

3. Писарчук О. Т. Формування освітньо-розвивального середовища як компонент професійної підготовки майбутніх вихователів до інноваційної діяльності. Підготовка майбутніх фахівців початкової та дошкільної освіти: стратегії реформування : колективна монографія. Тернопіль, 2019. С.155–169.
4. Руденський Р., Писарчук О. Реалізація фасилітаційного підходу у формуванні пізнавальної активності здобувачів дошкільної та початкової освіти. Гуманітарні студії: Історія та педагогіка, 2024, 1 (7), С.79-89.
5. Фасилітація: як і для чого? Pro.Svit — навчальні програми та матеріали для освітян/ вчителів/ педагогів. URL: <https://prosvitcenter.org/library/fasylitatsiia-ia-i-dlia-choho/>
6. Чайка В. М., Шишак А. М. Діджиталізація початкової освіти: проблеми і перспективи. Педагогічний альманах: збірник наукових праць. Херсон: КВНЗ «Херсонська академія еперервної освіти», 2021. Вип. 50. С. 38-47.

Li Lili

*PhD Students at the Department of Educology and Pedagogy
West Ukrainian National University,
Jiuquan Vocational and Technical College,
Science & Technology, China*

Scientific Supervisor – Oksana Krychivska

*Candidate of Pedagogical Sciences,
Associate Professor at the Department of Educology and Pedagogy
West Ukrainian National University*

ANALYSIS OF FAMILY EDUCATION NEEDS OF SPECIAL PRESCHOOL CHILDREN IN INTEGRATED EDUCATION ENVIRONMENT

In order to further know the family education needs of special preschool children in the integrated education environment, the study designs a questionnaire with reference to relevant studies, and analyzes the results of the questionnaire with descriptive statistics, discusses information, support, interpretation, community service, financial and family functional needs with entropy model [1, 179-187]. The results show that there are greater differences in explanatory, financial and family functional needs in families with special preschool children, and the degree of needs is small. There are smaller differences in information, support and community service needs, and the degree of needs is great.

Special children refer to various types of children who are significantly different from normal children in various fields. Statistical standards, medical standards and conventional social standards are comprehensively used to classify special children into disabled children, problem children and extraordinary children, and the first two categories are collectively referred to as for the children with disabilities. Special education is a major livelihood project in China's basic education and an important part of the high-quality and balanced development of education. In the context of comprehensively promoting educational equity and equalization of educational resources, our country pays more attention to the integration of special education and general education [2,402-414]. Educational concepts have also gradually penetrated

into special preschool children. For ordinary children, learning and playing are very common things in daily life, but for special preschool children, their growth and development face many obstacles in life, learning and behavior. As an important space for children to grow up, the family is the most familiar environment for children and plays a vital role in children's future education.

The family is the earliest and most direct place for an individual to receive enlightenment and education, and parents are the first teachers of an individual. Family education is a practical activity that contains educational implications and is carried out by parents on their children. This educational activity can be direct, conscious, and explicit, or it can be indirect, unconscious, and implicit [3, 52-57]. Family education plays an important role in the development of individuals' physical and mental development, which is fundamental and has a lasting impact. Family education has risen from the level of people's daily lives to the top-level design level of the national will, and has entered a new stage of development from the informal daily habits of the people to the legal and scientific development stage. At the same time, from the perspective of the high-quality and comprehensive implementation of the three-phase special education improvement plan, starting from the family, effectively enhancing the welfare of families of children with disabilities, promoting the maximum subjective development of children with disabilities, and striving to make children with disabilities grow into useful talents for the country, this series of development requirements also prompted us to project our research vision into the field of family education for special children, so as to form a multi-faceted educational synergy among special children, families, schools, and society. Family education for special children has always been a hot issue and a difficult problem. In the absence of mature experience and achievements to draw on, how to formulate reasonable principles, select appropriate content, and use appropriate methods for family education of special children has become the focus of current educators and researchers. History is the best textbook [4,25-32].

The professional function of professional guidance institutions or relevant departments is to provide scientific and reliable guidance and services to parents, to be good guides for parents' family education, to play a good guiding role, to improve parents' own quality, and to enable them to grow up with their children. Therefore, experts and instructors of professional institutions should first clarify the purpose and purpose of guidance, and at the same time, parents should understand that "guidance" is not "hand-in-hand teaching" parents to deal with every specific problem, nor can it deal with certain problems on behalf of parents. Parents always have an irreplaceable main role in family education. In addition, in order to make some parents regain their confidence in professional guidance personnel and professional institutions, the government and other relevant management departments should intervene and manage the institutions in a benign way at the source, such as: implementing the access system and carrier standardization management of family education guidance related institutions; strictly establishing a family education instructor qualification certification system for practitioners; establishing a family education theory system, and regularly training family education instructors, etc [5,18-24]. Only in this way can we truly start from meeting the needs of parents, reduce institutional chaos, and

promote the orderly development of family education guidance and services on a larger scale and to a deeper level.

