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Practical implementation of the inclusive education system and its impact on the development and socialization of the children who need mental and physical development correction

IRYNA KUZAVA, VALENTYNA SERHEIEVA. **Practical implementation of the inclusive education system and its impact on the development and socialization of the children who need mental and physical development correction.** *Recently the researchers in Ukraine have become increasingly interested in the issues of special and inclusive education for the children with psycho-physical development peculiarities or disabilities (children with special needs), since the number of such children increases with every passing year. More than 160 thousand children in Ukraine (from birth to 18) need social support. Many recent*

studies have focused on the problem of inclusive education as a means and mechanism of ensuring equal rights for the children with different levels of psycho-physical development to receive educational services at the schools in their residence location, in favourable teaching and learning surroundings of a comprehensive educational institution. This, in its turn, requires appropriate methodological, pedagogical and psychological support. However, the study has revealed that inclusive education in Ukraine is predominantly spontaneous, not systemic. It concerns, first of all, the preschool education stage: a significant percentage of children with special needs do not receive appropriate educational and corrective-compensatory assistance, since until recently it has not been stipulated and specified by the educational curriculum at the state level, in particular regarding preschool education. However, the term «inclusive» implies not only the provision of education for children with peculiarities of psycho-physical development, but also their spatial placement in a general group of schoolchildren, providing them with equal appropriate opportunities for success in the learning process. Therefore, if we want the process of inclusiveness to work successfully, we have to change the environment, in which a child with psycho-physical disorders is placed. In addition, it should be taken into account that inclusive education combines a wide range of values, principles and methods aimed at ensuring effective and high-quality education for all pupils, heightening the capabilities of everyone. The purpose of the article is to present the key findings of the research on the practical implementation of the inclusive education experimental model and its impact on the development and socialization of the preschoolers with psycho-physical disorders. It has been proved that the effectiveness of the practical implementation of the model greatly depends on a correct combination of the method utilization stages in the conditions of a comprehensive preschool educational institution, laying emphasis on the formation of a tolerant attitude towards people who need correction of psycho-physical development.

Keywords: *inclusive education, preschool, children with psychophysical development peculiarities (children with special needs).*

The chapters' relevance in relation to the focus of the publication on inclusion, inclusive education and inclusive practices. The National Strategy for the Development of the National Education in Ukraine for the period up to 2021 highlights the top priority directions of its modernization, one of which is to ensure the development and practical

implementation of an effective system of inclusive education in the educational institutions, which would guarantee every child the basic right to equal opportunities to get quality education and upbringing regardless of differences in the psychophysical development. The concept of inclusive education respects the equal possibilities of the children with special needs to study in a general comprehensive educational institution, located nearby their residence, since the fundamental principles of the concept are humanization and individualization of the learning process. This process implies the maximum consideration of the individual psychological characteristics of each individual and the creation of favorable conditions for personality development.

Today's dynamic society needs new approaches to improve the content of personality-oriented education, the creation of new technologies of education aimed, in particular, at solving educational problems of the children with psychophysical development problems, who are not involved into the pre-school and school learning process. First and foremost, there is a need to develop new approaches to their education, which would meet the needs of their development, improve the processes of their habilitation and rehabilitation, facilitate the adaptation of a personality, promoting his/her integration into society.

The relevance and topicality of the study is predetermined by the fact that inclusive education projects in Ukraine are mainly spontaneous. In particular, a significant number of children with peculiarities of their psychophysical development do not receive the necessary educational and corrective-compensatory aid in the pre-school period due to the lack of a proper corrective assistance in modern system of preschool education.

Although in the contemporary pedagogical theory considerable amount of Ukrainian and foreign scholars' research have been devoted to the issues of various aspects of the inclusive education (N.P.Ar-tiushenko, N.L.Bielopolska, Vit.I.Bondar, L.V.Budiak, I.V.Dmytriieva, T.H.Zubarieva, A.A.Kolupaieva, A.M.Konopliova, I.H.Rossikhina, T.V. Sak, Ye.H.Samartseva V. M.Synov, M.M.Semaho, T. Soloviov S.V.Sorok-oumova, A.Yu.Chyhryna, A.H.Shevtsov and others), few attempts have been made to investigate methodically and systemically the problems of inclusive education of pre-school children who need correction of their psychophysical development.

Ultimately, preschool age is a particularly beneficial period for intense mental and personal development, which plays an important

role in the formation of a personality and a child's world outlook with a focus on self-awareness, development of his/her social values, and it is obviously the most conducive for ensuring the overall development of a child, forming his readiness for school and gaining life experience. In the context of this study it is worth mentioning that at this age the preconditions for the future educational activity of a child are laid out, since it is characterized by the intensive development of cognitive abilities and skills (V.I.Berzin, A.M.Bohush, N.V.Havrysh, O.M.Dzhurynska, V.V.Tarasun, L.I.Fomichova, D.I.Shulzhenko) The most significant changes occur in all areas of physical and mental life of pupils (S.Ye. Kulachkivska, N.V.Savinova, M.K.Sheremet et al.).

