SPECIFICS OF THE EDUCATIONAL ENVIRONMENT ORGANIZATION FOR CHILDREN WITH INTELLECTUAL DISABILITIES IN GENERAL EDUCATION SCHOOLS: INCLUSIVE APPROACH

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In recent years, more and more attention has been paid to the specifics of the organization of the educational environment in the context of improving the effectiveness of educational and correctional-developmental processes in educational institutions. A number of foreign and national teachers were engaged in studying the problems of the organization of the educational environment: V.A. Yasvin, S.E. Gaidukevich, E.A. Lemekh, S.N. Feklistova, I.K. Rusakovich, V.V. Khitryuk, etc.

The educational environment is understood as "a set of all influences and conditions that affect the child's development opportunities. The environmental aspect organized on the concept of the educational environment presupposes the concept and practice of indirect management of the educational process, purposeful influence through the environment on the formation of the child's qualities, on his upbringing and development" [1].

The idea of inclusive education is considered as one of the components of the modernization of the educational process, which allows any child, regardless of age, abilities, the presence of special features in development, to participate fully in the life of society and contribute to it [2].

The above facts confirm the relevance of our research and allow us to define its purpose as the study of the specifics of the organization of the educational environment for children with intellectual disabilities, taking into account inclusive approaches in secondary schools.

Material and methods. The following methods of studying the organization peculiarities of the educational environment in general education institutions were used: analysis of the content of psychological and pedagogical literature, questioning of school teachers, observation, as well as methods of quantitative and qualitative processing of factual data. The study was conducted on the basis of the SEI "Secondary School No. 3 of Vitebsk named after L.N. Belitsky", SEI "Secondary School No. 47 of Vitebsk named after E.F. Ivanovsky", SEI "Secondary School No. 18 named after Euphrosyne of Polotsk, Polotsk", SEI "Secondary School No. 10 of Novopolotsk", SEI "Secondary school No. 18 Vitebsk named after V.S. Smetanin".

Findings and their discussion. In the course of the study, a survey of teachers was conducted on the basis of the vector modeling methodology of the educational environment V.A. Yasvina. This technique allowed us to evaluate the educational environment according to the parameters "freedom-dependence" and "activity-passivity" [3].

According to the results of the diagnostic questionnaire, a vector is constructed in the coordinate system, which allows establishing the type of environment of the

educational institution and characterizing its visible features. Depending on the direction of the vector, the educational environment can be attributed to one of 4 main types: dogmatic, career, serene, creative [4].

Vector graphs were compiled based on the results of the survey. To determine the type of educational environment, a graph was used-the spectrum of modules-vectors of the educational environment V.A. Yasvina. Thus, during the experiment we've obtained the following data:

1. The educational environment of the State Educational Institution "Secondary School No. 47 of Vitebsk named after E.F. Ivanovsky" belongs to the type of "typical creative environment". This environment is characterized by a high degree of freedom and activity; creativity, morality, respect for the child; courage, enthusiasm, go aheadedness in the activities of the teacher.

2. The educational environment of the State Educational Institution "Secondary School No. 18 named after Euphrosyne of Polotsk, Polotsk" belongs to the type of "serene environment of passive freedom". This type of educational environment is characterized by a high degree of freedom and a slight degree of passivity; caring attitude towards students, the absence of punishments and a large number of incentives; teachers are characterized by a high degree of reflexivity, responsibility.

3. The educational environment of the State Educational Institution "Secondary School No. 3 of Vitebsk" refers to a "typical serene environment". It is characterized by a sufficient degree of freedom and passivity; justice, morality in relation to students is combined with care and lack of encouragement; teachers possess diligence, truthfulness, observation, prudence that are noted in combination with modesty, privacy and phlegmatism in relation to activity.

4. The educational environment of the State Educational Institution "Secondary School No. 10 of Novopolotsk" is a "career environment of active dependence". This type of environment is characterized by the following parameters: a significant degree of dependence and a sufficient degree of passivity; a sufficiently strong hierarchy in the institution's system, strict discipline; on the part of teachers, there is perseverance, a sense of pride, self-confidence, a desire to improve professionalism and career growth.

5. For the educational environment of the State Educational Institution "Secondary School No. 18 of Vitebsk named after V.S. Smetanin", Based on the data of the schedule, it can be noted that this educational environment belongs to the "creative environment of free activity", which is quite close in characteristics to the "normal (ideological)" educational environment.

We have developed an observation form for the analysis of environmental and spatial resources. It includes 3 main categories: school space, internal equipment, compliance with the principles of building an educational environment [5].

Based on the results of the observation, we've made the following conclusions:

1) not all schools are equipped with the necessary material environmental resources that would allow high-quality educational and correctional and developmental work with children with intellectual disabilities;

2) the school teaching staff is not sufficiently familiar with the necessity of the environment organization that ensures the integration of children with special features of psychophysical development;

3) not every educational institution has the opportunity to organize a barrier-free environment because of a certain financial situation of schools and the architecture of buildings;

4) there is rarely an active children's impact on the educational environment, many didactic manuals are kept by teachers and are not provided to children in their free time.

Conclusion. Thus, in accordance with the vector modeling technology, we have classified the educational environments of experimental educational institutions. However, for a more comprehensive study of the specifics of the organization of the educational environment, it is necessary to conduct more systematic observation according to the maximum number of criteria.

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THE SPECIFICS OF VISUAL MODELING CONTENT IN TEACHING GENERAL CHEMISTRY

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A promising means of overcoming cognitive barriers in the conditions of modern learning is the use of cognitive technologies. The term "cognitive technology" (cognitive science) is proposed to describe the impact of methods and electronic devices, other means (devices, models, etc.) on human mental processes, including observation, perception, retention and reproduction of information from memory in the learning process, forming behavior not only in the educational process, but also most importantly – when solving life tasks [1].

One of the directions of implementing cognitive technologies in practice to increase the level of understanding of chemistry is the use of visual modeling, which allows transferring the characteristics of a real object, the features of its structure and functioning to a duplicate model.

The purpose of the work is to substantiate theoretically the need to use visual modeling in the educational process and to investigate this problem in the context of teaching general chemistry.