Following the educational principle of "leading by example" and using the "environmental creation method", parents need to create a good family education environment at home. Compared with ordinary children, special children spend more time at home. In addition, children love to imitate, so parents will have a deeper influence on them. Parents should educate their children by setting an example and protecting their children's imitation psychology. Children's mental development is not formed in their childhood, and they have strong imitation ability and curiosity. However, special children are prone to unconsciously acquire bad behavior habits due to their slow cognitive development and low ability to distinguish right from wrong. "So we parents should set an example in everything, and pay attention to the environment in which the children are, so that what they hear and see are good things" [6,114-119]. In this way, he will naturally be influenced by good things." Parents need to pay attention to their words and deeds in daily life, pay attention to teaching by example, so that special children can develop good habits through what they see and hear. At the same time, the family environment should be coordinated with the school environment, and the development of family education cannot be disconnected from school education. For example, special education schools will develop individualized education plans based on the situation of special children and provide education based on the students' current developmental abilities. Parents can create an environment at home to consolidate and strengthen special children and maintain the same educational attitude and principles as the school to achieve a positive home-school co-education effect.

Families with special preschool children have large differences in explanation needs, financial needs and family function needs, but the degree of needs is small. They have small differences in information needs, support needs and community service needs, but the degree of needs is large. In order to promote the further development of special children and alleviate their family economic pressure, the following suggestions are put forward: Government departments should promptly understand and pay attention to the financial needs of special families [7,65-75]. When necessary, they should set up special family relief funds to provide financial assistance to families that really need help. At the same time, in terms of support needs, they should unite the whole social support system including society, schools, families, rehabilitation institutions, etc., establish relevant nurseries or rehabilitation centers to help special children recover. In response to information needs, relevant media should actively promote some common sense about the care of special children through social platforms such as short videos, or present the video content in a simple and easy-to-understand way in the form of daily life, so that parents can really understand how to communicate with their children. In response to community service needs, communities should promptly pay attention to families with special preschool children and regularly organize community personnel to participate in charity activities, go deep into the families of special children, help them solve life difficulties, let the families of special children truly integrate into the society, and improve the tolerance of the society.

REFERENCES

1. De Boer, A. A., & Munde, V. S. (2015). Parental attitudes toward the inclusion of children with profound intellectual and multiple disabilities in general primary education in the Netherlands. *The Journal of Special Education*, 49(3), 179-187.
2. Downs, S. J., Knowles, Z. R., Fairclough, S. J., Heffernan, N., Whitehead, S., Halliwell, S., & Boddy, L. M. (2014). Exploring teachers' perceptions on physical activity engagement for children and young people with intellectual disabilities. *European Journal of Special Needs Education*, 29(3), 402-414.
3. Turnbull, R., & Turnbull, A. (2015). Looking backward and framing the future for parents' aspirations for their children with disabilities. *Remedial and Special Education*, 36(1), 52-57
4. Wang Chengxia, Cai Xiaolong. (2023)The impact of discrimination perception of parents of special children on life satisfaction: the mediating role of loneliness . *Modern Special Education*, (24),25-32.
5. Ji Jin, Liu Xiaorong, Liang Siqu. (2023)The enlightenment of Chen Heqin's family education thought to the current family education of special children *Modern Special Education*, (24),18-24
6. Yan Jie, Zhuang Xiangxiang, Chen Jun.(2020) Investigation and research on family rehabilitation of preschool children with special needs . *Journal of Shaanxi Preschool Teachers College*, 36(06),114-119.
7. Zhao Xiaohong. (2022)The path of preschool special education policy under the perspective of educational equity . *Educational Research*, 43(12), 65-75.

Li Lili

*PhD degree student of West Ukrainian National University,
West Ukrainian National University*

RESEARCH ON COLLEGE STUDENTS' LEADERSHIP DEVELOPMENT AND EDUCATION MODEL

The leadership education of college students is an important mission and content of higher education. In my country, the leadership education models of college students, such as curriculum-based, community-based, social practice-based and comprehensive-based, have gradually been formed. However, in practice, the leadership education of college students in my country still has problems such as low level of popularization, loose connection with practice, weak pertinence and effectiveness, and imperfect educational ecosystem. Therefore, it needs to be optimized from the government, society, school and other levels.

College students are an important part of the country's reserve talent team and the main driving force for future social and economic development. Their leadership level has an important impact on social and economic development. From the practice of developed countries, strengthening college leadership education has become one of the important tasks of contemporary higher education. It is not only a need for social and economic development, but also a realistic demand for the healthy growth and development of individual college students.