



ISSN 2450-6486

www.ehs-ss.pl

DOI: 10.38014/ehs-ss.2020.1.11



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Organization of the inclusive education of children with special needs in Ukraine: modern accentuations

Formulation of the problem in general. Based on the principles of European integration, priorities of transformations of a modern educational sector in Ukraine declare the implementation of tolerance principles and respect for individual characteristics of each child, as well as prevention of discrimination in education and children upbringing. The strategy and tactics of modern Ukrainian education are based on a fundamental humanistic principle – every person, regardless of health status, physical or intellectual disability, has the right to receive education whose quality should not differ from the quality of education of healthy people.

The process of modernization observed in the Ukrainian education system includes, in particular, the gradual transition to an inclusive learning model. Based on the experience of world science and practice, peculiarities of educational industry development in our country at the beginning of the XXI century, the introduction of inclusive education has

become a time requirement, and pedagogical inclusion has been declared as a more advanced form of education and upbringing for children who need special pedagogical assistance. Inclusive education has acquired official status in the general secondary education system of Ukraine since 2010, and in preschool one since January 1, 2015. The Cabinet of Ministers of Ukraine has adopted several acts regarding the introduction of inclusive education in preschool and general secondary education institutions.

Today, pedagogical inclusion is becoming a major focus of discussion and debate in a broad range of academic, educational and community circles.

Analysis of researches. A lot of foreign scientists have studied the problem of handicapped children education since the late twentieth century (W. Bronfenbrenner, A. Hartner, S. Gellove, I. Deno, A. Dyson, D. Lipsky, J. Mercer, G. Pinnel, M. Reynolds, etc.). Various issues of educational inclusion have been the subject of research by a significant pleiad of Ukrainian scholars (A. Aleksiuk, G. Boyko, Y. Boychuk, V. Bondar, O. Globa, O. Gnoevska, L. Grenyuk, L. Danylenko, I. Demchenko, I. Dmitrieva, V. Zasenکو, K. Kosova, I. Kuzova, A. Kolupayev, S. Konoplyasta, G. Kumarina, O. Kucheruk, V. Lipa, I. Martynenko, S. Mironova, N. Pakhomova, Y. Pinchuk, O. Proskurniak, N. Savinova, T. Sak, V. Sinyov, E. Sinyova, N. Sophi, N. Slobodyanyuk, D. Suprun, V. Tarasun, L. Tomich, L. Fomichova, S. Fedorenko, A. Shevtsova, M. Sheremet, D. Shulzhenko and others). In their researches, scholars raise in particular problems such as philosophical and conceptual foundations of inclusive education organization; formation and development of inclusive education in the world and in Ukraine; diagnostic and corrective work with children with special features of psychophysical development; specifics of correctional-learning, correctional-educational and correctional-developmental work with children with health disorders in the conditions of inclusive and special education; the content and methods of teaching different categories of such children in inclusive education; training of defectologists for inclusive teaching of children with special educational needs, etc.

Despite the considerable number of publications in the scientific literature on the problem of introduction and development of inclusive education, as well as the analysis of its various directions and features, there are still some debating issues that are of high relevance for Ukraine. In particular, these are such urgent issues as changing stereotypes in understanding the problems of education and upbringing of children with special needs, legal aspects of an inclusive learning organization,

comprehensive openness of general educational institutions for all children, regardless of their physical, intellectual, social, emotional, linguistic or other features, etc.

The objective of the article is to highlight pedagogical inclusion as the most accessible and effective form of education for children with special needs; to consider categorical definitions of the problem; to outline particular emphasis concerning the organization of inclusive education in preschool and general secondary education.

Presentation of the main research material. Today's society has turned its face to people including children and young people with disabilities. However, the high morbidity and disability of children remain a complex public problem. Today, the world's population is over 7 billion people and, according to recent data, more than 15% of the world's population have some form of disability; 80% of them live in developing countries.