The in-depth analysis of the current state of functioning and prospects for the development of special (correctional) educational institutions for the children with psychophysical disorders has revealed a number of obstacles to the implementation of the inclusive education ideas, namely: insignificant network of specialized preschool establishments (groups) in the nearby location to the residence of the specified category of persons; a deficit of places for such pupils in the system of general preschool educational establishments; insufficient training and provision of relevant qualified personnel in the field of inclusive education; unpreparedness (psychological, professional) of the society and teachers to accept these children and work with them in terms of inclusion; lack of the special programs, methodological and logistical support for inclusive education of young learners, who need corrective strategies of psychophysical development; lack of consolidated efforts of experts, parents and scientists in the sphere of medical, psychological and educational support for the preschool children with mental and physical disorders; the interdepartmental non-compliance in the organization of integrated training and upbringing of preschoolers; absence of the system of early diagnostics and integrated medical-psychological and pedagogical support.

Aim /possible research question(s). The purpose of this article is to discuss the key findings of the research on the practical implementation of the experimental model of the system of inclusive education and argue its impacts on the development and socialization of the preschoolers who need correction of their psychophysical development.

Theoretical anchoring. The study seeks out to identify the main parameters of the pedagogical gist of the inclusive education, considering it as a complex combination of a process and the result of inclusion in

one learning process of the children with peculiarities of psychophysical development and pupils who do not have such disorders, to reveal the level of readiness of the pupils to study in one group of a comprehensive institution and to prove the importance of a personality-oriented approach to the choice of teaching methods, taking into account the individual features of the educational and cognitive activities. The paper argues the above-mentioned issues on the basis of the comparative analysis of the ideas focused on the socio-philosophical, sociological, psychological and pedagogical aspects.

The theoretical generalization and inductive reasoning of the key ideas concerning the problem of inclusive education of children with psychophysical disorders showed that the national and foreign pedagogical practice quite often interpret the term «inclusion» in close relationship to the content-meaning of the term «integration», but we support those scholars who differentiate the two concepts and argue that they are not identical.

The terms are synonymic though they characterize different degrees of inclusion of the children with psychophysical disorders into the educational process, and these differences in the interpretation of the educational terms may cause misunderstandings in the approaches to the solution of the problem. Separating these two concepts, we assume that *inclusion* is a process that concerns individuals (social groups), and *integration* is a process that occurs in the society itself. That is, integration is a consequence of inclusion, and not vice versa [2]. The philosophy of inclusion, being based on the fundamental principles of human rights and freedoms, has more profound influence than *integration*. Sometimes in psychological and pedagogical literature [1; 3; 4; 5] we reveal a tendency to unpremeditated transference of foreign experience and practices into the national system of education, which is quite unappropriated in the context of interpreting *inclusion* as a philosophy of «inclusive learning».

The theoretical rationale of the research requires, first of all, specification of the phenomenology of inclusive education, deeper understanding of the terms «*inclusive education*» and «*integrated learning*», their etymology and common and distinctive features.

Drawing on the theoretical analysis of the scientific sources we may deduce that *integrated education* is both the process and the result of the mainstream education of the children with special needs in a special group (class) of a general educational institution in terms of special programs, with adapted methods and means of teaching aimed at facilitating their

socialization. *Inclusive education* is a process and the result of the inclusion of the pupils with special educational needs and their joint learning activities in the same group with the children who do not have such abnormalities and in the same classroom of a comprehensive school.

The pedagogical conception of inclusive education is based on the recognition of the child's psychological specificity, his/her experience of sensory life in a certain environment. Inclusive education is not an alternative to special education, but it greatly enhances its potential. Thus, inclusive education involves the creation of such an educational/learning environment which meets the needs and capabilities of every child, regardless of the psychophysical development peculiarities.

The theoretical analysis of the reliable scientific sources contributes to more accurate understanding of the main goal of the inclusive education. It can be defined as creating adequate conditions for socialization and inclusion into educational process of the persons with special educational needs and is based on the following *principles*: humanization of the educational system and creating favourable pedagogical conditions to meet the educational needs of different categories of children; interaction and consolidation of all the structures of general, special and vocational educational system on the way to utilization of the integrated approaches to teaching young learners who need correctional aid in their psychophysical development; equal access to education for pupils with mental and physical disorders; ensuring early diagnostics of the developmental deviations aimed at developing/working out an individual educational path per each child; envisaging training and mental development in the least-restrictive conditions; the individualization of the teaching and learning process of such children aimed at realizing their individual educational capabilities and needs; creation of a data bank of information about preschoolers with psychophysical development peculiarities.

The phenomenological analysis of the inclusive education has elucidated *the main items that differentiate* it from the integrated education: the adaptation of the educational environment to the individual characteristics of the child; availability of educational services for all pupils; mutual assistance, mutual support and mutual learning in the process of cooperative activity of not only children but also the adults; peculiar teaching methodology concerning the organization of joint activities of preschool children with different levels of psychophysical development.

