

THE SPEECH-THERAPY COMPETENCE OF AN INCLUSIVE CLASS TEACHER AS A TEACHING EFFICIENCY INDICATOR REGARDING CHILDREN WITH LANGUAGE DISORDERS

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Abstract: This article discusses the structure, characteristics, and ways of forming one of the key competencies of an inclusive class teacher and organizer of an inclusive space, namely, speech therapy. The problematic of the research is particularly relevant in the conditions of the primary education trans-modernity and the formation of the educational space of the New Ukrainian School. The results of the study, which were conducted in 2017–2018 on the basis of the Bohdan Khmelnytskyi Melitopol State Pedagogical University in the framework of the budget theme “Development of psychological and pedagogical support methodology of families who bring up children with special needs”. The article presents the results of an imperial study, which was conducted as part of the certification program “Speech therapy work with children with phonetic-phonemic speech underdevelopment” which was attended by 77 teachers from Melitopol and Berdiansk. The authors of the article came to the conclusion that the professional competence of the teacher organizing this process arises as a significant component of the educational process at the primary school, especially in the inclusive classes. One of the components of professional competence is a logopedic component. Taking into account that the mastery of oral and written language is a key stage in the educational training of junior pupils, we are invited to include a logopedic component in the list of basic competencies of a teacher. Speech competence diploma implies knowledge about the specifics of speech impairment.

Keywords: competence, speech therapy, inclusive class, children with special educational needs, language disorders.

1 Introduction

Analysis of key international documents on the rights of children with special educational needs, such as “The universal declaration of human rights”, “The declaration of the child’s rights”, “The Salamanca Declaration”, “The declaration on the rights of mentally retarded persons”, “The declaration on the rights of persons with disabilities” makes it possible to determine the vector of referral methodological work of the new school – the acquisition specific competencies of inclusive class teachers with respect to an individual development of children with special educational needs (further – SEN), allows critically analyze key competence of teachers in inclusive classes.

The law of Ukraine “On Education” defines the concept of a person with special educational needs. (1) These include a person or group of individuals who “needs additional permanent or temporary support in the educational process in order to ensure their right to education.” (1) This category includes not only children with disabilities but also refugee children, internally displaced persons who need temporary protection and support. Under this category are also children with special language needs. (1)

If we understand the educational process as a whole, then any school or teacher, in particular, must adhere to inclusive philosophy in their teaching activities, that is, to create the most comfortable development environment for each participant in the educational process.

It is important to emphasize that often the presence of a child with SEN in class leads to controversial thoughts about the success of the educational process. Numerous studies (2-5) show that the educational level of the children of the inclusive class is not lower than the rates for the ordinary class. On the contrary, teachers who teach a child with an SEN increase their qualifications, learn to be more attentive to the particular child and, in turn, to the whole team. Also very important is the moment when members of the children’s team noticed that a child who has difficulty mastering the material, learns better, they also try to raise their own level.

Positive was also the dynamics of self-education and in-depth teacher training for the acquisition of special competencies that would help to organize the educational environment in the inclusive class. The law “On education” states that teachers of

inclusive classes should improve their qualifications annually, passing the corresponding training modules. It is important to emphasize that the leaders of the educational process in the inclusive class should not become doctors or receive the education of correctional teacher, speech therapist. They must understand the peculiarities of the child’s diagnosis and choose methods of correction and methods of material reporting, forms of control and assessment of knowledge. An important thing for the teacher is the information on working with a child with SEN are related to educational activities: memory work, the process of thinking processes, dominant ways of remembering information, peculiarities of perception and thinking, development of the emotional and volitional sphere. To create a comfortable educational environment in the inclusive class for the teacher, it is also advisable to have information about the peculiarities of the communicative relationship of the child with the SEN.

We also have to note that the law “On Education” (January 1, 2018) grants the teacher the right to choose a place for the improvement of qualification among establishments with accredited educational programs. Among the recommended educational institutions for higher education, higher education institutions and institutes of postgraduate pedagogical education become effective. These include Bohdan Khmelnytskyi Melitopol State Pedagogical University, which is the base platform for the New Ukrainian School (“NUSH”). (1)

The purpose of the research work is to highlight the content of the preparation for the acquisition of the elementary school teacher’s logopedic competence for the effective education of children with speech disorders.