In recent decades, there has also been a tendency in Ukraine to increase the number of children with special educational needs, including those with disabilities. According to the World Health Organization, only 20% of born children are conditionally healthy, the rest have development disorders or are at risk, i.e. between health and illness. On January 1, 2019, the number of persons with disabilities in Ukraine was equal to 2 659 679 people including 161 594 handicapped children. In particular in the Volyn region there were 82 218 handicapped people during that period, of which 5 525 were children with disabilities [3, p. 142].

Ukraine, like all world society, in recent years has paid great attention to the problems of integration of people with special needs into the system of public relations. A scientist O. Zayarnyuk notes that nowadays there is a shift in the emphasis of the state social policy towards handicapped people towards the formation of public consciousness regarding their perception as equal members of society and the need to create conditions for a full life including education for these citizens, [6].

The National Strategy for the Development of Education in Ukraine 2012-2021 provides many tasks aimed at optimizing the education of children with special needs, namely: developing a methodology for early detection and diagnosis of children with special needs; preserving and improving the network of special educational institutions; creation of new models and forms of organization of education for people with special educational needs; priority financing, educational, methodological and logistical support of educational institutions providing educational services to such people; ensuring architectural, transport and information

accessibility of educational institutions for teaching children of this category, etc.

In 2009, the Convention on the Rights of Persons with Disabilities was ratified in Ukraine, which made it possible to improve and systematically work to ensure accessible education, rehabilitation, social adaptation and integration of children with special educational needs into society. Every year, such children are increasingly integrated into collectives of educational institutions of different types and forms of ownership.

Today, there are several options for getting proper education for children with special educational needs. The most common forms are training in general education institutions with inclusive and special classes, special educational institutions, educational and rehabilitation centers. In addition, there is an individual form of education that can be applied to children who, for reasons of health or territorial placement (uncontrolled territory, emergency zones), cannot attend an educational institution, as well as children of foreigners who live in places of temporary residence and people with no country (in accordance with MES Order No. 8 dated 12.01.2016). The education of children with special educational needs in some cases, according to the Law of Ukraine "On Education" also provides for extracurricular and family education.

The choice of the form of study should be carefully considered and should take into account interests of a child. Such specialists as educators, psychologists, doctors, social workers should help parents of a child with special developmental needs to choose the right forms of training.

Inclusive education, which acts as an educational paradigm based on worldviews of social inclusion, is at the forefront of existing forms of education for children with special educational needs, as equality, accessibility and quality assurance are a fundamental imperative for its functioning.

An inclusive education model envisages a co-education of persons with disabilities and their healthy peers in general education institutions by creating necessary conditions for such learning according to the needs and capabilities of persons with disabilities. Well-known scientist V. Bondar notes that inclusive education eliminates any discrimination, ensures equal treatment of all people, creates special conditions for children with special educational needs in the conditions of a comprehensive educational institution. According to him inclusive education means the accessibility of education for all, including children with special educational needs, and inclusive approaches to their learning and

upbringing can provide them with success and better life [23]. The views of a well-known scientist are shared by V. Zasenکو. The scientist writes that today in Ukrainian society and in the educational field, in particular, stereotypes in understanding the problems of learning and education of children with special needs are changing; conditions for withdrawing from the focus on personality disorders are being created. The leading idea of modern approaches to learning is to focus on the effective use of stored functions, able to take on the compensatory-corrective load and to ensure the purposeful development of mental processes that determine the level of knowledge, skills, and appropriate education of a child, his integration into society.

An emphasis on the theory and practice of inclusive education remains to determine the nature of its categories.

In modern psychological and pedagogical literature, the term "inclusion" is used in conjunction with the terms "inclusive education", "inclusive learning", "education of persons with disabilities" and the like.

According to the "Dictionary of Foreign Words" (edited by I. Lehin) the term "inclusion" means inclusion, entering, integration [22, p. 96].