Thus, these two terms can be considered as interconnected but not interchangeable, because they denote different degrees of inclusion of the children with mental and physical disabilities into the mainstream educational process. The distinguishing feature of the approach is the recognition of the need to change social surroundings, to accommodate and adapt them to the individual needs of the children with mental and physical disabilities, but not adapting children with special educational needs to the demands of the society. In our opinion, such an approach can provide further opportunity to assess and analyze the problems identified in general and to outline the prospects for further development of inclusive education strategies in the field of preschool education, in particular.

The theoretical and practical fundamentals of the inclusive education in the preschool age are designed/worked out on a multidisciplinary approach to the organization of children learning activities, placing importance on the medical-pedagogical and socio-psychological aspects. The tendency toward convergence of the pedagogical support and medical aid implies intensification of the diagnostic component of the teacher's activities. An educator ought to acknowledge his importance of an assistant and counselor of the child in this unique educational process.

It is the preschool educational age that is the most optimal for the inclusion of the children who need correction of psycho-physical development into the educational environment. At this age, it is easier to adapt all the varieties of personal character manifestations to the learning environment requirements and get assimilated. Preschoolers discern differences between people quicker than other age groups and they actively acquire cultural skills and abilities.

Mostly it concerns the schoolchildren who need correction of the psychophysical development. In the study the emphasis is laid on the children with retarded mental and physical development due to the systemic disorders of any type of analyzer (visual, auditory, etc.) and with central nervous system disorders (CNS). This group includes children with intellectual disabilities (with mild, moderate, serious and deep mental retardation), children with speaking, hearing, visual and musculoskeletal disorders, emotional and behavioral disorders (EBD), also known as behavioural and emotional disorders (ICD-10), and the children suffering of multi-factoral serious mental illnesses (Vit.I.Bondar, I.V.Dmytriyeva, A.A.Kolupayeva, S.Yu.Konoplyasta, S.P.Myronova, N.V.Savinova, T.V.Sak, V.M.Syniov, Ye.P.Syniova, M.O.Suprun, V.V.Tarasun, S.V.Fedorenko,

L.I.Fomichova, A.H.Shevtsov, M.K.Sheremet, D.I.Shulzhenko, et. all).

The analysis of the current state of the national system of pre-school education gives grounds to state, that in Ukraine the *specialized educational institutions* (special pre-school educational institutions of compensatory type, special groups at pre-school educational institutions of the combined type, pre-schooling groups at specialized schools, centers of early intervention services, rehabilitation and psychological-medical-educational centers) provide the most appropriate conditions for the introduction of inclusive education patterns. Such establishments are staffed with highly-qualified specialists, they have created special conditions and teaching methodology, which takes into account the individual characteristics of every child. This is promoted both by the *internal* factors (conformity or approximation to the age norm of the psychophysical development level of the child, his/her capability of mastering the standards of education in due time, the psychological readiness of a child of preschool age to study at school) and the *external* factors (early detection of psychophysical disorders of the child, the desire of parents to educate their children, their willingness to support and help them in the learning process, provision of young learners with effective, qualified corrective aid, creation of a favourable learning environment adapted to the children with special educational needs). Therefore, starting from an early age it is necessary to develop in pupils the ability to build up relationships on the principles of cooperation, readiness to understand and accept other people. The most essential thing is the ability of a preschool child to perceive, understand and adequately assess the emotional state of the people surrounding him, to feel empathy when interacting with them.

In the context of the problem under investigation, the *system of inclusive education* for the preschoolers who need psychophysical development correction is interpreted as a holistic pedagogical process aimed at creating a suitable environment for them, adapting this environment to the needs of learners and providing the necessary support for joint education (upbringing) of all children in one classroom.

The study of the scientific sources has revealed the lack of the unified interpretation of the concept of «inclusive education» (Vit.I.Bondar, L.V.Budiak, A.A.Kolupaieva, V.M.Syniov). The most frequently used by the scholars' characteristic of this notion is the educational paradigm of inclusive education with its focus on the psychophysical development correction and socialization of pupils. In this study, the inclusive education of the preschoolers who require correction of psychophysical

development is tackled as a process of ensuring equal opportunities for preschool children with different levels of psychophysical development to receive educational services at the schools located nearby the place of their residence and in favorable organizational, material and technical conditions with an appropriate program-methodical support and staffing.

