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STUDENTS WITH SPECIAL NEEDS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATIONAL ESTABLISHMENT

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In the article the content of the educational work in the higher educational establishment is being analyzed in details and taking into account the nosology of students the specificity of this process is being determined. Particular attention has been paid to the systematization of the forms and methods of work at the development of social competence of students with special needs in the educational process of the higher educational establishment. The specifics of this process were examined in four directions of educational work: work with teachers, parents, students with regulatory development and students with disabilities. The content of activity for each direction was determined and the expediency of its usage in the higher educational establishment was justified. In the article the author reveals the possibilities of the development of social competence of students with special needs in the educational process of the higher educational establishment. The origin and meaning of the term "social competence" were analyzed; interdisciplinary connections in the interpretation of the concept were defined. The investigation of the problem of receiving of higher education by people with special needs was thoroughly carried out and the structure and content of the concept were detailed, that allowed to determine the specifics of the process of the organization of the educational work in this area in the higher educational establishment.

Keywords: Competence, social competence, students with special needs upbringing.

Introduction. Taking into account the expansion of the circle of opportunities for human's expression of social activity, the problem of the development of students' social competence in the higher educational establishments has been becoming extremely relevant. Moreover, its solution is connected not only with the preparation for professional self-realization, but also with the development of the ability to solve complex problems, that are caused by modern life. Nowadays, in Ukraine, the necessity in the development of students' social competence is predetermined by the escalation of social problems in all the spheres of the young person's life:

rising unemployment, moral degradation, including family values, reduction of people's social integration in society, reduction of professional responsibility, low social literacy and legal protection of citizens, etc. For these reasons the higher educational establishment has to deal with the solution of this issue, in particular, in the process of the organization of the educational work.

The following scientists were concerned with the problem of social competence of students with special needs in the educational process of the higher educational establishment: V. Baydenko, N. Bibik, L. Berestova, N. Grishanova, J. Zimnyaya, N. Kuzmina, O. Kuzmina, A. Markova, J. Raven, N. Chomskyi, A. Khutorskyi – the phenomenon of the competence, L. Bozhovych, M. Goncharova-Goryanska, M. Doktorovych, O. Zaporozhets, T. Zinovieva, O. Kononko, O. Kruse-Brooks, B. Kuzmenko, S. Jacobson – social competence; O. Bezpalko, M. Galaguzova, I. Zvereva, L. Koval, L. Mischik, A. Mudryk, S. Omelchenko, O. Rasskazova, A. Ryzhanova, S. Harchenko – the social and educational foundations of social education as a process of social development of the personality; O. Dikova-Favorska, E. Klopota, O. Molchan – the ideas of incorporation of people with disabilities into society, which were developed in the aspect of assistance to their social development, N. Grabovenko, I. Makarenko, N. Myroshnychenko, P. Plotnykova, T. Solovieva, S. Teslenko, O. Horoshaylo, O. Sharovatova, M. Tchaikovskiy – the basics of social and educational activity with this category of people; U. Boginska, A. Shevtsov – conceptual foundations of social integration of students with special needs into the educational environment of higher educational establishment.

The legal basis of the integration of young people with special needs in the educational environment is formed by international and homeland regulatory enactments: "Standard rules of the ensuring of equal opportunities for disabled people" (UN GA resolution from 12.20.93 for 48/96), Convention about the rights of disabled people, Ukrainian Constitution, Ukrainian laws "About Education", "About Higher Education", "About the basics of social protection of disabled people in Ukraine", "About the rehabilitation of disabled people in Ukraine", "About state standards and state social guarantee", "About social services", the Order of Ministry of Education and Science of Ukraine "About the realization of the experiment on the organization of the integrated education of people with special educational needs in higher educational establishments of III – IV accreditation levels, regardless of the form of ownership and subordination" (from 27.06.08 № 587).

Aim of the research: the scientific comprehension of the problem of social competence of students with special needs in the educational process of the higher educational establishment.

