

ORGANIZATION OF MODERN LESSONS IN SPECIAL EDUCATIONAL INSTITUTIONS IS THE BASIS OF THE INCLUSIVE EDUCATION

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ABSTRACT

XXIst century puts forward the urgent and important tasks, which are needed to be solved by special boarding schools, as a part of general secondary schools, to provide their graduates with a concrete and systematic core of knowledge required for the rapidly developing period, as well as inspiring a national spirit that embodies the ideas of humanity, such as love and dedication to the motherland, respect for the people and nations of the world, training them with the comprehension and skills necessary for social life (self-governance, coping with difficult and stressful situations, access to communication, and others). It is known that well-designed lesson is the key of successful lesson and opens the way motivating learners. In this article I am going to share my own experience in the field of developing and delivering lessons according to the requirements for the lesson in the special boarding schools for children with disabilities.

Keywords: Special-boarding school, life-long learning, special needs, requirements. Deaf and hearing impaired children.

INTRODUCTION

The State Educational Standard (SES)-based educational institution for the children with special needs also aims to prepare graduates for an inclusive society by ultimately equipping students with modern knowledge, comprehension, skills and competencies. The initial problems of the students and secondary problems that are occurred as a result of them (special development of speech and logical thinking on the basis of it, etc.) require for taking a different approach to the content and organization of the learning process at special boarding schools than the organized learning process at general secondary schools. That is the educational process should be based on the development of students' speech, equipping them with knowledge, comprehension, skills and competencies in general education, mutually connecting with unique condition for adaptation to social life - career guidance and vocational training and the formation of life-learning skills.

The new requirements for the educational process impose on the pedagogical staff of the educational institution, the following task that, first of all, they should know specific features of their students' developmental abilities, to understand the root essence and content of organization educational process of special schools. Only in this way, the teacher will be able to master the task assigned to him by the institution.

The acquisition of theoretical knowledge and practical skills by students has attained in various forms of the educational process. Organizational forms of teaching are the teacher and students interactions, which are organized on the basis of certain conditions and procedures. They depend on social conditions and ascend and improve in accordance to the development of didactic systems.

LITERATURE REVIEW

The acquisition of theoretical knowledge and practical skills by students has attained in various forms of the educational process. Organizational forms of teaching are the teacher and students interactions, which are organized on the basis of certain conditions and procedures. They depend on social conditions and ascend and improve in accordance to the development of didactic systems.

The forms of organization of educational activities are classified basing on various criteria, such as: the number of students (total, team, group, small group and individual activities), the place of teaching (school and extracurricular forms), the duration of teaching process and etc. In special schools and special-boarding schools teaching and learning process are organized in the form of lesson, excursions, individual lessons, musical-rhythmic lessons, homework, optional classes, in which the main attention is paid to the solution of the tasks set for the special boarding school.

The face-to-face system of teaching is still the most common organizational form of educational activity in special boarding schools, as in all schools around the world. The lesson was first introduced into practice in the XVII century by great Czech pedagogue John (Jan) Amos Comenius, the author of the work "The Great Didactics", which has not lost its relevance yet in the field of modern pedagogy at present day.

Lesson is the main form of the learning process, which includes the aim and tasks, concept, content, rules and methods of teaching. The teaching aim and tasks of the lesson at special schools and special boarding schools are determined according to the educational goals of teaching children with special needs. The specific features of the face-to-face lesson system are the following:

- A lesson is the main unit of the didactic system;
- A lesson implies the content of one school subject, that students work on the basis of the teacher's direction and guidance for achieving the target aim;
- the role of the teacher is determined not only by the delivery of learning materials to students, but also by the fact the acquisition of it by each student and his responsibility for it;
- a class - is determined by the union of students, who are approximately the same age and specifics, its composition is almost unchanged during the whole school year;
- the class is taught on the basis of curricula and syllabi in accordance with the approved schedule for each class;
- the academic school year is determined by quarters and vacation periods, and the schooling day is determined by the amount of scheduled lessons and breaks between them;
- the academic year ends with the completion of the learning materials allocated to the syllabi for each subject;
- school education ends with final exams (graduation attestation).

