The article presents the concept of correctional (special education) teacher based on current legislation and studies the network of institutions for children with special educational needs, which are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH). Considering the purpose and specifics of the institutions that provide education and upbringing of children with special educational needs and in their activities are subordinated to various ministers of Ukraine, the essence of the professional activity of a correctional teacher in each of the relevant institutions is highlighted, in particular: in the pre-school education institutions of compensatory and combined types, in the special school; in the educational and rehabilitation centre, in the inclusive education institutions, in the inclusive resource centres, which are subordinated to the Ministry of Education and Science of Ukraine; in the orphanage, in the comprehensive rehabilitation centres, which are subordinated to the Ministry of Social Policy of Ukraine; in the childcare home and in the rehabilitation institutions, which are subordinated to the Ministry of Health of Ukraine.

Key words: correctional (special education) teacher, professional activity, pre-school education institutions of compensatory and combined types, special school, educational and rehabilitation center, inclusive education institutions, inclusive resource center, orphanage, comprehensive rehabilitation center, childcare home, rehabilitation institutions.
ПРОФЕСІЙНА ДІЯЛЬНІСТЬ КОРЕКЦІЙНОГО ПЕДАГОГА В ЗАКЛАДАХ ДЛЯ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ

А. О. Косовська

У статті охарактеризовано поняття корекційний (спеціальний) педагог, керуючись нормами чинного законодавства, проаналізовано мережу закладів для дітей з особливими освітніми потребами, які підпорядковуються різним міністерствам України, зокрема: Міністерству освіти і науки України (МОН); Міністерству соціальної політики України; Міністерству охорони здоров’я України (МОЗ). Відповідно до призначення та специфіки функціонування закладів, які забезпечують навчання та виховання дітей з особливими освітніми потребами, та у своїй діяльності підпорядковуються різним міністерствам України висвітлено суть професійної діяльності корекційного педагога у кожному з відповідних закладів, зокрема: у закладах дошкільної освіти комплексного та комбінованого типів, у спеціальній школі; навчально-реабілітаційному центрі, закладах інклюзивного навчання, в інклюзивно-ресурсних центрах, які підпорядковуються міністерству освіти і науки України; в дитячому будинку-інтернаті, у центрах комплексної реабілітації, які підпорядковуються міністерству соціальної політики України; в будинку дитини та в реабілітаційних закладах які є у підпорядкуванні міністерства охорони здоров’я.

Ключові слова: корекційний (спеціальний) педагог, професійна діяльність, заклади дошкільної освіти комплексного та комбінованого типів, спеціальна школа; навчально-реабілітаційний центр, заклади інклюзивного навчання, інклюзивно-ресурсний центр, дитячий будинок-інтернат, центр комплексної реабілітації, будинок дитини, реабілітаційні заклади.

Introduction of the issue. The up-to-date specialty that unites three leading fields, in particular, pedagogy, psychology, and medicine, is the specialty of the correctional teacher, who is empowered to provide comprehensive education and upbringing of children with special educational needs. In Ukraine, the system of education for children with special educational needs has a vertical-horizontal structure: the vertical structure is developed considering the child’s age and levels of curricula, while the horizontal one is developed considering the nature of the psychophysical disability of the child. That is why today in Ukraine, there is an extensive network of institutions for children with special educational needs, which, depending on their purpose, are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH). Given the above, it is necessary to study the specifics of functioning of institutions of different
subordination, which provide education and upbringing of children with certain features of psychophysical development, as well as to characterize the professional activity of the special education teacher in the relevant institutions.

**Current state of the issue.** The analysis of scientific research made it possible to outline the range of specialists who studied the features of professional activities of correctional teachers in their works, in particular: O. Havrylov, N. Kompanets, S. Myronova, Y. Pinchuk, L. Savchuk, V. Sinyov, D. Schulzhenko and others, who studied the specifics of the professional activity of correctional teacher in special institutions; M. Buynyak, I. Dmytrieva, T. Dokuchyna, A. Kolupayeva, Z. Leniv, O. Martynchuk, N. Moyseyuk, Y. Nayda, L. Pryadko, N. Sofiy and others, who paid their attention to the features of the professional activity of correctional teacher in the inclusive education institutions. Most research on the professional activity of correctional teacher is carried out by studying educational institutions, which are subordinated to the MES. However, some issues of functioning of institutions for children with special educational needs, which are subordinated to other ministers of Ukraine, as well as the actual role of correctional teachers in these institutions are still insufficiently studied and need to be considered in detail.

**Aim of research** is to highlight the features of the professional activity of correctional teacher based on the analysis of the functioning of institutions for children with special educational needs, which are subordinated to various ministers of Ukraine.

**Results and discussion.** Considering the works of many well-known domestic authors in the field of special education, until recently, a correctional teacher or a teacher-defectologist has been regarded as a specialist who directly carries out teaching and educating children with special educational needs [3]. Such definitions were determined in accordance with the specificity of functioning of special institutions, which provide education and upbringing of children with certain features of psychophysical development, as well as to characterize the professional activity of the special education teacher in the relevant institutions.

**Аналіз останніх досліджень і публікацій.** Дав змогу окреслити коло фахівців, які у своїх працях вивчали особливості професійної діяльності корекційних педагогів, зокрема: O. Гаврилов, Н. Компанець, С. Миронова, Ю. Пінчук, Л. Савчук, В. Синьов, Д. Шульженко та інші досліджували специфіку професійної діяльності корекційного педагога у спеціальних закладах; М. Буйняк, І. Дмитрієва, Т. Докучина, А. Колупаєва, З. Ленів, О. Мартинчук, Н. Софій та інші приділили увагу особливостям професійної діяльності корекційного педагога в закладах інклюзивної освіти. Найбільше досліджень проблематики професійної діяльності корекційного педагога здійснювалося вивчаючи заклади освіти, що перебувають у підпорядкуванні МОН. Однак окремі питання функціонування закладів для дітей з особливими освітніми потребами, які підпорядковуються іншим міністерствам України та безпосередня роль корекційного педагога в структурі цих закладах є недостатньо вивчені і потребують детального розгляду.

