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Specific features of psychological and pedagogical advisory support for parents of the children with special educational needs in inclusive educational space

Demchenko I., *Doctor of Pedagogical Sciences, Professor, Professor at the Social Work and Rehabilitation Department*

National University of Life and Environmental Sciences of Ukraine

E-mail: iryndi67@gmail.com

Bilan V., *PhD in Education, Associate Professor at Special and Inclusive Education Department*

Pavlo Tychyna Uman State Pedagogical University

E-mail: valentinaandreevna72@gmail.com

Friauf N., *Master student at the Faculty of Humanities and Pedagogy*

E-mail: natasha.friauf@gmail.com

The article describes significant trends of school and family cooperation in inclusive education. Its success depends on qualitative psychological and pedagogical advisory support services for parents of the children with developmental disorders. It has been found that in the families, who bring up children with developmental disorders, there are specific mutual relations. It highlights the specific features of parents' perceiving of their urgent inner family situation that touches every family relation structures: emotional, cognitive and behavioral. The mental tension and emotional discomfort are identified to appear clearly in the sphere of emotional reaction of parents of the children with developmental disorders. The cognitive sphere is for perceiving of their family situation as a troubled. Behavioral sphere is characterized by active search for inner and outside psychological and pedagogical advisory support. The types of incorrect family upbringing caused by parents' deprecation of the fact they have children with developmental disorders (deprecation; hyper care; anxious and distrustful upbringing; non-interference) and its consequences are distinguished. We established that while providing psychological and pedagogical advisory support for parents of the children with developmental disorders it is impossible to be limited by urgent needs and enquiries. It is proved by the fact that every set consulting task is to be comprehended in advance and work on the changes of the present and future. Taking into account the efforts of the scholars to describe the issue, we may distinguish the proof of optimal conditions to provide qualitative psychological and pedagogical advisory support services for parents of the children with special educational needs in inclusive educational space may be perceived as a perspective of the further scientific search.

Ключові слова: inclusive education, psychological and pedagogical advisory support, children with special educational needs, parents of the children with developmental disorders.

Introduction. Present stage of the education of Ukraine development is characterized by the implementation of inclusive education. It will provide access to qualitative education for every child regardless of the health condition, social status, nationality or religion. In accordance with international and local directions (Convention on the Rights of the Child, Salamanca Statement, the

Laws of Ukraine 'On Education', 'On General Secondary Education', National Strategy of Creating a Barrier-free Space in Ukraine till 2030, etc.) the urgent purpose of the coeducation of children with/without special educational needs includes their complete integration into society, their possibility on a level with healthy peers perform social roles, perceive intellectually aesthetic society

values and master moral and ethical norms of human relations. Results of the process depend on skillfully organized psychological and pedagogical support not only the children but correlations of the school and parents.

Thus, today there appear appropriate conditions for theoretical and practical solving of the problems of correlation between the school and family in inclusive education. It is proved by substantial scientific statements on the correlation between the school and families of the children with special educational needs in inclusive educational space in the works of the following scientists: V. Bondar, M. Bevziuk, S. Yefimova, V. Zasenko, A. Kolupaieva, S. Myronova, T. Sak, V. Shevchenko, Z. Shevtsiv, A. Shevtsov, M. Sheremet, etc. In their works the authors describe important psychological and pedagogical support for parents of the children with developmental disorders. They may hesitate whether the method of their child studying is correct and appropriate at educational establishments with inclusive form of studying. The support may be directed on their children as well for psychological and social adaptation in children company. But theory and methodology of inclusive education lack necessary works on the problem of correlation between the school and family in inclusive educational space.

Aim and tasks: to describe specific features of psychological and pedagogical advisory support for parents of the children with special educational needs in inclusive educational space.

Research methods. In accordance with the research aim and tasks we used general scientific methods (analysis, comparison, generalization, systematization, and concretization) in order to teach the treatment level of the issue and determination of specific features of psychological and pedagogical advisory support for parents of the children with special educational needs in

inclusive educational space; in order to systematize the sources, the bibliographical search has been implemented.

