

Важливим соціально-економічним чинником формування КБПД є *підвищення іміджу професії інженера з охорони праці та соціального статусу*. Так, анкетування майбутніх бакалаврів і магістрів за цим напрямком підготовки показало, що 75% студентів не бажають працювати за фахом внаслідок низької заробітної плати (50%), високого ступеню відповідальності (27%), страху та невпевненості в розробці великої кількості документів з охорони праці, а також існуючої системи штрафів за порушення законодавства про охорону праці (23%). Спостереження за студентами на старших курсах під час проведення бесід дає підстави стверджувати, що значна частина випускників не готова морально працювати за фахом. У зв'язку з цим необхідно звернути увагу на особистісний аспект підготовки фахівця, на розвиток у них особистості безпечного типу з високим ступенем відповідальності та самоорганізації власної освітньої діяльності. З огляду на вищевикладене, важливим елементом вдосконалення підготовки інженера з охорони праці є формування у них КБПД, проведення профорієнтаційної роботи, спрямованої на роз'яснення трудових функцій професійної діяльності. Отже, ефективність формування КБПД у майбутніх інженерів з охорони праці залежить від підвищення іміджу професії, її соціального значення.

**Висновки.** Таким чином, визначенні соціально-економічні чинники формування КБПД у майбутніх інженерів з охорони праці такі, як стан виробничого травматизму, соціальні виплати та компенсації внаслідок нещасного випадку та професійних

захворювань на виробництві обґрунтовують необхідність формування та розвиток культури безпеки у майбутніх інженерів з охорони праці, як посадових осіб, та у персоналу. Водночас чинник підвищення іміджу професії інженера з охорони праці та соціального статусу вимагає від вищого навчального закладу проведення серед студентів профорієнтаційної роботи для роз'яснення видів майбутньої професійної діяльності та організацію семінарів, круглих столів, конференцій, зустрічей з інженерами з охорони праці, представниками підприємств та організацій.

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### ORGANIZATION OF COGNITIVE-RESEARCH ACTIVITY OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE INCLUSIVE GROUP OF THE PRE-SCHOOL INSTITUTION

#### Abstract.

*The article analyzes the relevance and necessity of introducing inclusive education in preschool educational institutions of Ukraine. The psychological and pedagogical conditions of the organization of cognitive-research activity, which define efficiency of the use of experiments and researches with «special» children in inclusive groups taking into account modern requirements, are considered.*

**Keywords:** *cognitive-research activities, children with special educational needs, inclusive education.*

The introduction of inclusive education and the process of integration of children with special educational needs in preschool educational institutions of Ukraine is not only the Government's response to social demand, but also the realization of children's rights to education under a number of legislative documents, such as Laws of Ukraine "On Education" [10] and "On Preschool Education" [7], Decree of the President of Ukraine "On Approval of the National Strategy in the Field of Human Rights" [9], Order of the Ministry of Education and Science of Ukraine "On Approval of the Concept of Inclusive Education" [8] and others. Thus, educators face new challenges - providing education to

preschool children with disabilities in a secondary school.

A child psychologist and teacher L Vygotsky expressed the idea of joint education of children with general development and "special" children in the 30s of the last century. The author of the historical and cultural concept stressed the need to create a system of education where a child with disabilities would not be excluded from the community of children with normal development. He believed that the main task of the teacher was including such a child in society and compensating for his shortcomings in other ways [2, p. 62]. Prominent students of L. Vygotsky (L. Bozhovych, O. Zaporozhets, O. Leontiev, O. Luria and others) shared

the opinion of the academician, noting that the main thing in the education of a child with special needs is to gain joint educational and social experience. We agree with the luminaries of pedagogical science, because they consider that by learning together, children learn to live together, blurring the line between “atypical” and healthy people. We consider it the duty of educators to inform the public that the cause of deviations is not just a medical problem related to human health but the state of the development of society, which by its barriers hinders the realization of the rights and freedoms of people with disabilities.

Thus, recognizing inclusive education as a priority area of the current stage of educational development, it is necessary to look for effective ways to develop a joint educational process of “neuro-different” children with “neuro-typical” children (in the terminology of K. Krutiy) [5, p. 287].

Theoretical and practical analysis of the literature allows us to state that today in Ukraine the latest developments, technologies, methods in the system of preschool education are formed and successfully applied, which allow increasing the level of children's development to a high and high quality level. One of these methods is cognitive research, because it gives preschoolers, including children with special educational needs, a real idea of various aspects of the object or phenomenon, their relationship with other objects or phenomena of the environment. This is due to the fact that the preschool child has visual and visual-action thinking, and only cognitive-research activities meet these age characteristics. Here it is appropriate to quote the words of psychologist M. Poddyakov: “The more diverse and intensive experimental research activities are, the more new information the child receives, the faster and fuller he develops” [6, p. 38].