**Метою статті є висвітлення особливості професійної діяльності корекційного педагога на основі проведенного аналізу функціонування закладів для дітей з особливими освітніми потребами, які підпорядковуються різним міністерствам України.**

**Виклад основного матеріалу.** Беручи до уваги напрацювання багатьох відомих вітчизняних авторів у галузі спеціальної освіти, донедавна широковживаними поняттями визначення фахівці, який безпосередньо здійснює навчання та виховання дітей з особливими освітніми потребами вважався корекційний педагог або педагог-дефектолог [3]. Такі назви
with the directions of training of relevant specialists, which were carried out in the specialties "Correctional Education (according to the nosology)"; "Defectology", and were approved by law. But starting from 2015, when the Resolution of the Cabinet of Ministers of Ukraine No. 266 as of April 29, 2015 "On Approval of the List of Knowledge and Specialties in Which Higher Education is Provided" came into force, the training of specialists providing educational services for children with special educational needs is carried out in the specialty 016 "Special Education", therefore, following current legislation, a specialist in the field of special education should be called a special education teacher. In addition, given the views of our days, the term "special education teacher" is a more humane definition than the term "defectologist". However, in the course of our study, we consider it appropriate to use the terms "special education teacher" and "correctional teacher", as the legislative and scientific developments have been gradually happening, so not all legal documents use a single term "special education teacher".

The scientifically substantiated division of special pedagogy into its separate branches has led to the emergence of narrow-profile special teachers, the professional activity of each is aimed at working with children that have certain psychophysical disabilities. In accordance with the existing branches of special pedagogy, correctional (special education) teachers are classified as: teachers of the deaf, whose pedagogical activities are aimed at working with children with hearing impairments; teachers of the blind, who work directly with children with visual impairments; teachers of the mentally defective, who teach and upbring children with intellectual disabilities; speech therapists, who work with children with speech disorders [3: 28-30]. Each narrow-profile specialist has its specifics of the pedagogical activity, which is characterized by the appropriate professional skills of working with
children, depending on the specific nosology and the institution where the child is. However, all the above-mentioned specialists have one specialty – Special Education. Therefore, special education (correctional) teacher is a specialist who has education in specialty 016 "Special Education" and mastered the relevant knowledge, skills, and abilities to carry out teaching and educational work with children with special educational needs [11].

To ensure a comprehensive study of the features of professional activity of the correctional teacher, the analysis of the specifics of functioning of institutions for children with special educational needs has been conducted, which are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH).

A significant number of educational institutions for children with special educational needs are subordinated to the Ministry of Education and Science of Ukraine, in particular: pre-school education institutions of compensatory and combined types; special schools; educational and rehabilitation centres; inclusive education institutions.

In accordance with the Law of Ukraine "On Pre-School Education" and the Regulations on Pre-School Education Institution, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 305, there are pre-school education institutions of compensatory type (a nursery and a kindergarten) for pre-school children with special educational needs, the staffing of which is carried out considering the specific type of psychophysiological disability of the child, which in turn are divided into special and sanatorium, as well as pre-school education institutions of combined type, which, in addition to general development groups, have special groups of compensatory type or inclusive groups [5].

In accordance with the Procedure for Staffing Pre-School Education Institutions професійними навичками роботи з дітьми в залежності від певної нозології та закладу в якому перебуває дитина. Проте всі вищевказані фахівці об'єднані загальною спеціальністю – спеціальна освіта. Тому спеціальним (корекційним) педагогом можна назвати фахівця, який здобув освіту за спеціальністю 016 "Спеціальна освіта" та оволодів відповідними знаннями, вміннями та навичками щодо здійснення навчально-виховної роботи з дітьми з особливими освітніми потребами [11].

З метою всебічного вивчення особливостей професійної діяльності корекційного педагога, було проведено аналіз специфіки функціонування закладів для дітей з особливими освітніми потребами, які підпорядковуються різним міністерствам України, зокрема: Міністерству освіти і науки України (МОН); Міністерству соціальної політики України; Міністерству охорони здоров'я України (МОЗ).

У підпорядкуванні Міністерства освіти і науки України знаходиться значна кількість закладів для освіти дітей з особливими освітніми потребами, зокрема: заклади дошкільної освіти компенсуючого та комбінованого типів; спеціальні школи; навчально-реабілітаційні центри; заклади інклюзивного навчання.

Відповідно до Закону України "Про дошкільну освіту" та Положення про заклад дошкільної освіти, затвердженого постановою КМУ № 305 для дітей дошкільного віку з особливими освітніми потребами функціонують заклади дошкільної освіти (ясла-садок) компенсуючого, комплектування яких здійснюється з урахуванням конкретного виду порушень психофізіологічного розвитку дитини, які у свою чергу поділяються на спеціальні і санаторні, а також заклади дошкільної освіти комбінованого типу в складі яких, крім груп загального розвитку, утворюються спеціальні групи компенсуючого типу чи інклюзивні групи [5].

Основною метою закладів дошкільної освіти та спеціальних груп компенсуючого типу, відповідно до Порядку
Groups of Compensatory Type, approved by the joint Order of the MES and the MoH No. 240/165, the main purpose of pre-school education institutions and special groups of compensatory type is to form and develop the personality of a child with special educational needs, strengthen his or her health and ensure socio-psychological rehabilitation and adaptation to living conditions by creating a special teaching and educational process that combines correction and development, as well as medical and health work. The educational process in the relevant pre-school education institutions is carried out using separate programs and methodologies that are based on the Basis Component of Pre-School Education, approved by the MES together with the MoH. The effectiveness of the results of the educational process directly depends on the staffing of the institution. The number of special education teachers, as well as pre-school education institutions of compensatory and combined types, is determined by the Order of the MES No. 1055 "On Approval of Standard Staffing Standards for Pre-School Education Institutions", according to which the positions of special education teachers are introduced considering the number of children (groups) of relevant nosology and working hours of such institutions [5]. In particular: one full-time position of a teacher-speech therapist is for each group of children with speech disorders in the relevant institutions; for children with hearing, visual, musculo-skeletal and motor function impairments, mental disabilities, as well as intellectual disabilities that have additional speech disorders, special pre-school education institutions introduce one full-time position of a teacher-speech therapist for every 10 children with severe speech disorders or for every 12 children with minor speech disorders; for every separate group of children with visual, hearing, musculo-skeletal and motor function impairments, intellectual disabilities, one full-time position of a teacher.
defectologist of a narrow profile is introduced depending on the type of psychophysiological disability of the child. Additionally, two full-time positions of assistant teacher are introduced in the special pre-school education institutions for each group where children with special educational needs stay round-the-clock [5].