A. Kolupaeva's research studies the term "inclusion" as a policy and process that allows all children to choose to participate in all programs [12, p. 7]. According to the defectological dictionary, edited by V. Bondar and V. Sinyov, "inclusion" is the process of real integration of all handicapped citizens into active social life [4, p. 365]. The Ukrainian scientist S. Mironova offers an interpretation of the concept of "inclusion" as a policy and process that enables all children to participate in various educational and development programs. The scientist defines the following main principle of inclusion: "Equal opportunities for everyone". Inclusion, in her opinion, directs educators to shift the emphasis in correctional, developmental and educational work with children: the object of influence is not a disorder, but a personality of a child [14].

In contrast to Ukrainian vocabulary sources, the term "inclusion" in foreign literature is defined as a popular philosophical position based on the belief that there is a need to apply one educational system for all children, where everyone has a right to follow a curriculum that meets individual needs and characteristics of learning (according to the vocabulary of special education terms by J. Rogers). In UNESCO regulations, inclusion is represented as a dynamic process, which consists in the positive attitude towards all children in the educational environment, the perception of individual features of each child's

development as opportunities for their development, but not as a problem. Analyzing the essence and content of the concept of "inclusion", a researcher M. Beregova points out that according to scientists the movement towards inclusion is not only organizational terms, but a certain educational philosophy [1].

For the first time, the term "inclusive education" was used in the Salamanca Declaration, adopted at the 1994 World Conference with the support of UNESCO, and was defined as "the most effective means of guaranteeing solidarity, complicity, mutual assistance, understanding between children" [20].

Inclusive education as a concept and philosophy of education (such as democratic education, civic education, personality-oriented education, etc.) is described differently in different sources.

There is a broader and broader understanding of inclusive education. A narrower understanding of inclusive education is the "inclusion" of children with special educational needs and children with disabilities in general education. A broader understanding is a positive attitude towards a diversity of children's personalities, an appreciation and consideration of differences of each child [8].

According to UNESCO's definition, inclusive education is the process of addressing and responding to the diverse educational needs of children by ensuring their participation in learning, cultural activities and community life and reducing exclusion in education [9].

The concept of "inclusive education" in the works by A. Kolupaeva is interpreted as a system of educational services, based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, which provides learning in a general educational institution (10, p. 8).

In the dictionary of a correction teacher (whose author is A. Vinevska) "inclusive education" is interpreted as a term used to describe the process of teaching children with special needs in mainstream general schools. Inclusive education is based on an ideology that eliminates any discrimination against children, ensures equal treatment for all people, but creates special conditions for children with special educational needs [16, p. 52].

"Encyclopedia of Education" (edited by V. Kremen), contains the term "education of persons with disabilities", which is understood as a system of knowledge, skills and values, as well as ways of thinking acquired in the process of education and upbringing [7, with. 618].

The substantive essence of inclusive education is also provided by such researchers as N. Artyushenko, S. Brizgalova, N. Groznaya, I. Demchenko, V. Zasenkov, S. Mironov, A. Kolupayev, I. Kuzov, T. Sak, L. Fomicheva, and others. Common to all definitions of the concept of "inclusive education" is the point that inclusive education is based on an approach based on respect for the right to education for all children, and the perception of individual differences between children is not a problem but a useful resource [21].

In 2010, the Concept of inclusive education development was approved in Ukraine. This document defines that inclusive learning is a comprehensive process of ensuring equal access to quality education for children with special educational needs through the organization of their education in general educational institutions based on the use of personally-oriented teaching methods, taking into account the individual characteristics of such educational activities.

On September 5, 2017, the Verkhovna Rada of Ukraine adopted the Law "On Education" in the new version. According to the new Law, "inclusive education is a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, effective involvement and inclusion of all its participants in the educational process" [19].