Types of the lesson are a set of items specific to a particular group of lessons, which are determined in accordance with the characteristics of the main aim and objectives, content-methodological requirements.

Different types of lessons define according to which aspects of the lesson are chosen as the main ones. Lessons can be grouped according to the content and methods of teaching (I.N Kazantsev).

METHODOLOGY

According to the main didactic tasks, types of the lesson can be divided into the following: introduction (propaedeutic), initial acquaintance with the teaching material, acquisition of new knowledge, application of acquired knowledge in practice, formation of new comprehension and skills, revision and generalization of knowledge and comprehension, control and correction, etc.

In special schools and special-boarding schools, the use of mixed-combined type of lesson is widespread (almost 80% of the learning hours).

The main activity in the practical lessons is to conduct experiments on the school experimental site, laboratory-practical training in classrooms, practical trainings in particular workshops. In addition to the main types of the lessons, there are lessons such as correction, integrated and non-traditional: lesson - fairy tale, lesson - travel, lesson - seminar, lesson - auction, lesson-project work.

It is important to set aims for each lesson. There are 3 aim for any lesson in a special school or special-boarding school:

The educational (didactic) aim focuses on delivering students theoretical knowledge and acquiring practical skills within the scope of the curriculum;

The socio-cultural (moral) aim is to educate students in the spirit of national independence, the formation of their personal moral qualities, the formation of comprehension and skills that will allow them to find their place in social life;

The correctional-developmental aim focuses on eliminating the secondary problems of children with special needs, that caused by the primary problems.

The educational, socio-cultural and correctional-developmental aims of the lesson should be solved in an interconnected way. In other words, in the process of delivering lesson, the teacher should solve these tasks mutually.

RESULTS

Any lessons conducted in a special school, special-boarding school should meet the following four types of requirements:

1. Pedagogical requirements;
2. Psychological requirements;
3. Hygienic requirements;
4. Organizational requirements.

Pedagogical requirements for the lesson.

Lessons taught in special schools and special-boarding schools should meet the pedagogical requirements formed by the general didactic and specific principles of teaching. The basics of these requirements are the following:

- ❖ each lesson should have a clearly defined topic and objectives;

- ❖ the content of the lesson should be relevant to its tasks, scientifically oriented and also understandable to students, closely related to real life, apt to the requirements of the individual and differentiated approach;
- ❖ the objectives of the lesson and the stages of the learning process are determined based on the program requirements, as well as the level of general and speech development of students in the class;
- ❖ the methods and techniques used in the teaching process should be appropriate to the age specifics of students and serve to overcome their secondary problems, ensure their overall development and acquire social norms;
- ❖ prediction and pre-design the use of methods and techniques skillfully and appropriately aimed at activating the cognitive thinking of students in the class;
- ❖ quality control of acquired knowledge, comprehension and skills by students in each lesson;
- ❖ to draw special attention to the process of demonstration, visualization, practical work, based on the developmental characteristics of children with special needs;
- ❖ acquisition of knowledge, comprehension and skills of the subject on the basis of the formation of students' speech as a tool of communication;
- ❖ the use of different forms of speech in the classroom (in which case the leading form of speech is determined by the requirements of the stage, as well as the general and speech development of students in the class);
- ❖ draw special attention to the development of hearing loss, the formation of lip reading skills;
- ❖ draw particular attention to the allocation of time to the activities done on the board, based on the developmental features of children with special needs;
- ❖ to choose the appropriate size of the images and samples to be displayed in order to prevent a decrease in eye-sight perception of students;
- ❖ words and phrases used in the lesson should be given in blue on the cards, in block letters (red, light green, pink and such type of colors can cause exhaustion of children, as well as complications such as decreased their eye-sight perception).