Scientific research shows the constant interest of scientists in the issue of children's research and experimentation, their impact on the development of the child's personality. Thus, Ukrainian and foreign teachers and psychologists of the past and present (G. Belenka, M. Verax, O. Gavrylo, D. Dewey, S. Yelmanova, O. Ivanova, J. Comenius, N. Kot, K. Krutiy, I Kulikovska, N. Lysenko, M. Price-Mitchell, M. Montessori, L. Paramonova, J. Pestalozzi, Z. Plohiy, M. Poddyakov, O. Poddyakov, L. Prysyazhnyuk, L. Prokhorova, N. Ryzhova, O Savenkov, N. Sovgir, K. Ushinsky, F. Froebel, N. Yarisheva, K. Worth, etc.) emphasize the importance of research in the life of a preschool child, despite the level of his development or abnormalities in health.

In his scientific works I. Karuk defines “cognitive-research activity” as “an active creative activity aimed at understanding the world around us, the relationships between its phenomena, their ordering and systematization” [3, p. 136]. We agree with the researcher in the view of research as creative and cognitive, however, we will consider it as a child's search for knowledge, getting answers to their questions independently or under the guidance of an adult, and carried out in the process of humanistic interaction, cooperation and co-creation. It is well known that new material is absorbed firmly and for a long time, if a child hears, sees and does it

independently. Thus, the teacher should promote the involvement of children in the process and the emergence of active creativity in all students of the group, and especially in children with special educational needs. According to A. Anishchuk, “children with special educational needs (SEN) - a concept that broadly covers all children whose educational needs go beyond the norm. We are talking about children with mental and physical disabilities, gifted, as well as children from socially vulnerable groups (children from orphanages, etc.)” [1, p. 209]. Ukrainian specialists in inclusive education A. Kolupaeva and L. Savchuk emphasize “the need to provide additional support in the education of children with certain developmental disabilities” [4, p. 36]. As such preschool children have a number of developmental disabilities (reduced cognitive activity; limited vocabulary; low speech activity; lack of skills to plan their own actions, implement decisions, test results, etc.), they face a barrier that prevents them from clearly and intelligibly expressing their opinions, correctly formulate assumptions, explain what is seen, reflect, draw conclusions, etc. In order to help overcome these obstacles, educators should properly and efficiently organize the process of cognitive research.

First, these tasks need to be addressed during the organization of the process of any activity. In our research, we set the following: the formation of children's ability to see and distinguish the interdependence and relationship of objects and phenomena, the involvement of preschoolers in thinking, modeling and transforming activities, the development of research and cognitive activity, support children's initiative.

Secondly, there are the principles on which cognitive research is based. Namely: individual and differentiated approach to each child, support of preschooler's independent activity, social interaction, interdisciplinary approach, alternative organization of educational process, interaction with children's families on the basis of partnership, dynamic development of educational environment.

The third one is planning. In the inclusive group of the preschool institution, the planning of cognitive-research activities of educators is created on the basis of the current Program, taking into account the Development Program recommended by the Inclusive Resource Center (IRC) for children with SEN, and with emphasis on the Individual Special Child Development Program. Each experiment (study or research) should be planned taking into account the individual characteristics of all children attending the group.

Fourth is the creation of organizational, psychological and pedagogical conditions, which include: creating a friendly atmosphere, providing emotional and psychological comfort; individual and differentiated approach to each child, the formation of his research skills and assistance in the desire to acquire knowledge independently; creation of a specially organized subject-development environment; building a system of relationships in which preschoolers will act as the subject of cognition, and the adult – as the facilitator and mentor of the child; ensuring complete safety of children during research (study / experimentation).

The formation of skills of cognitive and research activities in children is not automatic, but under the guidance of an adult the educator takes a leading position as a mentor, a guide to the world of knowledge through experimentation. Thus, the teacher is directly involved in the study, but does so in such a way as to give preschoolers the impression of working together with him as an equal partner; the teacher manages the process so that children have a sense of joy of self-discovery. In the process of research activities with elder preschoolers, the adult must follow three unwritten rules: the interaction of the teacher and actions only in the system of “partnership and cooperation”; exchange of experience; the educator's appeal to the children for help (“I don't understand, for some reason I can't”). In our opinion, such a position is extremely necessary in the process of cognitive research activities with “special” children. Such interaction with adults helps them feel independent and competent, so it is desirable to systematically work with parents of children to make them follow the established system of relationships.

In summary, we can state that the organization of cognitive research activities for children, and especially for “neuro-different” children, is not only possible but also necessary. This is mainly due to the individual characteristics that are common to all children with disabilities. Therefore, the search for and implementation of innovative and effective forms, methods and techniques of teaching (the cognitive research has such a function) is one of the necessary means to increase the level of educational process in the work of the educator.

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## MODELING OF COMMUNICATIVE SITUATIONS OF FUTURE PROFESSIONAL ACTIVITY IN THE EDUCATIONAL PROCESS

### Аннотация.

*В статье представлена технология контекстного обучения. Рассмотрены различные составляющие данной технологии и пути ее использования в образовательном процессе. Целью статьи был анализ технологии контекстного обучения и ее использование в процессе формирования профессиональной коммуникативной компетенции студентов аграрных специальностей.*

### Abstract.

*The article presents the technology of contextual learning. Various components of this technology and ways of using it in the educational process are considered. The purpose of the article was to analyze the technology of contextual learning and its use in the process of forming the professional communicative competence of students of agricultural specialties.*

**Ключевые слова:** *контекстное обучение, технология Case-Study, инновация, инновация в образовании, педагогическая технология, профессиональная компетентность.*