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Yuliia Herasymchuk**INCLUSIVE EDUCATION IN SCHOOLS OF UKRAINE**

The inclusive education in Ukrainian schools is analyzed in the article. It has been established that inclusion is a leading trend in the development of the education system throughout the world community. The complex of interrelated factors is formulated and it is aimed at activating the development of inclusive education in Ukraine.

Keywords: inclusive education, inclusive studying, socialization, quality of education.

The process of inclusive education in different countries of the world takes place in different ways, taking into accounts the specific socio-cultural conditions and political priorities of the state. Inclusive education is a long-term strategy that requires patience and tolerance, systematic character and consistency, continuity, and an integrated approach to its implementation. Inclusion envisages involving each educational program in the process through an educational program that meets its abilities, as well as meeting individual educational needs, providing special conditions. At the present stage, inclusiveness is a leading trend in the development of the education system throughout the world community.

During the last decade, foreign (J. Dandy, A. Hodkinson, B. Norwich, K. Taylor) and Ukrainian scientists, in particular, V. Bodnar, A. Kolupaieva, N. Sophii, A. Shevtsov, O. Stoliarenko, V. Syniova, I. Yarmoshchuk devote their work to researching the problem of attracting people with special needs to study in educational institutions, their rehabilitation and socialization to social norms.

The topicality of this article is stipulated by the importance of the development of inclusive education in Ukraine as the cornerstone of national educational system.

The **objective** of the paper is to reveal the features of inclusive education at school.

Socializing and rehabilitating opportunities for inclusive education of children with special needs that have physical constraints in school are beyond doubt. Inclusive education implies education for all in terms of adaptation to different needs and physical disturbances, and can only be realized in the context of real relationships, when students with disabilities develop various kinds of activities, communicate, regulate self-esteem, gain support and friendship of peers, self-confidence, the outlook and spiritual

content of a person with a disability are formed, a willingness to live and work in a rapidly changing world. I

Inclusive education implies both the technical equipment of the architectural environment of educational institutions, as well as special technologies and pedagogical programs aimed at the implementation of inclusions [1, p. 11].

The quality of education is primarily related to the satisfaction of the needs of everyone in effective socialization, that is, the acquisition of means of building personal, professional and civic activities in public life [6, p.12].

Socialization is carried out in three main areas: activity, communication and self-awareness. In inclusive education, a full and effective filling of these spheres of socialization of pupils with special needs takes place. A child with special needs is not a passive member of society, but a person who has the right to meet their own social needs. The level of support, humanism and tolerance in relation to children with special needs, the ability to provide them with affordable and high-quality education, indicators of the degree of development of the society in which they live. In Ukraine, the practice of introducing inclusive forms of education into the system of general educational institutions is rather complicated, due to the presence of barriers to general education that hinder the successful implementation of inclusive processes. These barriers include: the lack of training of the pedagogical corps of general education (didactic, psychological, and personal) for participation in inclusive processes; the lack of a systemic vision of the problem of inclusion and ways of solving it in different educational structures [5, p. 29].

What do Ukrainian citizens with disabilities expect? And they expect that at last they will confirm their right to inclusive education, the inalienable right of everyone according to European norms. So, let's try to figure out what a real inclusive education is and whether its citizens with special needs will wait.

There are divergences between domestic and foreign educational systems. First of all, what does a strange phrase “persons with special educational needs” mean? What special educational needs do they have? There are children, from nature endowed with super powers, they are now called “children of indigo”, and there are children with disabilities for mental development for certain reasons [2, p. 10].

Both the first and the second really have special educational needs, since in the first case they are able to absorb significantly more information in quantity and quality, and in the second – because of illness, they cannot master the program volume of the material, therefore, they study according to a special, lightened program.

Perhaps the blind or the wheelchair does not need a qualitative education or their need (to read, write, and to know their history and culture, physics and mathematics) is less than that of a healthy person? An invalid does not want, cannot or does not have the right to be a teacher, a scientist, to reach the peaks in science, culture, sports, since he has a limited education need? In that case, what would Homer, Beethoven, Roosevelt achieve (according to the logic of the document – “persons with limited educational needs”), if their needs and opportunities were limited?

