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USING YOUTUBE VIDEO RESOURCES TO FORM A TOLERANT ATTITUDE TOWARDS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The article deals with the problem of professional training of specialists majoring in Pedagogics at Ivan Franko National University of Lviv, Ukraine, for working with children with special educational needs under conditions of inclusive education, which is useful not only for children with special educational needs, but also for their peers and parents, since such interaction contributes to the development of empathy, tolerance, an objective assessment of one's own capabilities, the formation of a realistic mind-set.

Describes the innovative experience of introducing students of the Faculty of Pedagogical Education to study the course «Fundamentals of Media Literacy», which will allow them to critically analyze media messages, consciously perceive and analyze information, separate reality from its virtual simulation, comprehend power relations, myths and types of control they cultivate. The reasons for such actions, as well as to understand the structural elements that affect the information, etc.

The emphasis is placed on the need to improve the educational process at the university in order to train competent staff ready to work with children with SEN. A comparative analysis of course units is presented, according to the curricula in different majors: «Pre-school Education», «Primary education», «Social Pedagogy» and «Social Work». A series of practical media products, namely the use of YouTube video resource, is proposed to form tolerant attitude of students majoring in pedagogies towards children with special educational needs.

A number of cartoons from the YouTube video resource have been selected, which can be used in various forms of work with parents and students to get acquainted with the peculiarities of this category of children and reduce distrust. There is a video selection of cartoons, links to sources for viewing by children and fathers in order to develop a tolerant attitude towards children with special educational needs and their problems.

The work will promote inclusion in the educational environment, help free children with special educational needs from social isolation, form their healthy interaction with «normal» children, and develop a positive, patient, loyal attitude on the part of others.

Keywords: *inclusive education; children with special educational needs; tolerance; media education; media literacy; YouTube; professional training.*

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Introduction. The democratization processes in the Ukrainian society are accompanied with a number of

changes that affect various spheres of life and are aimed at creating favourable conditions for the life-sustaining activity of each member of society. Today it is still important to resolve the issue of providing assistance

to a child who needs remedy (correction) of his/her physical and (or) mental development in order to be able to lead a full-fledged life in conditions that ensure his/her dignity, promote comprehensive development, form a sense of self-confidence by creating the preconditions for active participation in social life (Ostrovskaya, Hrabovskaya, 2011).

In recent years, a number of measures have been taken in Ukraine, and they demonstrate qualitative changes in the situation of such children in society. First of all, these are the reforms implemented in the system of education: the introduction of an inclusive form of education. The current state policy and the adoption of regulatory and legal changes contribute to the formation of a new social philosophy concerning the children and adults with special educational needs. Both the introduction of an inclusive form of education and the creation of appropriate learning conditions contribute to the annual increase in the number of children with special educational needs who study in special classes at general educational institutions. According to statistics, 2165 thousand children with special needs studied in 2014/2015 academic year (a.y.) in Ukraine, in 2015/2016 a.y. – 2720, and in 2016/2017 a.y. – 4180 (Statistical data, 2018).

The purpose of the article – to substantiate the possibilities media resources of using in higher education institutions in the learning process to form in students a tolerant attitude towards people with special educational needs.

Research Methods. Theoretical (analysis, synthesis, generalization) methods were used to clarify the state of the problem in pedagogical theory, which helped to reveal the essence of the concept of «inclusion», «inclusive education», «tolerance» in the context of the problem; critical analysis of educational programs for bachelors in such specialties as «Preschool education» (012), «Primary education» (013), «Social work» (231) to determine the formation of tolerance in students to children with disabilities during professional training.

Research Results.

The concept of inclusion in modern research.

A. Kolupayeva interprets inclusion as the involvement of children with special educational needs in a common education space, adaptation of schools and educational process to the needs of all schoolchildren, in particular those with special educational needs while inclusive education is explained as a system of educational services based on the principle of ensuring the basic right of children to education and the right to acquire it at his/her place of residence, which envisages the education of a child with special educational needs in a general educational institution (Ostrovskaya, Hrabovskaya, 2011).

