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Sydoriv Lidia,
Sydoriv Sergiy
Ivano-Frankivsk College
Vasyl Stefanyk Precarpathian national university

BUILDING COMMUNICATIVE COMPETENCE AND SPEAKING SKILLS IN THE INCLUSIVE CLASSROOM

A teacher of foreign languages is a professional skilled in applying individual approaches to develop speech and language skills, and contribute to the overall development of each student. Values of democracy and ideas of diversity, equality

and equity shape education and development of the modern school. Adhering to the UNESCO-initiated international movement "Education for All", education occupies a prominent place in the lives of every human being and serves as a priority task to meet the educational needs of each community [5].

Communicative competence means the ability to perform speech activity of a person. Himes, a prominent specialist in linguistic anthropology and sociolinguistics coined the term in 1972 to describe and account for the knowledge that a speaker and a listener must possess in order to communicate appropriately in different social contexts [2].

Therefore, a teacher of the New Ukrainian School should demonstrate theoretical and practical competence in pedagogy, linguistics, social sciences as well as special education, namely in the area of speech and language skills development.

Building the language and communication skills should begin at an early stage, child must have a sufficient vocabulary and the ability to use speech patterns, form expressions, ask and answer questions to participate in conversation. However, when a child requires special needs services, a language teacher may be a part of a multiprofessional team of support.

Interventions and developmental activities aim at correcting existing speech disorders of a child taking into account individual abilities, interests, and skills. Speech development is a systematic logopedic service aimed at overcoming speech disorders and developing verbal communication skills. It involves the corrective and psychological interventions of a speech therapist, a psychologist and a teacher in combination with other positive influences by involving parents, other family members and relevant specialists. In general, this process includes:

– psychological support and targeted interventions for students with the purpose to develop their language and speech;

– instructing students' parents about this or that disorder and its treatment, and providing them with the support of specialists;

– improving the skills of teachers in the process of working with this category of students in order to provide children with a full range of educational, developmental, correctional and other services [3].

A foreign language teacher can show a leadership in applying a social approach to foster social skills, identity and belonging of a child. Speech and language are tools of social communication. By speaking, a person can share a wealth of thoughts and feelings. Communicative competence acts as a set of personal characteristics, knowledge, skills that allow implementing ideas, solving problems, communicating, and acting creatively. Speaking is a part of identity and belonging of a person that can share unique and common characteristics with other people in society.

Many school students may have difficulties with articulation of sounds and speaking. Traditionally, logopedists use therapeutic approaches to speech disorders in order to "correct" speech and develop communicative skills. At the same time, there are disabilities caused by serious pathologies and the task of a teacher is to improve the quality of life of the students. Ukrainian general education is transitioning from a medical approach to a social one when disability is not viewed as a defect located within an individual. Constantino et al. [1] argue that the social model offers

a dynamic counter narrative to the traditional view on special educators as experts and holders of knowledge while persons with disabilities are the recipients of this expertise. Emerged from within the disability rights movement, the social model sees the way society is structured as disabling rather than physical impairment itself. Disability is experienced when a person is unable to participate fully in society through a mismatch between their body and the environment around them; thus, disability is not an inherent characteristic. The social approach makes society and the education system review its norms, attitudes and methods concerning fluency. According to this approach, persons with speech disorders are the holders of experience and knowledge; professionals are their allies and advocates for social change.

Communicative competence facilitates establishing and maintaining relations with other people employing abilities and skills of speech interaction that ensure effective verbal and non-verbal interaction. Language, communication competence, social skills and identity are closely interrelated and influence one another. That is why the development of communication skills of students with speech disorders is one of the tasks of a teacher.

There are interesting findings concerning bilingual children with speech disorders conducted by Paradis showing that a child with special language disorder who learns two languages simultaneously does not necessarily change his or her proficiency with respect to those aspects of language that are considered to be clinical markers for monolingual children with speech disorders. It is explained that the mechanism causing the difficulty with two linguistic structures is internal to linguistic representation, thus, the reduced input a bilingual child receives in each language compared with monolinguals would not impact on their (in)ability to represent the structure [4, p. 551]. The invasion of the Russian Federation forced many Ukrainians to migrate to other countries and learn their language, therefore we believe that speech and language disorders should not be the barriers for social and cultural integration, but the assets provided the proper inclusive learning environment is organized in and outside the school.

Inclusive school is a place for each student to learn and develop. Student's progress depends greatly on measures taken to eliminate barriers in communication and social interaction, and deal with lack of experience and resources. Special needs and development services involve replacing and compensating communication disabilities, restoring language opportunities, correcting students' speech and communication errors or providing alternative ways of communication. The teacher's activity should consist of a number of measures aimed at development of communicative skills; alternation of different activities, techniques and methods in order to ensure effective inclusion of students, their socialization and academic progress.

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Sydoriv Sergiy
Ivano-Frankivsk College
Vasyl Stefanyk Precarpathian national university

APPLYING THE PRINCIPLES OF THE NEW UKRAINIAN SCHOOL TO TEACHER TRAINING: CELEBRATING DIVERSITY

Ukrainian education has been undergoing fundamental changes on its transition from authoritarian ways of the soviet period to the Education for All sustainable goals. The ongoing revision of strategies and practices of learning and teaching calls for the changes in the teacher-training system. Alongside with improving the quality and applicability of the acquired skills and knowledge, the social aspect of teaching future generations should be taken into account. Ukraine's educational reform, guided by international and national initiatives to adhere to the principles of diversity, equality and inclusion, strives to model the positive practices of the EU nations and develop a system from which each student will benefit.

The Concept of the New Ukrainian School [3] defines the goal of every educational institution to create the nurturing and comfortable environment for education and development of all students without discrimination. Since its publication, an increasing number of students with special educational needs and disabilities have been attending local regular schools. Much work is required to adapt buildings, equipment, materials in order to make them accessible and inclusive. Apart from it, there are tasks in the realm of social and professional enlightenment – changing mindsets, eliminating stereotypes, raising awareness and appreciating diversity. Hence, the teacher's aim is to educate a free and creative generation of students in an inclusive environment with provision of necessary assistance and support to those who need it.

It is important to clarify some sociocultural aspects of the usage of inclusive terminology in Ukrainian- and English-speaking discourse. Let us consider the notion *tolerance*, which is popular among domestic teachers and scholars. Post-soviet pedagogy still operates the term "tolerance" while in the West, using this word with