in rehabilitation services and valuing the new demands; secondly, an adequate forecast of the future condition of a rehabilitation practice on the basis of
the planned and the achievements of innovative outcomes is urgent as well. It is significant to view the dynamics, risks, an expected quality of the rehabilitation and predict the development of a rehabilitation system.

We regard a development strategy of a rehabilitation work to be oriented on considering the fact a person’s integration into the society is viewed as a development of his dignity, as a cultural process.

The described demands for the work of a rehabilitation teacher provide determining the functions of their professional activity.

As for N. Zabyniak, a teacher’s professional work is characterized by the following functions: diagnostical, prognostic, projective, constructive, mobilizing, organizational, developmental, communicative and gnostic [7].

Having analyzed the basic functions of a rehabilitation work of a rehabilitation teacher we determine the main: educational, educative, developmental, integrating, diagnostical, rehabilitation-oriented, communicative, research and creative, constructive and projective.

An educational function means its orientation to teachers mastering the basic knowledge of general and special pedagogy and psychology, forming their system of analytical and prognostic, projective and communicative skills and abilities; an educative one shows its positive influence on the formation of professionally significant qualities of a teacher’s personality, demands for self-improvement, motivation increase of a pedagogical work at inclusive education. While gaining theoretical and practical skills, teachers form a complete attitude to inclusion, the need to enrich the system of specific competences, a responsible treatment of pedagogical activity and the results of their work; a developmental function is described as mastering specific knowledge and abilities at inclusive education that promote the development of professional thinking and pedagogical skills necessary to perform an inclusive approach for teaching children with special educational needs; an integrating one is reasoned by the demand of promoting an interdisciplinary approach for teachers to solve the problems while organizing an inclusive educational process. An integrating training function is identified as teachers gaining the specific, psychological and pedagogical aspects of a professional work; a diagnostical basis is connected with the children examining and determining the level of their development and education; a rehabilitation-oriented task is presented as a teacher’s skill to select adequately necessary rehabilitation instruments aiming at child’s further development; a communicative one is associated with the personality of the teacher style of his communication, cooperation culture, a desire for self-development; a research and creative function is the most important for the rehabilitation organization because an immense diversity and an individual character of inadaptation problems need a constant search and a creative approach; a constructive and projective basis provides a systemic method to solve different studying obstacles when an effective organization of a rehabilitation work is possible.
All training functions are integral and interrelated. It is them being aggregated when these roles may promote the developmental effectiveness of the pedagogues training system for inclusive teaching.

Considering the specific features of the children with developmental disorders and behavior deviation, peculiarity of a professional pedagogical work with them, a rehabilitation teacher should gain the following number of personalized qualities and characteristics: proper self-regulation and self-discipline, persistence, and ability to solve difficult situations [9]. An educator to be a representor of the occupation connected with children, should also demonstrate such traits as humanism, ethicality, responsibility, morality, other people orientation, understanding others, tact, optimism, emotional warmth, joy and friendliness [9].

The researchers describe the following qualities of a teacher personality: empathy, psychological competence, delicacy and tact, humanity and humanism, mercy, organizational and communicative skills, a high spiritual culture and morality, a social intellect (an adequate view and analysis of social situations and other people), the ability to be interesting for the environment, informal in the work with children; orientation to the interests, needs and protection of a child’s dignity, the ability to preserve the privacy of service information and personal secrets of a pupil, a desire for a constant knowledge increase, etc. [1].

Viewing the specific features of a teacher’s corrective and pedagogical work, E. Kanyscheva considers it important to introduce the following elements into the block ‘qualities of an individual’: reflection, the ability to value the situation realistically, tolerance, scrupulosity, an emotional balance, critical and analytical analysis and thinking, intellectual interests [10].

Professional qualities are inseparable from the personalized. N. Zabyniak indicated the professional qualities of an individual related to a modern teacher: an ideological and humanistic direction (world-view, valuable orientation, life attitude, social and humanistic active performance and others); the display of a pedagogical bent (attitude to the children including the specific feelings which are typical for the teacher); the way of the attitude to the children (resiliently positive, passively positive, instable, open-negative, passively negative) [7].