The research highlights the following *pedagogical conditions* which are beneficial for inclusive education organization: *creation of an adapted environment* favourable for correction and development, which would ensure full inclusion and personal self-realization of children with special educational needs; *accessibility* of the pre-school education for children who do not attend kindergarten by integrating them into the educational environment of a preschool institution; *staffing* – availability of the appropriate specialists (teacher-defectologist, correctional educator, psychologist, teacher, speech therapist, music teacher, educator, instructor on exercise therapy, doctor, nurse-masseur) and their active participation in planning and organization of the inclusive educational process; *organizational support*: legal and regulatory framework; availability of the systemic medical-psychological and pedagogical support aimed at the acquisition of knowledge, skills and abilities; successful adaptation, rehabilitation, personal development of an individual and his/her integration into the society (socium), normalization of the family relationships; adequate financial and economic facilities, the *information support* and services; monitoring individual academic progress and development achievements of the preschoolers with psychophysical disabilities, which implies a dynamic assessment and the realization of their potential capabilities; *logistics/ equipment support* for the children with mental and physical disabilities, e.i providing them with comfortable unimpeded access to all the facilities in the educational establishment (architectural accessibility, hygiene and welfare standards of the educational institution, fire and electrical safety, rehabilitative and medical services, etc); *program-methodical support* of the educational process: the creation of an individual curricula, the availability of relevant textbooks and manuals, electronic educational resources, etc., implementation of the *individualized strategies and differentiated approaches* to teaching preschoolers (it means that learning tasks are performed by all preschoolers, but the degree of a task complexity varies, as well as the ways and means of assistance and support to the children with psychophysical disorders vary depending on the individual cognitive activity of each one); *positive partnership with parents* (social and educational counseling, individual

interviews, visits to the families to check the living conditions of the pupils, staff meetings, etc.); *interaction with public organizations*; organizing joint activities for children with a standard level of development and their peers who need psychophysical development correction aimed at their active inclusion into the life of children collective through various leisure activities (trips, excursions, sport competitions, circles), artistic activities (performances, exhibitions, creativity-based competitions), social activity (designing and making gifts, souvenirs, landscaping and redecorating the territory around the kindergarten, etc.). The scholars emphasize the *pedagogical conditions* in the organization and utilization of the inclusive education of children with special educational needs, because they are of top priority for the formation of every child's readiness to schooling and his/her social adaptation in the educational space in future.

The overall results of the empirical analysis of the theories and practices of developing inclusive education patterns (A.A.Kolupayieva, A.Ya.Chyhryna, A.H.Shevtsov, Yu.V.Shumilovska et al.) indicate that one the most effective approaches to their componential structuring is a systematic-synergetic approach. It can provide a solid theoretical framework for the improvement of the educational opportunities of all children in the preschool age, regardless their psychophysical development and thus it opens new prospects for an effective forecasting further development of its integral components.

The *purpose* of the inclusive education of the preschool children who need psychophysical development correction is elaborating the technologies for the inclusive education *system implementation* in the pre-school institutions. It is expected that the result of the inclusive education system utilization will be the readiness of the children with peculiarities of psychophysical development to study in general comprehensive schools. It will give them a chance to master general and special competences, which will ensure an effective assimilation of the relevant principles and norms, will raise the level of motivation in achieving the goal, develop self-control and adequacy of emotional responses, facilitate aspirations for self-knowledge and ability to collaborate.

The pedagogical experiment is framed as a formative experiment. The research is seeking to bring about positive changes in the educational environments of the pre-school children with special educational needs and psychophysical disorders. It is to be realized through creative innovative instructional interventions of various inclusive education types and forms of its organization grounded in the theoretical assumptions of this paper.

Since formative experiments in the field of education seek to address specifically how promising this or that instructional technology might be when implemented in the authentic classrooms, we have tried several types of inclusive education patterns to identify the best suitable one in the context of solving our problem: *sporadic inclusion* – the preschool child joins a team of peers on certain festive events only, occasionally in games or on walks, *partial inclusion* – implies the inclusion of a child in a half-day or part-time mode; *full inclusion* – a child with psychophysical disorders attends the age group in full-time mode by himself or accompanied by someone; *inverse inclusion* – the process of including children with a normative level of development into the environment of their peers with psychophysical disorders, thus removing the prejudices and biases through positive interactions with other children.

In the course of the experimental work the emphasis has been laid on the following forms of inclusive learning process organization: *classroom inclusion* – those who need correction of psycho-physical development attend general educational institutions; *home inclusion* – teaching children of the specified category at home through programs of general educational institutions; *distance inclusion* – obtaining sufficient and quality educational information through forums, social networks, which provide opportunities for full-fledged communication with teachers and their peers.

In our pilot study 430 preschoolers with different levels of psychophysical development participated as the main objects and subjects of inclusive education, namely: 215 persons with normative level of development (NLD) and 215 children requiring correction of their psychophysical development, among which 25 – with mild mental retardation (MMR), 49 – with speech impairment (SI), 102 – with *developmental delay*, 24 – with Down syndrome, 15 – with autistic spectrum disorders. 250 kindergarten teachers, 15 defectology teachers, 10 psychologists and 5 social pedagogues participated in the experiment, organizing joint learning of preschool children with impaired mental and physical development.