When analysing the status of children with special educational needs in society, K. Ostrovskaya states that for a long period of time in Ukraine there was an educational policy based on the principles of operation of the system of secondary schools for «healthy» children and the

so-called special schools for «children with special educational needs». Ordinary schools were inaccessible to children with mental and physical disorders, their interaction with peers and the ability to communicate with them was limited. That situation has led to the dissemination and adoption of the stereotype of a biased attitude towards children with special educational needs from the perspective of other people.

According to the scholar, the spread of inclusiveness in the educational environment will help free these children from the social isolation, will promote their healthy interaction with «normal» children, promote the development of a positive, patient, tolerant, and loyal attitude of the wider public (Ostrovskaya, Hrabovskaya, 2011).

Based on the results of international research (D. Eaver, M. Bell, D. Lipsky, J. Lupart, etc.) (Kolupayeva, 2009) and on the experience of integrated and inclusive education in this country, the researchers argue that such form of learning is useful not only for children with special educational needs, but also for their peers and parents. It contributes to the development of empathy, tolerance, objective assessment of one's own abilities, and the formation of a realistic outlook.

Besides, the issue of education for people with special educational needs, especially children, has been investigated in numerous international studies, such as Saloviita, 2009; Wickman, 2013; Chattman, 2017; Hernandez, 2016. Their authors address the issues of education of disabled people and the justification of requirements for psychological and pedagogical, material, technical and other conditions of the educational process. They also touch upon the issue of tolerant attitude to this category of persons, and especially its formation in students majoring in Psychology and Pedagogics, since they will form the values, attitudes, and views of future generations.

The formation of a learning environment in which both healthy children and children with special educational needs feel comfortable, requires an extraordinary effort from all participants of the educational process, but first and foremost, from teachers who work there. These are teachers and teacher assistants, rehabilitation therapists and special education (resource) teachers, social educators, practical psychologists, and others. Hence, higher educational institutions are faced with the task of training the professionals who have the appropriate competencies for working with this a category of children. This opinion is confirmed by S. Myronova (2006, 2013) who emphasizes that the effectiveness of joint education of children with special educational needs with their healthy peers depends on the special training of the teachers of mass educational institutions, though their professional knowledge, skills and abilities should not duplicate defectological ones, since all educators have to ensure the remedial and developmental component of inclusive education. As far as educators, teachers, psychologists, social educators are members of the team for psychological

and pedagogical support in the inclusive environment, this requires the formation of appropriate components of their professional competence.

Today, we do not have credible and scientifically based facts about the needs of the teaching staff working in various types of educational institutions under inclusive conditions, but requests from parents and practicing teachers show an urgent need for such specialists. According to V. Bondar (2016), the practical implementation of the idea of teaching children with special educational needs and with peculiarities of mental and physical development in the inclusive educational environment requires, first of all, targeted training of cross-sectional professionals within higher educational institutions: psychologists, social educators, speech therapists, teacher assistants, etc., that is reconstruction of the system for training future teachers taking into account the paradigms of the new philosophy of special education.

Therefore, in our opinion, today's innovative processes in inclusive education should take place along with the processes of improving the curriculum, programs, content of education and teaching methods in higher educational institutions in order to train highly qualified pedagogical specialists ready for professional activity in the inclusive environment. In the context of this research, it is important to analyse the theoretical and methodological status of their training for work with children with special educational needs, namely using the YouTube video resource in the framework of the subject area «Fundamentals of Media Literacy» in order to form a tolerant attitude towards children with special educational needs.