Objectives of the study are to find out the essence of the concepts of “competence”, “professional competence of the teacher”, “speech therapist competence of the teacher”, working with speech disorders children; to prove the necessity to include logopedic competence in key competencies of the inclusive class teacher; to determine the minimum content of the theoretical and practical training of the teacher for working with children with speech disorders.

2 Materials and Methods

The research was conducted on the basis of the Correction-Developing Technologies Center for preschool and elementary pupils schoolchildren of Bohdan Khmelnytskyi Melitopol State Pedagogical University in the framework of the state budget theme “Development methodology of psychological and pedagogical support of families educating children with special needs” (0119U00203). Participants were teachers of the primary school of the Melitopol and Berdiansk area of the Zaporizhzhia region in Ukraine. The experiment was attended by 77 participants. In accordance with the mentioned purpose, an analysis of philosophical and pedagogical sources, legal and administrative documents were used to determine the essence, content, ways, expediency of inclusion of speech therapist’s competence in the preparation of elementary school inclusive class teachers. A questionnaire was also used to identify the content of the necessary theoretical and practical training of the inclusive class teacher for working with children with speech disorders.

3 Results and Discussion

The experimental study was conducted from December 2017 to December 2018 on the basis of Bohdan Khmelnytskyi Melitopol State Pedagogical University. In order to identify the feasibility of incorporating logopedic competence into the list of competencies of the inclusive class teacher, teachers of the elementary school of Melitopol and Berdiansk region were asked to go for their own account to certify the educational program

“Speech therapy with children with phonetic and phonemic underdevelopment of speech”. The experiment was conducted three times to determine the authenticity of the data received: winter (27 participants) – spring (25 participants) – winter (26 participants). Among the students of the program, in addition to primary school teachers, there were school principals who were in charge of teaching and educational work. The preparation of primary school teachers for the certification education program included 48 hours of classes and 162 hours of independent work. The following training courses have been included in the certification education program with a classroom attendance and on their own such as “Speech Therapy” (20 (70) hours), “Games in Speech Therapy” (10 (50) hours), “Logopsychology (6 (30) hours)”, “Psychological and Pedagogical Diagnosis of Children with Speech Disorder” (8 (30) hours), “Logotype” (4 (30) hours).

The purpose of the certification education program “Speech therapy with children with phonetic and phonemic underdevelopment of speech” was to academically prepare primary education specialists to work with children with speech disorders, based on theoretical research and practical scientific results, taking into account world experience in the field of speech therapy and its current state; formation of the ability to solve complex specialized tasks and practical problems in the field of professional activity, development of skills for further professional self-education.

Students, according to the requirements of the program, after passing the program, should know:

- Peculiarities of development of children with speech disorders;
- The main indicators of normative and pathological development of motor and speech activity in various speech disorders;
- Clinical typology and psychological and pedagogical characteristics of the contingent, which the teacher cares for;
- The main directions in the system of preventive measures and the methodology of diagnostic and corrective work on prevention of deviations in the written speech.

Students also should be able:

- To identify features of motor and speech functions, differentiate them from normative development;
- To determine the clinical typology of speech pathology, the level of speech and motor development of the child;
- To use different methods and techniques of training and education in the process of conducting classes based on cognitive abilities and prospects of children with speech disorders;
- To implement a specific and individual approach to children with speech disorders based on knowledge about the structure of their defect, conditions of education, abilities, motivation;
- To identify and improve the forms and content of the pedagogical process aimed at overcoming disorders of speech activity in primary school children.

The practical skills to be learned by the students of the program include the following: to practice prevention methods to prevent possible abnormalities in speech development of the child; to be able to prepare and conduct demonstrative classes with students with speech disorders; to present reports at parents' meetings, councils, methodological associations, seminars; be able to keep confidentiality in working with family; to work with parents and their substitutes; be able to choose a creative approach to solving pedagogical situations.