The issue concerning the need for transition to inclusive education of persons with disabilities in the Ukrainian education system has been reflected in several state documents, namely: Laws of Ukraine "On the basics of social protection of persons with disabilities in Ukraine" (1991), Decree of the President of Ukraine "On measures as regards solving urgent problems of persons with disabilities" (2011), Resolution of the Cabinet of Ministers of Ukraine on the adoption of the State Target Program "National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities" for the period up to 2020 (2012), the Instruction and Methodological Letter of the Ministry of Education and Science of Ukraine "On ensuring unhindered access to educational institutions" (2014). The following decrees and resolutions of the Cabinet of Ministers of Ukraine also serve as the legal basis for ensuring inclusive education organization: "On Approval of the Organization of Inclusive Education in Higher Educational Institutions" (2008), "On Approval of the Plan of Measures for Introduction of Inclusive and Integrated Education in General Education Institutions for the Period up to 2012 (2009), "On Approval of the Concept of Development of Inclusive Education" (2010),

"On Measures for Solving Actual Problems of Persons with Disabilities" (2011). The introduction of inclusive education policy reveals the "National Strategy for the Development of Education of Ukraine for 2012–2021", which proclaims the priority task of developing an effective inclusive education system. Inclusive training is also being implemented into the "Action Plan for the Implementation of the National Human Rights Strategy for the Period up to 2020" (2015). Since 2017, the development of inclusive education has become a priority area of the New Ukrainian School. The following documents guarantee the education of children with special educational needs in general educational institutions: the Law of Ukraine "On Amendments to the Law of Ukraine "On Education" Concerning Features of Access of Persons with Special Educational Needs to Educational Services" (2017) and the Resolution of the Cabinet of Ministers of Ukraine "On Changes to the Procedure for the Organization of Inclusive Education in Secondary Schools" (2017). In 2017, the Cabinet of Ministers of Ukraine issued a decree "On the National Strategy for Reforming the System of Institutional Care and Education of Children for 2017-2026 and a Plan of Measures to Implement its First Stage". In 2018, the Law of Ukraine "On Amendments to Certain Legislative acts on Access of Persons with Special Educational Needs to Educational Services" was adopted; The Law of Ukraine "On General Secondary Education" is supplemented by Article 161 "Inclusive Education".

As it is mentioned in the State Report about the status of children in Ukraine concerning the protection of the education right, a significant improvement of the legal framework has made it possible to introduce inclusive education of children with disabilities from preschool age, to create a new type of comprehensive educational institution (educational and rehabilitation center), to raise financing for teaching these children in inclusive groups and classes of general educational institutions, to regulate the remuneration of teachers. [2, p. 110-111]

An ambiguous issue in inclusive education is the issue of determining the status of an inclusive educational institution.

In this regard, the scientists N. Zayerkova and A. Treytyak point out that all institutions of preschool, general secondary, vocational and higher education should be inclusive, i.e. ensure maximum participation in the educational process for all its participants, including children/persons with special needs. However, since inclusive education in Ukraine is still in its infancy, inclusive educational institutions include those in which children with developmental disabilities study in inclusive

groups/classes. That is, inclusion is usually correlated with students with disabilities or those with special educational needs. Taking into account international inclusive educational practice, researchers believe those general education institutions with special (compensating) groups / classes can be partially called inclusive (children with special educational needs have more opportunities to communicate with their peers, integrate into the community, etc. compared to being in special schools or studying at home) [9].

According to the Salamanca Declaration, an inclusive educational institution is an educational institution that provides an inclusive model of education as a system of educational services, in particular: adapts curricula and plans, physical environment, methods and forms of learning, uses existing community resources, engages parents, collaborates with professionals to provide special services according to the different educational needs of children, creates a positive climate in the school environment [10].

One of the main issues of inclusive education development in our country is the issue of the widest possible implementation in the preschool sector.

The system of preschool education institutions for children with special educational needs consist of special preschool institutions (kindergartens) of combined type; compensatory type nurseries (special and sanatorium ones) for children from two to six (seven) years of age who require correction of physical and (or) mental development, long-term treatment and rehabilitation; preschool institutions with special and inclusive groups. In the course of complex rehabilitation and in order to integrate into educational and social environment children with developmental disabilities are given corrective assistance in special educational establishments, in particular: psychological and pedagogical, social, medical, physical and health rehabilitation, labor rehabilitation and social and pedagogical patronage.