The use of media resources, including video, in the educational process of higher education institutions, the formation of a tolerant attitude towards people with special educational needs is relevant for the global scientific community. Researchers such as Comstock (2007), Potter (2001), Signer, Puppies, Piga (2011) have studied the issue of media education for children and youth, its implementation in the educational space of universities and as a tool for tolerant interaction in modern society. In addition, Europe continues to actively develop media literacy in the countries of the Schengen area. Evidence of this is the European Parliament Resolution of December 16, 2008 on Media Literacy in a Digital World (2008), on the basis of which the Concept of the Introduction of Media Education in Ukraine was developed (2016).

Theoretical framework for the study. The analysis of the system of training specialists in pedagogical specialities in Ukraine, namely at Ivan Franko National University of Lviv, shows the readiness of both teachers and students to master innovative educational technologies on the way towards forming a new generation of teachers ready to work in the inclusive space. Here is a comparative analysis of the course units according to the curricula developed in 2018.

Thus, while training bachelor degree students

majoring in «Pre-school Education» (012) with additional specialty in «Inclusive Education», it is proposed to study such compulsory subjects as Early diagnosis and remedy (correction) of children with developmental disorders, Fundamentals of remedial pedagogy, Individualized and differentiated instruction, Assistance in the inclusive environment. For additional specialization in «Speech Therapy», the following course units are included: Speech therapy with a hands-on workshop, Special methodology for teaching grammar and developing coherent speech, Alternative communication with children with severe speech disorders, Speech and sensory systems and their violations. In the elective part of the curriculum courses, students have an opportunity to choose the subjects that will contribute to the development of competencies necessary for implementing innovative technologies in their work with children with special educational needs and their families: Latest information technologies in pre-school education, Fundamentals of psychological and pedagogical diagnostics and remedy (correction), Principles of inclusive education, Theory and methodology of cooperation with families, Innovative technologies in pre-school education, Professional development of an educator.

Bachelor degree students – future elementary school teachers (major in «Primary Education» (013)) have the opportunity to obtain additional specialty in «Remedial Psycho-pedagogy». Their education program provides for the study of such compulsory subjects as: Principles of inclusive education, Remedial psycho-pedagogy with techniques, Fundamentals of socialization of individuals with special educational needs, Methods used by teacher assistance for working in a class with inclusive form of education, Differentiated teaching and standardized assessment in the inclusive environment. In the elective part, students can choose among the following courses: Partnership pedagogy in work with parents, Fundamentals of psycho-diagnostics, Key features and method of work with gifted children and children with special needs.

The educational professional program for training Bachelor students who major in «Social Pedagogy» (6.010106) and «Social work» (231) in the cycle of professional and practical training includes, together with professional courses, the study of such courses as Principles of inclusive education (compulsory part), Assistance in the inclusive environment (elective part) and Forms of organization of work with persons with different levels of functions (normative part), Social support of people in day care centres and supported accommodation centres (elective part).

Certain aspects of the training of specialists for working with children with special educational needs are supported by the study of certain topics and by the study of other course units. For example, the course on Social and legal protection of the population may include the topics of regulatory framework for the introduction and functioning of inclusive education. This approach

will foster the formation of humanism in students, their understanding of the importance of equal access to education for all children.

Findings and Discussion. The reform in the education system involves the introduction of new technologies for the training and upbringing of student youth. One of the alternatives may be the introduction of media education in the educational space of higher education. Mass media create conditions for human development, mastering of a wide range of information. But at the same time, they actively form the listener, viewer, that is, the consumer (The Concept of Implementation of Media Education in Ukraine (new edition), 2016).

We consider it to be innovative to introduce the study course on Fundamentals of Media Literacy for all students, which will allow them to critically analyse media reports, to consciously perceive and critically analyse information, to separate reality from its virtual simulation, to comprehend the relations of power, myths and types of control they foster, causes of such actions, as well as to understand the structural elements that affect information, etc.

It should be noted that studying at a higher educational institution is not just a process of «transferring» ready-made knowledge from a teacher to a student, it is an interaction, a way of implementing an educational process for the development of a student's personality in the process of forming his/her professional competencies. That is why it is important to use the YouTube video resource to select media products for the «Fundamentals of Media Literacy» course, which will form a tolerant attitude in the students majoring in Pedagogics towards children with special educational needs.