After passing the certification educational program “Speech therapy with children with phonetic and phonemic underdevelopment of speech”, a questionnaire was conducted on the theoretical and practical training of primary school teachers for work with children with speech disorders. The following

suggestions were made to the listeners to improve the content of the program:

- To help the school team to systematize knowledge about the child's language training in school;
- To provide recommendations on working with parents of children with speech disorders;
- To describe the algorithms of interaction between the parents of children with speech disorders and the teacher in order to achieve the ascending results in the written speech of the child;
- To increase of lecture material on the prevention of dyslexia and dysgraphia in elementary school pupils;

The experimental work was confirmed by orders at Bohdan Khmelnytskyi Melitopol State Pedagogical University: currently No. 154 / 01-06 dated November 9, 2017, “On the introduction of the Certification educational program”, order No. 15 / 01-05 of November 26, 2018 “On Introduction in operation of the certification educational program”.

Because of the conducted experimental study, the necessity of acquiring the inclusive classes of speech therapist competence was revealed. On the basis of the certification of students it was proved that the certification educational program “Speech therapy with children with phonetic and phonemic underdevelopment of speech” contributed to the formation of the necessary ideas about the specifics of work with children with speech disorders and familiarization with the normative and legal support of the educational process of children with SEN.

Before analyzing and disclosing the features of this teacher's training to work in the inclusive class, it is advisable to consider the concept of competence.

The term “competence” includes a range of issues in which the employee is well informed, has knowledge and experience. O. Gordiychuk and V. Gatkowicz (6) examined this issue from different sides. Scientists pay attention to the essence of the teacher's competence as “interdependent qualities of the person (knowledge and skills)” in a certain issue that determines qualitative productive activity. It is important to note that competence is an appreciable and dynamic category, which also includes the teacher's attitude towards his activity and, accordingly, expression through personal qualities (acquisition of innovative knowledge, accumulation of experience).

N. N. Vasyagina and Y. V. Bratchikova (2012) (7) incline to the idea that a greater role in the process of training plays a practice of the teacher. One of the objectives of teaching practice is to create the experience of pedagogical activity. The authors believe that a well-organized passage of students, future teachers of different types of practices, determines the effectiveness of the formation of the most important skills, abilities, and attitudes. According to Zakirova (8), there is no need to enable the “professional experience” in the structure of a teacher's competence.

N. Bibik, L. Vaschenko, and O. Lokshina (9) believe that competence is the key notion of the professional growth of a teacher. It is there that the “interpretation of the content of education” is laid down. Acquiring a number of competencies, the teacher more widely understands the ways of reporting information, the selection of adequate methods for teaching a given question, assessing the level of assimilation of material by a group of pupils and the intellectual and communicative capacities of each child. That is, in acquiring appropriate competencies regarding the teaching of children in the inclusive class, the teacher will clearly understand the purpose of the educational process and the main goal of the school development, create the necessary educational environment, and stimulate the educational and cognitive interest of the child with the SEN.

A fundamental element in the structure of primary school teachers' professional competence is a professional and personal component. Regarding this, scientists agree to link the

preparation of the future teacher with the priority task of forming a unique image of the personality of a professional teacher. Considered in the structure of personality, motivation, activity components bear the idea of concentration on requirements directly to the personality of the teacher.

The professional image that can be seen in the proposed structure, in essence, is a request for a professional teacher training. This means that the proposed structure of primary school teachers' professional competence can be introduced in the process of preparing future teachers in order to increase their effectiveness.

Abilities are presented as ability to intelligent activity on the basis of theoretical knowledge (professional and informative component) and practical skills (component related to professional activity). For comparison, in M. Yanova's (10) research, procedural component of teacher's professional competence is presented by three elements, in the following sequence: skills – abilities – experience. Special attention requires the presence in the structure of such a component as a motivation, assuming aspiration to the professional growth and development. The motivational sphere is the basis and the logical center of the teacher's personality model that defines its cognitive, vocational and educational orientation. Motivation induces to professional activity, forms the ability to pedagogical work, a positive attitude to the educational process, contributes to the manifestation of the best personal and professional qualities. Motivation is impossible without the orientation of the teacher to achieve a positive result. Values, ideals, and goals that guide the teachers in the management of their teaching activities have a huge impact on the effectiveness of this activity. Therefore, it is strategically important in the process of training to ensure the future teacher readiness and need to self-education, self-development, and self-management of their activities.

