

THE COMPANY "DEL c.z." (CZECH REPUBLIC)
NES NOVA DUBNICA sro (SLOVAK REPUBLIC)
UNIVERSITY OF MALAYSIA PAHANG (MALAYSIA)
UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO (MÉXICO)



DEVELOPMENT STRATEGIES FOR MODERN EDUCATION AND SCIENCE

MATERIALS
OF THE V INTERNATIONAL RESEARCH
AND PRACTICAL INTERNET CONFERENCE

February, 27, 2024

Zdar nad Sazavou, 2024

DEL c.z.

DEL c.z. Strojírenská 38, 591 01 Žďár nad Sázavou, CZECH REPUBLIC

Materials of the V International Research and Practical Internet Conference "Development Strategies for Modern Education and Science", - 2024.

ISBN 978-966-8896-15-8

Development Strategies for Modern Education and Science : Materials of the V International Research and Practical Internet Conference (February, 27, 2024) : collection of abstracts [for the general ed. Ph.D Serhii Onyshchenko]. Zdar nad Sazavou : "DEL c.z.", 2024. 17 p.

The collection includes materials of the V International research and practical internet conference "Development strategies for modern education and science". The materials of the collection will be useful for researchers, scientists, graduate students, researchers, teachers, students

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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS SUPPORT DETERMINATION**

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The foundation of our support model is the conditions of psychological and pedagogical support of a child with special educational needs (I level of support), so it is necessary to clarify the meaning of the concept of "pedagogical conditions" and justify the appropriateness of the conditions we have chosen.

The analysis of theoretical sources proved R. Hurova, O. Fedorova, V. Manko, A. Aleksyuk, A. Ayurzanain, P. Pidkasystyi, G. Golubova, A. Zubko, B. Chyzhevskyi analyze in detail the issues related to the disclosure of pedagogical conditions in the educational process

Thus, in the reference literature, various interpretations of the concept of "condition" are given, which have a lot in common. In the Philosophical Encyclopedic Dictionary it is stated that "a condition is a philosophical category that reflects the universal relations of a thing to those factors due to which it arises and exists" [38].

The term "condition" refers to the necessary circumstances that contribute to something; circumstances, features of reality, under which changes are made. In the explanatory dictionary of the modern Ukrainian language, the concept of "condition" is more specified, i.e. a necessary circumstance that enables the implementation, creation, formation of something or contributes to something, as a factor, the driving force of any process, phenomenon; factor.

V. Manko defines pedagogical conditions as an interconnected set of internal parameters and external characteristics of functioning, which ensures high effectiveness of the educational process and meets the psychological and pedagogical criteria of optimality [17, 153–161].

A. Aleksiuk, A. Ayurzanain, P. Pidkasystyi consider pedagogical conditions as factors that affect the process of achieving the goal, logically distinguishing the following components: external (positive relations between the teacher and the child; objectivity of the evaluation of the educational process; place of study, premises, climate etc.) and internal (individual characteristics of the child, namely health status, character traits, experience, abilities, skills, motivation, etc.) [24].

O. Pehota states pedagogical conditions are a category defined as a system of certain forms, methods, material conditions, real situations, objectively developed or subjectively created, necessary to achieve a specific pedagogical goal [27].

Pedagogical conditions must meet certain requirements, such as have a systemic nature; have a clearly defined structure and provide connections between the elements of this structure; take into account the peculiarities of professional training of students in the context of their readiness for professional activity.

So, "pedagogical conditions" is a concept that is used in the educational field and refers to the environment, circumstances, resources and factors that contribute to effective learning and development of students.

Pedagogical conditions are created in order to maximize the potential development of each student, contribute to his cognitive activity, motivation to study and achievement of educational goals. They can include various aspects of the educational process, such as:

- Organization of the educational environment: creation of comfortable conditions for learning, availability of the necessary equipment, access to relevant educational materials and resources.
- Methodical support: use of various teaching methods and techniques, development of adequate curricula, lesson planning and teaching taking into account the needs and capabilities of students.
- Individualization: taking into account the personal characteristics of each student, using different assessment methods and approaches to work with students with different levels of abilities and interests.
- Creation of a favorable psychological atmosphere: support of mutual respect, cooperation, positive attitude to learning, development of students' motivation and self-esteem.
- Involvement of students' active position in learning: stimulation of independence, critical thinking, creativity, provision of opportunities for self-realization and development of various competencies.