Results. During the last several decades the development of social and inclusive education is known by its the search for new effective way to teach and provide social adaptation for children with developmental disorders. Studying the influence of unfavorable tendencies to worsen conditions of the children studying, educating and development in inclusive educational space, the researchers V. Hryhorenko, A. Kapska, O. Karabanova, S. Myronova and others often connect them with the disharmony of family relations and disorders in family education. It is her family where a child with specific development spends her time. Thus, here she is to receive absolute, generous and constant support and help. They are appropriate family conditions, where a child with developmental disorders exists, that promote inclusive educating in school to be effective. But it is necessary to remember that even in harmonious family parents need pedagogical help to perceive the life moral values and norms. They must be essential while communicating with every education participant in school and society.

The families of the children with developmental disorders comprise specific correlations. The American scholar U. Bronfenbrenner describes specific features of modern families and states that there appears the idea of 'estrangement' – is characterized by unfavorable family environment caused by emotional parents rejection of their child, low financial level, parents full employment, negative close environment perceiving of a child, lack of opportune medical attendance, etc. Gradually a child is getting rejected by the parents as he doesn't justify their hope and expectations, doesn't meet social requirements. Thus, he appears to be 'estranged' [11].

In his work the researcher M. Siaba underlines that some parents are not able to accept their child as the one with developmental disorders. They try to reject it, escape the reality. That worsens the situation. On the other hand, they lay the lifelong blame for the fact the child has been born disabled on themselves or the others. But that won't solve the problem and overcome the difficulties. Sometimes parents aren't capable adapt to the reality. They don't promote the child to become full value, and independent personality [6].

Thus, the reason for parents' inadequate attitude to the child lays in the lack of perceiving of true possibilities and abilities of the child with developmental disorders. Some parents lessen the perspectives of their children. Sometimes they don't realize what their child is capable for. By contraries the others overestimate the child's possibilities. In the families the parents are not able to up bring and educate a child properly. Later it influences the education, employment, the way they start their own families and the financial provision.

In the work 'Family-oriented Approach in the Context of Complex Psychological and Pedagogical Support for Children with Autism' I. Sukhina [5] supposes that if a child with developmental disorders lacks proper family background, his personal insufficient development escalates. Here the children appear to be burden for the family and society. The author distinguishes the following types of pathogenic family upbringing of the children with developmental disorders:

1. Rejection (emotional estrangement). It means onerous demands, strict regulation and control. A child isn't accepted the way she is. She is remade with either very strict control or out of control, including complete permissiveness. Rejection forms neurotic conflict in a child. Neurasthenia is found in the parents.

2. Hyper socializing upbringing (hyper care). The parents find the best features in a child and follow the instructions of 'perfect' upbringing, excluding child's needs. It also may be caused by the feeling of anxiety about the child's health, social status. It is resulted in fears, phobias of social meaning, obtrusive ideas. There appears the conflict between the desired and present. Parents attribute what the child must desire to that child. Here he is in the fear of his own parents. Parents try to put down the display of natural temper. Using this upbringing type, choleric children become pedantic, sanguine and phlegmatic children become anxious and melancholic children – insensible.

3. Egocentric upbringing (anxious and distrustful upbringing) is observed in the families where a child is an idol. It is characterized for the families with the only child. The child is imposed the idea he is of great value for everybody. It results in number of grudges the child has against the family and the world in general. The situation may cause hysteroid accentuation type of a personality.

4. Non-interference (complete upbringing ignorance in the family). Here the child is held neutral. School is the place to teach and form. The family performs the role of passive observer. Parents are full employed, with their own troubles and interests, thus neglect of children presence. The child is getting older as a positive, independent, but lacks active parental help, their sympathy and empathy.

Sympathy and parents understanding of their specific urgent inner family situation is connected with all structures of family relations: emotional, cognitive and behavioral. In the adults' sphere of emotional reaction the phenomena of mental tension, excessive anxiety and emotional discomfort are put in the forefront. The cognitive sphere is identified by understanding of the family situation as a

troubled in general and fatally false sometimes. In behavioral sphere parents are of active search for help. At first they try change something individually. Later they clearly understand that need outer professional psychological and pedagogical advisory support.

