

Prešovská univerzita v Prešove

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PODPORA INKLUZÍVNEHO VZDELÁVANIA NA SLOVENSKU A V ZAHRANIČÍ

**Zborník príspevkov
z medzinárodnej vedeckej konferencie
13. september 2022, Prešov**



Prešov 2022

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Konferencia je realizovaná v rámci riešenia projektu VEGA č. 1/0522/19 *Tvorba inkluzívneho prostredia v materskej škole a inkluzívne prístupy v diagnostike a v stimulácii vývinu (2019 – 2022)*

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Vydanie: prvé, 2022

Vydala: Prešovská univerzita v Prešove vo Vydavateľstve Prešovskej univerzity
Prešov, 2022

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ISBN 978-80-555-2995-0

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CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION IN UKRAINE

Viktor Hladush¹

Abstrakt

The purpose of the article is to highlight the experience of inclusive education development in Ukraine, considering the achievements of the education system reform called "New Ukrainian School". The author presents the essence of modern integration terminology, clarifies the tasks of inclusive education at the present stage, shows the role of a supportive environment, positive relationships, a sense of competence, and prospects for participation. Specific results of the introduction of inclusive education in recent years are presented, attention is paid to the principles of functioning of inclusive educational institutions, factors of implementation of inclusive education, structural and content features and determining conditions for the implementation of inclusive education. It is important to focus on the benefits of inclusive education for all participants in the educational process.

Keywords: *Inclusive education. Supportive environment. Positive relationships. Individuality of the student.*

Introduction

Education of the XXI century is a social challenge that dictates the need for constant updating, development, search for effective models and resources for their implementation. Education of Ukraine is reoriented to the requirements of market restructuring of all spheres of social life of the state, first of all changing the role of the teacher of the educational institution as an important figure in the organization of the educational process.

The education system is the basis of intellectual, cultural, creative, socio-economic and spiritual development of society, the basis of the country's welfare, a prerequisite for sustainable democratic development of society, consolidation of all its institutions and humanization of social and economic relations. Education should be aimed at obtaining life competencies and comprehensive development of a person as a personality: his talents, mental and physical abilities, fostering high moral qualities of citizens capable of making a social choice of education throughout life.

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At the present stage of society development, the problem of inclusive education is becoming increasingly important. This is due to the fact that the number of children with psychophysical disorders is growing significantly, in addition, there is a tendency to identify psychophysiological disorders in each individual child. The main postulates of the Concept for the development of inclusive education are outlined in the order of the Ministry of Education of Ukraine of 01.10.2010 № 912)

The main idea of inclusion is the education of children with disabilities, not in separate specialized institutions, but in general education schools, that is, the inclusion of a child with disabilities in the general education environment with the help that he or she needs.

Objectives

Our goal is to rethink the experience of inclusive education development, in particular the practice of the New Ukrainian School, which will allow us to predict the results and optimize the formation of attitudes towards inclusive education not as a temporary phenomenon, but as a sustainable, permanent movement towards building a just society.

This approach will provide opportunities for children with special educational needs in general secondary education. The system-forming foundation of inclusion is the postulate of awareness of the peculiarities of each student. On this basis, the educational process should be organized in such a way as to fully meet the educational needs of each child. The principles of acceptance of such process are based on humanism, development of intellect and creative abilities, balance of intellectual, ethnic, emotional and physiological components of each personality.

Results

In Ukraine, inclusive education is a comprehensive process of ensuring equal access to quality education for children with special educational needs through the organization of their education in institutions of complete general secondary education based on the use of personality-oriented teaching methods, taking into account the individual characteristics of the educational and cognitive activities of such children (Concept of Inclusive Education. Order of the Ministry of Education and Science of Ukraine of 01.10.2010 № 912). In order to ensure equal access to quality education, inclusive educational institutions must ensure the use of existing resources, partnership

with the community, adapt curricula and plans, methods and forms of education to the individual needs of children with special educational needs.

Inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion in the educational process of all its participants (<https://base.kristti.com.ua/?p=5895>).

The main objectives of inclusive education are

- obtaining an appropriate level of education by persons with special educational needs in the environment of healthy peers in accordance with the State Standard of General Education;
- ensuring the diverse development of individuals and the realization of their abilities;
- creation of educational and correctional environment to meet the educational needs of persons with special needs;
- creation of a positive microclimate in the educational institution; formation of active interpersonal communication of persons with special educational needs with other persons;
- providing differentiated psychological and pedagogical support of persons;
- providing advisory assistance to families raising children with special educational needs.