The specified pedagogical conditions contribute to the effective learning and development of students, and also help to create a favorable learning atmosphere in which students can achieve success and develop their potential.

The main goal of the educational institution is to create optimal conditions for the development of each child's personality in accordance with the characteristics of his mental and physical development, individual capabilities and abilities. It is possible to successfully teach children with different intellectual abilities, to create a psychologically comfortable environment for them in the conditions of complex correctional assistance.

Psychological and pedagogical support of children with special needs in an educational institution is aimed at ensuring the development and learning of children in the conditions of an educational institution and increasing their adaptation capabilities, which will contribute to their further successful integration into society.

As it is noted by O. Chebotaryova, G. Blech, I. Gladchenko, S. Trikoz, I. Sukhina, N. Yarmola, the main principles of support are the priority of the accompanied person's interests is "on the side of the child"; continuity of support; a complex approach to support – the coordinated work of a "team" of specialists.

As a support subject, the following may be involved: a group of children uniting and organizing into a class; a specific child who needs to develop an individual educational route.

A group of scientists studied the features of supporting a child with intellectual disabilities and emphasized that support system promotes the advancement of students from the minimum, lowest elementary level of interaction with the environment (social adaptation) through a more active level of functioning (social integration) to intensive competent interaction of the child with society (socialization). In our research, we focus on children with special educational needs who need the 1st level of support, which is provided on the basis of the educational institution and does not require additional funding. However, psychological-pedagogical support involves the comprehensive implementation of pedagogical and psychological assistance to children with SEN and their families.

According to Art. 1 of the Law of Ukraine "On the Rehabilitation of the Disabled" psychological and pedagogical support is a systematic activity of a practical psychologist and special pedagogue aimed at creating a complex system of clinical-psychological, psychological-pedagogical and psychotherapeutic conditions that contribute to the assimilation of knowledge, abilities and skills, successful adaptation, rehabilitation, personal development of a person, normalization of family relations, its integration into society.

A mandatory condition for the psychological and pedagogical support of children is the creation of a special educational space, which provides for the presence of special and developmental infrastructure of the institution, qualified personnel who trained with special methods and technologies of correctional and developmental education and upbringing [30].

Under the conditions of psychological and pedagogical support in our research, we understand such features of the organization of the educational process that determine the results of upbringing, education and personality development; ensure the integrity of education and upbringing of children with SEN (1st level of support) of primary school age, contribute to the comprehensive harmonious development of the personality.

So, we have proposed and theoretically substantiated the psychological and pedagogical conditions of accompanying a child with special needs (1st level of support) in a special educational institution, namely

- 1) the teacher creates a comfortable developmental environment and a favorable psychological atmosphere in the conditions of the educational institution, taking into account the requirements for arranging the educational environment according to the norms of universal design, to ensure the effectiveness of the process of supporting the child;

- 2) implementation of constructive interaction between teachers and parents in the process of supporting a child with special needs, creation of a supporting team;

3) implementation of a step-by-step method of psychological and pedagogical diagnosis of children with special needs (1st level of support), which ensured the unity of the formation of all its components;

4) taking into account the age and individual characteristics of the development of children of primary school age, creating an individual child development program.

The essence and types of psychological and pedagogical support, which are aimed at a child with special needs, consist in such help and support, which are based on preserving the maximum will and responsibility of the subjects of the support for choosing options for solving the actual problem of the child's development.

Since the conditions for the psychological and pedagogical support of a child with SEN are the basis of our proposed model of support and ensure the coordinated operation of all its blocks, we have set ourselves the task of creating and verifying in practice the appropriate conditions to ensure effective psychological and pedagogical support of children with SEN.

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Development Strategies for Modern Education and Science

Collection of abstracts

Responsible for computer typesetting – Serhii Onyshchenko

The authors are responsible for the selection, accuracy of the facts, quotations and other information

Printed from the original layout provided by the author

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CZECH REPUBLIC**