PROVIDING PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT TO CREATE AN ACCESSIBLE LANGUAGE ENVIRONMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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The ideas of humanisation of education outline a system of child-centredness, which is dominated by a focus on the interests of the child and meeting his or her needs. The priority task of special education institutions (SEI) is to prepare a person with special educational needs (SEN) for a full-fledged life in society and productive interaction with the social environment. Competent skills to interact, build and maintain friendships, cooperate and coexist in an accessible language environment are important and necessary components of the full-fledged social functioning of a child with SEN, a guarantee of his or her personal well-being. The role of psychological service (PS) specialists in these processes is in demand.

The current stage of development of special education in Ukraine is characterised by an increase in the number of children with SEN entering SEI, who face a new socio-cultural situation - the need to adapt learning activities against play activities, master communication, new requirements and norms of new social roles and relationships with both mentors and peers in an accessible language environment [1-3].

The necessity and importance of psychological service (PS) activities in SEI for people with SEN of different categories have raised a number of questions for psychologists and teachers about the need to find compatible effective forms of support for creating and ensuring an accessible language environment for children with SEN, taking into account modern challenges. The problem is actualised by the needs and conditions of the New Ukrainian School for primary education, including the need to take care of the pupil's mental world, take into account his/her basic

needs, capabilities, mimic barriers, and take into account the peculiarities of the subjective attitude to others and oneself.

Psychological and pedagogical support is divided into individual and group support.

Individual support is divided into the following stages: 1. Gathering information about the student. 2. Analysis of the received information. 3. Drawing up an individual development plan for the pupil. 4. Monitoring the implementation of tasks, goals, strategies.

Systemic support includes the following stages: 1. Diagnostic. 2. Research. 3. Consultative and projective. 4. Activity. 5. Reflective.

The current tasks of the development of modern general education also require clarification of the system of theoretical and methodological substantiation and development of a programme of psychological and pedagogical support for the accessible language environment of students with SEN in SEI. Although some developments in the national science on organisational and methodological principles are carried out by Babyak O.O., Kobylchenko V.V., Kompanets N.M., Kulbida S.V., Malynovych L.M., Miskov H.V., Obukhivska A.G., Omelchenko I.M., Dushka A.L., Panok V.G., Prokhorenko L.I., Tereshchenko L.A. and others. Practical trainings are developed by Dushka A.L., Malynovych L.M., Rebrova O.O., Skrypnyk T.M. and others.

The problem of an accessible language environment for applicants with hearing impairments is voiced in the works of Adamiuk N.B., Zamsha A.V., Kulbida S.V. and others. The main emphasis in solving the problem of ensuring optimal conditions for the formation of an accessible language environment for students of SEI lays on educational activities [4]. According to Malynovych L.M., 2023, the creation of a language environment for students with SEN of different categories in pre-primary school and SEI is focused on taking into account the resource potential (human resources, technical, methodological, organisational) [5].

The specificity of psychological and pedagogical support for creating an accessible language environment in SEI is focused on the unity of diagnostic, correctional and developmental, rehabilitation, psychoprophylactic, and counseling work. The purpose of psychological and pedagogical support is to create conditions within the SEI for maximum personal development and learning of each student with SEN. Psychological and pedagogical support is provided in three areas that ensure the creation of the necessary conditions for creating an accessible language environment - group classes, trainings, seminars with mentors (teachers and parents) to develop an understanding of the accessible language environment, its components, as well as to acquire practical skills in managing, regulating and ensuring conditions that provide for everyone's contribution to this

process; - counseling all participants in the educational process; - development and implementation of directions and ways (resources) to create an accessible language environment for SEN students.

The first area of psychological and pedagogical support includes theoretical seminars and workshops, during which mentors are introduced to scientific and practical research on creating an accessible language environment, as well as opportunities to speak out about the problem.

Group classes and trainings are aimed at: - deepening and consolidating theoretical knowledge; - practicing various methods and techniques that are of practical importance in creating an accessible language environment for children with SEN; - modeling possible situations that arise during communication and learning activities. This form of training allows to develop effective strategies of interpersonal interaction, to practice and consolidate them at the behavioral level. During group classes, the following methods and forms of work are used: group discussion, analytical work in small groups followed by presentation and discussion of the results, comparative analysis in pairs, situational role-playing games, psycho-gymnastics, simulation games, a combination of interactive methods and methods aimed at creating an accessible language environment.

The second direction of psychological and pedagogical support is realized through individual counseling of all participants in the educational process: - on the results of psychological and pedagogical diagnostics; - on the problems of creating accessibility of language(s), taking into account the individual development program of a particular student; - on improving relationships with the student (child) in the family; - on the problems of improving the student's relationship with classmates.

The third area covers the development and implementation of a program aimed at increasing the level of accessible language environment and its components for students with SEN, activating and enriching language and speech, emotional and sensory communication experience, acquiring practical skills in using forms of speech, managing their emotions and feelings [6].

Thus, the organization of psychological and pedagogical support in creating and forming an accessible language environment for students with SEN is entrusted to specialists of the psychological service of SEI. The proposed vision allows expanding resource opportunities in the application of forms and methods of work with participants in the educational process, which should be adapted to the real conditions of use, taking into account the age, psychological, linguistic, communicative individual needs, and capabilities of students with SEN in the conditions of a SEI.

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