Psychological requirements for the lesson

In many ways, the effectiveness of the lesson depends on the teacher's knowledge about the developmental characteristics of his students, and the teacher should always keep in mind the specific features of his students such as perception, attention, memory, imagination in planning and conducting each lesson. Having a clear understanding of the mental processes of their students can support the teacher in choosing effective forms and methods of teaching.

It is known that children with physical and mental developmental problems have great difficulty in acquiring theoretical knowledge, comprehension and skills. The teacher's warm attitude to children, skillful support, ability to communicate not only inspires students to take an active part in the lessons, but also encourages confidence in their own abilities, that is, caused to appear their optimistic spirit.

Hygienic requirements for the lesson

The form of students work-skills depends on the extent to which hygienic requirements are met. That is, in each lesson there are the following hygienic requirements:

- ❖ painting the walls of the classroom should be in the required level of colors;
- ❖ the lighting should be normal in the classroom;
- ❖ opportunities of airing the classroom before and between the lesson;
- ❖ use of various activities to prevent children's exhaustion;

- ❖ take a chance of holding the minutes of break time;
- ❖ mandatory breaks between classes should be followed.

This is because some teachers try to engage students even in the break times; due to this they cannot acquire the learning material in the allotted time. This, in turns, can lead children not only being able to attain the material of the previous lesson, but also the material of the next lesson, and etc.

Organizational requirements for the lesson

The effectiveness of the lesson also depends on the facilitation of the classroom, the necessary equipment and facilities, the hardware and technical means that allow making corrections, the availability of visual and didactic materials.

The readiness of technical equipment (for example, loudspeakers in schools for deaf and hard of hearing children, magnifying glasses in schools for blind children, etc.) and other teaching tools should be checked the day before (or at least an hour before the lesson), and troubleshooting should be checked and eliminated before the lesson.

In cases where this is not possible, the teacher should take steps to compensate for the primary problem during the lesson (e.g., focusing on lip reading to replace the hearing aid, relying on palpation instead of magnifying glasses, etc.). In order to organize modern lessons, it is important for the teacher to identify the initial knowledge and skills of the students.

To do this, he should ask himself the following key questions:

In what level is the initial knowledge of the students to conduct the lesson or practical activities?

What are the conditions for conducting lessons and practical workshops?

What kind of teaching content is planned to be taught?

It should be noted that lesson plans are designed based on the potential and capabilities of children at special schools, and sometimes can be applied in a slightly simplified or complicated way, depending on the achievements of students in the focused class.

Lesson Plan 1

The types of special boarding school:	Deaf and hearing impaired children's boarding schools
Subject:	Mathematics
Grade:	1
Theme of the lesson:	Finding the same shapes and specifying their general group name
The aim of the lesson:	- to develop the skills of naming and grouping the described shapes; - to enable students' using their knowledge in practice by teaching each other and learning from each other; - to formulate communication and cooperative working skills.
Duration:	45 minutes
Equipment:	The tablets with the new and reinforced words and phrases, marker or felt-tip pen (1 blue and 1 red for each group), writing paper (A4 size), flipchart paper with assignments, flipchart paper for each group divided into 3 columns, cards cut to size 5 sm *5 sm, each of which is drawn in the shape of a triangle, rectangle, circle, pentagon, equal to the number of children in the class, scotch.
The procedure of the lesson	
Stage I.	For drawing children's attention to the lesson and creating learning atmosphere a teacher starts lesson by asking them to find 4-5 rectangular, circle, and cube-shaped objects in the classroom.
Stage 2.	One of the cards is pasted on the forehead of each student. During this process, children are asked not to make gestures..