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An important point is an idea of expressing the teacher's competence through active activity. Regarding the forms of expression, one can follow a certain tendency between increasing the level of ability to communicate material and gaining the opportunity to self-fulfillment, to increase their own level of educational and educational activities. Also, the opinions of researchers on the manifestations of acquiring competence through the transfer of the theoretical material to the practical plane of the educational process with the ability to apply the acquired knowledge in combination with the appropriate methods and methods of reporting the material to the participants in the educational process are also useful. (3)

An essential marker of a successful educational process in the inclusive class is the presence of a teacher's professional competence. The professional competence of the teacher covers various fields of interaction with the children's team: educational, educational, organizational, communicative, and also the ability to organize a team to achieve the common goal and others. (11) The dynamism of acquiring new forms and methods in the education and upbringing of the pupils' team and determines the level of growth of professional competence, one of which is the acquisition of the organizer of the educational process of speech therapy competence.

In the context of our study, access to the legal basis for inclusive education is important. Thus, the "Concept of the inclusive education development" indicated that the priority of inclusive education depends on the teacher's ability to determine the peculiarities of the educational and cognitive activity of the child with the SEN. The same document states that the introduction of inclusive education is aimed at qualitative changes in teacher training. (12) That is, the standard competencies of the teacher,

who previously fully met the educational process, appears to be insufficient in the inclusive educational space of the school.

Based on the research of V. Pelageichenko (13) on the competencies that a modern school teacher must possess, let us consider major ones. They include the following competencies: informational (ability to work with information, rework, find key points), communicative (ability to enter into communication, to understand children and parents), productive (ability to work on a result, make appropriate decisions), autonomous (self-development, creativity, readiness to study new), moral (readiness to live and raise pupils according to the established moral norms of society), psychological (the ability to use psychological methods of teaching), objective (a set of skills and abilities that add the ability to work with children of different psychological and mental structures to achieve maximum results), and mathematical one (processing of numerical information). V. Pelageichenko (13) emphasizes that, perhaps, the most important components of a teacher's professional competence are goodwill, sensitivity, balance, grace, tolerance, reflexion, and humanity. In our opinion, the list of competencies presented by the teacher working in the inclusive class should be complemented by one more speech therapist.

In the report of the Ministry of education and science of Ukraine for 2017–2018, we find that, at the present moment, in Ukraine, 5033 inclusive classes have been opened in 2620 institutions. There are 7179 children with SEN, 3732 teacher assistants. (14)

According to information reports on the work of psychological-medical-pedagogical consultations (PMPC) in Ukraine for 2017 – 2018, the total number of primary school children with speech impairment ranges from 12 to 16% on average. Comparing these data with the last years, we can conclude that there is an increase in the number of children with speech disorders, mental retardation, general underdevelopment of speech (I–III degree), disorders of phonetic-phonemic processes, and the lack of coherent speech development. Also, pay attention to the fact that on sites of PMPC, along with the section "Inclusive education" we can find another section "Nosology", which provides information about the education and training of children from the SEN. Thus, the teacher of the school needs not only to know the decoding of speech therapy diagnoses but also to be able to work with these children.

On the basis of the analyzed reporting documentation, we can state the need for a teacher of a new school that will possess not only standard but also special competencies regarding the child's education with the SEN. In our research, priority is given to the logical competence of the teacher of the inclusive class. Under the logopedic competence, we understand the ability to work with children with speech disorders; to be aware of the peculiarities of the development of memory, attention, thinking, small motility, communicative functions; methods and methods for successful reading and writing.

