создавались условия как для формирования универсальных учебных действий, так и самих предметных и метапредметных компетенций обучающихся.

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Model of conditions for the formation of speech communication children with hearing impairment

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The acquisition of language is directly connected with the social education of the individual child with hearing loss. The level of speech development of a child with hearing impairment affects the degree of knowledge of their native language and the ability to improve the skills necessary for school (S.A. Zykov, L.P. Noskova). Training of the hearing impaired is associated with the presence of positive prerequisites for the independent accumulation of speech material and the possibility of independent mastery of speech communication (R.M. Boskis, K.G. Korovin).

The role of speech communication for the development of children with hearing impairment is in the formation of their mental activity, enrichment of the dictionary, the ability to organize joint productive activities and play, in the formation of interpersonal relations, knowledge of each other and further socialization.

Conducted by us (N.A. Belaya, E.G. Rechitskaya, 2016) the study of speech communication of preschool children with hearing impairment allowed to identify and characterize its components, namely: children's knowledges about communication, communication skills, speech and non-speech means of communication), communicative qualities of the person (sociability, activity, initiative, tact, empathy [1]. The results indicate the need for special (special) construction of correctional and pedagogical work on the development of speech communication of preschoolers with hearing impairment, students in different conditions, including inclusive. Let us refer to V.I. Lubovsky, who stressed that wherever a child with disabilities is trained – in a special institution or in conditions of integration – it should be special training [6].

The entire educational process should be aimed at overcoming speech underdevelopment and the formation of speech as a means of communication and thinking, which should be reflected in the goals and objectives, as well as in the planned results in each area of activity indicated in the new educational standard.

In the task of improving the quality of educational process the main thing is the identification, justification and verification of the conditions for ensuring the success of socio-communicative development of preschool children with hearing impairment in the system of their training and education and educational evaluation of its components [1, 5, 10, 12].

Analyzing the concept of «condition» from the standpoint of philosophy, psychology, pedagogy, we can distinguish several common definitions. For example, this concept is characterized as:

- the totality of relations, States necessary for the existence of a thing or phenomenon;
- external and internal circumstances contributing to or impeding the action of development factors;
- rules established in any area of life and activity;
- the environment in which anything happens.

In addition, the concept of «condition» is presented in the context of the category of «development», which is mediated by the objects of material and spiritual culture of society and historically conditioned realities of human existence (subject and natural world, sign systems, social space, surrounding nature, etc.), and is used to describe the phenomenon of «human mental development» (A.N. Leontiev, S.L. Rubinshtein, L.S. Vygotsky, etc.).

More often, the concept of «condition» is interpreted more widely and it includes the causes, factors of development, technology, methods, means of training, education and development, management support (V.I. Zagvyazinsky, A.F. Zakirova, etc.). For any activity, including educational, invariants is the set of groups of terms: motivation, personnel, organizational, legal, material-technical, scientific-methodical, financial and information conditions (A.M. Novikov). However, in each case or pedagogical system, these groups of conditions will have their own specifics.

In this regard, the conditions that affect the quality, intensity and effectiveness of pedagogical processes (training, education, development) can be called pedagogical conditions, a distinctive feature of which is that they include structural components of pedagogical processes: goals, principles, content, methods, forms, means, monitoring. In the theory and practice of pedagogy several variants of pedagogical conditions are considered: organizational and pedagogical, didactic conditions, psychological and pedagogical.

Organizational and pedagogical conditions are a set of content, methods, forms, means of an integral pedagogical process aimed at achieving the goals of pedagogical activity and ensuring the successful solution of educational tasks (V.A. Belikov, E.I. Kozyreva, S.N. Pavlov, A.V. Sverchkov, etc.). Didactic conditions-a set of material possibilities of training and education, organizational forms, on the one hand, and on the other – the circumstances of interaction of subjects aimed at the development and functioning of the pedagogical process from a management perspective. Didactic conditions, as a rule, are associated with the presence of such circumstances, prerequisites, which take into account the existing conditions of training and provides ways to transform these conditions to achieve learning goals, built and used elements of content, methods (techniques) and organizational forms of training, taking into account the principles of optimization. The implementation of these conditions ensures the effectiveness of educational activities of both teachers and students. (S.V. Volkova, V.I. Loginova, M.V. Rutkovskaya, G.I. Shchukina).

Psychological and pedagogical conditions are designed to provide certain pedagogical measures to influence the development of the personality of the subjects of the pedagogical process, contributing to the effectiveness of the educational process (N.I. Zhuravskaya, A.V. Krugliy, A.V. Lysenko, A.O. Malykhin, etc.). This type of conditions has such characteristics as: a set of educational and material-spatial environment; focus on the development of the personality of the subjects of the pedagogical system; the ability to transform the processes of development, education and training; taking into account the structure of the transformed personal characteristics of the subject of the pedagogical process.

Summarizing, we note that the above-refined pedagogical conditions can be called as **general pedagogical conditions** that reflect a set of internal and external circumstances affecting

the development, education and training of a person, can accelerate or slow down these pedagogical processes, affect their dynamics and final results.