Summing up the analyzed material, it should be noted that a significant number of correctional teachers are involved in the educational process of pre-school education institutions of compensatory and combined types, who must have higher education in the specialty 016 "Special Education" following the Procedure for Staffing Pre-School Education Institutions (Groups) of Compensatory Type, approved by the joint Order of the MES and the MoH No. 240/165. The analysis of legal instruments makes it possible to conclude that the professional activities of correctional teachers in pre-school education institutions of compensatory and combined types are special, because the correctional teacher, working on a partnership basis, must ensure the unity of training, education, and development of each pupil, considering his or her characteristics.

In accordance with the Law of Ukraine "On Complete General Secondary Education", a special school, educational and rehabilitation centre, and inclusive institutions of general secondary education are among the educational institutions that provide general secondary education to children with special educational needs [6].

The organization of the special school activity is determined by the Regulation on the Special School, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 221, according to which special schools are founded for children with special educational needs depending on the type of psychophysical disability of the child. In such schools, classes are formed considering the degree of disability. Additionally, special classes for
children with complex disorders of psychophysical development can be formed in special schools if the child has at least one developmental disorder, which corresponds to the disorders of the main contingent of students of special school [6]. The specialization of a special school is determined by the educational program, which should correspond to the typical educational program and must include correctional, developmental, and educational components that consider students' needs and the specifics of their development. Educational programs and all changes are to be approved by the pedagogical council of the special school, which is a collegial governing body. The implementation of the educational process in special schools is ensured by the activities of teachers. The teaching staff of special schools consists mainly of teachers with special education, the number of them is regulated by the Order of the MES No. 1105 "On Approval of Standard Staffing Standards for Special Schools for Children in Need of Correction of Physical and Mental Development", according to which the staff of special schools is formed considering the type of institution, the number of students, relevant classes (groups), working hours, etc. In particular, regardless of the contingent of students, every special school has the position of a speech therapist (one full-time position for 25-30 students), as well as the position of a teacher-defectologist (one full-time position for one specialized cabinet (for hearing, visual impairments, etc.). Additionally, special schools have positions of educators, two full-time positions for each group of students. If children stay 24/7 in special school, the position of assistant educator is introduced, two full-time positions for each dormitory building [6]. Considering the legal analysis of staffing of special schools by teachers and the results of monitoring of the official websites of special schools in Ukraine, it is obvious that the special schools’ staff consists mostly of correctional teachers.

порушенням основного контингенту учнів спеціальної школи [6]. Спрямування спеціальної школи визначається освітньою програмою, яка має відповідати типовій освітній програмі та в обов'язковому порядку має містити корекційно-розвитковий та виховний компоненти, що враховують потреби учнів та спеціфіку їх розвитку. Освітні програми та всі внесені зміни схвалюються педагогічною радою спеціальної школи, яка є колегіальним органом управління. Реалізація освітнього процесу у спеціальних школах забезпечується діяльністю педагогічних працівників. Педагогічний штат спеціальних шкіл складається в основному від числа педагогів, які мають спеціальну освіту, чисельність яких регулюється Наказом МОН № 1105 "Про затвердження Типових штатних нормативів спеціальних загальноосвітніх шкіл для дітей, які потребують корекції фізично-розумового розвитку", відповідно до якого штат спеціальних шкіл формується з врахуванням типу закладу, кількості учнів, відповідних класів (груп), режиму роботи тощо. Зокрема, в кожній спеціальній школі, незалежно від контингенту учнів, вводиться посада вчителя-логопеда з розрахуноком одна штатна одиниця на 25-30 учнів, посада вчителя-дефектолога вводиться з розрахунком одна штатна одиниця для одного спеціалізованого кабінету (слухового, зорового тощо). Крім того, в спеціальних школах наявні посади вихователів, з розрахунком дві штатні одиниці на кожну групу учнів. При цілодобовому перебуванні дітей в спеціальних школах вводиться посада помічника вихователя з розрахунком дві штатні одиниці на кожен спальний корпус [6]. Враховуючи нормативно-правовий аналіз штатних нормативів наповненості спеціальних шкіл педагогічними працівниками та результати проведенного моніторингу сайтів офіційних сторінок спеціальних шкіл України в мережі інтернет, стає очевидним те, що в основному штат спеціальних шкіл наповнений значною кількістю корекційних педагогів.
Pursuant to the objectives, teachers of the special school deliver school subjects in the most accessible ways for students of the relevant contingent to learn the material, considering their individual characteristics, by creating integrated courses, modifying the content of scientific subjects, and developing an individual development program for students when needed. A characteristic feature of the educational process of a special school is the establishment of a psychological and pedagogical council as a consultative and advisory body, which main functions are to provide psychological and pedagogical support to each student of a special school, study the peculiarities of students’ development, elaborate an individual development program, select optimal forms and methods of studying, monitor the dynamics of student development, as well as provide appropriate consultations as needed, etc. The psychological and pedagogical council is headed by the director of the special school; the obligatory participants of the council are full-time medical officer and teachers of the special school who have higher education in the specialty 016 "Special Education" ("Defectology", "Correctional Education" (according to the nosology)); other pedagogical staff and specialists may be involved in the work of the council as needed [6].

According to the results of the analysis of current legislation on the organizational principles of the activity of special school, it is necessary to point on the important role of teachers, in particular special education teachers, who directly ensure teaching and educational process for children with special educational needs, providing psychological and pedagogical assistance and correctional and developmental services to form and develop competencies for students’ further independent life considering their individual characteristics. The professional activity of the correctional teacher of the special school is multifaced because relevant
specialists are leading participants in ensuring the implementation of basic functions of psychological and pedagogical concilium, pedagogical councils, etc. in addition to conduction of correctional and developmental classes. The constant interaction of special education teachers with other participants of the educational process of the special school necessitates a team approach to the activities of relevant professionals.