The Law of Ukraine "On Preschool Education" approved state guarantees for preschool education of children with special educational needs. According to Art. 33 of the Law of Ukraine "On Preschool Education" the state provides social protection and support to children of preschool age with special educational needs, guarantees the right to visit state and communal institutions of preschool education [13, p.137].

In 2015, by the Law of Ukraine "On Amendments to Some Laws of Ukraine as regards Education on Inclusive Learning Organization"

(dated June 13, 2014, No. 1324), was adopted the Order of the Ministry of Education and Science "On the Procedure of Completing Inclusive Groups in Preschool Institutions" (dated 06.02.2015, No. 104/52), which stipulates uniform requirements for the creation of inclusive groups in a preschool education institution, regardless of subordination and ownership, in order to meet social and educational conditions for preschool children with special educational needs. In 2018, guidance and methodological recommendations of the Ministry of Education and Science concerning the organization of activities of inclusive groups in preschool education institutions (Annex 1 to the letter of the Ministry of Education dated 13.11.2018 № 1 / 9-69) were elaborated, and on April 10, 2019 using the Cabinet of Ministers Resolution Of Ukraine under No. 530 The Government approved the Procedure for organizing the activities of inclusive groups in preschool educational establishments, where the organizational principles of activity of such groups in preschool education institutions are defined regardless of subordination and ownership (exceptions are preschool institutions) education (kindergartens) of the compensating type, children's homes, preschool establishments (orphanages) of boarding type).

The documents state that inclusive education at a preschool institutions have the following components: functional inclusive groups; an educational process focused on the integration of children with special educational needs; appropriate personnel; educational process with children with special needs in an inclusive group of preschool institutions is organized:

- in accordance with the Basic component of preschool education;
- according to individual programs approved by the Ministry of Education and Science, and methods for taking into account the individual peculiarities of educational and cognitive activity of children;
- taking into account the recommendations of the inclusive resource center.

Pedagogical activities in preschool institutions where inclusive groups operate should be provided by a variety of specialists – a team of psychological and pedagogical support for a child with special educational needs. Such a team operates in accordance with the local Regulations on the team of psycho-pedagogical support of a child with special educational needs, which the preschool education institution develops on the basis of the Model Regulations on the team of psycho-pedagogical support

of a child with special educational needs in the institution of general secondary and preschool education adopted by the order of the Ministry of Education and Science of Ukraine dated 08.06.2018 № 609.

In the first two weeks of the start of the educational process, the support team must draw up an individual program for the development of a child with special educational needs.

Corrective-developmental classes, which are carried out in accordance with the individual development program by pedagogical workers of the institution of preschool education or other persons entitled to carry out educational activities in the field of education correctional and preschool education, make up a part of the psychological-pedagogical and correctional-developmental services, which are provided according to directions concerning the individual characteristics of a child.

A special activity is performed by an assistant teacher of an inclusive group – he provides a personally oriented direction of the educational process. His position is imposed at the rate of 1 unit per inclusive group. The key task of the tutor assistant is to cooperate with the tutor of the inclusive group, within which assistance is provided during the educational process; to provide adaptation of educational materials taking into account the peculiarities of educational and cognitive activity of children with special educational needs, as well as individual support of such children.

Today, a large number of innovative pedagogical technologies of various nature are being introduced in the field of preschool education, in particular: improvement of organizational principles, content, methods, teaching technologies, a realization of social and pedagogical patronage of children with special needs, especially at an early age [13].

Another emphasis as to inclusive education is set upon teaching children with special needs at high schools. The targeted state policy on the development of inclusion in general secondary education is similar to current trends in preschool education.

Today in the secondary education system there is an extensive network of educational institutions with different forms of education, whose activities are aimed at ensuring equal access to quality education for children with special educational needs through the implementation of a complex of educational and rehabilitation and corrective measures. These include special day-long schools, boarding schools, special educational complexes, training and rehabilitation centers, specialized classes for gifted children with disabilities, general secondary education institutions with special and inclusive classes [13]. For children with

significant health problems who require long-term treatment and rehabilitation, there are sanatorium schools (boarding schools), which also belong to special schools. In recent years, the number of educational institutions with an inclusive form of education have increased, which allows ensuring active social integration of children with psychophysical development disorders.

