
INTERACTIVE METHODS IN SCHOOL - OPPORTUNITY FOR SOCIAL AND EDUCATIONAL CHANGE

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Abstract: The study considers the transition to new educational and social policies in our country through the application of innovative approaches in the education system at the local level. It considers opportunities for change in institutional, social and personal understanding for inclusion through and in the school environment, with the active participation of teachers, parents, institutions. Emphasis is placed on the possibilities of interactive methods in their inclusion in the educational work of pedagogical specialists. An important aspect is how these methods affect the effectiveness of education for students with special educational needs. Possible preferences of students to certain interactive methods are taken into account, and to what extent their application contributes to the realization of social and educational change at the level of personality and at the level of system. The study of the position of pedagogical specialists at the local level is consistent with the idea that the implementation of the principles of inclusive education allows different professionals to meet the needs of each child through an individual approach, encouraging his participation in the educational process and motivating him to fully experience inclusion. In the classroom or in the informal group. Interactivity, as part of the modern vision of education, combined with traditional methods expands, but also upgrades the skills of professionals, which leads to improving the quality of educational activities, both for children with special educational needs and for normal children. The position of the surveyed pedagogical specialists is positively determined by their practical experience related to the application of this type of methods in children with special educational needs. In the course of the research it was clarified that separate interactive methods dominate in the training, especially the situational and discussion ones. Their use is important because they potentiate a positive change in the didactic security of the educational process. At the same time, the difficulties in the educational process of children with special educational needs are related to the differences in their educational needs, to the provision of support for their personal development, to the degree of educational involvement of families, i.e. teamwork is important in the functioning of the dyad of "specialist parents". Reasons for difficulties are the lack of methodological guidelines and adapted learning content. The combination of traditional and interactive methods would be more effective, provided that these obstacles are minimized, which would allow the effectiveness of the learning process, and create an emotional group and individual microclimate in the classroom.

Keywords: interactive methods, social change and educational change, inclusive education, children with special educational needs

Equal access to education, prevention of social isolation, change of public voices, the flexibility of curricula, teamwork in the educational system, individualization of education, with basic conditions for the process of communicating adolescents to the educational environment (Law on Preschool and School Education, 2019, Article 3, paragraph 2). It brings up current issues and implements them as institutions, parents and specialists can cope in order to be able to cope with the regulatory requirements; according to the internal processes in the education system, there is a need for additional tools to support the organization of its available potential in order to adapt to the dynamic social environment.

Considering the processes in education and society, we acknowledge that the system of integration of children/students is open enough. This is a step towards the implementation of innovations so as to respond to its diversity from a socio-pedagogical point of view: children in the norm; with special educational needs; ethnoculturally different; originating from segregated communities, etc. Therefore, it is important to study the resource used in pedagogical practice, which allows the implementation of educational and social change, both at the individual level and at the system level.

If we examine the educational system as creative, with opportunities for renewal through revision of traditional approaches and methods, and the inclusion of innovative vision (Utemov, V., MM Zinovkina, P.M. Gorev, 2019), ie. orientation towards cognitive, social and emotional competence through interactivity and compliance with the principles of inclusion, it is an essential element is the individual experience of pedagogical professionals on the one hand. On the other hand - an aspect of the change is the administrative educational policy, which faces the task of managerial and methodological assistance to build on the experience of professionals. Because the dynamics of the

pedagogical field is determined not only by the normative requirements, the organizational hierarchy but also by the pedagogical specialists, directly influencing the activity of the educational institution, on the development of the student - without or with special educational needs. The important question is what is the way for the specialists and the institution to be able to adapt "more painlessly" to the change, which will lead to the flexibility of the system and to a better education for each student (Pencheva-Petkova, 2017: 70).