Studies show that successful and effective inclusive schools have the following characteristics

- a supportive environment - school culture and climate can be defined as the atmosphere, values, policies and practices of the school. The attitude of the whole school staff towards students with disabilities in inclusive classes determines whether these children are accepted by their peers, whether they feel not alone and whether they can maintain their self-esteem;
- positive relationships - the quantity and quality of relationships between teachers and students, the formation of social interaction skills are important;
- sense of competence - in the context of inclusion, it is important to form a positive self-image, expanding opportunities for social interaction creates good conditions for the development of social and communicative competencies at a particular age of the child; success enhances the sense of competence, which in turn is directly related to self-esteem and self-image;

- the prospect of participation - active participation of children with disabilities in the life of the classroom makes them feel like full members of the children's team.

Important components of inclusion are inclusive school communities, the important characteristics of which are

- social inclusion - each child feels part of the general student body, has the opportunity to interact, perform various social functions and roles, which allows to acquire various social skills;
- academic inclusion - children have the opportunity to acquire new knowledge and skills, demonstrate the achievement of the requirements set by educational standards in different ways;
- physical inclusion - the creation of a barrier-free environment that provides easy access to the school building, free movement around it, accessible arrangement of furniture in classrooms, including specially adapted ones, so that children can join the educational process on a par with their peers and participate in various activities.

Only in recent years in Ukraine there has been a significant increase in the number of children with special educational needs (hereinafter - children with SEN) who receive education in inclusive classes (groups) of educational institutions.

According to official statistics, as a result of the development of inclusive education

In the 2021/2022 academic year, the number of students with special educational needs in inclusive classes of general secondary schools increased by 7608 people and amounted to 32686 students (in 2020/2021 - 25078 students).

The number of inclusive classes increased by 4535 units and amounts to 23216 such classes.

To ensure person-centered learning in inclusive classes, 22758 teacher assistants have been introduced, which is 5543 more than last year (17215).

In total, over the past five years, it has been achieved

more than 4.5 times increase in the number of students covered by inclusive education:

- 2017/2018 school year - 7179 students;
 - 2021/2022 academic year - 32686 students;
- increase in the number of teacher assistants by 6 times:
- 2017/2018 academic year - 3732 assistants ;
 - 2021/2022 academic year - 22758 assistants;

Increase in the number of inclusive classes by 4.6 times:

- 2017/2018 academic year - 5033 classes;
- 2021/2022 academic year - 23216 classes;

Increase in the number of general secondary education institutions with inclusive classes by 2.7 times:

- 2017/2018 academic year - 2620 institutions;
- 2021/2022 academic year - 7136 institutions.

In the 2020/2021 academic year, for children with special educational needs of preschool age were created:

- 4 369 special groups in 1630 institutions of preschool education, where 61 668 children receive preschool education;
- 3,796 inclusive groups in 2,242 institutions, where 6,849 children are educated.

In the 2020/2021 academic year, 4,223 students studied in 708 vocational (vocational-technical) education institutions.

The amount of subvention to provide support to persons with special educational needs was as follows

- 2017 - UAH 209.46 million;
- 2021 - UAH 504.4 million (<https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>).

To provide students with special educational needs with textbooks in 2021, UAH 52,421.08 thousand was allocated from the state budget

For three years, a network of inclusive resource centres (IRC) has been developed and continues to operate in Ukraine. They provide systematic, qualified psychological and pedagogical support for applicants for preschool and general secondary education.

As of January 1, 2021, there were 633 IRCs, where 151,427 children underwent a comprehensive psychological and pedagogical assessment of development.

The IRCs are provided at the expense of the state with salaries, equipment in accordance with the list developed by the Ministry, sets (699 sets) of modern world methods for conducting a comprehensive assessment of children's development, 507 specialists received international certificates after training in the use of these methods, which guarantees the provision of quality services at the level of international standards.

During 2020, 170 specialists of the IRC were trained to study the needs of a child with special educational needs according to modern world methods, 247 specialists continue relevant training in 2021.

