

Organization of Social and Pedagogical Activities to Support Children with Special Educational Needs in a Remote Format*

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Abstract. The article deals with the organization of social and pedagogical activities to support children with special educational needs of the center for distance education of children with disabilities of the Adygheya Republican gymnasium in Maykop. An algorithm for organizing a support system in the process of distance learning is proposed. The activities of the social educator are considered, which are characterized by the introduction of federal-state general education standards, which provide a unified approach to the organization of support for children with special educational needs. The general characteristics of distance learning for children with special educational needs are substantiated. The system of organizing the activities of the social teacher to support the distance learning of children with special educational needs is presented. The main component of the system of continuous education of children with special educational needs with the trend of the development of electronic educational technologies in the context of informatization of society, which is remote learning is described. HBOU Republican Center for Distance Education The abstract should summarize the contents of the paper in short terms, i.e. 150-250 words.

Keywords: Socio-Pedagogical Activity, Children With Special Educational Needs, Distance Learning, Support.

1 Introduction

Currently, the number of children with special educational needs, who need to be accompanied by their educational activities, is increasing, which it puts before teachers, social educators, psychologists, tutors, etc. to implement the system of inclusive education. In the modern needs of the implementation of the education system in the Russian Federation and the Republic of Adygheya, the most effective form of a complex activity of specialists is supported. Important components of the reform of the Russian

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education system are the introduction of support for learning at school, as well as the creation of conditions for the inclusion of children with special educational needs in the general educational space.

The purpose of this article is the educational activities of a social teacher, which is characterized by the introduction of federal-state general educational standards (FSSES), which provide a unified approach to the organization of education and upbringing of children with special educational needs.

2 Theoretical Part

Distance learning is the interaction of a teacher and students with each other at a distance, reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids) and implemented by specific means of Internet technologies or other means that provide interactivity [2].

Distance learning, based on the use of new information technologies and teaching aids, is becoming the most relevant today, since it can most flexibly and adequately respond to the needs of society and is a high-tech form of obtaining a quality education, regardless of the place of residence, time and citizenship. It allows an educational institution to significantly change the organization of the educational process and enables students to learn educational programs based on the principles of open education [3].

The advantage of distance learning is that the emphasis is on the independent teaching of students, the teacher only coordinates the work and helps in difficult problem situations. The formation of skills and methods of activity for solving important, from the point of view of students, tasks activates their research, creative potential. Distance learning allows you to significantly increase the amount of educational material, improve the quality of educational services, put into practice an individual approach, take into account the intellectual needs of the student [6, 7].

The development of the Federal State Educational Standard is based on competence-based and differentiated approaches that contribute to the understanding and comprehension of the knowledge gained, learning to use the information received for their development, their application in professional psychological and pedagogical activities with minimal losses of economic indicators and psychophysical resources. The pedagogical process in the implementation of educational programs is complicated by the introduction of technical teaching aids, modern telecommunication, and computer devices and equipment. As a result, such a form as distance learning appeared [8].

Distance learning for children with special educational needs is understood as a complex system of educational services provided to children using specialized information and educational environment, using modern technologies for the exchange of educational information. Distance learning for children with special educational needs is aimed at creating conditions for receiving a quality education following their interests, inclinations, and needs [9].

Education using distance learning technologies allows: to form competencies following the Federal State Educational Standard; study in a comfortable space for your-

self, according to a personal schedule, using special computer equipment; develop creative opportunities and participate in design and research activities; gain teamwork abilities; prepare for entering college, higher education institution [10].

Distance education of children with special educational needs is carried out within the framework of the implementation of the state program, which can be built according to the proposed support system (see Fig. 1).