The key findings of the research show that the formation of the readiness of all the participants of the specified educational process (pupils, parents and educators) is of the priority importance. The readiness theory is used for this study as it plays a prominent role in preparing children to school. The subjects of this process deal directly with the challenges that come with inclusion in the classrooms. In the context of the problem

under study, the concept of «*the subjects' readiness for inclusive education*» in the pre-school educational establishments is understood as a holistic/integral personality formation, which comprises a set of social, moral, psychological and professional qualities and is aimed at seeking out and utilization of the most effective strategies of teaching the preschool children with different levels of psychophysical development. The notion of readiness integrates personal-motivational, cognitive, content-related and instrumental components that are interconnected and interdependent.

At the heart of the *personal-motivational component* is the positive attitude to the interaction of all the objects and subjects of the inclusive education, their desire and need for applying the acquired general and special knowledge and practical experience of cooperative activities. The *cognitive component* implies understanding the importance of the process of inclusive education by both the objects and subjects of the learning process, their ability to think appropriately in terms of the cognitive activity system, utilizing the knowledge and experience necessary for its implementation. Thus, the readiness of the preschool children is characterized by a series of knowledge and practical experience of cooperative interaction which is based on mutual understanding, mutual support and mutual respect. Pedagogical readiness includes knowledge of the patterns of psychophysical development peculiarities of the pupils and the educator's ability to organize the process of their cooperative activities. Parents' readiness is aimed at the formation of a positive, tolerant attitude to the children of preschool age with various psychophysical disorders. The essence of the *instrumental component* can be interpreted as the ability of the objects and subjects of the inclusive education system to utilize the acquired knowledge and practical experience in the organization of cooperative activities.

The highlighted organizational conditions for teaching children with special educational needs allows to differentiate the following educational routes as the principal ones: designing individual learning programs for the groups of children with mental disabilities, the groups of children with multiple lesions usually caused by disease or trauma and speech disorders and the groups of children who need psycho-medical and pedagogical patronage (social-pedagogical services) at home.

The experimental study incorporates also the analysis of the anamnestic data, namely the composition of the family in which the child is brought up and the previous learning experience; the time when the disease was diagnosed; the genesis of the corrective work with a

child: early correctional assistance (up to three years of age) or since the enrollment to the preschool educational institution; the form of preschool education (comprehensive, mixed groups, did not attend kindergarten).

To elaborate the theoretical framework for the experimental research we have developed the basic starting provisions, the requirements that would provide the basis for designing the school readiness criteria and indicators framework for this category of pre-schoolers. In the focus of the study is to reveal the principal features and regularities of *personality* formation and development, the methodological expediency of using these regularities to verify the interconnections between all components of the system; the unity of qualitative and quantitative indicators.

In this study, the technology of practical implementation of the inclusive education of the preschool children pattern is considered as a kind of pedagogical technology, which is interpreted as a consistent, gradual, coordinated interdisciplinary interaction of the entities of the specified educational process, aimed at solving the problems of education, upbringing and intellectual development of the preschool children with psychophysical disorders (stages and patterns of the normative ontogenesis in different age periods; understanding the specificity of mental and physical development disorders of pupils as well as knowledge of the causes and mechanisms of their occurrence; taking into account individual peculiarities of the pupils with different levels of psychophysical development; awareness of the peculiarities of interaction between preschoolers with psychophysical disorders and their mentally healthy peers.

The *technology of the correction-development environment* is defined as a flexible, individualized educational system that implies not only the adaptation/assimilation of the physical environment making it safe, but also training of teachers, changing the system of educational services for pupils, providing the children with opportunities to study according to an individual curriculum, providing them with a qualified medical-social, psychological, pedagogical and scientific support.

The precise analysis of the key characteristics of *the components, development criteria and indicators* and the *accessibility levels* of inclusive education contributes for better understanding of the ways of implementing the technology of the correction-development environment into the learning process. The emphasis is put on such *components* as: favourable and safe physical and psychological environment; normative-legal, financial and methodical support of the educational process; special learning environment conditions for training and education needed for adequate

physical, mental, aesthetic and social development; organizational, staffing and cultural-informational resources of the educational institution, its scientific and spiritual-moral potential; monitoring and counselling, selection of the correction-development patterns.

The central issues in the experimental study of the correctional-developmental environment model are the development *criteria* (the increase in the number of the children with different levels of mental and physical development in the educational institution; equal opportunities for all pupils to receive pedagogical correction and psychological support; openness and accessibility of all educational services for children and their parents) and *accessibility levels* (physical, informational, content-related, psychological).