The combination of the definitions of “social” and “competence”, which took place in science, not mechanically but in the course of a thorough problematic search, became the result of the creation of a new concept “social competence”. The study of this concept had begun with the works of R. White; according to him social competence is a certain ability of a personality to interact effectively with the environment. [6] U. Habermas specified this concept as ability to adequate and effective solution of different problematic situations, which a person faces in society. [5]

In reference materials social competence is defined as a complex entity, reflecting the level of adequacy and effectiveness of the human response to the problematic life situations, achieving real goals in a specific social context, the using of appropriate methods for it and positive development as a result of their own activity in society, confirmation of adequacy of social behavior by others, ability to participate in a complex system of interpersonal relationships and to understand other people. [3]

Results and Discussion. Analyzing researches on philosophy, law, medicine, sociology, pedagogy, psychology, social pedagogy, which outline a range of issues, related with the development of social competence of students with special needs, we can state that the competence should be considered as personality’s capacity to be realized in a particular area of activities. This process is ensured with maturity (formedness of appropriate qualities, knowledge and skills) and competence (social approvals, legal and official rights). The analysis of the concepts “social”, “sociality” and “subjectivity” gives reasons to interpret social competence as an integrated personal formation that regulates the human’s system of knowledge about himself and society, social skills, behavioral skills, and directs them to the activation of internal and external resources for the achievement of socially important aims. Personality’s social competence is intricately connected with the surrounding social world and is defined by the requirements, norms, values and experience that dominate in it, and ensure successful solution of life situations and problems by a person. It is obvious that social competence is closely linked with personality’s sociality, although, if sociality is considered conceptually as a result of a long process of acquisition of humanity by a person, learning previous social experience, creative mastering of the basics of social interaction in different social environments. So social competence can be defined as the formation in the process of

person’s socialization of a summation of social characteristics, which are required in specific social circumstances, in conditions of a certain social environment, for the solution of certain social problems.

The content of social competence is multidimensional as the competence itself, it largely depends on the specifics of the social situation, in which there is a formation of this competence of the personality and in which acquired knowledge, skills and personal characteristics are realized. Thus, despite the fact that the content of the investigated concept is determined by the social context, the essence of social competence is understood as the social construct, the formation of which is caused by the act of external factors of a particular social situation.

The structure of social competence is defined as from the point of specific requirements of external environment, and as basing on established scientific views on the structure of personality. Understanding social competence as an integrative personality formation, which combines the social knowledge, abilities, behavioral skills in a system that allows to integrate internal and external resources to achieve socially important goals and solve problems in different social situations with a clear understanding of their role in this process, in its structure three major components will be considered – cognitive (information, social knowledge, education, awareness), value-significant (values, ideals, motivation, moral milestones) and component of activities (actions, doings, behavioral strategies).

It should be noted that homeland and foreign researchers thoroughly highlighted mainly the formation of social competence of elementary school children and scholars, while unfortunately its development in the student's age, development of conditions and means of promoting self-identity in the “adult” life had not been paid enough attention to. Among the tools of the development of the personality’s social competence, which were investigated by scientists, we would like to note educational programs; practical, effective, group forms of activity; methods of active social learning (psychotraining exercises, business games and discussions), which are generally accepted and effective in the educational process: project method and methods of media education, and non-verbal techniques that contribute to the expansion of social and perceptive sphere of the subject, the formation of sensitivity to non-verbal communicative signals and optimization of social interaction skills.

Based on the analysis of a number of social and pedagogical sources we can suggest that the research of the process of the development of social competence is appropriated not only in different age-related and social

groups but in different conditions of socialization as well. Accordingly, we emphasize the necessity to systematize the ways and means of the formation of social competence, directing them to the solution of personality's specific problems, in a specific microenvironment, that will greatly improve their efficiency. Taking this into consideration, we would like to emphasize the importance of the investigation of the problem of the development of social competence of students with special needs in the higher educational establishment, particularly in the process of the educational work, as student age is an important stage of personality's formation, for which the development of social competence is a necessary condition of the future professional and social formation.