Use of the YouTube video resource, based on the reflexive interaction with the media-psychological factors, contributes to a conscious change in the attitude of an individual towards children with special educational needs, namely (Subashkevych, 2016):

- awareness of the problems that children with special educational needs and their relatives have, which arise in the process of their socialization;
- awareness of social and psychological mechanisms (suggestion, imitation, persuasion, attraction, emotional contagion, group creativity, group power, internalization, adaptation) of the influence of media on the formation of a tolerant attitude towards children with special educational needs;
- analysis of the TV content as a powerful tool for shaping the opinion of the wider public about children with special educational needs.

This enables students to implement an individual-typological approach to the integration of children with special educational needs in general educational institutions of Ukraine with the help of media practices. That is why, while training future educators to interact with children with special educational needs, it is necessary to remember that society is not always ready to accept these children. To do this, we have selected

a series of animated films (cartoons) from the YouTube video resource, which can be used in various forms of working with parents and students in order to familiarize them with the peculiarities of this category of children and to reduce distrust.

The use of the video method in the educational process is associated with the development of digital technology. With the development of computer technology and the Internet, the educator has the opportunity to independently create educational materials.

In the classroom, teachers can show the video material with educational content without using the Internet services. However, educators do not have the opportunity to demonstrate all existing video materials (about tolerance, challenges faced by children with special needs) in the class. Therefore, students often have to search for information on their own (Korniets, 2014).

As a way out, in this situation, teachers can create a selection of video materials using the Internet services and provide students with links. Thus, they are able to make the process of students' extracurricular work more manageable. Also, in case of a missed lesson, a student is able to watch video materials at home.

The YouTube video service can be used as a source for career guidance videos. YouTube is a video hosting service. Users can add, view and comment on videos. The service also provides users with the opportunity to recommend videos to others. According to Alexa.com, YouTube ranks third in the world in terms of the number of its visitors («The top 500 sites on the web», 2020). Therefore, it can be used to post, search, comment and distribute video materials for educational purposes, in our case – to form a tolerant attitude of students majoring in Pedagogics towards children with special educational needs.

Video collection of cartoons for children and parents in order to develop a tolerant attitude towards children with special educational needs and their challenges:

Video 1. La petite casserole d'Anatole / Anatole's Little Saucepan (2014). Brief description. Anatole no longer remembers whence he took a little saucepan, which he constantly pulls with himself on a rope. One day he gets tired of it, and he decides to hide from it and from everyone, to see nothing and to be invisible, but it's not that easy. The cartoon makes it clear that it is ok to be special.

Video 2. The Present (2016). Brief description. In this story, they tell us about a boy who received a dog as a present. However, the dog is special because it does not have one paw. It drove the boy mad, he was very dissatisfied with such a present. But in reality his anger has reason – he is physically disabled and cannot walk either. However, such peculiarities will never hinder real friendship.

Video 3. Fairy tales. Unusual younger brother (2014). Brief description. One of this animated series is about the story of a family of hares, where the smallest

son is unusual. He does not know how to speak, often grimaces, but he is very affectionate. He has Down syndrome. Parents are trying to explain to his sister Lila that her brother is not to blame for being born that way. And Lila, in turn, convinces her parents that he can learn a lot.

Video 4. The Flower of Seven Colours (1948). Brief description. A girl named Zhenya had a magic flower in her hands. She spent six of its petals on six futile desires. But the last one was used to help a boy on crutches. The cartoon touches upon the topic of the relation of children to their peers with special needs and tries to show that it is very simple to please one's neighbour – one should only pay attention and be tolerant.