In the system of preschool education pedagogical conditions include the organization and conduct of classes, regime moments; zonal distribution of the group room; joint activities «adult – child», «child – child»; subject-developing environment [2]. Subject-developing environment - a space that promotes the development of all types of children's activities (communication, play, movement, work, design, drawing), correction of deviations of higher mental functions and the formation of the child's personality. It includes a number of basic components necessary for the full-fledged physical, social and communicative, cognitive, artistic and aesthetic development of children (natural environments and objects, cultural landscapes, sports and recreational facilities, subject-playing environment, musical and theatrical environment, subject-developing environment, etc.) [4]. The content of the subject-developing environment is associated with the age of the child and the leading activity in the preschool period. In addition, the content of the subject-developing environment should meet the needs of both current and future development of the child, meet his individual abilities. It should be noted that the content of the environment will become specific depending on the category of children with disabilities and children with disabilities.

For students with disabilities and children with disabilities in the organization and implementation of the educational process is necessary to create and implement *special conditions*, which include:

- use of special educational programs and methods of training and education, special textbooks, teaching AIDS and didactic materials, special technical means of teaching collective and individual use, assistive and communicative information technologies;
- provision of services of an assistant, tutor (assistant), providing students with the necessary technical assistance;
- group and individual remedial classes;
- providing access to the buildings of organizations engaged in educational activities,
- other conditions are possible, without which it is impossible or difficult to master educational programs for students with disabilities [13].

Along with the general pedagogical and special conditions of education, upbringing and development of preschool children with hearing impairment due to the peculiarities of their speech-thinking activity, emotional-volitional sphere and special educational needs in the system of special and inclusive education, it is necessary to create and implement specific conditions for this category of children.

The *specific conditions* of the organization of educational and correctional work with preschoolers with hearing impairment include the following:

- formation of children's need for speech communication and motivated speech communication with children in the process of different types of children's activities;
- support for all manifestations of the child's speech, whatever the level of his speech development, and the motivation for the active use of speech;
- control of children's speech by adults;
- compliance with the unified requirements to the speech of adults;
- create auditory-verbal environment;
- use and development of residual hearing;
- conducting remedial studies [2, 3].

Our researches (E.G. Rechitskaya, N.A. Belaya, E.S. Kulakova, S.A. Zourabian, Y.V. Gaidova, O.V. Troshkina) show the necessity of improving the motivational and emotional component indicative values activities for children with hearing impairment, active dip them in creative reproductive activity with the provision of the right of choice, the importance to enhance verbal communication of inclusion in the joint distributed activity, from preschool age, which is convincingly manifested in the independent role-playing game and in shaping interpersonal relations [1, 7-11].

When organizing correctional and pedagogical work on the formation of speech communication of children with hearing impairment in an educational institution, a model of conditions that would ensure its development should be implemented (Fig. 1).

Fig 1. Model conditions for the formation of speech communication of children with hearing impairment

As can be seen in their Fig. 1, the model of conditions for the formation of speech communication of children with hearing impairment is a set of diverse and at the same time functionally and organizationally similar external and internal circumstances that make up a single whole.

The proposed model can be implemented in a special and inclusive education of children with hearing impairments with the active participation of all participants in the educational process (administration, teachers, educators, teachers-defectologists, teachers-psychologists, tutors, parents).

Age and psychophysiological features of formation of speech activity of the child with hearing impairment allow to direct his education and training in the direction of initiative productive cooperation through dialogue communication. The main thing is not to ignore the motives of children's communication, even if expressed with the help of elementary natural gestures and, perhaps, sign language, but to use the child's readiness to enter into dialogue as the initial form of speech communication, to feel the initiative coming from children. At the same time, it is important to follow a certain sequence: first of all, to teach dialogue and the ability to conduct dialogue, then monologue as the highest form of speech activity. This keeps and develops the motivation of communication, improves the quality of speech activity of children. The dialogue itself should be based on clarification and understanding of different points of view (№What do you think ...», «you agree with me or with Olya»), finding a common way of action in joint activities (E.G. Rechitskaya, 2017, etc.).

Implementation of the model of conditions for the formation of speech communication of children with hearing impairment is achieved by:

- impact on the consciousness, feelings, behavior of the child. This involves the formation of ideas about communication as a special kind of human activity, the development of arbitrary manifestation of communicative skills and communicative qualities of the person, an adequate choice of speech and non-speech means of communication;
- purposeful pedagogical influence on the development of speech communication and activity of the child's personality;
- close interaction of all participants of the educational and correctional process and their continuity in the system of educational and correctional activities;
- formation of personal qualities through the organization and conduct of special correctional, educational and training activities, special forms of joint activities, in which the tasks of social and personal development are solved;

- taking into account the special educational needs of preschool children with hearing impairment for the optimal implementation of current and potential opportunities, including cognitive and motivational.

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Sociocultural environment and its modeling in a secondary school

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Abstract

In this article numerous approaches to defining the sociocultural environment are studied. The views of the classics of the Russian pedagogy as well as the modern researchers are shown. The definitions of the sociocultural environment from fundamental works and dissertations are being analysed and the author of the article after the deep analysis provides her own definition. The sociocultural environment of a teaching organization and the surroundings of the student are looked at through the prism of personality and qualitative teaching. The relevance of the interest to this issue is underlined. The author provides the personal experience in creating a sociocultural environment in a secondary school.

Key words: sociocultural environment, personality, education quality, operational, competence approach.

The problem of necessity of creating in an educational establishment the sociocultural environment which is aimed at the overall development and upbringing of the student's