By the sought opportunity for social and educational change, through innovations and interactions, the present study focuses on the application of interactive methods in educational work with children. Methods "long known in education", which today are considered as a "modern model for building educational dialogue" (Ivanov, 2005: 1). Given this, a serious aspect is the opinion of pedagogical specialists, providing both general and additional educational support to children in our country, following the principles of inclusive education. The inclusive education postulates that "all students in a school, regardless of their strengths or weaknesses... become part of the school community... included in their sense of belonging to other students, teachers and non-teaching staff" (Ivanov, 2013: 237) .

The study of the position of pedagogical specialists in the municipality of Blagoevgrad is consistent with the idea that the implementation of the principles of inclusive education allows different professionals to respond to the needs of each child, encouraging his participation in the educational process (Ordinance on inclusive education, 2017, Article 3, paragraph 1). The combination of innovation, part of which is interactivity, with traditional for education and upbringing approaches and strategies, expands but also differentiates the skills of specialists, and increases the effectiveness of educational activities for both children with SEN and normal children.

The survey was conducted online in June 2020. The target group includes 35 respondents - pedagogical advisors, psychologists, speech therapists, resource teachers, special educators, primary school teachers, teachers in the whole organization of the school day. The educational institutions covered are: IV PS "Dimcho Debelyanov", VI SU "Ivan Vazov", VIII SU "Arseni Kostentsev", XI PS "Hristo Botev", SOUICHE "St. Kliment Ohridski ", Center for Special Educational Support " St. Paisiy Hilendarski" (CSES).

An author's questionnaire is used for the research. The formulated questions are of open and closed type. Hour of questions - closed type, with dichotomous, others - multivariate. The interest presents the following research feeds: What interactive methods are used by pedagogical specialists in their education working with children with special educational needs ?, Use methods that affect the effectiveness of education for children with SEN? Is the application of interactive methods of remembrance for the realization of principles for joining education?

From a methodological point of view, the need to outline whether the specialists in the educational environment require a change in the educational environment, and what is the effect of their application, puts the relevant structural elements of the study:

Object: the educational activity of the pedagogical specialists in the system of secondary education, rendering general and additional support to students.

Subject: Application of Interactive Methods in Educational Work with Students with Special Educational Needs.

Objective: to establish the interactive methods used in the pedagogical practice of the surveyed respondents, and what is the effectiveness of their inclusion in educational activities with students with special educational needs.

Hypothesis: We assume that the use of interactive methods contributes to increasing the effectiveness of education, as well as supports the personal and social development of students with special educational needs.

The main concepts related to the research topic are interactive methods, inclusive education, general and additional support, social change, educational change.

Analytically, the results of the online survey show that the professional commitment of pedagogical specialists in the field of secondary education is as follows: 15 respondents - teacher and teacher in a full-time organization of the school day, primary school teacher; 15 respondents - resource teacher, the special pedagogue, speech therapist; 5 respondents - pedagogical advisor, psychologist.

The ranking of the interactive methods from the most preferred by the pedagogical specialists in the daily work with students with special educational needs clarifies that: 91% of the respondents use situational methods (games, cases, simulation, use of specific situations); 77% of the respondents, along with the situational ones, also use methods based on discussion (talk, discussion, brainstorming, exercise). About 37% of specialists also include experimental methods in teaching students.

The position of the pedagogical specialists is categorical that the indicated interactive methods do not find application in all subjects studied in the system of secondary education. However, everyone states that their use is important because it changes the didactic security of the educational process. They refer to the transformation in several aspects:

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- didactic aspect - students manage to understand the curriculum better and at the same time there is interest in the material studied, which is fundamental for the formation of a motivational stimulus for cognitive upgrading (depending on the child's personality);
 - educational aspect - there is an increase in students' confidence that they can cope. Through the prism of E. Erikson's epigenetic principle, the stages in the development of the personality depend on the rational use of the "most favorable time" (Bure, 2015), ie. based on the individual approach, taking into account the age characteristics and capabilities of children with special educational needs, the skilled educator can build positive qualities that allow the child to cope socially and educationally in the next existential stages. Oriented to the present research, confidence as a characteristic of the personality gives grounds to model the motivation for knowledge and training by creating a positive attitude to the learning process with appropriate situational games, cases, specific situations, and more. Moreover, by using interactive methods, the student becomes a "full participant in the process of perception" by learning in practice (Shumskis, 2017: 88) The development of qualities is facilitated by the formation of students' practical competence in the subject, basis of immediate interest, ease.
 - socio-emotional aspect - there is an establishment of a positive emotional climate in the group / class; development of basic communication and social skills, including teamwork skills. Game tasks, specific situations, drawing, application, as the most preferred interactive methods by students with special educational needs, provoke an emotional response in them and bring the class / group closer, according to the survey data.

However, there are several obvious and potential obstacles to change. Examples of this are the problems characteristic of organizational systems between the subjects, in this case - management staff, teachers and students. Conflicts arise over professional status, management, sometimes a lack of support and involvement from students' families, the difficult psychological teacher-student relationship, and the legal relationship between them. The lack of specific didactic resources also creates difficulties. This is supported by the position of the respondents for the implementation of the principles of inclusive education - it will be more effective provided that teaching aids and materials with differentiated content for children with special educational needs are provided, along with the use of interactive teaching methods. . According to over 88%, the lack of adapted educational content is a serious obstacle in children's education. A significant percentage - 60%, adds the need for methodological guidance. The lack of supervision for working with children with SEN does not favor the improvement of the quality of the educational activity and the implementation of the desired social and educational change in personal and community terms.

The difficulties occurring in the course of learning and the use of interactive methods depend both on the differences in the educational needs of the children and on the provision of support for personal development. Directly related to this is the family commitment to social and educational change in children. Moreover, the topic of the interaction "family-educational institution" is increasingly relevant, given the impact of this connection on personal development (Antonena, Stovbyra, 2017: 3). One third of educators believe that parents are rarely or not interested in adolescent progress, which does not stimulate change.

As current trends related to the education of children with special educational needs reflect the desire to achieve a higher quality of education (Terziyska, 2005), the requirement not only to be supported physically and mentally, but also to create the most optimal conditions for the realization of their right to a full life and development. And the need for daily integration between children in the norm and children with special educational needs and efforts to implement it, leads to the achievement of the main goal - the formation of their socially adaptive behavior. At the heart of this approach is inclusion, which is difficult to achieve without the awareness and support of the family towards the child. Ie change can affect values and affect not only individuals but also the whole system, but it would not be qualitatively realized without the involvement of the family institution.

It can be argued that pedagogical professionals who have an attitude to overcome the formalization and bureaucracy of the process of inclusion of children and students with or without special educational needs have interest and satisfaction with the opportunity to apply the innovative practice. Which is also related to enriching their competence. Respondents are adamant that this can be optimized with the help of additional learning resources (manuals, textbooks, online resources) and regularly organized meetings to exchange and upgrade experience (interview and supervision). The desire for professional development also stems from the effectiveness in pedagogical terms in including interactive methods in education, considering it as good, but insufficient in terms of the desired transformation. For the most part, the respondents give a high assessment of the effectiveness of the educational process in children with special educational needs using these methods. Although they believe that the implementation of the principles of inclusive education is facilitated, thanks to innovation, their methodological and competence provision is important for their full implementation.

The efforts should be aimed at improving the quality of education of children with (and without) special educational needs, with particular emphasis on mobilizing public resources to ensure that the needs of children are met as fully as possible. Not only the family but also the society must possess and demonstrate values that contribute to the successful development of children, to the development of communication skills and social adaptability.

The process of inclusion is relatively new for some of the subjects in the Bulgarian school (and kindergarten). It is realized in a situation of global change of the whole philosophy of the educational system, which requires a constant search for opportunities and to overcome the disharmony of innovations to build the next more effective level of functioning that meets modern requirements for creating a society. without discrimination.

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