According to age-related criterion student community belongs to the period of youth as a particular stage between childhood and adulthood. As a social category, student community is characterized by professional orientation for obtaining future profession, but if a student has chosen consciously his/her profession, he/she still can't imagine his/her future activity adequately and fully and those requirements that it imposes. It should be noted that for young people with disabilities, student age is a significant stage in the personality's formation as within this period the formation of cultural, professional, intellectual and educational level of the person is created. Young person with disability in this period is influenced by internal (intellectual level, education, characterological features, etc.) and external stigmatizing (economic, political, social, etc.) factors. It should be considered such a factor as "health condition" is multidimensional and can't be regarded only as an intra-personal, and should be considered as a social one. Due to health problems that lead to disability of personality, changes of the trajectory of psychological and social development take place. These changes cause marginalization and social exclusion.

Obviously, the effectiveness of higher education for people with special needs depends largely on the personality's readiness to normal functioning in society, the receiving of knowledge, the transition from the position of a "consumer" to the position of a "creator". Right at time, when the development of professional qualities and the realization of creative potential take place, the process of the development of social competence of a young person with disability is particularly important and the educational system of the higher educational establishment must help in its implementation.

Currently important specificity of humanistic orientation of education in conditions of education of disabled people is defined as a sequence of the

following principles: value of a person does not depend on his/her abilities and achievements; each person can feel and think; each student has the right to communicate and to be heard; all the students, as well as all people in society, have necessity in each other; students, regardless of health condition and the presence of mental and physical limitations, need the support and friendship of their peers. The educational system of higher educational establishment should assist in the realization of these principles. The content of educational work deals with the realization of a comprehensive social and educational influence on the level of the development of social competence of students with special needs, curators, research and teaching staff, social workers, psychologists and is disclosed in the implementation of the main directions.

The first direction: the organization of work of scientific and teaching staff and supervisors of academic groups on the development of social competence of students with special needs in educational activity. The content of this direction requires the development by teachers of a cycle of tasks for core subjects, which are aimed at the development of social competence of students, maintaining of a personal journal of the student with disability, organization of such the educational work by curators, which would ensure the establishment of the interaction between students with regulatory development and disabilities.

The success of the curator's work is largely caused by such social and pedagogical characteristics of academic groups such as cohesion, favorable moral microclimate, the high activity of all members of the student team.

Through the realization of the first direction, the training of the teachers for the work with students with special needs is been obtaining particular importance, that is lay in:

- the holding of scientific and practical seminars with experienced professionals of correctional pedagogy, psychology, and inclusive education about the questions of the organization of joint educational environment for people with special needs and regulatory development;
- the development of guidelines of the educational organization of people with special needs;
- the experience exchange with skilled professionals, who are familiar with the work in integrated educational environment;
- the organization of curator clubs and outdoor educational activities for the experience exchange among the teachers.

The second direction: the work with a student academic group. The content of the second direction involves conducting of educational work for

the development of tolerance among students with the required level of health and bringing them to work together with students with special needs. A student academic group is the first and fundamental group unit, where a personality of future specialist is formed. A student group is a complex social phenomenon that develops according to objectively existing law of communication.

Substantiating the significant component certain stages of the development of the group should be taken into account [2]:

The first stage is the formation of the group (the initial stage of consolidation). It should be noted that the first stage will have certain features in case of joint education of students with normative development and students with disabilities. That is why the curator of the group should consider the diseases nosology of students and specifics of their development, associated with it, from the very beginning. This has a peculiar importance at the stage of responsibilities' division in the group and in determining of the authorities.

At the second stage the impact of the core group increases. At this stage the attention should also be paid to the relationship of students with special needs and regulatory development. Students with disabilities may feel alienated that is why the curator has to take measures towards the establishment of cooperation and individual work to help the students overcome obstacles in establishing mutual understanding. At this stage, great assistance can be provided by active and aware students of the group with formed tolerant perception of people with disabilities; forming the core of the group, they can effectively contribute to the compensation of the defect of the student with disability in the group.