Though there exist obvious connection between the specific features of child's behavior and the system of inner family relations, the parents who apply to a specialist for help, at first meetings are limited by the account of such children. That leads to the situation that while consulting 'the reasons for applying that are sometimes deliberately concealed or often even partly comprehended, are easily and quick to be found. Thus, these reasons are of behavioral character, but off the properly child's problems. They are the problems of family relation in general' [7, c. 72].

If the contact is correct, the first meetings provide gradual outline important for the work reasons for applying for help.

Having provided psychological analysis of reasons for applying, K. Yahniuk described the types of this motivation, though of partly comprehension.

1. Unconscious motivational formula: 'The child is troubled because we are incompetent parents'. The motivation is visible in the text and covert sense of the parents account of them and the child.

2. Unconscious motivational formula: 'The child is troubled as our marital relationship'. The motivation is evident when starting with the information about children unnoticeably for them the parents shift to tell about their marital problems.

3. Unconscious motivational formula: 'The child is troubled because his mother (father) is worthless'. The motivation is proved by the utterance fragments, digression, special remarks, smiles and pauses.

4. 'Manipulative motives'. It appears when behind the pronounced motive to help a child and anxiety of his condition there appear clearly conscious attempts to change something in the life, accept real or psychological benefits [10, c. 54-55].

Data summarizing, which were received at the first meetings, concludes in poly motivation of the application to a specialist for help. In this context a psychologist works with a number of feelings, emotions, thoughts and estimations. In most cases they are reasoned adaptively to the situation and reflect true inner family situation.

Analysis of the families' condition at the first meetings with the specialist-adviser demonstrates the statues and emotions which were suffered by children, as well as family crises experienced by parents.

E. Eidemiller states that studying family status at the first stages of consulting may appear rather complicated and difficult because of the following reasons:

- family as a social and psychological system includes a number of relationships and interconnections. To form them personal specific features of family members, its social environment, customs, and traditions, social and economic conditions are of great value;

- there is no unified approach for family problems, unified understanding of its sense and structure. The existence of great number of schools, trends and tendencies with various approaches to the problems of family diagnostic and psychotherapy doesn't admit to work out a unified theory which may become a basic for family examining;

- the subject of family examining is the sphere of social life which is inclined for being influenced by social stereotypes and conceptions. It proves that every individual interprets the family relationships paying regard to personal family experience exclusively;

– many family events are not to be revealed for the adviser. It complicates determining clear reasons of the events [10, c. 280-281].

K. Rogers clarifies the following basic conditions for consulting: an individual feels tension as a result of contradicting inner desires or of the conflict between social demands and the demands of outer environment on the one hand, and individual needs on the other hand; he has the ability to cope with his everyday difficulties; he is capable to show the tension and conflicts verbally or with other means; he is intelligent enough to cope with his every day trouble; he is adult enough for independent conduct or young enough to keep a flexibility in adaptation[4].

Together with the above advisory criteria, we pay our attention to the conditions necessary for joint work with parents and a child. We support the idea that direct consulting of parents and a child is possible if the child's problem lays in parental-childish relationships; a child still depends on the family emotionally or by the territory; parent or a child need the support; a child is capable to express his emotions; a child doesn't have fundamental deflections.

While studying parental-childish relationships directly, we claim that disharmony of family relations and family upbringing creates unfavourable background for emotional development of the child and may become a source for the pre-neurological pathologically characterological radical (S. Avdieieva, N. Buhaets, O. Prodaniuk and others).

In accordance with modern views of advisory psychological and pedagogical work, the consulting aim lays in determining the knowledge with the description of systemic psychological support. It provides actualization of additional possibilities to solve a difficult every day problem.

In theory accordingly, including extension of methods for providing advisory support for parents of the

children with special educational needs, advisory psychological and pedagogical work include the following five basic questions to be answered: what does the process which appear between the individual in a difficult situation (the one who apply for support) and the person who provides it (adviser) stand for? what are the personal features, skills and instructions of an adviser? what the parents' fund, inner strength can be actualized while consulting? what specific features does the situation in parents' life impose on the consulting? what are the modes and techniques to be used by an advisor while providing support?