The organization of the educational and rehabilitation centre is determined by the Regulation on the Educational and Rehabilitation Centre, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 221 [6], according to which educational and rehabilitation centre is founded to provide general secondary education for children with special educational needs, caused by severe developmental disorders. Appropriate centres are created depending on the contingent of students and the direction of their activities; for the most part, there are centres for people who have one major disorder of psychophysical development in combination with others, so training and rehabilitation centres can combine several activities and be multidisciplinary, resulting in the creation of appropriate classes. The organization of the educational process of the centre is aimed at the student's personal development by forming his competence for independent living and the possibility of its application. The educational process of the educational and rehabilitation centre has a rehabilitation, correctional and developmental, as well as educational focus, which is determined by the educational program of the centre. The organization of the educational process in the educational and rehabilitation centre is similar to the educational process of the special school. A feature of the centre is the functioning of rehabilitation department that provides measures of social and living adaptation, psychological and pedagogical rehabilitation, and other rehabilitation activities provided under

багатогранною, оскільки, крім проведення з дітьми корекційно-розвиткових занять відповідні фахівці є провідними учасниками в забезпеченні реалізації основних функцій психолого-педагогічного консиліуму, педагогічних рад тощо. Постійна взаємодія спеціалізованих педагогів з іншими учасниками освітнього процесу спеціальної школи зумовлює необхідність командного підходу в діяльності відповідних фахівців.

Навчально-реабілітаційний центр в організації своєї діяльності керуються Положенням про навчально-реабілітаційний центр, затвердженого постановою КМУ № 221 [6], згідно якого, навчально-реабілітаційний центр створюється з метою забезпечення загальної середньої освіти для дітей з особливими освітніми потребами, зумовленими складними порушеннями розвитку. Відповідні центри створюються залежно від контингенту учнів та напряму їх діяльності, здебільшого функціонують центри для осіб, в яких одне основне порушення психофізичного розвитку поєднується з іншими, тому навчально-реабілітаційні центри можуть поєднувати кілька напрямів діяльності та бути багатопрофільними, в результаті чого створюються відповідні класи. Організація освітнього процесу центру спрямовується на особистісний розвиток учня шляхом формування у нього компетентності для самостійного життя та можливості її застосування. Освітній процес навчально-реабілітаційного центру має реабілітаційну, корекційно-розвивальну та виховну спрямованість, що визначається освітньою програмою центру. Організація освітнього процесу в навчально-реабілітаційному центрі подібна до освітнього процесу спеціальної школи. Особливістю центру є функціонування реабілітаційного відділення, яке забезпечує проведення заходів соціально-побутової адаптації, психолого-педагогічної реабілітації та здійснення інших реабілітаційних заходів, які надаються згідно індивідуальної програми реабілітації що попередньо узгоджуються з індивідуальною
the individual rehabilitation program, which are previously agreed with the individual developmental program of the child. Special attention is paid to the formation of students’ centre of social and living orientation, improving of communication, motor, mental functions, mastering the rules of social behavior, providing correctional and developmental psychological and pedagogical assistance. Educational and rehabilitation centre provides an opportunity for children with special educational needs who are studying in other educational institutions to receive rehabilitation services, including correctional, developmental, psychological, and pedagogical assistance. The provision of relevant services is carried out by the pedagogical staff of the centre in accordance with the conclusion of the inclusive resource centre on the comprehensive psychological and pedagogical assessment of the person’s development [6]. The issues of staffing of the educational and rehabilitation centre are regulated by the Order of the MES No. 890 "On Approval of Standard Staffing Standards for Educational and Rehabilitation Centres", according to which the correctional and developmental classes stipulated by the centre’s educational program for a permanent contingent of students and in accordance with the individual rehabilitation plan of students of variable contingent are carried out by the teachers who have higher education in the specialty 016 "Special Education" ("Defectology", "Correctional Education" (according to the nosology)) according to the relevant qualification. The number of positions of correctional teachers depends on the number of students (groups) in the centre and is determined by the rate, considering 18 hours of workload per week. For each group of children of the permanent contingent with homogeneous disorders, one position of correctional teacher (narrow-specialized teacher-defectologist) and one position of speech therapist are introduced. Additionally, appropriate positions are introduced for children with programoю розвитку дитини. Особлива увага приділяється формуванню в учнів центру соціально-побутового орієнтування, покращенню комунікативних, рухових, психічних функцій, оволодінню правил суспільної поведінки, забезпеченню корекційно-розвиткової психологічної та педагогічної допомоги. Навчально-реабілітаційний центр надає можливість дітям з особливими освітніми потребами, які здобувають освіту в інших закладах освіти отримати реабілітаційні послуги, зокрема корекційно-розвиткову та психолого-педагогічну допомогу. Надання відповідних послуг здійснюється педагогічними працівниками центру, відповідно до висновку інклюзивно-ресурсного центру про комплексну психолого-педагогічну оцінку розвитку особи [6]. Формування штату навчально-реабілітаційного центру регулюється Наказом МОН № 890 "Про затвердження Типових штатних нормативів навчально-реабілітаційних центрів", згідно із яким, проведення корекційно-розвиткових занять, передбачених освітньою програмою центру для постійного контингенту учнів та відповідно до індивідуального плану реабілітації учнів змінного контингенту, здійснюється педагогами, які мають вищу освіту за спеціальністю 016 "Спеціальна освіта" ("Дефектологія", "Корекційна освіта (за нозологіями)" за відповідною кваліфікацією. Кількість посад корекційних педагогів залежить від чисельності учнів(групи) в центрі та визначається ставкою з урахуванням 18 годин навантаження на тиждень. На кожну групу для дітей постійного контингенту з однорідними порушеннями вводиться одна посада корекційного педагога (вузькоспеціалізованого вчителя-дефектолога) та одна посада вчителя-логопеда. Крім того, відповідні посади вводяться для дітей з ООП змінного контингенту, якщо кількість таких дітей становить від 11 до 25. Проаналізувавши специфіку освіти дітей в навчально-реабілітаційному центрі та місце корекційних педагогів в діяльності центру,
special educational needs of the variable contingent, if the number of such children is 11 to 25. Having analyzed the specifics of children’s education in the educational and rehabilitation centre and correctional teachers’ place in the centre’s activity, it should be noted that the peculiarity of the professional activity of the correctional teachers in the appropriate institutions is the conduction of classes with the permanent contingent of the centre, which include one specific of work, and provision of rehabilitation services to a variable contingent of children, which requires other special attention. Therefore, the work of the correctional teacher in the centre is multifaced and has its own complexities, which in turn force the specialist to interact with many participants of the educational process.