According to statistics, since 2016 the number of students in inclusive classes has increased by almost 72%: from 4 180 people in 2016/2017 up to 7179 people in 2017/2018. During the same period the number of schools with inclusive education increased by almost 73% – from 1 518 to 2 620 institutions. The number of classes with inclusive education increased by more than 85%: from 2 715 classes in 2016/2017 up to 5 033 classes in 2017/2018 [15].

On September 1, 2014, a new State Elementary Education Standard was introduced in Ukraine, which envisages the development of a range of competencies, including the provision of knowledge, skills, values, as well as values to children, based on which they will shape their development as a person and citizen. Article 20 finally regulates the issue of inclusive learning, which by part one emphasizes the following:

- educational institutions, where appropriate, form inclusive and/ or special classes for the education of persons with special educational needs;
- but in the case if a person with special educational needs or his or her parents apply, such a class is required.

Derivatives of the State Standard include the development of new content and program-methodological support for the education of such children both in special educational institutions and in general educational institutions with an inclusive form of education [17].

One of the steps aimed at solving the problems of creating a coherent and effective system of inclusive education in Ukraine was the development of the concept of the New Ukrainian School. This document was approved by the decision of the Board of the Ministry of Education and Science of Ukraine in October 2016. The concept declares the introduction of the principle of “money goes after the child”, in particular to support children with special needs who can receive education exclusively with other children in tailor-made schools. The reform of the New Ukrainian School started on September 1, 2018 and since that time has ensured the more intensive introduction of pedagogical inclusion in comprehensive elementary schools.

The draft as regards the Standard of Social Services, developed in compliance with the Law of Ukraine "On State Social Standards and State Social Guarantees" (October 5, 2000). No. 2017-III, Law of Ukraine "On Social Services" dated June 19, 2003 No. 966-IV) is a legal document certifying modernization of the educational sector in the direction of inclusive education initiated in Ukraine through a multidisciplinary approach. The document states that the purpose of social services is to help a child with special educational needs to obtain quality education in an integrated peer environment, to create special conditions in a general educational institution by the special needs of a child to reduce the manifestation of its limitations.

Among the main social services are educational, aimed at obtaining education at the appropriate level based on state guarantees and standards, taking into account the psychophysical development of each child; psychological; social and pedagogical; medical and socio-medical; legal; informational; social and household ones. The content and scope of social services in inclusive education are determined individually for each child with special needs, depending on their condition and needs. Thus, the social services provided to students with special needs education in particular include:

- development of individual curricula in cooperation with teachers of general classes and parents;
- organization of special education in the general curriculum, but in accordance with the individual curriculum;
- medical classes;
- psychodiagnostic, psychotherapy, psychocorrection;
- special classes on acquiring social skills, etc.;
- organization of leisure, sports, health, technical and artistic activities, etc.

The services are provided to the child in an institution where he or she receives an education in the form of individual or group lessons, counseling, individual support and assistance. The educational institution engages specialists (correctional teachers, speech therapists, psychologists or psychotherapists, rehabilitologists), including from other special institutions, based on the relevant agreement for the provision of special services.

Effectiveness of educational, correctional, developmental and treatment-and-prophylactic work in an inclusive class depends to a great extent on the coordination of actions of the teacher and various specialists.

The members of such a team should jointly evaluate the development status of each child, develop perspective and short-term individual plans for work with the child, implement them together with the child, decide on the involvement of other specialists in the team, plan additional services. Equally important is the analysis of the results of the joint activity, its evaluation, and the development of skills [11].