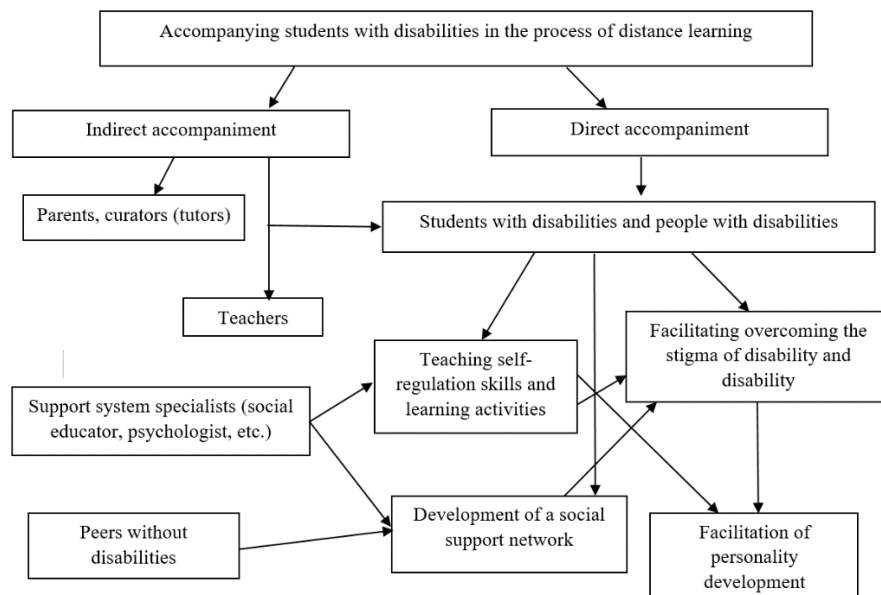


Fig. 1. The system of organizing support in the process of distance learning for children with special educational needs

Features of the implementation of distance learning for children with special educational needs are voluntary participation in distance education; ensuring the constitutional rights of students with special educational needs to receive an accessible high-quality general education by integrating a traditionally organized educational process and distance educational technologies; provision of conditions for receiving general education, correction of developmental disorders and social adaptation based on special pedagogical approaches using elements of distance technologies; the adaptability of the distance education model to the levels and characteristics of the development and training of children and the creation of conditions for ensuring the protection of the health of students, in a distance format [11].

For teaching children with special educational needs in a distance format, educational platforms were selected: Educational Center “Teaching Technologies” (I - school) and “Teleshkola” [4]. Children with special educational needs from among the participants are provided for temporary use: a set of a basic work of a learning educational institution; access to educational resources of the Internet; authorized access to

specialized educational resources through a computer educational environment with the rights to use by underage students.

A set of tools for distance learning for children with special educational needs is transferred for free use to local governments of municipal districts and urban districts of the region based on agreements on the transfer of state property for free use [5]. Computer equipment is installed at the place of residence of children with disabilities based on an act of installation of equipment concluded between local governments and the parents (legal representatives) of children with disabilities, on the provision of public and free primary general, basic general, secondary general education, by the legislation of the Russian Federation by a municipal educational institution by the existing license and certificate of state accreditation [5].

The educational institution coordinates with the parents (legal representatives) the general education programs being implemented, the list of subjects, and the number of hours per week allocated for their study. The volume of the teaching load for children with disabilities who study at home using distance learning technology should not exceed the maximum teaching load provided for by the approved Resolution of the Chief State Sanitary Doctor of the Russian Federation of December 29, 2010 N 189 "On the approval of SanPiN 2.4.2.2821-10" Sanitary epidemiological requirements for the conditions and organization of education in general education institutions "(as amended and supplemented) [1].

Distance learning is a component of the system of continuous education for children with special educational needs with a tendency to develop educational technologies in the context of informatization of society, as well as independent cognitive activity of a child with special educational needs. These are the main characteristics of reflex (or critical) thinking. Now the task of creating educational Internet resources using the method of reflection is urgent.

The Center for Distance Education of Disabled Children, as a structural subdivision of the "Adyghea Republican Gymnasium", was established in November 2009 based on the Resolution of the Cabinet of Ministers of the Republic of Adyghea dated August 12, 2009, No. 174 "On the organization of distance education for disabled children."

The main goal of the Distance Education Center for Children with Special Educational Needs is the implementation of the legislation of the Russian Federation on the creation of an adaptive education model that ensures equal access for children with special educational needs to education through the development of a distance education system using Internet technologies and the creation of barrier-free information and educational environment that provides an implementation of educational needs, contributing to their social communication and adaptation, involvement in society.

In the 2019-2020 academic year, at the Center for Distance Education (CDE) of Children with Special Educational Needs at home on educational programs of primary general, basic general, and secondary (complete) general education, which can be taught using distance educational technologies, including those who have no medical contraindications for 37 students of 2-11 grades from 8 districts and the city of Maykop and the city of Adygensk of the Republic of Adyghea are trained to work with a computer.