From October 2020 to June 2021, an all-Ukrainian online training course for inclusive education trainers was held, who will further train various groups of participants in the inclusion process on an ongoing basis. The training was organized by the Ministry of Education and Science of Ukraine together with the Lumos International Charitable Foundation (UK).

All RICs are digitalized, the information educational system AS RIC and the website are functioning to provide convenient access to services, which is especially important in modern realities adaptive quarantine. a mobile application on IOS and Android platforms has been created to improve access to services.

Basic principles of inclusive education in the new Ukrainian school:

- all persons should learn together whenever possible, despite certain difficulties or differences that exist between them;
- Schools should recognize and accommodate the diverse needs of their students by matching different types and paces of learning;
- providing quality education for all through appropriate teaching and learning materials, organizational arrangements, teaching strategies, resources and partnerships with their communities;
- children with special educational needs should receive the assistance they may need to ensure the success of the learning process.

Factors for the implementation of inclusive education.

1. Adaptation of the environment.
2. Creating a team.
3. Cooperation with parents.
4. Creating a positive atmosphere in the educational environment.

In real time and space, this pedagogically guided process acquires specific features and forms of implementation in individual communities, countries and regions, while having universal humanitarian origins and orientation. Inclusive education as a scientific category and as a pedagogical process, which has practically begun, is marked by a significant scientific and research content of importance for pedagogy. Involvement of persons, including persons with disabilities, in the general education environment at the initial stages of society development was spontaneous and informal.

The structural and content features of inclusive education are

- use of adequate and specific forms of organization of educational integration;
- ensuring the commonality of the environment and actions;
- strengthening the differentiation and individualization of the content of training;
- focusing learning on the formation of social competence of pupils and harmonization of interpersonal relations in the children's team.

The determining conditions for the implementation of inclusive education include:

- personal-activity approach to learning;
- correctional and developmental training for mastering the content of education;
- optimization of the social situation of development;
- orientation to the anthropological concept of educational services.

The concept of inclusive education reflects one of the main democratic ideas - all children are valuable and active members of society.

Studying in inclusive educational institutions is useful both for children with special educational needs and for other children, family members and society as a whole. The results of scientific research (A. Kolupaeva, 2014; O. Taranchenko, 2019 etc.) have shown that inclusive education has certain advantages:

1. For students with special educational needs, inclusive education: interaction with healthy children promotes the cognitive, physical, linguistic, social and emotional development of children with special educational needs and allows to improve learning outcomes; provides age-appropriate role models in the person of peers; creates opportunities for learning in a realistic / natural environment; helps to develop communication, social and academic skills; provides equal access to learning; allows you to increase self-esteem and feel part of the whole; expands opportunities for establishing new friendships.
2. Pupils with typical development benefit from inclusive education: helps to increase or maintain academic achievement; creates an appropriate environment for fostering respect for differences and diversity, children learn to naturally accept

and tolerate human differences, become more sensitive, ready for mutual assistance; expands opportunities for establishing new friendships; provides incentives for cooperation; helps to develop such traits as creativity and ingenuity; enables the acquisition of leadership skills; provides an opportunity to learn based on a wider range of forms and methods of work.

3. Teaching staff benefit from inclusive education: teachers in inclusive classes have a deeper understanding of individual differences and peculiarities of children, as well as more effective cooperation with parents and other specialists (physical therapists, rehabilitation specialists, speech therapists, social workers, etc.), i.e. it helps to establish cooperation and apply a team approach to solving problems and overcoming difficulties; provides opportunities for professional development; helps to realize the importance of developing curricula for children with different needs.
4. For the administration of the institution, inclusive education: helps to develop common beliefs and values about the inclusion of children with special educational needs; provides an opportunity to use a wide range of resources and types of support and choose the best options; helps to form a positive attitude towards diversity, that is, to realize that each person with his or her unique traits and abilities contributes to the enrichment of the human community; provides incentives that inspire change, strengthens the ability to change the situation for the better; helps to strengthen the ability to make changes; helps to strengthen the
5. Parents also benefit from inclusive education: families of children with special educational needs can receive support from other parents, they better understand the typical and atypical development of their children, and are more actively involved in the process of education and upbringing; inclusion provides them with opportunities for cooperation and active involvement in the life of the school community; provides a choice in their desire to provide quality education for their child; helps to better understand the diversity of the school and the general community; provides incentives and encourages
6. For the community/society: an inclusive education system is also beneficial from a societal point of view, because through learning together, children learn from an early age to understand and tolerate human differences, to understand the needs and

abilities of all students; to ensure that the school reflects the true diversity of the community; and to demonstrate the social value of equality.