Stage 3.	Then teacher asks them to stand up and find their group by helping each other. Students stand up, walk around the classroom without gestures (in a nonverbal position), and help their friends find and join groups. Once the process is complete, each participant is allowed to find out what shape is pasted on and take it off their forehead.
Stage 4.	Once students are divided into groups, they are asked to say the name of the shape attached to each member of their group, one by one, and then the common name. Then the groups sit around a circle set for them. (Formed 3 or 4 groups, each group consists of 4 or 5 children).
Stage 5.	Distribute for each group flipchart papers in 3 columns and 15 cards with geometric shapes of different sizes. Students will get acquainted with them.
Stage 6.	The following task is put on the board and read or gestured by the teacher. Place the given shapes in three columns as follows: "Triangles", "Rectangles", "Neither one nor the other" Teacher gives 15 minutes to complete the assignment and for the presentation - 3–5 minutes for each group.
Stage 7.	The groups stick the shapes to the appropriate column on the flipchart paper by name. When the allocated time for the work is over, a stop signal is given
Stage 8.	The group presentation is held in turn in front of the board according to the completion order of the task. During the presentation, the groups observe and control each other.
Stage 9.	Groups are encouraged and feedback is given by the teacher.
Stage 10.	As a home task teacher asks them to think of 10 similar examples at home and complete a table like the used one individually.

Lesson Plan 2

The types of special boarding school:	Deaf and hearing impaired children's boarding schools
Subject:	Mathematics
Grade:	3
Theme of the lesson:	Solve the equations
The aim of the lesson:	- Strengthen students' comprehension of solving equations; - to enable students to communicate with each other and to teach and learn from each other; - to develop their teamwork skills.
Duration:	45 minutes
Equipment:	The tablets with the new and reinforced words and phrases, marker or felt-tip pen (1 blue and 1 red for each group), writing paper (A4 size), A4-sized paper with activities written on it, flipchart papers for each group divided into 4 columns, cards cut to size 5 sm * 5 sm and equal to the number of children in the class with written one of the following numbers 1,2,3, scotch.

The procedure of the lesson

Stage 1.	For drawing children's attention to the lesson and creating learning atmosphere a teacher starts lesson by showing a tablets written 4-5 examples on them similar to homework.
Stage 2.	Each student is asked to choose one of the cards offered in the closed position.
Stage 3.	Students are asked to stand up, carry their chosen numbers in the classroom and allow others to read, and form a group with those who have similar cards like theirs.
Stage 4.	Students are divided into groups, they sit around a circle set for them. (Formed 3 or 4 groups, each group consists of 4 or 5 children).
Stage 5.	Teacher distributes for each group a piece of paper with 4 equations in scrambled their sequences, and each group is given a piece of flipchart paper divided into 4 columns.
Stage 6.	The following task is put/write on the board. Reconstruct the sequence of the given equations and place them in the columns from ascending to descending order according to the formed sum. Teacher gives 15 minutes to complete the assignment and for the presentation - 3–5 minutes for each group.
Stage 7.	The groups display the examples first in a draft notebook and then on flipchart paper. When the allocated time for the work is over, a stop signal is given.
Stage 8.	The group presentation is held in turn in front of the board according to the completion order of the task. During the presentation, the groups observe and control each other.

Stage 9.	Groups are encouraged and feedback is given by the teacher.
Stage 10.	As a home task teacher asks them to think of 6 similar examples at home and complete a table like the used one individually.