Educational and social inclusion can act as an instrument that can overcome (marginalize) the alienation of children with peculiarities of psychophysical development and contributes to the formation of the viability of the individual. One of the goals of creating an inclusive environment is to promote understanding and tolerance through the daily interaction of children with and without developmental disorders.

Since children need to learn together, they should help to realize a significant part of them, learn to appreciate the talents and abilities of each classmate with or without violations, to accept and even emphasize the unique diversity that makes each individual [7, p. 20].

It should be emphasized that all of the above positive features of inclusive education are determined at the level of the theoretical model, and practically implemented not always at the desired level.

The system of inclusive education includes institutions of secondary education, professional and higher education. Its goal is to create a barrier-free environment training and training of people with disabilities. This one is the complex of measures and implies both the technical equipment of educational institutions, and so on the development of special training courses for teachers and other students aimed at development of their interaction with the disabled. Special programs are also aimed at facilitating adaptation of children with disabilities in general educational institution. So, in recent years a new inclusive model of learning has emerged provides for the joint training and stay of children with various violations psychophysical development with their healthy peers.

In 2009, Ukraine ratified the Convention on the Rights of Persons with Disabilities. Her Article 24 states that States that have acceded to it recognize the right of people with disability to education and for the purpose of realization of this right without discrimination and on the basis of equality of opportunity ensures inclusive education at all levels and lifelong learning [3, p. 100].

The Convention is a document of direct action, and this means that a violation of its provisions will be sufficient grounds for citizens to appeal to the judicial authorities in case of violation of their rights.

Recently, a number of new legal acts have been adopted, concerning the promotion of the model of inclusive education in Ukraine. I will only name several, most important. October 1, 2010 by the order number 912 of the Ministry of Education and Science, Youth and Sports of Ukraine approved the Concept of Development of the Inclusive training. The next important document was “The order of the organization of the inclusive training in general educational institutions” approved by the resolution Cabinet of Ministers of Ukraine dated August 15, 2011 On the basis of changed educational approaches is also adopted a new “Regulations on psychological and medical-pedagogical consultations” [4].

The construction of an effective system of inclusive education in Ukraine is possible on the basis of the interaction of various factors, first of all, strengthening the financing of education, improving its legal and regulatory framework, improving methodological and personnel provision of inclusive education [8, p. 33].

It is also necessary to create the necessary conditions for the full-fledged education of children with special educational needs in educational institutions, including the training of pedagogues, the provision of individual support in the course of education, taking into account the needs of the child, the nosology of the disease, receiving and processing information for mastering the curriculum, providing them with state support. It is important to create positive public opinion about inclusive education by involving mass media in this business, organizing information campaigns that would contribute to the implementation of laws aimed at educating children with disabilities. The lack of proper financing of education in general and inclusive in particular is a significant obstacle to its development, therefore, it is necessary to increase funding for the development of the material base of educational institutions in order to transform them into an accessible learning environment.

The construction of an effective system of inclusive education in Ukraine is possible on the basis of the interaction of various factors, first of all, strengthening the financing of education, improving its legal and regulatory framework, improving methodological and personnel provision of inclusive education. It is also necessary to create the necessary conditions for full-time education of children with special educational needs in educational institutions, including the training of pedagogues, the provision of individual support in the course of education, taking into account.

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Юлія Герасимчук

ІНКЛЮЗИВНА ОСВІТА В ШКОЛАХ УКРАЇНИ

У статті проаналізовано питання інклюзивної освіти в українських школах. Встановлено, що інклюзія є провідною тенденцією у розвитку системи освіти в усьому світі. Сформульовано комплекс взаємопов'язаних факторів, які спрямовані на активізацію розвитку інклюзивної освіти в Україні.

Ключові слова: інклюзивна освіта, інклюзивне навчання, соціалізація, якість освіти