The third and subsequent stages characterize the heyday of the group. At these stages, each student, thanks to firmly learnt group experience, poses himself certain requirements, the fulfillment of moral standards becomes his/her necessity, the process of education goes into the process of self-education. [1] The curator's influence at these stages gradually decreases, while the students inside the group and students' active social work attain a significant importance.

Most students with regulatory development do not have enough communicative experience with people with disabilities. Therefore, the creation of bilateral interaction in student groups, engaging all the students in volunteer activities, the formation of the skills of tolerant communication in the students with regulatory health level will provide the success of achievement of the planned aim.

It should be mentioned that a significant importance in the development of social competence can be found in student government and the creation of student core group, attracting students to disinterested help to the same year students with disabilities. For students with disabilities, this process is extremely essential since joining the higher educational establishment, a young person leaves familiar social environment (family, boarding school, home town) and finds oneself in a new dimension and has to build own life according to the new rules and requirements. And group mates can be support on this way. If the student with special needs gets into a group with fixed interaction and social experience exchange, it will make the social adaptation easier and provide the development of social competence in all the members of the educational process.

The third direction: the work with students with special needs. This direction involves the organization of work on the development of social competence, establishing of cooperation with the students with regulatory development, involvement in active volunteer work. In this research, special attention is paid to the activities for the implementation of the social activism of students with special needs outside the educational establishment. The concept of social activism is associated with regarding of a personality as a subject of social relationship; social activism is a combination of forming factors, specific relations among them and it is expressed in various types and forms of activity. [2] Thus, the development of social activism will ensure the inclusion of student with disability in new social relationships, enriching his/her life experiences, learning of new forms and methods of operation.

For the creation of the content of the system of the development of social competence of students with special needs in this direction is important to consider that the social activism of the personality is a manifestation of publically beneficial human life in all the areas of society: economic, political, cultural, spiritual – and it's mainly determined by the essence of a person: inalienability of his/her consideration in the context of other personalities [4]. So, social activism of students should be encouraged in various sectors and areas of life.

One of the demonstrations of social activism, as unconditional component of social competence, is a participation of students with special needs in volunteer activity. Engaging students with special needs in volunteer activity will contribute to the development of communicational, organizational, predictive qualities of the personality. These qualities are able to ensure the possibility of participation of students with special needs in

social, cultural, political and public life of society and successful movement in their further development.

What is more, the fourth direction is the work with parents of students with special needs. The content of this direction is provided to attract parents to participate in webinars, roundtables on the topic of the development of social competence, work with video course for parents. Family is the most important center for the formation and development of the person's leading competencies. Shaping the subjective position of the parents in the upbringing of their children is provided additional organized influence on the personality.

Methods of education, as specific ways of influencing on the mind, feelings, behavior of students with special needs in conditions of the higher educational establishment, can be divided into: verbal (conversation, advice, explanations, information, suggestions, reflection, association) and practical (exercises, peer-to-peer, game, competition, training, creation of educational situations, psychotraining exercises, business games). The usage of the methods of the first group provides in a system of the development of social competence of students with special need the acquiring of new knowledge about the specifics of integrated education by all the subjects of educational process; acquiring of social knowledge, conscious choice of profession by the students with special needs, the development of the image about the system of social values. The application of methods of the second group is appropriate in attraction of students with special needs to active educational work, formation of value attitude to life and health, learning of the basics of health saving behavior, the development of the desire for creative and professional self-realization, activism in solving of social tasks, responsibility for own actions. The usage of mentioned methods provides the formation of tolerant relations in student groups.

Taking into account the specificity of the development of social competence of students with special needs, it should be noted that the efficiency of this process depends on the active inclusion of a young person with disability in public life, which is provided first of all, with the using of group forms of educational work in the educational process (theatre forum, volunteer groups). However, from our point of view in the process of the development of social competence of students with disabilities traditional individual forms shouldn't be rejected (consultations, interviews), their using should be filled with active, practical methods of work, and mass forms of activity (flash mob, stocks) that provide a wide field for the application of pedagogical innovations.

