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RAISING PROSPECTIVE ESL TEACHERS' SEN AWARENES

Ukraine's move towards Europe and the wider world has brought into focus the need for higher standards of English among the country's citizens, including citizens with special needs and disabilities. There is widespread agreement that English is needed for trade, travel, education and international relations. The improvement that is needed can only be achieved if standards of English teaching are raised at every level of the education system and if systematic, profound, multifaceted professional development and growth of the New Generation ESL Teacher takes place [1, p. 1].

Until relatively recently, ESL methodology courses have paid insufficient attention to a number of essential aspects of language teacher preparation, such as for example Intercultural Awareness, Developing Independent Study Strategies, Developing ICT Competence, among which, Catering For Special Education Needs (SEN) has hardly ever been trained at all. As a result, many teachers today still do not feel that their teacher training has prepared them for including learners with SENs in their classroom. This, in its turn, caused the appearance of many common myths and misconceptions around the teaching of learners with SENs, among which the most rooted one is that teachers have to be specially qualified and get a degree to educate learners with SENs. Most of the world SEN teaching practice and experience proves that, in fact, they do not have to. At the same time, it is obvious that it is crucial to provide teachers with SEN training courses and support. At best, it should start yet at the Pre-Service Teacher Training (PRESETT) Bachelor's level. In our opinion, within the curriculum of the given education level it is at least essential to raise trainee teachers' awareness of the following SEN basic knowledge and skills.

The concepts of SEN and Inclusive Education. Special educational needs means, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition [2, p. 1]. Inclusion is not just about including learners with SENs. Inclusion is about how we structure our schools, our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with learning differences, and can also challenge and engage gifted and talented learners by building a more responsive learning environment [5, p. 2].

The structures of inclusive education.

1. Segregation. Students learn in special environments that are designed to respond to their special needs. Students are often not educated with their peers. Instead, they may attend special schools, classes, disability/behavior units, classes for gifted students.

2. Integration. Students are placed in schools or educational settings with their peers but the physical environment, school culture and pedagogy remain unchanged. This limits students' ability to fully access and participate in learning. Integration is not necessarily a step toward inclusion.

3. Exclusion. Students are directly or indirectly prevented from or denied access to education in any form. It is common in the situation when parents do not feel that their child fits into school or is not receiving the accommodations they need.

4. Inclusion. Within inclusive education all students, regardless of their ability, are placed in age-appropriate general education classes in schools in their own neighborhood to receive high-quality instruction, interventions, and supports that enable them be successful in the classroom [2, p. 3].

Classification of Inclusion. Speaking roughly there are two types of inclusion:

1) "Partial inclusion" – SEN learners are educated in regular education classes most of the day. 2) "Full inclusion" – SEN learners are always educated with non-disabled peers.

Classification of inclusive educational settings / environments. Inclusive educational settings can be introduced to trainee teachers as a cascade of services or a spectrum of SEN education environments with the least restrictive environment (L.R.E.) at one end and the most restrictive environment (M.R.E.) at the other. The (L.R.E.) is when SEN learners spend most of their time with their non-disabled peers in a general education class. The (M.R.E.) is when learners are isolated and kept from their non-disabled peers.

SEN co-teaching models. Depending on the particular SEN category and the seriousness of the medical issue the following co-teaching models can be exploited:

1. Team-teaching. Instruction and planning are shared between a general education and a special education teacher.

2. One teach, one assist. One teacher circulated the room and the other handles instruction.

3. Alternative teaching. One teacher works with a large group and the other one teaches a modified version of the lesson to a smaller group of SEN students.

4. Parallel teaching. The classroom is split into two with each teacher covering the same lesson and content. Parallel teaching works well to differentiate instruction when the content being taught is particularly challenging.

5. Station teaching. In station teaching, the class is divided into three or more groups and the classroom has multiple learning centers. As the students rotate through the stations, the teachers teach the same material in different ways to each group [4].

This has been a brief overview of the fundamental SEN and inclusive education concepts and features which it is essential to expose prospective ESL teachers to in order to develop their profound and deep background knowledge in the

first place. As a follow-up stage, it is going to be highly productive and appropriate to develop trainee teachers' basic practical skills of catering for SEN learners needs.

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МОВНА РЕПРЕЗЕНТАЦІЯ СИМВОЛІВ В УКРАЇНСЬКІЙ ТА НІМЕЦЬКІЙ ЛІНГВОКУЛЬТУРАХ

В кожного народу є свої культурні надбання та традиції, в які вплітаються і національні символи. Аналіз матеріалу дослідження в галузі літератури та фольклору сприяє пізнанню одного з фрагментів культурної спадщини через творчість народу. Досліджуючи та порівнюючи мовні образи світу, можна глибше зрозуміти особливості рідної мови, своєї культури [6, с. 306]. Дослідник української культури Ю. Куліш підкреслює, що народні символи України – це святині. В українській графіці використовуються образи з легенд, народної творчості. Українці відтворюють ці символи у вишивці на сорочках, рушниках, у розписах посуду, в кованих виробах, в різьбленні, в барельєфних прикрасах житла, у розписах печі в хатах, гончарних виробах, у гравюрі, а також, в окремому особливому виді української творчості – в писанках [4, с. 108].

Розглянемо два значущі рослинні символи в українській та німецькій лінгвокультурах – укр. *калина* та нім. *Eiche*. В обох лінгвокультурах ці символи можна зустріти в прислів'ях, приказках та порівняннях. Наприклад, в українській мові: *Гарна калина, як рідна ненька Україна. Без верби й калини*