Conclusions. The use of newest teaching methods, particularly in learning Ukrainian as a Foreign Language, greatly affects the achievement of students’ understanding of the material provided. Wide applying of ICT tools fosters rational combination of different content forms, including audio, video, text, picture, sound, etc. It’s should be notified, that up taking innovative visualization software into language learning produces an interactive way of the teacher-student interactivity. There are numbers of techniques and methods available to be utilized in Language courses. Mind Mapping is considered to be one of these techniques. In our view the Mind Map should play an important role in teaching practices. The application of the Mind Map in education will be represented in detail and expended in our future researches.

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PEDAGOGICAL CONDITIONS OF THE SOCIAL COMPETENCE FORMATION IN PRESCHOOLERS WITH INTELLECTUAL DISABILITIES

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The issue of social competence formation is quite acute in special education, taking into account current trends of inclusion and integration of children with intellectual disabilities in the environment of normotypical children. In order to facilitate the process of social competence formation in children of a certain nosology, we have identified the following pedagogical conditions.

The first condition – purposeful activities of the institution of special preschool education in the direction of social upbringing – has been outlined due to the fact that among the important areas of the institution of special preschool education there is social upbringing of children. Within this area the preconditions are created for: mastering not only knowledge, but also skills of interaction with others, which are manifested in the form of sustainable forms of socially acceptable behavior; active development by preschoolers with intellectual disabilities of the social world, formation of a certain level of social competence. This condition provided for the systematic activities of pedagogical staff of the institution to form in children with intellectual disabilities basic representations about the surrounding reality, acquisition by children of social experience in the process of their participation in the life of the team.
Social upbringing of preschoolers, as part of the process of socialization in experimental bases, was carried out in a certain space of life of a child with intellectual disabilities and included organization of appropriate subject-spatial environment aimed at versatile social development and formation of a social competence of each child.

The second condition – organization of the subject-spatial environment – was necessary for organization of role-playing games of social orientation. The subject-spatial environment was optimally rich and multifunctional, which provided opportunities for organization of the role-playing games of social orientation and modeling of the game environment in accordance with the game situation. The subject-spatial environment contributed to the creation of a variable, multifunctional space that met the requirements of the time. Carrying out correctional work in the subject-spatial environment ensured the gradual entry of a child with intellectual disabilities into the world of social relations, provided opportunities to learn the norms and rules of social behavior.

The third condition is a child’s orientation to the teacher as a source of social experience. The teacher took on the role of a leader in the purposeful process of formation and development of social competence of preschoolers with intellectual disabilities. To interact successfully with the teacher, it was important for the child to establish emotional and personal contact. This further contributed to the formation of children’s orientation to the teacher as a source of social experience. Using nursery rhymes, songs, games, exercises, the teacher paid attention to each child, establishing a trusting relationship with him/her, found out in which cases the child wanted to communicate, and helped the child to forget the possible negative experience of communication and interaction. Therefore, the initial communication with the child took place in a familiar environment, in the process of establishing contact; loud voices, sharp movements, etc. were excluded. It should be noted that the children were more influenced by a calm friendly voice than loud and commanding. The use of a smile strengthened the children’s desire to communicate and interact.

To achieve emotional comfort in communication and interaction, we used water games, which quickly established and stabilized the emotional state of children during the period of adaptation to new conditions, relieved emotional tension, facilitated formation and development of positive communication skills and so on. In addition, the use of nursery rhymes, songs, games, paying attention to each child, helped to establish contact. One more important point in establishing contact with the child was the choice of “eye to eye” position in relation to the child, which contributed to the appropriate furniture (height-adjustable chairs), place for games (on the floor, on the couch, in the play area) and so on. In the case of children with intellectual disabilities who had autistic manifestations, a doll was used, which took on the role of a child’s mentor, which allowed the adult and the child to interact comfortably at the initial stage. In the process of communication and interaction, the child consistently mastered the following techniques: joint actions with an adult, pointing gesture, imitation, pattern, verbal instruction.

The success of the work largely depended on how educated, erudite and experienced the teacher was in the investigated area, what was his attitude to this work and the children, whether he was well prepared for the lesson and with what mood he started the lesson. All this together determined the strength of the educational impact on the child’s personality. Therefore, social development of the child, formation of his/her social competence were largely determined by the position
of the teacher as a creator of conditions, a mediator between the material world, the world of culture and the child, his/her partner, observer and defender of his/her independent positive activity, etc.

The social experience of the teacher was realized through teaching, upbringing, reading books, role-playing games, in the day mode of the institution, special educational situations and so on. A child with intellectual disabilities socializes and acquires his/her own social experience through communication and interaction within different social groups, learning social symbols, attitudes, values, patterns of behavior.

Therefore, we have identified a fourth condition – stimulation for social interaction with peers and adults. Social interaction of preschoolers is a joint activity of children with peers and a teacher, which ensures full development of the child through communication, influence, interaction. Social interaction is revealed only if the child is involved in some joint activity, which is considered by its social organization and is productive. As part of our experimental study, teachers created social situations in which they taught children with intellectual disabilities to interact. This process took place both during educational, correctional and developmental classes, and during other regime moments.

For each situation, the teacher-defectologist and preschool teacher conduct preliminary work aimed at forming ideas about any social interaction (for example, to calm a crying child; ask for a toy; get acquainted; behave politely, etc.). This work took the form of a story with demonstration of pictures, viewing fragments of cartoons and their discussion, joint performance of children and adults and so on. In order to get acquainted with social situations, the teacher him/herself demonstrated how to behave, what emotions to show in interaction with the interlocutor.

During social interaction with adults, children develop socially and gain some social experience. The social development of a child with intellectual disabilities occurs in the process of interaction, cooperation with others and, above all, with the teacher.

Implementation of certain pedagogical conditions took place during various organizational forms of role-playing games of social orientation, educational social situations, which also included a number of specially selected methods and techniques (verbal; visual; practical), means (speech; ICT; animation fragments) of work.

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