Lesson Plan 3

The types of special boarding school:	Deaf and hearing impaired children's boarding schools
Subject:	Speech development
Grade:	2
Theme of the lesson:	Materials and items used in various professions.
The aim of the lesson:	<ul style="list-style-type: none"> - Enhance and enlarge knowledge on popular and familiar professions; - to enable students to communicate with each other, to teach and to learn from each other; - to develop their teamwork skills.
Duration:	45 minutes
Equipment:	The tablets with the new words and phrases as well as the words for consolidation, marker or felt-tip pen (1 blue and 1 red for each group), writing paper (A4 size), flip-chart paper for each group divided into 3 columns, the words as <i>carpenter, dress-maker, baker, shoemaker, embroiderer</i> written on the cards cut into 15 sm * 5 sm size paper (inscriptions should be written in block letters on the paper ribbons cut into 4-5 sm wide with marker or felt-tip pen), cards should be prepared equal to the number of children in the class, scotch.
The procedure of the lesson	
Stage I.	For drawing children's attention to the lesson and creating learning atmosphere a teacher starts lesson by asking what professions they know (by pointing out them on the board) and answers should be oral.
Stage 2.	Each student is asked to choose one of the cards offered in the closed position.
Stage 3.	Students are asked to read the cards without showing them to anyone and to stand up and describe the profession in silence by miming, to find a partner based on the mimes showed by their classmates, and in this way they form a group.
Stage 4.	Students are divided into groups. They sit around a circle set for them by writing their group name beforehand. (Formed 3 or 4 groups, each group consists of 4 or 5 children).
Stage 5.	The following task is put/written on the board. Choose the one word that suits you best and write it on a piece of draft paper; Teacher allocates 7 minutes to complete the assignment.
Stage 6.	Teacher distributes for each group a set of words with a mixture of names of items and materials used in the professions mentioned in the previous steps, which are written on a piece of A4 paper in advance and ask them to write on a piece of paper a list of words relevant to their profession (the name of the profession assigned to their group).
Stage 7.	At the end of the time allotted for the work, a stop sign is given and a clean flipchart is distributed to each group and the following task is put/stick on the board and then explained: - Place the words you have written on the draft paper in two columns as follows: "Items", "Materials" Teacher gives 8 minutes to complete the assignment 3–5 minutes. for presentation of each group.
Stage 8.	At the end of the time allotted for the work, a stop sign is given
Stage 9.	The group presentation is held in turns in front of the board according to the completion order of the task. During the presentation, the groups observe and control each other.
Stage 10.	Groups are encouraged and feedback is given by the teacher.
Stage 11	As a home task teacher assigned them to think of 4 words related to the types of the profession as examples at home and complete a table like the used one individually.

DISCUSSION

The study of the above questions for planning is the basis for all other preparatory activities of the lesson and lesson, and the following factors clearly show the connection between this concept and the questions. In each lesson and the workshop teacher should achieve the goals, which are set in advance. Knowledge, comprehension, skills and competencies are determined in accordance with the established learning objectives. If the goal and content is clear, by the chosen methods precisely should be able to transfer those goals and content into a measurable outcome. The lesson goal is incorporated into the lesson plan and achievement of the goal can be checked and reinforced through different types of assignments appropriate to the content. Conditions and facilitations: building, classroom and workshops, laboratories and their level of equipment, tools, general condition of raw materials must meet certain quality standards. It is also necessary to work seriously on teaching aids. When choosing a tool, the teacher should draw his/her attention to the tools that are most suitable for achieving a particular learning objective, not the number of them.

CONCLUSIONS

The above mentioned is required to be organized taking into account the time factor. Because there are clear time limits for each lesson and session, it is related with the action within this time that learning objectives must be achieved. It is also important to define that goals have been achieved at the end of the lesson or session.

At the same time, it is necessary to determine the means, methods and criteria of assessment, and required to focus on whether the students have acquired the necessary knowledge, comprehension, skills and life-long competencies. Also, the teacher should review his activities and the quality of his work, that is, find the answer to the question "Have I achieved the goal and objectives that I set for?" . In both cases, it is important to have measurable results.

The structure of each lesson determines the requirements, policy and logically of the learning process, that is, the scope of the content is determined by the possibilities, taking into account the correctional direction relevant to the problems of children's development.

This means that modern methods and techniques used in the educational process of special schools should be selected according to the capabilities of each category of child (deaf, hearing impaired, blind, visually impaired, mentally impaired, etc.). The proposed interactive lesson plans are aimed at these goals, specifically focused on increasing the motion of students, developing their creative thinking, teaching them working and creating cooperatively, developing their leadership skills, directing them to express their opinions independently, to communicate, and to develop a number of life-long skills.

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