V. Morozova describes the following qualities of a teacher as professionally important: pedagogical professionalism – an expertise in the field, erudition gain, awareness, the ability to solve the tasks of a pedagogical process qualitatively; empathy – the ability to empathize and sympathize, understand and accept others with a soul, etc.; dominance means mastering organizational skills, the ability to be a leader, persistence in achieving the goal, etc.; constructiveness is a content design and determination of the specific features of the projecting activity, etc.; communicative skills include sociability, contact, a developed language and others; expressiveness comprises emotionality, the ability to provide a proper speech, artistry and other features [11].
The analysis of the issue of the teachers training for a corrective work and explanation of the defects character in the field provided E. Hlushko with the general conclusion of the professional qualities: considering the importance of a teacher’s pedagogical work, necessity of a purposeful corrective and pedagogical activity with the children with difficulties in development and studying, pedagogical skills and mastering the modern corrective and pedagogical technologies; professional suitableness to work with children in general and with the children with the developmental disorders and difficulties in studying [12].

A specific personally oriented style of a pedagogical thinking that is characterized by shifting the focus from subject and procedural aspects of studying and bringing up to the valuative and significative. This style means the formation of the complex of certain pedagogical views, feelings, instructions, principals which condition a specific approach to solve corrective and pedagogical tasks, an individual manner, tone and emotional aspects for communication with the pupils [1].

A student personality orientation is first of all demonstrated in the instruction to its empathetic understanding, dialogical communication, in a teacher’s ability actualization of the feelings and emotions of a child adapting them to the goals and tasks of education and upbringing.

The intention of a teacher’s personality plays a significant role in pedagogical work at inclusive education. Firstly, it is a general humanistic direction of a personality. Secondly, it includes appositive orientation to perform a professional work at inclusive teaching the children with different educational needs, understanding the importance of inclusive studying in order to reach a successful socialization of the children with special educational needs, a deep consideration of their humanistic potential [8].

A professional orientation justifies the system of relationships of a teacher in a society life, explains a person’s need in a constant renovation and improvement of corrective and developmental skills and abilities [7].

While providing a teacher’s professional training to realize an inclusive teaching, one should consider his professionally personalized readiness to work with the children with special educational needs. An important component of professionally personalized educational needs comprises a readiness to help.

One of significant teacher’s tasks while working with the children with special educational needs includes the way to make the studying and upbringing process for them, the direction of personal self-esteem. In order to perform the task, a teacher should gain the specific qualities: the ability to ‘recognize’ personalized and problems of the pupils; predict different variants to perform rehabilitation and pedagogical influence depending on the goals and situations; to use the learning methods and instruments which promote a personal development and growth; to develop the studying based on the suitable motivated and psychological, procedural
and methodological support; to have an ability, on one hand, to share his knowledge with the students, and, on the other hand, to absorb their experience and values.

The teacher who works with the children with special educational needs, should gain a high regulation level of his activity, control himself in stressful situations, quickly and confidently react on the obstacles change and make the decision. He should have the skills which may overcome negative emotions, relaxation skills, the ability to take control, to adapt oneself in difficult and unpredictable situations.

An important requirement for the teacher who produces a pedagogical work with the children with special educational needs comprises performing them a delicacy and tact, including the ability to preserve the privacy of service information and personal secrets of a pupil (i.e. deontological mentality).

A pedagogue is responsible for the selected goals, tasks, content, teaching and upbringing methods for the child with special educational needs, because at first the child is more dependent on a pedagogical support than his peers with a normal development.

The enumerated above qualities let a teacher correctly perform the diagnostic process (to select the important and secondary in the inspection), find the knowledge gaps in pedagogically neglected children, accurately determine psychological peculiarities of a child with developmental disorders, separate the states (proceeding from the diversity of possible deviation variants), choose the specific rehabilitation and pedagogical methods and instruments for every child, provide a diagnostical control over the change of a child’s state. So, to solve rehabilitation and pedagogical tasks, in the work with the children with special educational needs, it is appeared useful to stress on the correlation between personal and professional qualities.

Conclusions. Thus, the article describes the trends of the professional work of a would-be rehabilitation teacher. They cover diagnostic, help (correction, rehabilitation, compensation, therapy), support (preventive measures, development). We identified the specific features of a rehabilitation teacher work that is closely connected with the general context of rehabilitation and pedagogical process of an educational establishment. The work justifies the purpose, structure, object, subject of a rehabilitation teacher professional work. The development strategy of the rehabilitation system of the children with special educational needs including an integrating (innovative) component, was developed. To some extent, it comprises both the peculiarities of the present rehabilitation technologies and the expected changes. The article gives general characteristics of the requirements for a rehabilitation teacher work. Basic functions of a rehabilitation teacher work were described (educational, educative, developmental, integrating, diagnostical, rehabilitation-oriented, communicative, research and creative, constructive and projective). We proved the significance of personalized and professional qualities to realize an inclusive teaching for the children with special educational needs.
References:


