

INCLUSIVE EDUCATION IN UKRAINE: PROBLEMS AND PROSPECTS

The article deals with the features of inclusion - taking into account the diversity of the entire student community and identifying the special needs of all children who have certain differences due to cultural environment, ethnicity, language, religion, socio-economic reasons, learning abilities and other influencing factors. for the development and education of children. The values of inclusive education are revealed: mutual respect; tolerance; self-awareness as a part of society; providing opportunities for the development of skills and talents of a particular person; mutual assistance; opportunity to learn from each other; the opportunity to help yourself and people in society.

Keyword.: *Inclusive education; a tutor; inclusion; personality-oriented learning.*

Formulation of the problem. Today, under the influence of global processes of humanization of modern Ukrainian society, the attitude towards people with disabilities is changing. These changes can be seen as overcoming social and educational barriers. One of these barriers is the traditional division of education into general secondary and special (correctional), which are represented by segregation institutions. But the modern approach to the development of education breaks down this barrier. This socio-cultural phenomenon destroys the latter due to the fact that education is created by society based on its needs and goals. Education does not exist without society, and in our opinion depends in part on the political and socio-economic situation in the country. Education as a socio-cultural phenomenon significantly affects the worldview of society, but is not the only factor in the social well-being of the younger generation.

Integration processes into the European community determine the urgency of the problem of inclusive education. It is primarily due to the fact that the number of children in need of remedial education is growing steadily (<https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>). According to the Ministry of Education and Science of Ukraine, as

of January 1, 2020, 19,345 students with special educational needs are enrolled in inclusive classes. This number is 7 times higher than five years ago. At the beginning of 2020, 13,782 inclusive classes were created in Ukraine. Thus, in the 2019/2020 academic year, 35% of the total number of general secondary education institutions organized inclusive education (mon.gov.ua).

As of January 1, 2020, 4,681 pupils with special educational needs are studying in preschool institutions. Also, from the 2019/2020 academic year, inclusive education has been introduced in vocational, technical and higher education institutions, where 1,312 students with special educational needs study inclusively. However, most children with disabilities study in special educational institutions, or do not receive education at all. Therefore, the search for approaches to intensifying the development of inclusive education is an important state issue.

Research analysis. Modern scientists have made a significant contribution to the formation and development of inclusive education. A. Kolupaeva (2009) described the historical and pedagogical generalization of scientific and theoretical approaches to the process of involving people with disabilities in the general educational space, the analysis of international and Ukrainian legislation on the education of people with disabilities. V. Nochovka (2014) reveals practical experience in organizing inclusive education in a secondary school.

Z. Udych (2015) covers the problems of personality development of a child with special needs in the system of a secondary school, characterizes the main provisions of inclusive education. In his works Z. Udych (2015) studies the preparation of future teachers to work in an inclusive classroom. It should be noted that such scientists as O. Antoshchak, N. Vasylenko, I. Dychkivska, I. Kalchenko, N. Sultanova, N. Tkachenko pay considerable attention to the system of development of inclusive education in Ukraine.

The purpose of the article is to reveal the trends in the development of inclusive education and its characteristics at the present stage in Ukraine.

Presentation of the main research material. An important indicator of the development of society is the humane, caring and compassionate attitude towards children with disabilities, who do not always have the opportunity to lead a full life. Their problems must become paramount, and the state must solve them through the adaptation and integration of such children into society. The emergence of the ideology of inclusive education is due to the need to improve the system of organization of children's education. This improvement is to create a single educational space for each child.

The conceptual basis of inclusion is to take into account the diversity of the entire student community and identify special needs, not developmental disabilities, and meet the special educational needs not only of students with disabilities but also of all children with cultural, ethnic, linguistic and linguistic differences, religious, socio-economic reasons, the level of educational abilities and other factors influencing the development and learning of children (Kolupaeva, 2019).

The term "inclusion" differs from the terms "integration" and "segregation". With inclusion, all stakeholders must be actively involved to achieve the desired result. Integration as an educational phenomenon involves the involvement of children with disabilities, especially in the general education environment, provided that all the requirements under which this educational environment operates are met (Kolupaeva, 2019).

Today, there are a number of international organizations that formulate and adjust policies in the field of inclusive education. These include the United Nations (UN), UNESCO, the Organization for Economic Co-operation and Development (OECD). By ratifying international legal instruments, Ukraine has committed itself to the observance of universal human rights to the provision of quality education for children with disabilities, and has legally recognized the principles of inclusive education.