Among the individual forms of work, we can point out the essence for the development of social competence of students of traditional ones – conversations and counseling can be pointed out. Conversations with students, regardless of the health level, can cover a wide range of topics relating to their problems, needs, interests and experiences, connected as with education as communication with peers. Using this form, special attention should be paid to the discussion of the possibilities of the realization of students' own civic position by bringing them to participate in volunteer activity. These discussions are advisable to involve students-volunteers who have experience in organizing and carrying out voluntary work in orphanages, shelters, hospices, rehabilitation centers for disabled people, etc. We think that by discussing the information about real events and volunteer's work using peer-to-peer method, students with special needs will be interested in the possibility of personal contribution to the work of volunteers. The individual form of these conversations will give opportunity for more personal communication, discussion of sensitive issues that concern students with disabilities, the usage of individual approach to motivate young people to participate in volunteer work. It should be mentioned that these conversations can be used not only at the individual but also at the group level.

As the analysis of the practice of the development of social competence in conditions of the higher educational establishment had shown, for teachers the most difficult forms of social interaction with students with special needs were individual interviews. As it is important that during their execution, no physical barrier has arisen between the curator and the student, and therefore such an interview should be short and sincere. Students of this social group due to the limitation of communication are often closed and difficult to go for the contact with. A student responds to teacher's address only when he/she feels that this question really bothers the companion and the teacher respects this dignity and wants to help.

However, from our point of view the presence of group forms of work, that are most effective for the development of social competence of students with disabilities in educational activity of the higher educational establishment, as in such forms the social interaction of the personality and the nearest microcommunity takes place, through which the mastery of new social experience, directly required for the solution of specific life situations is accomplished. For this purpose, it is appropriate the using of such group forms, which involve students with special needs and regulatory development on a parity basis, such as: thematic class hours, classes-games,

classes for solving of social and educational situations, theatricalization, interactives, engaging groups, group volunteer activities and meeting of film club.

Continuing the analysis of the educational work of the development of social competence of students with disabilities, it should be noted that a rather effective method of establishing of social and educational cooperation during the implementation of group forms of education in integrated student groups, in our opinion, is a game. The main task of the game is to cause certain feelings and emotions to create situations, in which they can gain new experience through direct practical part, determines its extraordinary opportunities for the setting of interaction of students with different levels of health and enrichment of the personalities of students with disabilities with positive social experience. In addition, the game, which is a form of human's expression, designed to satisfy need in entertainment, getting pleasure, relieving the tension, and the development of specific skills and abilities, the game provides solving of the problem of self-expression of students with special needs, provides a reduction of their anxiety and negative expectations, creates the conditions for the reduction of tension in communication in the student group.

Taking into consideration everything above, as one of the most effective forms of group work with students with special needs, educational classes with the using of creative games (role-plot games, dramatizing the story with free development, games-jokes) should be offered. With the help of such classes it's possible to affect the inner world, attitudes and value orientations of young people, establish interaction among students with disabilities and students with the required development, create and "play" problematic situation, find a way out which could be useful in their real life. Thus the role of the group game forms in the work of the development of social competence of students with special needs is significant.

In general, for effective development of social competence of students with disabilities, practical forms and methods of activities, that provide their inclusion in real or simulated life situations, stimulate their initiative, can test new social roles are offered as mainly active. Although there are necessary forms, especially in the initial phase of work in inclusive group, such as forms that ensure the expansion of information circle about the new, teaching and educational situation for our country, which involves a joint acquisition of higher education by students with various levels of health.

An exceptional importance in the educational activity is given to the organization of volunteer work, which should be performed in various forms

and occurred in various types: setting up the work of the group "Volunteer School" (motivating activities, adaptive lessons, lessons on learning of the basics of social interaction with different social groups etc.); the work of volunteer unit (practical lessons, creative activities, lessons on maintaining of motivation, volunteer measures, etc.); tutoring work (meeting-lessons, reflexive lessons, conversations, support the ward during volunteer activities, etc.). Thus, at first an informational and psychological preparation of the student to the volunteer work is held, and then their active involvement in working with different groups of people those need help is led. Afterwards experienced students-volunteers take on responsibilities of tutors that teach volunteering to beginners.