The technology of medical-psychological-pedagogical support in this study is considered as a systemic activity of the inclusive education entities, aimed at creating a comprehensive system of appropriate clinical-psychological, psychological-pedagogical and psycho-therapeutic conditions with a view to facilitate successful inclusion of each pupil into the socialization processes. In our opinion, it would contribute to better acquisition of knowledge, skills and abilities, every child's adaptation and rehabilitation, formation of their personality, normalization of family relationships, etc. The theoretical analysis of the research findings and their generalization allows us to determine the guiding *principles* (individual and differentiated approach, integrity, consistency, continuity, creating a situation of success and providing positive emotional well-being of all participants in the educational process, team cooperation of specialists, etc.), *functions* (informational, environmental, personal) and *components* of the medical-psychological-pedagogical support of inclusive education (psychological, medical and pedagogical consultations of teacher-assistant and support services for the families, where the children with mental and physical disorders are raised, systematic psychological and pedagogical status dynamics and psychophysical development of a pupil in the process of learning, creation of socio-psychological and educational conditions for the personality development of every child of the pre-school age).

The technology of monitoring individual achievements in the learning process implies collecting regular information about the development indicators of the pre-school children who need correction of psychophysical development and their progress in the realization of their potential capabilities. Three diagnostics strategies (initial (preliminary), current and final) have been utilized.

The *initial diagnostics* was conducted for admission of the child to a kindergarten, the results of which determined the level of his/her educational needs. At this phase, a protocol was worked out individually per each age group, and included the surname and the name of a child, the date of his/her birth and the interview report, as well as the list of the tasks, suggested to a child (work with motriika-doll, the construction of a four-ring pyramid, the construction of a «fence», «Mailbox», work with multicolored mosaics, cut-out and storyline pictures, storyline «tabs», labyrinths for finding identical pictures).

The *current diagnostics* (monitoring the level of the acquired knowledge) was conducted three times during the school year (in September, January, May) in order to correct/adapt the content of learning material per each preschooler needs. While selecting the monitoring task, we took into account not only the age, but also individual characteristics of physical and mental development of children, as it is quite obvious that the children who need correction of psychophysical development do not correspond to the norms of their chronological age. Thus in case with junior preschool children, the principal development indicator of whom is the formation of perceptual actions, we used the tasks aimed at their practical activity and took into account the degree of adult's assistance/help in the performance of the educational tasks and tested pupils only at the stage of entering a preschool educational institution. The adult was allowed to help only in case, when the child was not able to perform the task independently.

The *final diagnostics* reflected the generalized data on the level of a child's mental development (sensory development, familiarity with the world, speech development and design abilities).

Methods. The study has incorporated a set of research methods:

- *theoretical* (study of the philosophical, psychological and pedagogical, sociological literature and sources) – to determine the theoretical and methodological foundations of the research, to elaborate the theoretical framework for carrying out pedagogical analysis of the problem;
- *empirical* (studying, generalization and systematization of the pedagogical/teaching experience, retrospective analysis of personal practical activity/experiences, questionnaires, interviews, testing, long-term observations, recording the formative experiments data) - to clarify the peculiarities of the pedagogical support for children with mental and physical development disorders;

- *mathematical statistics* – quantitative analysis of the empirical data to prove the reliability of the results of experimental work.

Results. In the course of the research and experimental work, it has been revealed that the implementation of the system of inclusive education of the preschool children with psychophysical disorders can be effective only under the conditions of a specially created educational space, which takes into account the phases of the rehabilitation process for such children, combining traditional and scientifically grounded innovative approaches to their education. While developing comprehensive support strategies the emphasis was put on early detection of mental and physical development levels of the children of the preschool age (speech, memory, attention, performance, working capacity etc.), their reserve capacities in order to organize teaching and learning in accordance with the individual capabilities; diagnostic and correctional work aimed at the formation of empathic attitudes of the children with normative level of emotional development to the problems of their peers with psychophysical disorders (from ignorance-indifference-and-aggression to acceptance- interaction-and-empathy), including counseling assistance to their families; selection of the optimal for the development of every pupil training program; identifying the most effective ways to educate a preschooler in an appropriate institution (group) under conditions of positive dynamics and compensation for mental and physical development disorders; preparing and processing the documentation items which reflects the actual personal development of preschoolers, the dynamics of it, and so on. The purpose of modelling the learning process was considered to be achieved when we observed the increase in the level of school readiness indicators of the pre-school children with psychophysical disorders in the experimental groups.

For instance, the progress in mental and physical development of the young learners was identified by the level of their social competence formed by the following *criteria*: response characteristics of the child; quality of knowledge (comprehension, in-depth, flexibility, efficiency, consistency, generalization, knowledge permanency); the level of general intellectual or cognitive skills (analysis, synthesis, comparison, classification, generalization, etc); individual activities experience; originality of the evaluative judgments, etc. Formation of the parents' knowledge about the characteristics and patterns of mental and physical development of their children was provided through role-play workshops with them; individual and group counselling,