The basis for the introduction of inclusive education is a number of international and national regulations: World Declaration of Human Rights (1948); Declaration of the Rights of the Child (1959); Declaration on the Rights of Persons with Disabilities (UN, December

9, 1975); Convention on the Rights of the Child (1989) – ratified by the Resolution of the Verkhovna Rada of Ukraine on February 27, 1991; World Declaration on Education for All (1990); UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993); Salamanca Declaration and Program of Action (1994); Program of Action for the Education of Persons with Special Educational Needs (1994); Dakar Declaration (2000); UN Convention on the Rights of Persons with Disabilities (2006) – ratified by the Resolution of the Verkhovna Rada of 16.12.2009; Resolution of the 48th session of UNESCO “Inclusive Education: the way to the future”.

The list of these documents legally regulates the process of entering an inclusive environment in education and science in general. But it should be noted that the concept of “inclusive education” is mostly new, as is the concept of inclusive education. The modern development of education and upbringing confirms the need for inclusion and rejects all doubts and concerns.

Recognizing the value of inclusive education, it is necessary to take into account certain factors that hinder the implementation of the ideas of inclusive education. We believe that this is primarily not a tolerant attitude of the population to children with disabilities, psychological unwillingness to accept these children as full members of society.

Considering the phenomenon of inclusive education through the attitude of all participants to it, we can identify a number of conflicts that arise in the process of inclusion in the educational space. The first, and probably the most important, is the relationship between parents whose children have disabilities and parents who raise children without disabilities.

Parents of children with disabilities do not want to send their children to regular school. They are afraid of ridicule, conflicts with classmates and teachers, misunderstanding of the special needs of their children and, consequently, inadequate response to them. Of great importance is the unsuitability of premises and the educational process for quality education of children with disabilities (Zaerkova, 2016).

In turn, parents of children without disabilities fear that a child with a disability (especially with severe disabilities) will interfere, distract teachers and children, which will reduce the level of knowledge of the whole class. Parents of such children do not want to see a child with a disability next to their child. They have a subconscious feeling that somehow their "ideal" child may be infected with another child's illness. Quite often there is a timid attitude to any violation of the child or the instinctive desire of parents to physically separate their child from contact with a child with a disability. Parents are well educated about the fact that it is known that the disease is not contagious, but even the presence of a child with a disability in their class / group of schools, instills in them a sense of constant hidden anxiety. There is also a phenomenon when parents of primary school children have fears that their children will not receive enough attention from the teacher, because the teacher must pay a lot of attention to the student who is studying for inclusion. The fear is also manifested in the fact that parents of children without disabilities are confident that their children will study in a simplified program and will not receive full knowledge, as the teacher must provide educational material facilitated, taking into account the child with disabilities (Zaerkova, 2016).

It is worth noting that the doubts and fears are quite justified, because the concept of inclusive education requires fundamental changes in the system of not only secondary but also vocational and additional education. From this perspective, the following conflict follows – the professional skills of a teacher who will work in an inclusive educational space. Teachers must fully master the technology of personality-oriented learning: according to the child's ability to find their own approach, but the imperfection of the classroom-educational system does not allow to implement an individual approach to each student. With an inclusive form of education, the teacher needs to keep in mind not only the children of the primary school, but also to control the pace of learning of the child with disabilities. This process requires more effort and diligence on the part of the teacher to work with the class at a different pace.

Therefore, it is important that the teacher tries to see the difference and is ready to respond accordingly. But often the teacher's attention is not enough for everyone, because the class size reaches 30 students (Zaerkova, 2016).

After analyzing this problem, it was decided to take the experience of foreign countries in the introduction of a teacher's assistant (tutor), which created a new conflict. The teacher does not always want to see another teacher in his class. There is a specific discomfort in the fact that every word and movement is controlled. In accordance with the guidelines of the Ministry of Education and Science of Ukraine “On the organization of the educational process for students with special educational needs of secondary schools in the 2015/2016 academic year” from 05.06.2015. № 1 / 9-280”... In the absence of the possibility of introducing an additional position, in particular, a teacher's assistant, such a function may be performed by one of the parents or a person designated by the parents (person replacing them) in their written application...” parents or their trustees individuals can be assistants (mon.gov.ua).

Currently, there is a practice that, in addition to a certified teacher, one of the parents or another individual may be present during the lesson. But the difficulty is that the teacher must take it for granted and be as stress-resistant as possible (Zaerkova, 2016). We consider it appropriate to say that despite the emerging disputes and inconsistencies, the system of inclusive education is an effective mechanism for the development of an inclusive society. This is the key to inclusive education. Rejecting all misunderstandings, we can say that inclusive education is education for all, regardless of their physical, intellectual, social, emotional, linguistic or other characteristics. It gives the opportunity to join the general process of learning and education (development and socialization), which then allows an adult to become an equal member of society.

In general, an inclusive form of education and upbringing is a long-term strategy. Its implementation requires phased development and implementation. Now we can talk about the preparatory stage at which the technologies of multilevel educational integration are

implemented. This implies that in the future the education of children with disabilities in mass educational institutions will be organized according to the needs of each child, ie an individual educational program will be developed.

The healthy development of inclusive education in Ukraine requires the creation of a barrier-free environment that includes physical and psychological components. Special work with the use of additional education resources on the organization of interaction of children with and without disabilities, aimed at harmonizing children's relationships; creating an atmosphere of emotional comfort and mutual acceptance.

We can say that inclusive education has its values. The main values of inclusion include: each child is an individual; all children can study; the school, teacher, family and society have the primary responsibility for promoting learning; each child has unique abilities, features, interests; teachers should not exist in isolation, they need constant support; discrimination in any form is prohibited; everyone has the right to participate in society; education begins at birth; education is especially important in early childhood, but it does not end in adulthood – this process lasts a lifetime; tolerance for each other, acceptance of people with their individual differences; education in the spirit of mutual understanding.

In a more general form, the basic values of inclusive education are represented in all cultures, religions, philosophical systems. They are also reflected in most major articles of international human rights instruments. Such values include: mutual respect; tolerance; self-awareness as a part of society; providing opportunities for the development of skills and talents of a particular person; mutual assistance; opportunity to learn from each other; the opportunity to help yourself and people in your society.

International experience in the development of inclusive education shows that this is a long-term process that requires patience, consistency, continuity, phasing and a comprehensive approach to its implementation. However, despite the positive experience of foreign countries in the development of inclusive education, it should be

borne in mind that the implementation of this process in Ukraine has many problems. Due to a number of economic and ethnographic conditions, due to the mentality, Ukraine cannot fully adopt this experience. Therefore, there is a creation of its own path of development of inclusive education and inclusive competence of teachers. By implementing inclusive education, society places a leading role on the teacher. Teachers in this case are the conductors between the world of knowledge and the child.

R. Dimenstein and I. Larikova note that one of the main aspects of inclusive education is a properly designed educational route for a particular child. These routes do not depend on the form of organization of the educational process, on the type of class, group, school where the child is currently. There are different ways to lead a child on a path that leads to integration - it is only important that each stage increases his integration potential. Increasing the integration potential of the environment necessarily includes teacher training, advanced training, their retraining; special work with parents (both ordinary and children with disabilities), qualified psychological and educational work with ordinary children. These organizational, educational and pedagogical activities are aimed at increasing the integration potential of the educational organization and the system as a whole (Dimenshtein, Larikova, 2015).

Analyzing the research of S. Alekhina (2010) we can say that the current state of training teachers and professionals to work in an inclusive educational environment does not meet societal needs. Pilot schools have been set up, but they lack specialists (psychologists, speech therapists, assistants, speech pathologists) and rates for them. Existing specialists are usually overwhelmed, because they also deal with children in public schools. An important place is the motivation of teachers to implement inclusive education, because their salaries do not correspond to their workload.

Conclusions and Perspectives. Thus, the present urgent task is the study, cultural design, understanding and generalization of existing domestic experience in the development of the education system. This will dispel doubts and accumulate different approaches, mechanisms and technologies of inclusive education, effectively use available resources, reduce risks and possible mistakes; correlate different

(theoretical and practical) approaches and models of integrated education. Given the changed attitude of society towards children with disabilities, the process of integration of such children into secondary schools will gain popularity and become successful. An important role in the development of inclusive education is also played by the material support of the education system, the implementation of the necessary professional training of future teachers and their mass retraining. A well-organized inclusive education will help parents of children to look at the phenomenon of integration in a new way and provide evidence that children with disabilities will not only not harm their children to full development, but will also provide additional opportunities.

Thus, we can say that inclusion is the leading trend of the current stage of development of the education system in Ukraine. This is a new social order that requires satisfaction and purposeful study in the theory and practice of pedagogy. The implementation of inclusive education should contribute to the satisfaction of the legal right of a child with a disability to co-education with peers.

Список використаної літератури

- Алехіна, С. (Упор.). (2021). *Інклюзивна освіта в Україні: здобутки, проблеми та перспективи: резюме аналітичного звіту за результатами комплексного дослідження*. Взято з <http://www.twirpx.com/file/974948>
- Дименштейн, Р., & Ларикова, И. *Интеграция или инклюзия? Споры о словах и нерешенные проблемы образования особых детей*. Взято з www.osoboedetstvo.ru
- Заєркова, Н. В., & Третяк, А. О. (Укл.). (2016). *Інклюзивна освіта: від А до Я: Порадник для педагогів і батьків*. Київ: Ін-т післядипломної пед. освіти.
- Інклюзивне навчання. Взято з <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>
- Колупаєва, А. А. (2009). *Інклюзивна освіта: реалії та перспективи : Монографія*. Київ: Самміт-книга.
- Колупаєва, А. А. & Таранченко, О. М. (2019). *Навчання дітей з особливими освітніми потребами в інклюзивному середовищі : Навчально-методичний посібник*. Харків: Ранок.
- Міністерство освіти та науки України. Взято з <https://mon.gov.ua/ua>
- Ночовка, В. І., Головка, В. А., & Тимошук, О. М. (2014). *Організація інклюзивного навчання в школі*. Київ: Шкільний світ.
- Удич, З. І. (2015). *Основи інклюзивної освіти : Навчально-методичний посібник*. Тернопіль: ПРИНТ-ОФІС.