By Article 33 of the Law of Ukraine "On Education", the position of teacher's assistant is introduced to the staff of the educational establishment to ensure that persons with special educational needs achieve the learning outcomes stipulated by the State standard of general secondary education. Starting from 2015/2016 the number of teacher assistants' rates is increased annually. During the three academic years (2015 / 2016–2017 / 2018), the number of teacher assistants has increased by almost 3.8 times and as of 2017/2018 teachers' assistants worked in 74% of inclusive classes [15].

To provide children with special educational needs with the necessary psychological and pedagogical support, a rather quantitative network of inclusive-resource centers is being formed in the country. In particular, in 2018 there were created about 500 of such centers in accordance with the Government Priority Action Plan approved by the Cabinet of Ministers of Ukraine Decree of 28.03.2018 244-p.

The Center is an institution established to ensure the right of children with special educational needs from 2 to 18 years of age to receive preschool and general secondary education by conducting a comprehensive psychological and pedagogical assessment of the development of a child with special educational needs, providing them with psychological and pedagogical assistance and providing systematic qualified support [18].

Children and adolescents with disabilities need comprehensive social and medical support and rehabilitation, creation of appropriate psycho-pedagogical and ergonomic environment in educational institutions, which will best facilitate their education and socialization and ensure their full realization and possibilities in the community.

Solving the tasks in the field of pedagogical inclusion actualizes and emphasizes the need for highly educated teaching staff able to actively develop and implement new methods of work in an inclusive educational space. In particular, this is discussed in the scientific studies by V. Bondar, L. Budyak, A. Gendina, T. Degtyarenko, O. Denisova, V. Zasenkov, L. Kobrina, A. Kolupaeva, O. Lekhanova, I. Malyshevskaya, S. Myronova, N. Nazarova, V. Ponikarova, E. Rechtytska, N. Sophii, M. Sergeyeva, A.

Shevtsova, N. Shmatko and others. To their mind such professionals should have professional ability to perform the role of a mentor, a tutor, a moderator and to determine the individual educational direction of a child with special educational needs. Understanding the nature of inclusive learning, where personal-oriented teaching methods are at the forefront is important in the professional training of special educators.

Inclusive education requires a well-established professional educator, with appropriate qualities and competencies as a standard of knowledge, moral virtues, a model of civic maturity and behavior. A special teacher of an inclusive educational institution performs the most important task – helping a child with special needs (disabilities) to socialize, learn to live with his / her special needs, understand and accept himself/herself.

Conclusions and prospects for further research. Thus, the problem of inclusive education is complex and multifaceted. Considering some of the particular issues of development of inclusive education in Ukraine, we can state the following: taking into account the proclaimed official course of Ukraine on the implementation of the best European models of the educational system, the inclusion of children with special educational needs in the comprehensive space of the national school of Ukraine leads to a new approach to special education. The most inclusive educational space today provides the child, regardless of the peculiarities of his development, with equal access to quality education in the conditions of mass secondary schools.

The mechanisms of realization of inclusive education implemented at the state level are capable of ensuring the progressive development of inclusion in the preschool and general secondary educational levels. Thanks to the conditions created and the legal field developed, the number of children with special educational needs studying in inclusive groups and classes of preschool and general secondary education in Ukraine is increasing every year. Further practical implementation of inclusive education requires a constructive and systematic approach, retaining previous experience, comprehensive development of new technologies.

Prospects for further research include comparative analysis of organizational models of inclusive learning in preschool education and general education in our country and in other countries of Europe and the world to identify the most effective forms and methods of inclusive learning, psychological and pedagogical rehabilitation, ways of social adaptation and integration for children and young people with limited psychophysical disorders.

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Abstracts

SERHEJEWA VALENTYNA. Nowoczesne akcenty organizacji edukacji włączającej dzieci o specjalnych potrzebach w Ukrainie.