Video 5. Finding Dory (2016). Brief description. The cartoon tells about a fish named Dory who looking for her family. However, there is a problem – she has poor memory, and therefore she does not know where she met them last time. If not for her friends, she would hardly have coped with the difficult road herself. The story shows that despite the specific features of an individual, one should not turn away from him or her, because, perhaps, it is your help that will make him/her happy.

Video 6. Cuerdas / Strings (2015). Brief description. The story tells about a girl, Maria, and a boy in a wheelchair who just started studying at her school. The girl is not afraid of difficulties and is trying to help the boy adapt to the new environment, despite the fact that his peers do not understand her. The girl's efforts were not in vain. After 20 years, her life will change.

Video 7. Careful story (2015). Brief description. The cartoon tells about a boy, Nikita, who is preparing to go to school, but because of his fragile skin, he faces a number of problems. The authors wanted this story to give special children more confidence in themselves, and to help the society understand their problems and support their adaptation.

Video 8. Tamara (2015). Brief description. The cartoon tells about a girl named Tamara, who dreams of becoming a dancer. She dances to the sound of a music box, without noticing anything around her. Her mom is upset when she sees this. It turns out that the girl does not hear the music because she is deaf. However, her mother's attention and support help the girl understand that this is not an obstacle.

Video 9. About Dima (2016). Brief description. The cartoon tells about the meeting of a girl, Mira, and a boy who is unlike her friends. Dima walks badly and barely speaks, but Mira's curiosity and good advice of her mother lay the foundation for a real friendship.

Video 10. Macropolis (2015). Brief description. Toy cat and dog, instead of the van, which is sent to a toy store, end up in a garbage dump. They do not know what they are different from other toys that came off the assembly line. However, they still get to the store. But will anyone buy them? The little buyer comes to the store and sees in his hands not a one-eyed cat and a legless dog, but his favourite pirates.

Video 11. The Hunchback of Notre Dame (1996).

Brief description. This story is about the hunchback Quasimodo, he has no friends except his living gargoyles. During the regular mockery, the beautiful Gypsy Esmeralda stands up for him. Although she does not reciprocate his feelings, he will not be able to leave her in trouble. When she is taken captive, he helps her escape.

Video 12. Mon petit frère de la Lune / My Little Brother from The Moon (2015). Brief description. The cartoon tells about a girl who has a brother with autism. She tries to understand why he is not like everyone else, and she gives her own version of events. This story will be of interest both to parents and peers of such children, as well as to specialists working with children with autism spectrum disorders.

Thus, the introduction of inclusive education in Ukraine has sharply demonstrated the lack of specialists for working with children with special educational needs. This has raised the issues of training specialists in the field of education at higher educational institutions in accordance with the requirements of practice, improving skills of teachers-practitioners in postgraduate education who will acquire the relevant competencies and will be able to provide high-quality educational services to a child with special educational needs in the inclusive educational environment.

Conclusions and prospects for further research.

In the process of training students of pedagogical specialties for their professional activities in the context of inclusive learning, it is necessary to form a tolerant attitude towards children with special educational needs not only using traditional teaching methods and forms, but also innovative educational technologies. One of the innovative ways of forming a students' tolerant attitude towards children with special educational needs is to introduce the use of the YouTube video resource in teaching the course of «Fundamentals of Media Literacy».

The course is implemented in the form of mini-lectures, group classes, which are used for viewing and discussing films, literary works, paintings, theatrical performances, carrying out volunteer and charity activities, performing creative homework (writing essays), visiting theatres, cinemas and discussing them together. The main goal of the course is to carry out a systematic and targeted impact on the axiological sphere of young students in the course of classroom and extracurricular work, their spiritual values, life-sense orientations, the ability to psychological proximity with other people, the desire to help others, achieve a high level of spiritual needs over material ones, spiritual satisfaction and the development of a tolerant attitude towards children with special educational needs.

Our further research will be focused on an empirical analysis of the effectiveness of using the YouTube video resources in the educational space of institutions of higher education in order to form a tolerant attitude in students majoring in Pedagogics towards children with special educational needs.