It should be said that volunteering is directly related to the student government as a form of increasing of social activism of student groups that accommodates the needs of youth, and promotes the realization of student interests and creating a positive environment of communication and interaction among young people. Informal students' initiative provides significant social and educational impact on young people, helps in the development of abilities, in solving of difficult life problems.

The usage of such organizational forms of activity of students with disabilities is urgently necessary in the process of integrated education, as the young people with disabilities are primarily used to feel themselves as objects of volunteer care without imagining themselves as selfless assistants. Organizing volunteer work, which students with special needs are involved in on an equal basis with others, in various group forms of social and educational interaction, the receiving of enriched of social experience, the creation of additional conditions for self-realization, testing their own powers, gaining recognition and respect from others are provided.

We suggest the carrying out of social actions as mass forms of work on the development of social competence is appropriate. They provide the formation of active civic position, social activism, civil consciousness, etc. in the students with special needs. For their organization civil and charitable organizations of non-political orientation are involved in.

Comparison of the initial and final diagnosis levels of social competence of students with disabilities EG and CG demonstrated the efficacy of the system (Table 1).

Analysis of the results of the study, carried out by the appropriate criteria and indicators confirmed the efficiency of the system.

Table 1

Comparative data tiered distribution students control and experimental groups according to the criteria of social competence before and after forming experiment

Level	Differentiated criteria of social competence											
	Cognitive				Value-Activity				Motivation			
	At the beginning of EG (%)	After EG (%)	Kg at the beginning (%)	After KG (%)	At the beginning of EG (%)	After EG (%)	Kg at the beginning (%)	After KG (%)	At the beginning of EG (%)	After EG (%)	Kg at the beginning (%)	After KG (%)
High	17,59	60,10	17,43	18,46	18,38	61,16	19,23	20,77	18,90	61,68	20,77	23,85
Average	43,57	27,03	44,61	46,67	44,36	27,82	45,13	47,69	41,21	24,67	42,31	43,59
Low	38,85	12,86	37,95	34,87	37,27	11,02	35,64	31,54	39,89	13,65	36,92	32,56
Total	100	100	100	100	100	100	100	100	100	100	100	100

Conclusion. Also, flash mobs can be widely used in the development of social competence of students with disabilities; they can be organized as a pre-planned mass action in which a large group of people appears in a public place and performs some previously discussed demonstrative actions (acts according to the scenario). The gathering of the flash mob participants and the discussion of the scenario can be performed by means of the Internet. When choosing this form of media work on the development of social competence of students, the theme of the flash mob is proposed to differ and choose prosocial events' theme. It should be emphasized that this form of work will help young people with disabilities to feel themselves a part of the team, and create a sense of unity and understanding. Moreover, the more accurately the scenario and features are planned, the better its aim is achieved. The specificity of flash mob organization, as a part of methodological component of the development of social competence of students with disabilities, is in the account of students' nosology as well as the selection of the proper theme.

Summarizing the analysis of the directions of educational work on the the development of social competence of students with special needs, we would like to highlight that the forms and methods can be classified not only by the number of participants (individual, group, mass), but also by the degree of innovation: traditional (interviews, lectures, games, round tables, conferences) and innovative (interactive, flash mob, weblogs, forum-theater, webinars, film clubs).

It should not be forgotten during the organization of educational work the methods and forms constitute a coherent system in which the usage of individual device does not provide the solution of a local problem. Therefore, in practice, all forms and methods are used in combination, complementing and reinforcing each other. The choice of methods and forms of educational work with students with special needs should be determined by:

- the potential of curator's personal abilities, his/her level of the development of social competence, the level of theoretical and practical preparedness for the work with this group of students, his methodological expertise, perception of such students as equal members of society;
- psychological and physical characteristics of the students;
- the conditions under which its organization and logistical support are performed, availability of equipment and visual aids, adaptation of the placement to the needs of students.