Thus, the essence of inclusion in education is that it is a process that aims to reorient general secondary education institutions (GSEIs) into educational spaces that stimulate and support not only students but also the entire school community. And inclusion in education will contribute to the transition to an inclusive society in which local communities will support and highly value the achievements of each member of the community.

Discussion

Despite the fact that much has already been done, the problem of introducing inclusion into the Ukrainian education system does not lose its relevance. In the process of establishing inclusive education, a number of fundamental problems have emerged that need to be addressed immediately. Many of those who are directly involved in the inclusive educational process, note that it is not sufficiently scientifically based, which contributes to destructive processes in the system of special education, without creating alternative conditions for successful social adaptation and integration of persons with disabilities into society (M. Dudek, I. Rochovská, E. Dolinská, 2021).

The teacher provides education and upbringing of all children, using the principle of individually differentiated approach. This ensures the socialization of children and their development. Therefore, a key factor in the development of inclusive education should be appropriate training of teachers to work with children with special needs.

The issue of attitude and readiness of teachers to work with children in inclusive education also remains relevant.

In order to determine the level of attitude of academic staff to equal access of students with disabilities to quality educational services during the 2021/22 academic year, an anonymous survey was conducted using Google Forms. The sample of teachers included 98 people representing almost all regions of Ukraine. The first group of questions helped to find out whether inclusive education in higher education institutions is needed at all, for whom it is useful. The results of the study are presented in Table 1.

Table 1 Attitude of teaching staff to inclusive education

№ Π/Π	Questions.	Answers in % of the number of respondents		
		I agree.	I don't agree	I cannot answer
1	Inclusive education is good for all students	70.4	21.4	8.2
2	The number of students with special educational needs is increasing every year	83.7	13.3	3.0
3	Inclusion of students with special educational needs in regular academic groups complicates the learning process for other students	43.9	37.8	18.4
4	Involvement of students with special educational needs in the educational institution promotes the development of its communicative function and general socialization	88.8	5.0	6.2
5	Joint training and education with students with special educational needs provides healthy peers with a positive experience of interaction and mutual assistance, makes them kinder, more compassionate, more responsible	82.7	7.1	10.2
6	Students with special educational needs can achieve better results if they study together with their peers in an inclusive class	69.4	11.2	19.4
7	Are you ready to accept the peculiarities and differences in the development of students with disabilities	92.9	0.9	6.2
8	Does inclusive education give students with special educational needs the opportunity to show their learning potential	87.8	8.7	4.5
9	Would you agree to provide assistance to a student with special educational needs	84.7	5.1	10.2

Source: own processing

The results show that teachers are well aware of the importance of inclusive education in educational institutions as an innovative form of education. The vast majority of them are convinced that this form of education is necessary in modern society, but a significant number of teachers also recognize that it significantly complicates the educational process.

A high percentage of teachers see prospects in the development of inclusive education. To the question «What is your personal attitude towards students with special educational needs», the answer was merciful - 40.8%; it is necessary to involve such children in the general education space - 57.1%; can not answer - 2.1%.

Table 2 Readiness of pedagogical staff for inclusive education

№ П/П	Questions.	Answers in % of the number of respondents		
		so	no	did not think about this question
1	I do not have the appropriate training to develop and implement methods of working with students with disabilities	54.1	28.7	17.3
2	Do you consider it necessary to deepen your knowledge on inclusive education	84.7	7.6	7.7
3	In your opinion, do teachers need to master new pedagogical technologies of inclusive education?	90.8	2.0	7.2
4	Our institution does not conduct enough activities to increase the level of knowledge in the field of inclusive education:	28.6	49.0	22.4

Source: own processing

The results of the survey on readiness to work in inclusive classes show that there is much to be done by the staff of educational institutions. First of all, they need knowledge of the peculiarities of psychophysical development of children with disabilities, special teaching methods, pedagogical technologies of inclusive education. In order to form and develop inclusive competence during professional development, teachers proposed the following topics for lectures:

- o Inclusive education: the essence, realities and prospects - 42.9%
- o Children with special educational needs: education and upbringing - 60.2%
- o International experience in the implementation of inclusive education - 50 %
- o Legislative framework for inclusive education - 33.7

- o Problems in working with children with special educational needs - 72.4%
- o Preparation of teachers to work with children with special educational needs - 66.3%.
- o Professional cooperation of multidisciplinary specialists for successful inclusive education - 67.3%.
- o Creation of an inclusive educational environment for children with special educational needs - 49%.
- o Do not need consultation - 2% (V. Hladush, 2022: 257).