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ВИКОРИСТАННЯ ВІДЕОРЕСУРСУ YOUTUBE ДЛЯ ФОРМУВАННЯ ТОЛЕРАНТНОГО СТАВЛЕННЯ СТУДЕНТІВ ДО ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ

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У статті розкривається проблема професійної підготовки фахівців педагогічних спеціальностей в Україні, а саме у Львівському національному університеті імені Івана Франка, до роботи із дітьми з особливими освітніми потребами (ООП) в умовах інклюзивного навчання, що є корисне не лише для цих дітей, а й для їхніх однолітків, батьків.

Акцентовано увагу на необхідності удосконалення освітнього процесу в умовах закладу вищої освіти для підготовки компетентних кадрів у роботі з дітьми з ООП. Подано порівняльний аналіз навчальних дисциплін за навчальними планами різних спеціальностей («Дошкільна освіта», «Початкова освіта»; «Соціальна педагогіка», «Соціальна робота»). Описано інноваційний досвід запровадження для студентів факультету педагогічної освіти вивчення навчального курсу «Основи медіаграмотності», що дозволить їм критично аналізувати медіаповідомлення, свідомо сприймати і аналізувати інформацію, відділяти реальність від її віртуальної симуляції, осмислювати владні стосунки, міфи і типи контролю, які вони культивують, причини таких дій, а також розуміти структурні елементи, які впливають на інформацію.

Запропоновано серію практичних медіапродуктів, а саме використання відеоресурсу YouTube, для формування толерантного ставлення студентів педагогічних спеціальностей до дітей з ООП. Для цього авторами підбрано низку мультиплікаційних фільмів з відеоресурсу YouTube, які можна використовувати в різних формах роботи з батьками і учнями для ознайомлення з особливостями даної категорії дітей

та зменшення недовіри, а саме: «Анатоль і його каструлька», «Подарунок», «Казкові історії. Незвичний молодший брат», «Квітка-семицвітка», «У пошуках Дорі», «Мотузки», «Обережна історія», «Тамара», «Мультфільм про Діму» та інші. Даний медіаконтент сприятиме поширенню інклюзії в освітньому середовищі, допоможе звільнити від соціальної ізоляції дітей з ООП, формуватиме їх здорову взаємодію з «нормальними» дітьми, а також розвиватиме позитивне, терпеливе, лояльне ставлення з боку оточуючих.

Ключові слова: YouTube; діти з особливими освітніми потребами; інклюзивна освіта; медіаосвіта; медіаграмотність; професійна підготовка; толерантність.

ИСПОЛЬЗОВАНИЕ ВИДЕОРЕСУРСА YOUTUBE ДЛЯ ФОРМИРОВАНИЯ ТОЛЕРАНТНОГО ОТНОШЕНИЯ СТУДЕНТОВ К ДЕТЯМ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

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В статье раскрывается проблема профессиональной подготовки специалистов педагогических специальностей в Украине, а именно в Львовском национальном университете имени Ивана Франко, для работы с детьми с особыми образовательными потребностями (ООП) в условиях инклюзивного обучения, что является полезным не только для этих детей, но и для их сверстников, родителей.

Акцентируется внимание на необходимости совершенствования образовательного процесса в условиях высшего учебного заведения для подготовки компетентных кадров в работе с детьми с ООП. Представлен сравнительный анализ учебных дисциплин по учебным планам разных специальностей («Дошкольное образование», «Начальное образование», «Социальная педагогика», «Социальная работа»). Описан инновационный опыт изучения учебного курса «Основы медиаграмотности» для студентов факультета педагогического образования. Предложена серия практических медиапродуктов, а именно использование видеоресурса YouTube, для формирования толерантного отношения у студентов педагогических специальностей к детям с ООП.

Ключевые слова: YouTube; дети с особыми образовательными потребностями; инклюзивное образование; медиаобразование; медиаграмотность; профессиональная подготовка; толерантность.

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