

PRIORITY IDEAS AND TRENDS OF DESIGNING THE ENVIRONMENTAL OF AN EDUCATIONAL INSTITUTION IN THE CONDITIONS OF DEVELOPMENT OF MODERN SOCIETY

Alieksiienko Tetiana,

Doctor of Pedagogical Sciences,
Chief Researcher, Department of Innovations
and Education Development Strategies,
Institute of Pedagogy of the National Academy
of Educational Sciences of Ukraine, Kyiv

The development of modern society, the vision of its prospects related to the intensive development and implementation of innovative technologies, actualizes the definition of modern ideas and priorities in designing an educational environment that meets the needs of Ukrainian society, philosophy of humanism, new educational trends and guarantees security for all participants in the educational process.

With the active participation of the National Academy of Pedagogical Sciences of Ukraine and its structural unit - the Institute of Pedagogy, as well as in cooperation with the Ministry of Education and Science of Ukraine is already implementing trends in which the priority is the formation of different competencies of students:

- reform of the «New Ukrainian School» (transformation of the educational environment using smart technologies and a new knowledge assessment system);
- new State standards of basic and secondary education (updating educational programs, their content and teaching methods taking into account modern challenges and needs);
- Anti-bullying program (legally established protection in the educational environment of the dignity of all participants in the educational process – students and teachers);
- digitalization of education – active introduction into the education process of innovative educational platforms and digital technologies; development and implementation of electronic manuals and textbooks; development of distance and blended learning; development and implementation of cybersecurity technologies; focus on the formation of digital literacy of students and teachers; sufficient provision of schools with computers, high-quality Internet, access to network systems; formation of electronic educational environment and electronic educational space for the purpose of equal access to educational materials and development content;
- inclusion of education – providing inclusive education by developing a system of educational services for children with special needs in a regular educational institution.

In this way, we single them out in a concentrated form on the basis of the

National Report on the state and prospects of education in Ukraine (To the 30th anniversary of independence) [1].

The identified priorities focus on the main ideas that affect the largest number of teachers, students and their parents. Each of these priorities involves the systemic and complex nature of solutions – from development to implementation as well as subject specifics.

Trends of digitalization in the design of the educational environment of secondary education, we have revealed the example of the organizational and methodological component of distance learning in quarantine [3].

So let's consider this on the example of inclusion and socio-pedagogical approach in its implementation, which is now also a trend in the design of the educational environment, as it ensures its integrity.

For example, I would like to draw your attention to the possible integrated content of designing an educational environment in relation to 2 aspects, in their relationship, namely:

1) inclusive, which is updated by global and national trends, current regulations in the field of education and social policy; provisions of the Convention on the Rights of the Child, which has been ratified by Ukraine and is therefore binding;

2) to the socio-pedagogical approach, which has its own specifics, due to modern challenges of social development, including socio-pedagogical situation in both global and regional dimensions.

This is due to various social challenges. As well as the fact that the total prevalence of officially recorded disability in the world is already about 15%.

In Ukraine, the number of people with disabilities has almost doubled since independence and is close to 3 million, including almost 165,000 children. Such statistics do not include the occupied Donbass, as well as Crimea and Sevastopol. But given our environment, the consequences of war, information stress and the spread of sexual deviations among children and youth, narcotics, smoking (including pregnant women), road injuries, covid-19, etc., the forecast for further growth is disappointing. By definition, children with disabilities are classified as persons with special educational needs. This is reaffirmed in the Letter and Guidelines of the Ministry of Education and Science, published on August 30, 2021 «On the organization of training of persons with special educational needs» in general secondary education [2].

This problem in Ukraine is becoming more relevant in the process of reforming the boarding school system and focusing on children living in families and being most integrated into society.

Methodical recommendations of the Ministry of Education and Science of Ukraine on the organization of special education with special needs from ZSSO in 2021/2022 determine a list of the main elements of ensuring architectural accessibility and conditions for the organization of inclusive education in the educational institution:

- availability of the adjacent territory until the next day of the mortgage of lighting (roads to the road, parking area for transport);
- barrier-free entrance (enter, exit, descend, ramps);
- unimpeded movement and orientation in the premises (corridors, elevator; signs,

icons), accessibility of doors and openings; adaptation of premises (traffic routes, common and sanitary premises, recreation areas).

All children of inclusive classes, including children with SEN, study according to the educational program of the educational institution, at the same time for children with SEN the educational program is supplemented with a correctional and developmental component. The guidelines also emphasize that the organization of inclusive education is important for the cooperation of all participants in the educational process, as well as a clear division of roles and responsibilities, in particular between the teacher and the teacher's assistant [2].

The relevance and innovation of the socio-pedagogical approach in designing an inclusive educational environment of the gymnasium is ensured by the introduction of a social concept aimed at overcoming inequality, acquiring a new quality of coexistence for all participants in the educational process. This need is determined by further stratification of society, increasing the number of social risk groups, increasing trends of violence and violence in small groups of students, reforming specialized boarding schools, the need to promote social inclusion as a basic characteristic of non-discriminatory society.

Conceptuality in the substantiation of the social concept is determined by the value-semantic content of inclusion, which is widely implemented at the international level, updated by global and national trends, current regulations in the field of national education and social policy, and priorities of the educational process.

The procedure of problematization of designing an inclusive educational environment is based on the study of domestic and foreign experience both by theoretical sources and in focus groups. Its results revealed a narrowing of domestic approaches to subjectivity in an inclusive environment, an exceptional focus on children with disabilities.

However, the philosophy of inclusion has a somewhat in-depth understanding. The socio-pedagogical approach is aimed at its implementation and overcoming the identified contradictions by referring to the subjects of social inclusion in the educational environment, except for children with disabilities, and others who have difficulty adapting to environmental conditions and a new group of peers, social requirements and need different types of socio-pedagogical support, namely: orphans and children deprived of parental care; children from foster families, DBST; gifted children (who often do not fit into the team because of their strong individuality), representatives of ethnic minorities, children of migrant workers, migrant children. As potential targets of bullying and cyberbullying, which can harm their health, lead to social exclusion, marginalization.

The content component of the design is aimed at: development of inclusive culture; implementation of a plan to counter social exclusion processes; mobilization of resources within the educational environment and establishing partnerships with the external (in the community); development of support and support technologies; increasing the professional competence of teachers of the institution in various forms of formal and informal learning [4].

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Date of application: February, 06, 2022.

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