Theoretical issues of the formation of the logopedic competence of primary school teachers were addressed by L. Zhuravleva (15), who identified the structure of logopedic competence that consists of the following components: professional–personal (meaning, purpose, need for special training), cognitive (a set of vocational and pedagogical knowledge for working with children with speech disorders), related to professional activity (a complex of professional skills and skills of correctional and pedagogical activity), and analytical reflexive ones (the ability to analyze their own pedagogical activity).

In the opinion of a wide range of scholars, the key to preparing for and continuing education of a child of school age is a sufficient level of mastering in the mother tongue (reading, writing, understanding of the received information, ability to retell, answering questions, etc.). (5, 16-19)

Theoretical and practical preparation for the acquisition of logopedic competence by teachers of inclusive classes is covered in the certification educational program "Speech therapy with children with phonetic and phonemic underdevelopment of

speech". The program was tested on the basis of the center of correction-developing technologies for children of pre-school and junior school age at Bohdan Khmelnytskyi Melitopol State Pedagogical University. Certification educational program is designed for 210 hours (48 hours – classwork and 162 hours - independent work). The certification program includes five blocks: "Speech Therapy", "Speech Therapy Games", "Psychological Psychology", "Psychological and Pedagogical Diagnosis of Children with Speech Failure", "Symbolism".

For the successful acquisition of speech therapist competence, the students of the program were offered the following topics:

- The "Speech therapy" block (general issues of speech therapy, dyslexia, dysarthria, rhinolalia, phonetic and phonemic underdevelopment of speech, general underdevelopment of speech, aphasia, alalia, stuttering, disorders of written speech);
- The "Games in speech therapy" block (the theory of gaming activity, the characteristics of the play of children with speech disorders, the particular use of games in logopedic work, especially the selection and use of games for the development of mental processes, especially the use of games in speech therapy);
- The "Logopsychology" block (general issues of logopsychology, peculiarities of cognitive activity of children with speech impairment, personality, and activity of children with speech impairments, a psychological study of children with speech disorders, peculiarities of psychological assistance to children with speech impairment);
- The "Logorhythmics" block (the essence and subject of speech therapy rhythm; means and methods of speech therapy rhythm, the content, and structure of speech therapy rhythm);
- The "Psychological and pedagogical diagnostics of children with speech disorders" block (general principles of psychological and pedagogical diagnostics);
- General principles of constructing a comprehensive psychological and pedagogical examination;
- Psychological and pedagogical diagnostics of children of preschool and junior school age;
- Psychological and pedagogical support for the development of children with speech disorders.

4 Conclusion

The main objective of the modern school should be to create the necessary conditions for stimulating the child's educational, practical, communicative, and research activities, which will help the person to acquire the necessary life skills for the successful acquisition of knowledge and self-realization. Note that a child's life skills cannot form or develop beyond the daily educational, communicative, and creative activities. (20-24) That is why a very important component of the educational process in junior school, especially in the inclusive classes, is the professional competence of the teacher who organizes this process. The professional competence of the concept is multifaceted. The growth of professional competence can be traced through the mastery of the teacher with new forms and methods of training and education. One of the components of professional competence is logopedic. Taking into account that the mastery of oral and written language is a key stage in the educational training of elementary school pupils, we are invited to include a logopedic teacher in the list of basic competencies of the teacher. Speech-diploma competence is expressed through knowledge of the specifics of speech impairment, ways of their correction for the successful mastery of the child by the skills of coherent speech, translation, writing (reading and writing).

The demand and feasibility of acquiring a junior teacher's logopedic competence class are proved on the basis of an experiment that lasted from December 2018 to December 2019 based on the center of correction-developing technologies for preschool and junior schoolchildren at the Bohdan Khmelnytskyi Melitopol State Pedagogical University. The experiment was

conducted three times. Teachers of inclusive classes have expressed the need for theoretical and practical training for working with children with speech disorders, which was reflected in the registration for the certification educational program "Speech therapy with children with phonetic and phonemic underdevelopment of speech". 77 teachers expressed their desire to undergo training (at their own expense), indicating an inadequate level of theoretical knowledge and practical skills in working with children of this category, which confirms the need to include logopaedic competence in the special competencies of the inclusive class teacher.

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