The inclusive general secondary education institutions are functioning to educate children with special educational needs to socialize in society. The activities of inclusive institutions are regulated by the Law of Ukraine "On Complete General Secondary Education" and the Procedure for Organization of Inclusive Education in the General Secondary Education Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 957 as of September 15, 2021, according to which the staffing of inclusive classes is carried out considering the level of student support, determined by the inclusive resource centre [7]. Depending on the level of support and individual developmental program, additional correctional, developmental, psychological, and pedagogical classes of individual and group orientation are conducted for students with special educational needs. Such classes are conducted by qualified staff of the institution or additionally involved specialists if necessary [7]. A feature of the inclusive education organization is the creation of a team of psychological and pedagogical support in relevant institutions, the activity of which is regulated by the Model Regulations on the Team of Psychological and Pedagogical
Support of the Child with Special Educational Needs in General Secondary and Pre-School Education Organizations, approved by the Order of the MES of Ukraine No. 609 as of June 08, 2018 [8].

The main form of support team work is a meeting, during which the members of the team determine the directions of provision of necessary services to the child with special educational needs on the basis of the inclusive resource centre’s conclusion, develop, adjust, and evaluate individual developmental program, discuss the results of monitoring individual changes of the child, exchange guidelines for inclusive education organization, advise teachers and parents on the peculiarities of the development of a child with special educational needs, his or her education and upbringing, etc. The list of participants of the support team includes permanent and additionally involved specialists depending on the educational needs of the child.

Each of the team members has clearly defined functions, the implementation of which in combination ensures the achievement of the main goal of the team. The correctional teacher is an integral part of the support team, who, in addition to correctional and developmental classes defined by the individual developmental program and monitoring of achievements in the appropriate sphere of development of a child, also provides recommendations to other team members, including teachers, on the organization of the education process for the children with special educational needs, as well as the specifics of the implementation of correctional and developmental technologies, the use of adaptive techniques, etc. within the scope of his or her professional activities [8]. Given the defined functions of the correctional teacher, it should be noted that the professional activities of the correctional teacher in inclusive educational institutions require constant interaction with other members of the support team, the success of which is possible only in case of good coordination of the
teamwork.

As a result of legal analysis of activities of educational institutions for children with special educational needs, subordinated to the MES of Ukraine, it is necessary to highlight the importance of inclusive resource centres (IRC), as such centres conduct comprehensive diagnostics of children with mental and physical disabilities, resulting in a conclusion on a comprehensive psychological and pedagogical assessment of child development, based on which the child is enrolled to special and inclusive educational institutions.

The activities of the inclusive resource centre are regulated by the Regulations on the Inclusive Resource Centre, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 545 as of July 12, 2017, according to which the specialists of the centre conduct a comprehensive assessment of the development of a child with special educational needs, ensure systematic qualified support by providing correctional, developmental, psychological, and pedagogical services to the children with psychophysical developmental disorders. The staff of the inclusive resource centre consists of psychological and pedagogical workers, specifically practical psychologists, and narrow-specialized special teachers, in particular speech therapists, teachers of the deaf, teachers of the blind, teachers of the mentally defective, and rehabilitation teachers. Relevant specialists individually assess the physical, speech, cognitive, emotional, and volitional development of the child, then prepare a conclusion on a comprehensive assessment during the session and obligatorily give it to the parents before further enrollment of the child to the educational institution. Also, the specialists of the centre join the teams of psychological and pedagogical support of the child in the educational institutions, participate in the development (adjustment) of individual developmental programs, provide consultations to the parents and psychologists-educationalists, and develop an educational plan for the child.

In accordance with the specifics of the work of IRC, it is possible to observe a multi-faceted interaction of specialists of the inclusive resource centre with the characteristics of the teamwork. Therefore, the specialists of the inclusive resource centre play a coordinating role, ensuring comprehensive professional support of children with special educational needs. According to the specifics of the work of IRC, it is possible to observe a multi-faceted interaction of specialists with the characteristics of the teamwork. Therefore, the specialists of the inclusive resource centre play a coordinating role, ensuring comprehensive professional support of children with special educational needs.
methodological assistance to other teachers, assist in attracting additional specialists if needed [8]. That is, special teachers of the inclusive resource centre perform a coordinating function, providing comprehensive qualified support for children with special educational needs. Considering the specifics of the inclusive resource centre work, it is possible to point at the diverse interaction of the specialists of the inclusive resource centre with the characteristic features of teamwork.

Special institutions for children with special educational needs, which combine the provision of social, teaching, and educational services, are subordinated to the Ministry of Social Policy of Ukraine, in particular orphanages and comprehensive rehabilitation centres.

In accordance with the Standard Regulations on Orphanage, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 978, orphanages are inpatient social and medical institutions operated for children with special educational needs who need outside care. Orphanages are designed for various types of care (inpatient, daytime, palliative), provision of social and psychological rehabilitation, as well as crisis and emergency medication. The provision of the complex rehabilitation measures for children is carried out in accordance with the individual rehabilitation plan provided by the Ministry of Social Policy of Ukraine, and ensured by the staff of the orphanage, which includes social workers, rehabilitation specialists, medical workers, and teachers, in particular educators and special education teachers (teachers-defectologists). An integral part of the rehabilitation of students is the teaching and educational process, which is carried out in accordance with the law using a certain form and set of methods that can ensure the correction of psychophysical disorders to acquire the necessary knowledge, skills and abilities for self-care and further life. The professional activity of correctional

освітніми потребами, які поєднують надання соціальних послуг з освітньо-виховними, зокрема: дитячі будинки-інтернати; центри комплексної реабілітації.