Setting the sample of advisory support for for parents of the children with special educational needs, an advisor is to pay an urgent attention to the prototype of future development of family and child relationships. The formed in psychology principal of the correction 'from the top → down' requires 'tomorrow of the development' to be centered. Its implementation means purposeful forming of new psychological features that are of personal characteristic of a child's age (active influence on the genesis and development of new psychological forms), as well as active formation of the aims to be reached in the nearest future according to the requirements of optimizing parental-childish relationships.

The above information makes it clear that while consulting on the problems of parental-childish relationships it is important not to be limited by urgent needs and inquires. Each of the set advisory tasks is to be interpreted in advance and to work on the future and present changes.

If parents' instructions and inquiries are inadequate, the adviser's conversation is to be presented in the way to prevent parents mangled perceiving of the specific development of a child and to perform attempts in

changing the upbringing stereotypes adopted by the parents previously.

The preliminary assessment of the situation has to lead to a short problem formation. It helps to identify consulting basic aims. Correspondingly while setting the aim the requirements are to be followed: the aim setting is a cooperation of an advisory and parents as it will help both sides understand the problem clearly; the forms aim has to meet the parents requirements, resources, possibilities of an advisor, as well as contractual obligation; the formed aim must determine accurate results and the final success of the consulting; properly identified aims set temporary frames and their deadlines, as well as suppose the realization obstacles and barriers.

Identifying the level of aim formation, W. Wales states, 'if the aims have been formed clearly and divided into accessible tasks, and if there are the condition for them to be reached, so they can be measured' [9, c. 132].

Here we talk about the key idea which combines almost all possible approaches in consulting - the desire to help a personality development via changing and transforming of the human 'I'.

In accordance with today views (O. Milieiko, N. Apetyk, R. Bandura, Y. Mushka, A. Spivakovska and others), the advisory support includes the following general tasks which combine different in content and trends methodological approaches: studying of parents psychological problems and sending support to solve them; studying of psychological regularities, mechanisms and effective ways of interpersonal cooperation between parents and children to create the base of effective and harmonious conversation with the environment; the development of parents' self-consciousness for the change or prevention of emotional disorders based on inner and behavioral changes.

Adaptation and integration of these tasks must be held not just like skills and abilities training, not like separate exercises to improve cooperation between an advisor and a client, a parent and a child, but like an integral intelligent activity that study and specifies interpretation and monitoring of psychological advisory support in the practice of an advisor. Here the aim lays in facilitation of solving of organizational and practical problems.

When the changes in relationships between parents and children appear, the advisor must take into consideration the fact that the results are of double nature. Firstly, they may be understood as a feedback. It proves the effectiveness of the work which is not to be interpreted for parents and children. Secondly, they may be new acting ways and behavioral forms, new purposes and plans, new relationships and emotions that are necessary to be delivered to parents and children comprehension.

The analyses of family state at the first meetings with teachers and psychologists, who accompany inclusive teaching of the children with special educational needs, promote identifying the states experienced by the children, as well as family crisis suffered by parents.

Studying of parental-childish relationship violation must be held consistently, implementing the following stages in succession:

1) analysis of the information that has been received during the first meeting with parents, as well as data from doctors, teachers or other people interested in the child's state;

2) talk with parents in order to get the information about the previous developmental stages of the child, his health, family relationships and the circumstances of social and everyday life;

3) information on the state of health (at the moment of examination);

4) monitoring of parental-childish

relationship while consulting;

5) experimental and psychological examining is a complex analysis of the obtained results.

Here it is important to establish the analysis of the results of child's productive activity (paintings, produce, and hobby objects); the result of specific features studying between the parents of children with special educational needs, their interests, hobbies.

In accordance with the general scheme of psychological monitoring, the received data are group in four chapters:

1. The information on the child's developmental case record and the state of his health.

2. The information about specific features of social environment, the child grows in (family, peers group in kindergarten, school or other attending establishments).

3. Specific features of parents behavior at the very moment of providing advisory support in the family.

4. Developmental differentiated characteristic of cognitive, emotional and personal spheres of parents and the child.

Based on the obtained data the specialists must determine developmental level of the child with special educational need, describe the sense of difficulties of parental-childish relationships, evaluate the level of their intensity, find out the factors for the difficulties, and describe developmental spheres to eliminate or reduce the problem acuteness.

