

УДК 378.013

**FROM THEORY TO PRACTICE: PROBLEMS AND PERSPECTIVES OF
PEDAGOGICAL SUPPORT FOR PARENTS****Logozinska O.L./ Логозинська О.Л.**

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Abstract. *The article highlights the problem of pedagogical support for families raising children with special educational needs. Parents should be the main participants in the development of a child with psychophysical disorders. They must create optimal conditions for a child's full life and activity. In the case when parents already know and are sure that their child is mentally and physically lagging behind in development, they should promote the child's active daily life. The child must learn self-care and get used to certain duties (setting the table, cleaning the dishes). A separate category of parents, fearing that the child will break the dishes or dress incorrectly, does not give him the opportunity to perform tasks independently. This factor has a negative impact on his personal development.*

Key words: *inclusion, inclusive education, children with special educational needs, preschool children, education quality monitoring.*

Introduction.

The problem of providing special pedagogical conditions for supporting families raising children with special educational needs, as well as the optimal social integration of these children into society remains in the center of public attention for a long time. It is considered to be a key problem of national science. In a family where a child with pathology is born, quite often this is only the beginning of a complex and long process of perception and adaptation.

Pedagogical support for families raising children with special educational needs consists in parents' active participation in the process of organizing inclusive education in kindergartens. Cooperation should be constructive and effective. This is possible when all the participants feel comfortable, their roles are agreed and understood, and information is regularly provided in an open and democratic way.

Basic text.

The goal of pedagogical support for a family raising a child with psychophysical disorders is to create organizational and pedagogical conditions for successful inclusion, socialization of the child, and integration of the family into society. The tasks of pedagogical support for the family of a child with special educational needs are: actualization of family problems; counseling the child's family on issues of upbringing, education, socialization: creation of an educational route for the child, optimization of the emotional and volitional sphere of family members, establishing relationships of the preschooler with peers, teachers, parents; creating an adaptive educational environment; formation of the necessary pedagogical knowledge and skills among parents and teachers [2].

The implementation of the tasks of pedagogical support for families raising children with special educational needs requires ensuring the appropriate

organizational and pedagogical conditions: creation of an adaptive educational environment that positively affects the psychological, emotional, cognitive, social, communicative development of the child, formation of the child's communication skills; methodical support (development of a support program for families raising children with special educational needs); interaction between specialists of a preschool education institution and a family raising a child with special educational needs [1].

It is also necessary to take into account that parents of children with special educational needs can be, and in many cases are, in a constant struggle for the inclusion of their children in society. Families' views on inclusive education can be mixed, especially when mainstream education institutions are not able to respond to the diversity of family demands.

UNICEF and other organizations are aware that the negative attitude of parents towards inclusion is a barrier to the successful socialization of a child with psychophysical development disorders. Parents' negative attitude towards inclusion is often the result of insufficient awareness of their children's rights. There are additional barriers preventing children with special needs from receiving inclusive education, namely: insufficient awareness of educational alternatives for children; fear of public hostility; lack of choice of educational institutions located near the house, especially for families living outside the city [3].

That is why it is very important to hear, understand and solve the problems of families raising children with special educational needs. Parents need support and empowerment of their children. Parents need to understand their rights, to become like-minded in the implementation of the inclusive education strategy. In this way, parents' awareness of the rights of people with disabilities is growing. This leads to parents' awareness of the potential of inclusive education. Persistence in obtaining it by their children with special educational needs appears. The system of pedagogical support for such families is determined by the purpose, content, methods and forms of work, methods of correction, qualified specialists who work with children with special educational needs.

Monitoring the level of child's development, the characteristics of relationships between close family members, the style of parenting of the child, the level of formation of pedagogical knowledge and skills of parents play a significant role in pedagogical support. Parents and close family members receive information about the monitoring results, as well as about possible ways to solve the identified problems. Scientists identify the following main areas of support for a family raising a child with special educational needs by a preschool education institution: monitoring studies, correctional and developmental activity; creation of special organizational and pedagogical conditions for full satisfaction of the child's educational needs; effective interaction with parents in order to acquire certain pedagogical knowledge and skills.

Conclusion.

Therefore, work with families in an educational institution is purposeful and structured. The results of the diagnostic examination of families and their children are particularly taken into account. However, effective interaction with a family raising a

child with special educational needs requires the creation of a certain system of criteria. Complete information about the family of a child with mental and physical disorders is the foundation for building work, choosing forms and methods of interaction.

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Тези відправлено: 05.03.2023 г.
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