Яна Демус

ІНКЛЮЗИВНА ОСВІТА В УКРАЇНІ: ПРОБЛЕМИ І ПЕРСПЕКТИВИ

У статті розглянуто особливості інклюзії – врахування розмаїття усієї учнівської спільноти та визначення особливих потреб усіх дітей, які мають ті чи інші відмінності, зумовлені культурним середовищем, етнічною приналежністю, мовними, релігійними, соціально-економічними причинами, рівнем навчальних здібностей та

іншими чинниками, що впливають на розвиток і навчання дітей. Розкрито цінності інклюзивного навчання: взаємна повага; толерантність; усвідомлення себе частиною суспільства; надання можливостей для розвитку навичок і талантів конкретної людини; взаємодопомога; можливість вчитися один у одного; можливість допомогти самим собі й людям у своєму оточенні. Важливим показником розвитку суспільства є гуманне, турботливе та милосердне ставлення до дітей з особливими потребами, які не завжди мають можливість вести повноцінне життя. Їхні проблеми мають стати першорядними, і держава зобов'язана розв'язати їх через адаптацію та інтеграцію таких дітей у суспільство. Поява ідеології інклюзивної освіти зумовлена потребою вдосконалення системи організації навчання дітей з особливими потребами. Це вдосконалення полягає у створенні єдиного освітнього простору для всіх учнів. Таким чином, сьогодення актуалізує завдання вивчення, осмислення й узагальнення вітчизняного досвіду розвитку інклюзивної освіти. Це дозволить розвіяти сумніви й акумулювати різні підходи, механізми і технології інклюзивної освіти, ефективно використовувати наявні ресурси, зменшити ризики та можливі помилки; співвіднести різні (теоретичні та практичні) підходи і моделі інтегрованої освіти. За умови зміни ставлення суспільства до дітей з особливими потребами процес інтеграції таких дітей у заклади загальної середньої освіти буде успішним.

Ключові слова: інклюзивна освіта; тьютор; інклюзія; особистісно-орієнтовне навчання.

References

- Alekhyna, S. V. (Comp.). (2021). *Inklyuzivna osvita v Ukraini: zdotutky, problemy ta perspektyvy [Inclusive education in Ukraine: achievements, problems and prospects: summary of the analytical report on the results of a comprehensive study]*. Retrieved from <http://www.twirpx.com/file/974948> [in Ukrainian].
- Dimenshtejn, R., & Larikova, I. (2021). *Integracija ili inkluzija? Spory o slovah i nereshennye problemy vospitaniya osobyh detej [Integration or Inclusion? Disputes about words and unresolved problems of education for special children]*. Retrieved from www.osoboedetstwo.ru. [in Russian].
- Inklyuzivne navchannia [Inclusive education]*. Retrieved from <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya> [in Ukrainian].
- Kolupaieva, A. A. (2009). *Inklyuzivna osvita: realii ta perspektyvy: Monohrafiia [Inclusive education: realities and prospects: monograph]*. Kyiv: Samit-knyha [in Ukrainian].
- Kolupaieva, A. A., & Taranchenko, O. M. (2019). *Navchannia ditei z osoblyvymy osvithnyimi potrebamy v inklyuzivnomu seredovyschchi: Navch.-metod. posib [Education of children with special educational needs in an inclusive environment: a textbook]*. Kharkiv: Ranok [in Ukrainian].
- Ministerstvo osvity i nauky Ukrainy [Ministry of Education and Science of Ukraine] Retrieved from <https://mon.gov.ua/ua> [in Ukrainian].
- Nochovka, V. I., Holovko, V. A., & Tymoshchuk O. M. (2014). *Orhanizatsiia inklyuzivnoho navchannia u shkoli [Organization of inclusive education in school]*. Kyiv: Shkilnyi svit [in Ukrainian].
- Udych, Z. I. (2015). *Osnovy inklyuzivnoi osvity: Navch.-metod. posib [Fundamentals of inclusive education: a textbook]*. Ternopil: PRINT-OFIS [in Ukrainian].
- Zaierkova, N. V., & Treitiak A. O. (Comp.). (2016). *Inklyuzivna osvita vid A do Ya: poradnyk dlia pedahohiv i batkiv [Inclusive education from A to Z: a guide for teachers and parents]*. Kyiv. [in Ukrainian].

Одержано 28.05.2021 р.