In general while consulting, the parents of children with special educational needs follow the stages:

1) forming an apply to the advisory advisor, to themselves, environment; evaluation of one's feelings, thoughts, actions, responsibility share (parents answer, 'I'm not satisfied the things are');

2) analysis and discussion of alternatives, contract conducting, planning of the possible changes (parents answer, 'What I would be more

satisfied with were...');

3) working out the plan of actions, taking decisions, finding necessary information, teaching and exercising new skills and abilities (parents answer, 'To provide changes I need ...').

Having provided the consultation, an advisor must teach parents recognize the motives of child's behavior. O. Karabanova claims that may help parents better perceive their difficulties, and as a result – get over the consequences of upbringing [1, c. 7].

The work with family to apply psychological and pedagogical support include: the training of teaching staff to cooperate with the parents who has children with developmental disorders; providing psychological and pedagogical diagnostic of psycho-physical development of the children with special educational needs by parents agreement; introducing parents to the results of the diagnostic; studying of social conditions of the family the character of parental-childish relationships; introducing parents to the content of psychological and pedagogical and corrective support at an educational establishment; implementing consultation for parents to provide corrective and pedagogical support at home; involving parents in the realization of educational programme of child's teaching, educating and development; involving parents in the system of out-of-class activities; advancement of parents pedagogical competence, educating social tolerance [2].

In order to prevent negative appreciation of the child and form correct instructions in inclusive teaching children with special educational needs it is to the purpose before the academic year starts to provide the meeting with the parents of would-be first graders. At the meeting the management staff (in the person of the principal, deputies and a specialist of support service) presents the information of the specific features of educational process organization, of class forming,

out-of-class activities, cooperative trends between the school and the family.

Thus, from the very first school days parents get the information that in the same class there may study different children. The attention is paid to the class filling, availability of the specialists of psychological and pedagogical consultation, advantages of inclusive education. The meetings help to solve difficult problems of organizational period and avoid tense relationships between parents that may appear because of lack of information and misunderstanding of separate circumstances of inclusive educational process in school.

At the same time the following forms of the work with parents are proved: seminar-practical works, subject consultations; psychological trainings, 'school of humane parenting', talks (corporate, individual, group), the organization of trainings, business games, family visits, open days, demonstrative lessons for the child's family, working out of demonstration stands for parents, release of subject newspapers etc. [3, c. 98].

As a rule seminar-practical works are dedicated to a separate issue that may be interesting for parents. A seminar of the problem 'The Correction of People Aggressive Behavior', 'Psychological Corrective Work of Emotional Deviations', 'Measures to Prevent Neurological States and Neuroses' etc.

Usually subject consultations touch the issues of corrective technologies to be used by parents at home. At the consultations separate techniques to develop children's attention, visually image and verbally logical thinking, and variants for objects comparison are discussed. Parents are informed of the rules of active listening, possibilities for the development of children spatial representation while walking, help to organize the family life in the way to activate children's cognitive activity.

Psychological trainings are for the most interested parents, those who are conscious of the fact that to help a child is possible when you are changing as well. These trainings are to be held by qualified psychologists. They may be different in forms: contact-groups, personal development trainings, psychodrama groups, art therapy and others.

'School of humane parenting' combines all the above forms and is directed on the growth of parents' competence, social and pedagogical literacy of the family members, whose children are involved in inclusive education.

All the forms are based on the following principals: systematic organization, purposeful events planning, subject connection with parents' inquiries; registration of parents' social and psychological schemes to act and their correction while cooperating; presence of a separate doer and the specialist responsible for their organization.

That is important for teachers to form in parents the conception about their child as self-esteem personality who has his own specific ide of the environment, and needs love, favor, care and share. Thus, the main conditions of partnership between school and family are mutual trust. Educational institution is oriented on the open factor of educational process in inclusive classes. Parents are taught to help children while solving home assignments, control their own the child's emotional state, adapt the child with developmental disorders for the environment and prepare for independent life. As a result the parents form the real image of the child, positive micro climate appears in the family.