Artykuł porusza aktualne i zaakcentowane kwestie wdrażania edukacji włączającej w Ukrainie. Inkluzja pedagogiczna jest uważana za paradygmat edukacyjny oparty o zasady równości, dostępności i zapewnienie jakości, które są podstawowym imperatywem jego funkcjonowania, a także najskuteczniejszą formą edukacji dla dzieci o specjalnych potrzebach. W publikacji uwzględniono kategoryczne definicje problemu; podstawa prawna zapewnienia organizacji włączającej przestrzeni edukacyjnej; przedstawiono niektóre akcenty organizacji edukacji włączającej w edukacji przedszkolnej i ogólnokształcącej, a także ważnym warunkiem rozwiązania zadań edukacji włączającej jest popratwa wsparcia kadrowego procesu pedagogicznego w placówkach, w których szkolone są dzieci niepełnosprawne w zakresie rozwoju psychofizycznego.

Słowa kluczowe: inkluzja, edukacja włączająca, dzieci o specjalnych potrzebach edukacyjnych, placówki przedszkolne, średnie szkoły ogólnokształcące, grupy integracyjne i klasy szkół ogólnokształcących.

СЕРГЕЄВА ВАЛЕНТИНА. Сучасні акцентуації організації інклюзивної освіти дітей з особливими потребами в Україні. У статті піднімаються актуальні й акцентні питання впровадження інклюзивної освіти в Україні. Педагогічна інклюзія розглядається

як освітня парадигма, яка базується на засадах рівноправності, доступності та забезпечення її якості, що є основоположним імперативом її функціонування, а також як найбільш ефективна форма отримання освіти дітьми з особливими потребами. В межах публікації розглянуто категоріальні дефініції проблеми; правову основу забезпечення організації інклюзивного освітнього простору; окреслено окремі акцентуації організації інклюзивного навчання у закладах дошкільної та загальної середньої освіти, а також зазначено, що важливою умовою розв'язання завдань інклюзивної освіти є вдосконалення кадрового забезпечення педагогічного процесу в закладах, де навчаються діти з порушеннями психофізичного розвитку.

Ключові слова: інклюзія, інклюзивна освіта, інклюзивне навчання, діти з особливими освітніми потребами, заклади дошкільної освіти, заклади середньої загальної освіти, інклюзивні групи та класи загальноосвітніх закладів.

СЕРГЕЕВА ВАЛЕНТИНА. Современные акцентуации организации инклюзивного образования детей с особыми потребностями в Украине. В статье поднимаются актуальные и акцентные вопросы внедрения инклюзивного образования в Украине. Педагогическая инклюзия рассматривается как образовательная парадигма, которая базируется на основах равноправия, доступности и обеспечения её качества, что является основоположным императивом её функционирования, а также как наиболее эффективная форма получения образования детьми с особыми потребностями. В границах публикации рассмотрено категориальные дефиниции проблемы; правовую основу обеспечения организации инклюзивного образовательного пространства; очерчено отдельные акцентуации организации инклюзивного обучения в заведениях дошкольного и общего среднего образования, а также отмечено, что важным условием решения задач инклюзивного образования является усовершенствование кадрового обеспечения педагогического процесса в заведениях, где обучаются дети с нарушениями психофизического развития.

Ключевые слова: инклюзия, инклюзивное образование, инклюзивное обучение, дети с особыми потребностями, заведения дошкольного образования, заведения общего среднего образования, инклюзивные группы и классы общеобразовательных заведений.

SERHEIEVA VALENTYNA. Organization of the inclusive education of children with special needs in Ukraine: modern

accentuations. *The article highlights topical and top-priority issues of inclusive education implementation in Ukraine. Pedagogical inclusion is regarded as an educational paradigm based on the principles of equality, accessibility, and the guarantee of high-quality education for all, which is a fundamental imperative of its effective functioning, and one of the most beneficial forms of education for the children with special needs. The study analyzes the definitions of the basic categories of the issue and the legal basis for ensuring the organization of the inclusive educational environment. The emphasis is laid on the organizational aspects of inclusive education implementation in the institutions of pre-school and general secondary education.*

Keywords: *inclusion, inclusive education, inclusive learning, children with special educational needs, pre-school educational establishments, comprehensive secondary education institutions, inclusive groups and classes at comprehensive secondary schools.*