Дитячі будинки-інтернати відповідно до Типового положення про дитячий будинок-інтернат, затвердженого Постановою КМУ № 978, є стаціонарними соціально-медичними установами, що функціонують для дітей з особливими освітніми потребами, які за станом здоров’я потребують стороннього догляду. Дитячі будинки-інтернати призначені для різного виду догляду (стаціонарного, денного, паліативного), надання соціально-психологічної реабілітації, кризового та екстреного втручання. Проведення комплексу реабілітаційних заходів для дітей-вихованців здійснюється відповідно до індивідуального плану реабілітації вихованців, передбаченого Мінсоцполітики та забезпечується штатним персоналом дитячого будинку-інтернату, в число яких входят: соціальні працівники, фахівці з реабілітації, медичні працівники, соціальні робітники, педагогічні працівники, зокрема вихователі та спеціальні педагоги (вчителі-дефектологи). Невід’ємною складовою реабілітації вихованців закладу є навчально-виховний процес, який здійснюється згідно законодавства із застосуванням визначеної форми та комплексу методів, які спроможні забезпечити корекцію психофізичних порушень набуття необхідних знань, умінь та навичок для самообслуговування і подальшого життя дитини. Професійна діяльність корекційних педагогів відповідного типу закладів залежить від профілю відділення, які функціонують при дитячому будинку-інтернаті [2]. Законодавче визначено чотири види відділень, у яких можуть перебувати діти віком до 18 років зокрема:

1. Відділення (групи) денного догляду, у своїй діяльності керується. Типовим Положенням про відділення денного догляду для дітей-інвалідів, затвердженим Наказом Міністерства соціальної політики України № 653 та Державним стандартом
teachers of the appropriate type of institutions depends on the type of departments that operate at the orphanage [2]. According to the legal acts, there are four types of departments that can accommodate children under the age of 18, in particular:

1. Daycare department (groups), which is guided by the Standard Regulations on Daycare Department for Children with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 653, and the State Standard of Daycare, approved by the Order of the Ministry of Social Policy of Ukraine No. 452. In accordance with the Regulations, children with disabilities with medical opinions are enrolled in the daycare department to obtain social daycare services (self-care assistance) and rehabilitation services in accordance with the individual rehabilitation program to develop self-care skills and support them. The main work of the department is focused on the provision of medical care. Pursuant to the staffing standards of the daycare department, two full-time positions of educator for each group of children (8-10 children in a group) and one full-time position of assistant educator for each 2-3 groups are introduced in addition to medical staff and social workers. At the same time, it should be noted that no permanent correctional teachers are provided by staffing standards. However, in accordance with the State Standard of Daycare, if necessary, other specialists may be involved in the department to provide social care services on a contractual basis, in particular psychologists, correctional teachers (speech therapists, defectologists), etc., who may be involved in a multidisciplinary team to specify the individual needs when drawing up an individual plan for the provision of social service [2].

2. The department (group) of five-day inpatient care, which is guided by the Standard Regulations on the Department (Group) of Five-Day Inpatient Care, denotes the need to verify the correctness of the given information.
approved by the Order of the Ministry of Social Policy of Ukraine No. 1409, according to which the department of inpatient care is designed for 12-15 children with disabilities who require outside care; with fewer children, the groups of inpatient care are formed, where children stay round-the-clock for five working days. The main tasks of the relevant departments are to assist students in self-care, to carry out rehabilitation measures in accordance with the medical opinion, to ensure medical care and educational services stipulated by the individual rehabilitation program of the child. The organization of the teaching and educational process is carried out in accordance with the educational programs (plans), approved by the MES. Special attention is paid to the correctional and rehabilitation components, which include correctional and developmental classes of the appropriate course and the formation of social skills. The provision of educational services is ensured by correctional teachers (teachers-defectologists).

Pursuant to the staffing standards, one full-time position of special education teacher is introduced in the department of five-day inpatient care for each group of 6-8 children [2]. Summing up the analyzed material, it can be noted that in addition to the intensive medical care for children in the department, the attention is also focused on the educational component, which is ensured by permanent special education teachers.

3. Transit department (groups), which in accordance with the Standard Regulations on the Transit Department (Groups), approved by the Order of the Ministry of Social Policy of Ukraine No. 1398, operates round-the-clock on the principle of inpatient stay to prepare children with disabilities for independent living according to the individual plan of provision of social service. The organization of the transit stay in the department is ensured by the qualified specialists, in particular medical and social workers, educators, and
correctional teachers (teachers-defectologists). The teaching and educational process is organized in accordance with the programs of the development of children with special educational needs and relevant curricula. Special attention is paid to the correctional and rehabilitation work, which is carried out throughout the calendar year and corresponds to the individual plans of provision of social services. Correctional and developmental classes are conducted by correctional teachers, the number of which is one full-time position for each study group of 6-8 children pursuant to the staffing standards [2].

4. The department (groups) of palliative care, which is guided by the Standard Regulations on the Department of Palliative Care for Older Persons, Persons with Disabilities, and Children with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 1293, according to which the department provides social services to persons with disabilities, including children, who are unable to self-care or are at the final stage of an incurable disease, as a result of which they constantly need outside help. The provision of social palliative care services is carried out according to the individual plan. Special attention is paid to the development of self-care skills, provision of rehabilitation services depending on the student’s needs, and constant monitoring of their health indicators. Palliative care is organized by a multidisciplinary team of qualified staff of the department, who have been trained in palliative care, and the coordinator of such a team is a specialist in social work. The team consists mostly of social and medical workers, as well as psychologists and other specialists, who may be involved if necessary. A feature of the team’s work is constant consultations for family members on the specifics of palliative care, solution of social and legal issues, provision of socio-psychological support, etc. [2]. In the Department of palliative
care, the organization of training and educational process in children’s groups is provided by the pedagogical staff, in particular educators (two full-time positions for each group of 6-8 children with special educational needs), assistant educators (one full-time position for each 2-3 groups), and correctional teachers (teachers-defectologists), the number of which is one full-time position for each group of children with disabilities. The main focus is on the correctional and rehabilitation work in accordance with the individual rehabilitation plans (provision of social services), which mainly consists of subject-practical training, communication development, spatial orientation, different types of perception, household skills, and formation of social behavior, etc. [2]. As a result of the conducted analysis, it should be noted that the main activity of the Department of palliative care is the provision of social services, although the provision of training and educational functions is imposed mainly on the correctional teachers, who in turn join the interdisciplinary team on the palliative care for children with disabilities and are directly involved in the discussion of individual plans for the provision of social service, as well as interact with children’s family members, providing correctional and pedagogical consultations.