Conclusion. So properly organized educational process of the higher educational establishment, which suggests taking into consideration the individual characteristics of students with special needs, diversity of forms and methods of work, the involvement of teachers, parents, students with regulatory development and disabilities in joint educational activity to promote the development of social competence of students with special needs.

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ВИХОВАННЯ СТУДЕНТІВ З ОСОБЛИВИМИ ПОТРЕБАМИ В СОЦІОКУЛЬТУРНОМУ СЕРЕДОВИЩІ ВИЩОГО ПЕДАГОГІЧНОГО НАВЧАЛЬНОГО ЗАКЛАДУ

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У статті детально аналізується зміст виховної роботи вищого навчального закладу і визначається специфіка цього процесу із урахуванням нозологій студентів. Особливу увагу приділено систематизації форм та методів роботи з розвитку соціальної компетентності студентів з особливими потребами у виховному процесі вищого навчального закладу. Досліджено специфіку цього процесу за чотирма напрямками виховної роботи: робота з викладачами, батьками, студентами з нормативним розвитком і студентами з обмеженими можливостями. Визначено зміст діяльності за кожним напрямком і обґрунтовано доцільність його використання саме у ВНЗ.

У статті розкриваються можливості розвитку соціальної компетентності студентів з особливими потребами у виховному процесі вищого навчального закладу. Проаналізовано походження і значення терміну «соціальна компетентність», визначено міждисциплінарні зв'язки у трактуванні поняття. Ґрунтовно проведено дослідження проблеми здобуття вищої освіти особами з особливими потребами і деталізовано структуру та зміст поняття, що дозволило визначити специфіку процесу організації виховної роботи за цим напрямком у вищому навчальному закладі.

Ключові слова: компетентність, соціальна компетентність, студенти з особливими потребами, виховання.

ВОСПИТАНИЕ СТУДЕНТОВ С ОСОБЫМИ ПОТРЕБНОСТЯМИ В СОЦИОКУЛЬТУРНОЙ СРЕДЕ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО УЧЕБНОГО ЗАВЕДЕНИЯ

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В статье подробно анализируется содержание воспитательной работы ВУЗа и определяется специфика этого процесса с учетом нозологий студентов. Особое внимание уделено систематизации форм и методов работы по развитию социальной компетентности студентов с особыми потребностями в воспитательном процессе. Исследована специфика этого процесса по четырем направлениям воспитательной работы: работа с преподавателями, родителями, студентами с нормативным развитием и студентами с ограниченными возможностями. Определено содержание деятельности по каждому направлению и обоснована целесообразность его использования именно в ВУЗе.

В статье раскрыты возможности развития социальной компетентности студентов с особыми потребностями в воспитательном процессе высшего учебного заведения. Проанализированы происхождение и значение термина «социальная компетентность», определены междисциплинарные связи в трактовке понятия. Основательно проведено исследование проблемы получения высшего образования лицами с особыми потребностями и детализирована структура и содержание понятия, что позволило определить специфику процесса организации воспитательной работы в этом направлении в ВУЗе.

Ключевые слова: компетентность, социальная компетентность, студенты с особыми потребностями, воспитание.

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EDUCATION OF MAN OF CULTURE BY MEANS OF BELLES-LETTRES

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The article deals with the analysis and characteristics of the definitions “culture” and “man of culture” in the philosophical and cultural literature. The pedagogical approach to education of man of culture by means of belles-lettres is substantiated.

The author proposes the principles of cultural pedagogy based on the education ultimate objective – education of man of culture, as well as on the statement saying that culture is a regulatory and protective mechanism guaranteeing human vital activity. Belles-lettres having positively transforming effect on man and the world is regarded as one of the means of educating man of culture and as a component of spiritual culture.

Key words: Culture, man of culture, education, belles-lettres, sense, catharsis.

Statement of the problem in general aspect and its relation to the important scientific and practical tasks. Modern life in all its diversity, globalization processes in all spheres, civilization disasters in their different manifestations needs an individual being not so much technocratic (as it was until recently), not just having innovative thinking (which is often emphasized by modern investigators), not only having planetary thinking