parents meetings, discussing the peculiarities of their interaction with children. The topicality of the lectures like: «What are they: the Preschoolers in Need of Psychophysical Development Correctio», «Mental and Physical Development of Preschool Children», «Specificity of General Mental Development of Pupils of Different Categories» (in terms of S.M.Sorokhoumova), «Peculiarities of Communication with a Child» contributed greatly to better understanding of the problem and promoted the parent partnership. The study of the needs, thoughts, ideas and troubles of the parents who bring up children with psychophysical disorders, has been done in terms of the following *principles*: the ability to hear out the parents and understand their real problems; the ability and willingness of the teachers to perceive parents as experts on their own lives; the ability to analyze family situations in order to provide adequate psychological assistance and support. Namely, the parents were provided with the recent information on the types and methods of obtaining specific targeted aid, about the system and structure of special education in Ukraine at different stages of child development, the procedure of psychological, medical and pedagogical consultations, information about specialists providing relevant services, sources and resources of additional information (relevant electronic and Internet resources), etc. As a result, a significant part of the parents had developed a keen interest in building up positive and tolerant relationships with the children with special educational needs and different levels of psycho-physical development. They showed their willingness to apply the acquired knowledge, skills and abilities in communicating with other people. The special course of lectures proved to be an important and very relevant academic discipline in the structure of vocational and pedagogical training of the future specialists in the field of «preschool education», which provides further opportunities for increasing their level of professional readiness for inclusive education. It has facilitated the formation of such skills as monitoring individual/personal achievements of the pupils with the psychophysical development peculiarities and adequately assess the causes that led to these disorders; early detection of the deviation in the development and competent implementation of the correctional psychological and pedagogical support for the children requiring correction of psychophysical development; realization of the individualised and differentiated approach to this category of pupils; ability to form readiness for a positive joint interaction and cooperation of the preschoolers with different levels of psychophysical development;

interaction with parents aimed at providing them with the appropriate information about the children with psychophysical disabilities).

Conclusions and prospects of further secret services. The in-depth study of the theory and practice of the inclusive education system, its implementation and impact on the children with deviation in the development has revealed the need for developing and improving the relevant technologies, creating development- correction learning environment; organizing medical-psychological and pedagogical support for the subjects of the inclusive education; monitoring individual achievements of the preschool children with psychophysical disorders under the conditions of inclusion. The effectiveness of the inclusive education technologies implementation implies consistent, step-by-step activities with an integration of preparatory, diagnostic-conceptual, formative-experimental, and approbative-generalizing stages.

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Abstracts

ІРИНА КУЗАВА, ВАЛЕНТИНА СЕРГЕЄВА. Практична реалізація системи інклюзивної освіти та її вплив на розвиток та соціалізацію дітей, які потребують корекції психофізичного розвитку. Проблема спеціальної та інклюзивної освіти дітей із особливостями психофізичного розвитку є досить актуальною в Україні і потребує значної уваги, оскільки з кожним роком зростає їхня кількість. Більше 160 тис. дітей в Україні (від народження до 18 років) потребують підтримки. Актуальність теми обумовлена тим, що останнім часом стрімко зростає науковий інтерес до проблеми інклюзивного навчання як процесу забезпечення рівних прав на одержання освітніх послуг дітьми із різним рівнем психофізичного

розвитку за місцем проживання у сприятливих умовах загальноосвітнього навчального закладу. А це, в свою чергу, потребує належного методологічного, педагогічного та психологічного забезпечення. По суті, можемо констатувати, що інклюзивна освіта в Україні має переважно стихійний характер. Зокрема, значна частка дітей із особливостями психофізичного розвитку у дошкільний період не отримує необхідних навчально-виховних і корекційно-компенсаторних впливів через відсутність корекційної допомоги у сучасній системі дошкільця. Однак, термін «інклюзія» передбачає не лише забезпечення освітою дітей із особливостями психофізичного розвитку, але й просторове їх розміщення у загальноосвітній групі з відповідним забезпеченням успішності навчального процесу. Тому, для того, щоб інклюзія (включення) стала успішною, має змінитись саме середовище, в якому знаходиться дитина з психофізичними порушеннями. До того ж необхідно мати на увазі, що інклюзивна освіта поєднує у собі низку цінностей, принципів і методів, спрямованих на забезпечення ефективної та якісної освіти для усіх вихованців, з урахуванням потреб кожного. Метою статті є презентація результатів дослідження практичної реалізації експериментальної моделі системи інклюзивної освіти та її впливу на розвиток та соціалізацію дошкільників із психофізичними порушеннями. У результаті дослідження доведено, що ефективність практичної реалізації моделі обумовлена сукупністю етапів методики її впровадження в умовах загальноосвітнього дошкільного закладу з метою формування у суспільства толерантного ставлення до осіб, які потребують корекції психофізичного розвитку.