In accordance with the Standard Regulations on the Comprehensive Rehabilitation Centre for Persons with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 855, the comprehensive rehabilitation centres operate for persons, including children with disabilities, and children under three years of age who are at risk of disability. Relevant Centres have a specific purpose; and with a set of rehabilitation measures, they create the necessary conditions to reduce the display of existing disorders, correct them, prevent complications, as well as conditions for the all-round development of the personal potential of the child, formation of the basic social and living дві-три групи) та корекційні педагоги (вчителі-дефектологи), кількість яких встановлюється з розрахуноком одна штатна одиниця на кожну групу дітей з інвалідністю. Основна увага зосереджується на проведенні корекційної та реабілітаційно-абілітаційної роботи відповідно до індивідуальних планів реабілітації (надання соціальних послуг), яка здебільшого полягає в предметно-практичному навчанні, розвитку комунікації, просторової орієнтації, різних видів сприймання, побутових навичок, формуванню соціальної поведінки, тощо [2]. В результаті проведеного аналізу, варто відмітити, що основний напрям діяльності Відділення паліативного догляду полягає в наданні соціальних послуг, однак забезпечення навчально-виховної функції покладається в основному на корекційних педагогів, які в свою чергу долучаються в діяльність міждисциплінарної команди по паліативному догляду за підопічними з числа дітей з інвалідністю та приймають безпосередню участь в обговоренні індивідуальних планів надання соціальної послуги, а також взаємодіють із членами сім’ї підопічних, надаючи корекційно-педагогічні консультації.

Центри комплексної реабілітації, відповідно до Типового положення про центр комплексної реабілітації для осіб з інвалідністю, затвердженого Наказом Міністерства соціальної політики України № 855, функціонують для осіб, зокрема дітей з інвалідністю, а також для дітей до трьох-річного віку, які знаходяться в групі ризику отримання інвалідності. Відповідні Центри мають цільове призначення, які, за допомогою комплексу заходів реабілітаційного спрямування, створюють необхідні умови для зменшення проявів існуючих порушень розвитку їх корегування, запобігання ускладнень, а також для всебічного розвитку особистісного потенціалу дитини, формування основних соціально-побутових навичок. Особливістю Центрів комплексної реабілітації є структурна розгалуженість, тобто можливість створення: служби соціального патронажу,
The peculiarity of the Comprehensive rehabilitation centres is their structural branching, i.e., the possibility of creating a service of social home visits, a department of inpatient care, and separate rehabilitation departments, in particular: early rehabilitation; social; psychological; psychological and pedagogical; physical; physical culture and sports; professional; medical rehabilitation (medical observation), etc. The implementation of all rehabilitation measures is carried out in accordance with the child’s individual rehabilitation plans that are developed based on individual rehabilitation programs. The provision of rehabilitation services is ensured by relevant specialists from among the doctors (pediatricians, therapists, neurologists, etc.), teachers (correctional teachers: speech therapists, teachers of the deaf, teachers of the blind, teachers of the mentally defective; rehabilitation teachers; educators, labor training teachers, etc.), medical staff (nurses in physical therapy, physiotherapy, massage), as well as psychologists, social workers, specialists in physical rehabilitation, etc. In the relevant institutions, the professional activity of the correctional teacher consists in the conduction of individual and group correctional and developmental classes in various fields, the provision of consultations to parents and legal representatives of children with disabilities regarding the peculiarities of their child’s development, the specifics of developmental exercises, etc. In addition, correctional teachers are involved in the rehabilitation commission if necessary and participate in the formation (adjusting) of individual rehabilitation programs [1]. Considering the peculiarities of the organization of the comprehensive rehabilitation centres, the characteristic feature of complexity in the provision of rehabilitation services can be outlined, which is ensured by a team of qualified professionals, including correctional teachers, who conduct correctional classes to help the child to
learn the educational component.

The Ministry of Health of Ukraine oversees institutions that provide a range of medical, correctional, rehabilitation, and educational services to the children with mental and physical disabilities, including:

- childcare homes;
- rehabilitation institutions (departments, subdivisions).

In accordance with the Standard Regulations on Childcare Home, approved by the Order of the Ministry of Health of Ukraine No. 123 and amended by the Order of the Ministry of Health of Ukraine No. 69, childcare homes are divided into two main types:

1. Childcare homes of general type, which function for children with typical development, who are left without parental care (orphans), as well as for children with developmental delays, caused by unfavorable upbringing conditions. Such institutions take care of children from birth to three years of age [9].

2. Specialized childcare homes, which function for children with mental and physical disabilities, who are left without parental care (orphans), in particular with organic lesions of CNS, including in combination with mental disorders, cerebral palsy; speech disorders; hearing, visual, musculoskeletal, and motor function impairments, etc. Such institutions take care of children from birth to four years of age [9].

Childcare homes ensure medical and social protection for children of appropriate categories, providing daily medical supervision, as well as medical and health, correctional, rehabilitation, teaching, and educational activities. The provision of necessary services and direct care is carried out by medical and pedagogical specialists, who work closely with each other on a partnership basis. The organization of the educational process is based on a personality-oriented approach considering the individual characteristics of the child. Specialized childcare homes paid special attention to the conduction of correctional and developmental classes using innovative reabilitaційного та виховного спрямування, зокрема:

- будинки дитини;
- реабілітаційні заклади (відділення, підрозділи).

Будинки дитини, відповідно до Типового положення про будинок дитини, затвердженого наказом МОЗ № 123 із змінами внесеними згідно з Наказом МОЗ № 69, поділяються на два основні типи:

1. Будинки дитини загального типу – функціонують для дітей, які залишилися без батьківського піклування (сироти) із типовим розвитком, а також для дітей із затримкою розвитку, спричиненою несприятливими умовами виховання. У відповідних закладах перебувають діти від народження до трьох-річного віку [9].

2. Спеціалізовані будинки дитини – функціонують для дітей, які залишилися без батьківського піклування (сиріт) з порушеннями психофізичного розвитку, зокрема: з органічними ураженнями ЦНС, в тому числі в поєднанні з психічними порушеннями, ДЦП; з мовленнєвими порушеннями; з порушеннями слуху, зору, функцій опорно-рухового апарату тощо. У таких закладах можуть знаходитись діти від народження до чотирьох років [9].

Охарактеризувавши діяньсть відповідного типу закладів, варто
methods; such classes are conducted by special teachers of the required specialization, depending on the nature of the child’s developmental disorders [9]. Having analyzed the activities of the relevant type of institutions, it should be noted that the professional activity of correctional teacher is special, as it should combine pedagogical skills under the psychological and corrective influence and professional ability to interact with other specialists of the team to achieve a common goal.