Currently, the means of communication are actively expanding, and in this regard, it has become possible to develop all categories of students in specific subjects, to involve leading scientists and teachers of the region in this work. For this purpose, the Republican Center for Distance Education was created based on the Republican Natural and Mathematical School, designed to provide access to high-quality general and additional education for students of the Republic of Adyghea, using innovative educational technologies.

The tasks of the CDE also include the holding of distance conferences, meetings, methodological seminars for leaders and teachers of the education system of the Republic of Adyghea, as well as the organization of distance learning as part of additional educational programs.

The main areas of work of the CDE:

- Introduction of distance learning technologies into the educational process within the framework of general and additional education;
- Search for new high-tech forms of teaching;
- Organizational and technical support of the educational process using the distance learning system;
- Participation in all-Russian and international educational projects.

The center has the technical capabilities to conduct distance learning with students in all municipalities of the Republic of Adyghea. Classes are conducted by leading teachers using a video conferencing system, as well as specially developed interactive educational content posted on the CDE servers. One or several remote classes, which are equipped with the appropriate equipment, can participate in such a lesson (currently there are more than 30 such classes in the Republic of Adyghea). Tutors are the organizers of the on-site classes.

Distance learning of children with special educational needs is carried out by 50 teachers who have the necessary knowledge, skills, and abilities in the field of organizing the educational process in a form of distance, the characteristics of the psychophysiological development of various groups and categories of children with special educational needs. The educational process is carried out based on educational buildings of the Adyghe Republican Gymnasium, equipped with 63 sets of computer equipment, digital educational equipment, office equipment, and software, adapted to the specifics of developmental disorders of children with disabilities. Consultative and methodological support for teachers, social teachers, students, and parents is provided by the technical support service and the methodological office. The technical support service promptly provides maintenance of workplaces for children and teachers: it installs (uninstalls) sets of equipment for distance learning, repairs and replaces faulty equipment, remote diagnostics, and troubleshooting problems with the operability of the distance learning system. Conducts training in the primary skills of using a PC, technical advice, methodological assistance, if necessary, they travel to the addresses of the students' residence, which avoids an interruption in the organization of the educational process. The necessary support for students with special educational processes,

teachers, and parents is carried out by a social teacher, psychologists, defectology of the Center.

Educational work at the Center is carried out remotely, via the Internet, and educational work both full-time and remotely. The project "You are not alone" provides for the participation of children with disabilities, together with students from the gymnasium, in carrying out educational, cultural, and entertainment, sports, and health, and other leisure activities. Each student of the Center has its curator (tutor) who helps students in the educational process, keeps in touch with parents, advises the student and parents on all issues of interest to them, organizes and conducts various events.

Pupils, teachers, parents, invited creative groups to take part in the events held by the center for social adaptation of children with special educational needs. These events take different forms:

- theatrical performances, which provide children with the opportunity in a playful way to get acquainted with folk rituals and traditions, to accustom them to collective work: a New Year tree with the participation of students of the theatrical department of the Adyghe College of Arts. U. Tkhabisimova, "Family Rite of the Circassians" based on the National Museum of the Republic of Adyghea;
- an entertaining game program dedicated to Teacher's Day;
- master class conducted by actors of the Russian Drama Theater;
- extracurricular activities that allow students to expand their understanding of the subject under study, taking place in person and remotely - "Knowledge Day", "Meeting with I.A. Krylov and his fables", "Day of Slavic Writing and Culture", "Decade of Informatics", which included: videoconference dedicated to the Day of Information Protection; a master class on drawing an animated postcard; "Hour of code in Russia";
- training "I and my shadow", students of grades 1-7 took part in an exciting journey into their inner world;
- virtual projects that provide an opportunity to find friends: Action "New Year's Greetings", Workshop of Santa Claus, Defender of the Fatherland Day.

3 Conclusion

Thus, the activities of a social teacher to accompany children with special educational needs in the process of distance learning should be considered as a complex technology of psychological and pedagogical support and assistance to a child and parents in solving problems of development, education, upbringing, socialization by specialists of different profiles, acting in a coordinated manner. ... Socio-pedagogical activities to accompany children with special educational needs in the process of distance learning should be implemented taking into account the following components: educational and methodological complex; medical, psychological, and pedagogical support; keeping records of children with disabilities, maximum individualization of the educational process. The activities of our educational institution are aimed at optimizing the socio-psychological adaptation of students in the process of support in a distance format, the

result of which is productive interaction with a team of peers and the successful implementation of information and educational activities.

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