The work of teachers and specialists of psychological and pedagogical support of inclusive teaching of the children with special educational needs promotes their perception of the fact they are not to rely on the perfect

and miraculous specialists' help. Much depends on their activities, the possibility to perform with humanity, tolerant, competently, not stopping if difficulties, but to find reserves and open new opportunities for one selves and the child. Gradually parents conclude that it is of extra importance to make the child maximum adapted for present social conditions, develop independence, and prepare him to the independent self-sustained life. That is why the important factor of effective psychological and pedagogical support for parents of the children with developmental disorders is the level of their ability to estimate the real possibilities of the child and the way further he will be capable use the formed skills independently in the life and game, but not only at special classes.

Conclusions and prospects.

Therefore, the cooperation between teachers, psychologists and parents of the children in inclusive educational environment is of specific importance, because the base of the cooperation is the formation of the attitude to children as the community of future citizens. Nobody is excluded from there; every child is apprehended as a personality acquiring his specific developmental features, skills, abilities and interests.

Family upbringing of the children with special educational needs is found out to depend on psychological and emotional condition in the family and the

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type of upbringing actions. These circumstances provoke further education, employment and life. We claim that regardless of the type of family upbringing and the relationships of the family that educate the child with developmental disorders, the child needs specific support of teachers and psychologists, because his specific developmental features make him different.

The specific feature of psychological and pedagogical support for the parents of children with special educational needs include: formation of trust cooperation; diagnostics of parental-childish relationships; psychological and pedagogical support for the parents of children with special educational needs using different organizational forms (seminar-practical works, subject consultations; psychological trainings, 'school of humane parenting', talks (corporate, individual, group), the organization of trainings, business games, family visits, open days, demonstrative lessons for the child's family, working out of demonstration stands for parents, release of subject newspapers etc).

The further study implies the formation of appropriate conditions for psychological and pedagogical support for the parents of children with special educational needs in inclusive space.

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ОСОБЛИВОСТІ ПСИХОЛОГО-ПЕДАГОГІЧНОЇ КОНСУЛЬТАТИВНОЇ ДОПОМОГИ БАТЬКАМ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

Демченко І., Білан В., Фріауф Н.

У статті окреслено актуальність питань взаємодії школи та сім'ї в умовах інклюзивного навчання, успіх якої залежить від якісного надання послуг психолого-педагогічної підтримки батьків дітей з порушеннями в розвитку. Виявлено, що у сім'ях, які виховують дітей з відхиленнями в розвитку, існують особливі взаємини, зокрема зосереджено увагу на особливостях усвідомлення батьками своєї актуальної внутрішньосімейної ситуації, що пронизує всі структури сімейних взаємовідносин: емоційну, когнітивну і поведінкову. Визначено, що у сфері емоційного реагування в батьків дітей з порушеннями в розвитку рельєфно виступають явища психічної напруженості, підвищеної тривожності і емоційний дискомфорт. У когнітивній сфері найбільш виразно проявляється усвідомлення своєї сімейної ситуації в цілому як неблагополучної. Поведінкова сфера характеризується активним пошуком як внутрішньої так і зовнішньої психолого-педагогічної консультативної допомоги. Виокремлено типи неправильного сімейного виховання спричиненого неприйняттям батьками факту порушеного розвитку в їхніх дітей (неприйняття; гіперопіка; тривожно-недовірливе виховання; невтручання) та його наслідки. Визначено, що під час психолого-педагогічної консультативної допомоги батькам дітей з особливими освітніми потребами не можна обмежуватися терміновими потребами і запитами, адже кожне з поставлених завдань консультування має осмислюватися в перспективному контексті і працювати не тільки на зміну сьогодення, а й майбутнього. Оцінюючи зусилля науковців у висвітленні даної проблематики, зауважимо, що перспективою подальшого наукового пошуку постає проблема обґрунтування оптимальних умов для забезпечення якісної психолого-педагогічної консультативної допомоги батькам дітей з особливими освітніми потребами в інклюзивному освітньому середовищі.

Ключові слова: інклюзивне навчання, психолого-педагогічне консультування, діти з особливими освітніми потребами, батьки дітей з порушеннями в психофізичному розвитку.