According to the Law of Ukraine "On Rehabilitation in Health Care", rehabilitation institutions include rehabilitation hospitals (centres) and outpatient rehabilitation institutions that provide rehabilitation services during the acute and long-term period, as well as psychological rehabilitation centres and institutions of comprehensive rehabilitation. In their activities, rehabilitation departments are guided by the Standard Regulations on the Rehabilitation Department, Unit, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1268, according to which the departments provide comprehensive rehabilitation to persons with daily functioning disabilities, including children in need of rehabilitation. Rehabilitation departments (subdivisions) include acute rehabilitation wards in hospitals of different profiles, inpatient and outpatient departments after acute and long-term rehabilitation in hospitals, educational institutions of health care, as well as inpatient rehabilitation departments (after acute and long-term rehabilitation) at sanatoriums [10].

A feature of the rehabilitation institutions, departments (units) is the functioning of the multidisciplinary rehabilitation team, which provides comprehensive rehabilitation services according to the individual rehabilitation plan. The activities of the respective teams are regulated by the norms of the Standard Regulations on the Multidisciplinary Rehabilitation Team, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1268, according to which the departments provide comprehensive rehabilitation to persons with daily functioning disabilities, including children in need of rehabilitation. Rehabilitation departments (subdivisions) include acute rehabilitation wards in hospitals of different profiles, inpatient and outpatient departments after acute and long-term rehabilitation in hospitals, educational institutions of health care, as well as inpatient rehabilitation departments (after acute and long-term rehabilitation) at sanatoriums [10].

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Multidisciplinary teams are formed depending on the nosology of patients and considering their age category, so several teams can operate within one institution. The team is led by a doctor of physical rehabilitation. For children who need rehabilitation care, a team that includes various specialists is formed, including physical therapist, occupational therapist, doctors of the corresponding specialty (pediatrician, neurologist, pediatrician-neonatologist, etc.), psychologist, correctional teachers (speech therapist, teacher of the deaf, teacher of the blind, teacher of the mentally defective, etc.), assistants, rehabilitation nurse, and other specialists if necessary. Each specialist has clearly defined tasks that are aimed at achieving the overall goal of the team. The main form of work of multidisciplinary rehabilitation teams is weekly meetings, during which the results of patient examinations are reviewing, individual rehabilitation plans are developing (or adjusting), monitoring indicators are discussing, and the results of the implemented plan are evaluating [4, 10]. Summarizing the analyzed material, it should be noted that the obvious feature of the professional activity of correctional teachers in rehabilitation institutions is the direct work in various interdisciplinary teams they may be the part of.

Conclusions and research perspectives. Summarizing the conducted legal analysis of the activities of special institutions of different subordination, which provide educational services to children with special educational needs of different nosologies and severity of violations, it is necessary to distinguish the contingent of children in certain institutions and the nature of the purpose of relevant institutions, in particular: institutions subordinated to the Ministry of Health of Ukraine are aimed at upbringing of children of young age (infants) with mental and physical disabilities who need custody and guardianship, as well as children who need comprehensive rehabilitation; institutions subordinated to the Ministry of Social Policy of Ukraine are Kерівництво командою здійснює лікар фізично-реабілітаційної медицини. Для дітей, які потребують реабілітаційної допомоги формується команда з числа різнопрофільних фахівців, зокрема: фізичного терапевта, ерго-терапевта, лікарів відповідної спеціальності (педіатр, невролог, педіатр-неонатолог тощо), психолога, корекційних педагогів (логопеда, сурдопедагога, тифлопедагога, олігофренопедагога тощо), асистентів, медичної сестри з реабілітації та інших, за потребою, фахівців. Кожен фахівець має чітко визначені завдання, які спрямовуються для досягнення загальної мети команди. Основною формою роботи мультидисциплінарних реабілітаційних команд є проведення щотижневих зборів, під час яких розглядаються результати обстеження пацієнтів, розробляється (корегується) індивідуальний реабілітаційний план, обговорюються показники моніторингу та оцінюються результати виконаного плану [4, 10]. В результаті опрацьованого матеріалу, очевидною особливістю професійної діяльності корекційних педагогів у реабілітаційних закладах, є безпосередня робота у різних міждисциплінарних командах, до складу яких вони можуть входити.

Висновки з даного дослідження і перспектив подальших розвідок. Узагальнюючи проведені нормативно-правовий аналіз діяльності спеціальних закладів різного підпорядкування, які забезпечують надання освітніх послуг дітям з особливати освітні потребами різних нозологій та ступені тяжкості порушень, варто використати, відмінність контингенту дітей, які перебувають у тих чи інших закладах та характеру цільового призначення відповідних установ, зокрема: заклади системи МОЗ спрямовані на виховання дітей раннього віку (неновлять) з порушениями психофізичного розвитку, які потребують опіки та піклування, а також дітей, яким необхідна комплексна реабілітація; заклади системи Мінсоцполітики спрямовані на формування соціально-побутових навиків самообслуговування.
aimed at forming social and living skills of
disabilities who
mostly in need of outside care and
comprehensive rehabilitation; institutions
subordinated to the Ministry of Education
and Science of Ukraine are aimed at
providing pre-school and complete general
secondary education for children of
different nosologies with the appropriate
age division, considering the type and
degree of psychophysical development
disorder. In accordance with the purpose of
the specified institutions and the specifics
of their work, the essence of the
professional activity of a special education
teacher depending on the type of
institutions can be noted. The activity of
correctional teachers is the most important
in the institutions subordinated to the
Ministry of Education and Science of
Ukraine, as they directly ensure teaching
and educational process, including
correctional and developmental orientation.
In special institutions subordinated to the
Ministry of Health of Ukraine and the
Ministry of Social Policy of Ukraine, the role
of a correctional teacher is secondary, but
his or her professional activity is an integral
part of ensuring the comprehensiveness of
services provided by the relevant
institutions. As a result, a common feature
is identified, which is specific to the
professional activity of the correctional
teachers in all types of institutions,
regardless of their subordination, namely,
the need for constant teamwork of
correctional teachers, other participants in
the educational process, and specialists of
various specialization. Therefore, the
education of children with special
educational needs requires a team
approach regardless of subordination of the
institution, so the ability to work in a team
should be an integral part of the
professional activity of correctional teacher.
The prospects for further study of the
problem are seen in the experimental study
of the level of readiness of correctional
teachers for teamwork in teaching children
with special educational needs at the
institutions of different subordination.
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Received: February 02, 2022
Accepted: March 21, 2022