Foreign scientists (V. Klein, 2020: 21; V. Silonova, 2021: 117) also note that the attitude of teachers to inclusive education of children with disabilities is greatly influenced by such variables as experience, training, perception of available resources and expert support. More experience in an inclusive educational environment contributes to a more positive attitude towards teaching students with special needs in regular classes. As a result of the formation of inclusive readiness, teachers and students should master the methods of implementing individual and competence-based approaches in education, skills of working in multilevel environments, adaptive teaching methods and techniques. Part of the training should take place online so that teachers can try their hand at it and identify gaps in their own readiness to work in inclusive education.

Dynamic fundamental changes in the education system of Ukraine are caused by general reforms in society. In the process of implementing the new content of education, the role of the educational environment is of great importance, which should contribute to the implementation of certain educational tasks, create conditions for the development of the maximum potential of each child by means of professional communication of teachers in an inclusive environment, in particular for children with special educational needs.

It is obvious that a «special» child requires increased attention from the teacher, such students have an urgent need for an individual and differentiated approach to the content of adapted curricula, selection of tasks, organization of educational space, and classroom regime. Therefore, working in an inclusive classroom is definitely more difficult than in a regular one. The skill of the teacher is to build the educational process in such a way that each student can show his or her abilities, gain maximum new knowledge and fully satisfy their educational needs. It would be a mistake to believe that teachers alone can make a school inclusive. It is important to realize that school reconstruction

challenges the status quo of school and teacher education (L. Placcina, 2016).

In an inclusive educational environment, students, regardless of their needs, are able to increase their social competence, improve communication skills, and feel part of society. To this end, the New Ukrainian School has introduced a mandatory course for all teachers on the specifics of working with children with special educational needs.

At the same time, there are still challenges to the development of inclusive education in Ukraine, including the following

- improvement of the system of providing state support to persons with special educational needs
- architectural inaccessibility of educational institutions;
- unwillingness of certain teachers to work with persons with special educational needs;
- lack of modern inclusive education programmes for higher education institutions and postgraduate education institutes;
- lack of awareness of parents of children with special educational needs about alternative educational opportunities for their children;
- lack of awareness of successful domestic and leading foreign experience in working with persons with special educational needs;
- educational programs are not sufficiently focused on the formation of competencies necessary for the further independent life of a person with special educational needs.

Propositions

For the effective development of inclusive education in Ukraine, it is necessary to consolidate the efforts of the state with the involvement of public associations, charitable organizations in cooperation with participants in the educational process. An important factor in improving the effectiveness of the inclusive process in education is the formation of inclusive readiness of the teaching staff, and it is necessary to talk about both the retraining of practicing teachers and the readiness of students of pedagogical universities to work in inclusive education. Researchers note that the effectiveness of training a person with a positive motivation for pedagogical work is determined by a number of factors, among which the main one is the willingness to devote oneself to the chosen specialty, which includes the presence of highly developed components of the pedagogical function.

Conclusions

These are the conceptual foundations faced by the inclusive process in Ukraine at the present stage. Of course, not all legislative, resource and personal barriers to the establishment of inclusive education in Ukraine are listed, but such a multidimensional view allows us to assess this problem in its entirety and at the same time suggests some ways to solve it.

The most promising step in this direction will be, in our opinion, the reorientation of society from the «medical model» of disability to the «social model». The medical model understands disability as a health disorder, when a sick person becomes a problem for society. Social model: disability as such is not a problem for a person, it is the environment that creates barriers to his or her life. By adopting a social approach to disability as a basis, it will be easier for society and schools to get rid of discriminatory negative attitudes towards «problem» children, to overcome neglect and to become more flexible in realizing the rights and opportunities for equal education for all students without exception.

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