Ключові слова: інклюзивна освіта, дошкільця, діти із особливостями психофізичного розвитку

ИРИНА КУЗАВА, ВАЛЕНТИНА СЕРГЕЕВА. Практическая реализация системы инклюзивного образования и его влияние на развитие и социализацию детей, нуждающихся в коррекции психофизического развития. Проблема специального и инклюзивного образования детей с особенностями психофизического развития является весьма актуальной в Украине и требует повышенного внимания, поскольку с каждым годом растет их количество. Более 160 тыс. детей в Украине (от рождения до 18 лет) нуждаются в поддержке. Актуальность темы обусловлена тем, что в последнее время стремительно растет научный интерес к проблеме инклюзивного обучения как процесса обеспечения равных прав на по-

лучение образовательных услуг детьми с разным уровнем психофизического развития по месту жительства в благоприятных условиях общеобразовательного учебного заведения. А это, в свою очередь, требует надлежащего методологического, педагогического и психологического обеспечения. По сути, можем констатировать, что инклюзивное образование в Украине имеет преимущественно стихийный характер. В частности, значительная часть детей с особенностями психофизического развития в дошкольный период не получает необходимых учебно-воспитательных и коррекционно-компенсаторных воздействий из-за отсутствия коррекционной помощи в современной системе дошколя. Однако, термин «инклюзия» предусматривает не только обеспечение образованием детей с особенностями психофизического развития, но и пространственное их размещения в общеобразовательной группе с соответствующим обеспечением успешности учебного процесса. Поэтому, для того, чтобы инклюзия (включение) стала успешной, должна измениться именно среда, в которой находится ребенок с психофизическими нарушениями. К тому же необходимо иметь в виду, что инклюзивное образование сочетает в себе ряд ценностей, принципов и методов, направленных на обеспечение эффективного и качественного образования для всех воспитанников, с учетом потребностей каждого. Целью статьи является презентация результатов исследования практической реализации экспериментальной модели системы инклюзивного образования и его влияния на развитие и социализацию дошкольников с психофизическими нарушениями. В результате исследования доказано, что эффективность практической реализации модели обусловлена совокупностью этапов методики ее внедрения в условиях общеобразовательного дошкольного учреждения с целью формирования у общества толерантного отношения к лицам, которые нуждаются в коррекции психофизического развития.

Ключевые слова: инклюзивное образование, дошколье, дети с особенностями психофизического развития

IRYNA KUZAWA, WAŁENTYNA SERGEJEWA. **Praktyczne wdrożenie systemu edukacji włączającej i jego wpływ na rozwój i socjalizację dzieci potrzebujących korekty rozwoju psychofizycznego. Problem specjalnej i integracyjnej edukacji dzieci ze specjalnym rozwojem psychofizycznym jest dość istotny w Ukrainie i wymaga znacznej uwagi, ponieważ liczba takich dzieci rośnie z każdym rokiem. Ponad 160 000 dzieci w Ukrainie (od urodzenia do 18 lat)**

potrzebuje wsparcia. Aktualność tego tematu wynika z faktu, że ostatnio szybko rośnie zainteresowanie naukowe problemem edukacji włączającej jako procesu zapewniania równych praw do uzyskania usług edukacyjnych dla dzieci o różnym poziomie rozwoju psychofizycznego w miejscu zamieszkania w sprzyjających warunkach szkoły średniej. A to z kolei wymaga odpowiedniego wsparcia metodologicznego, pedagogicznego i psychologicznego. W rzeczywistości możemy stwierdzić, że edukacja włączająca w Ukrainie jest w większości spontaniczna. W szczególności znaczna część dzieci ze specjalnym rozwojem psychofizycznym w okresie przedszkolnym nie otrzymuje niezbędnych efektów edukacyjnych i korekcyjno-kompensacyjnych z powodu braku opieki korekcyjnej w nowoczesnym systemie przedszkolnym. Jednak termin „włączenie” oznacza nie tylko zapewnienie edukacji dzieciom o specjalnych potrzebach rozwoju psychofizycznego, ale także ich przestrzenne umieszczenie w grupie ogólnokształcącej przy odpowiednim zapewnieniu powodzenia procesu edukacyjnego. Dlatego, aby integracja (włączenie) była skuteczna, samo środowisko, w którym znajduje się dziecko niepełnosprawne umysłowo i fizycznie, musi się zmienić. Ponadto należy pamiętać, że edukacja włączająca łączy w sobie szereg wartości, zasad i metod mających na celu zapewnienie skutecznego i wysokiej jakości kształcenia dla wszystkich uczniów, biorąc pod uwagę potrzeby każdego z nich. Celem artykułu jest przedstawienie wyników badania praktycznego wdrożenia eksperymentalnego modelu systemu edukacji włączającej i jego wpływu na rozwój i socjalizację przedszkolaków z zaburzeniami psychofizycznymi. W wyniku badań udowodniono, że skuteczność praktycznej realizacji modelu wynika z zestawu etapów techniki jego wprowadzania w warunkach ogólnokształcącej placówki przedszkolnej w celu kształtowania w społeczeństwie tolerancyjnego stosunku do osób potrzebujących korekty rozwoju psychofizycznego.

Słowa kluczowe: edukacja włączająca, przedszkole, dzieci ze specjalnym rozwojem psychofizycznym.