

MANAGEMENT-CONFIGURATING ROLE OF THE CLASS WITH AN INCLUSIVE LEARNING FORM IN THE SYSTEM OF INCLUSIVE EDUCATION

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Effective functioning of any educational system depends on its management. The problem of improving the management of educational organizations has become particularly relevant recently in connection with significant changes in the political and socio-economic life of Ukraine. It became obvious that management, which is based on traditional principles, does not meet the requirements of today and requires immediate restructuring. Moreover, a number of objective scientific studies and practical activities have proven that the preservation of anachronistic approaches in the management of educational systems is the main reason for the slow pace of their reformation and adaptation to the requirements of today, there is an urgent need to use the theory and practice of educational management [1–5].

Educational management is considered as a specific type and art of managerial activity, which includes a complex of principles, methods, organizational forms and technological methods of managing educational systems of various types and types, aimed at their formation, effective functioning and development [6-8].

The path of European integration chosen by Ukraine imposes new requirements on the education system, in particular, ensuring equal access to quality education for children with special educational needs, their rehabilitation and integration into society. Today, the latest educational technologies are becoming widespread, which are based on the principles of taking into account the interests of a child with special educational needs; provision of early learning and timely assistance to such children; their inclusion in the general education space, starting from preschool age [9].

Under the current socio-economic conditions, the right of children with special educational needs to education is ensured by an extensive network of special general educational institutions due to the possibility of specially organizing the educational process in a complex combination with rehabilitation work, which is harmoniously reflected in the advantages of the implementation of inclusive education (Fig. 1).

At the same time, the inclusive form of teaching children with special educational needs in general educational institutions, which is regulated by the Law of Ukraine, is becoming more and more widespread [1–8]. According to this legislative act, amendments were made to the Law of Ukraine «On General Secondary Education», which provides for the operation of special and inclusive classes for teaching children with special educational needs in general educational institutions and the creation of educational and rehabilitation centers for children with complex developmental disabilities.

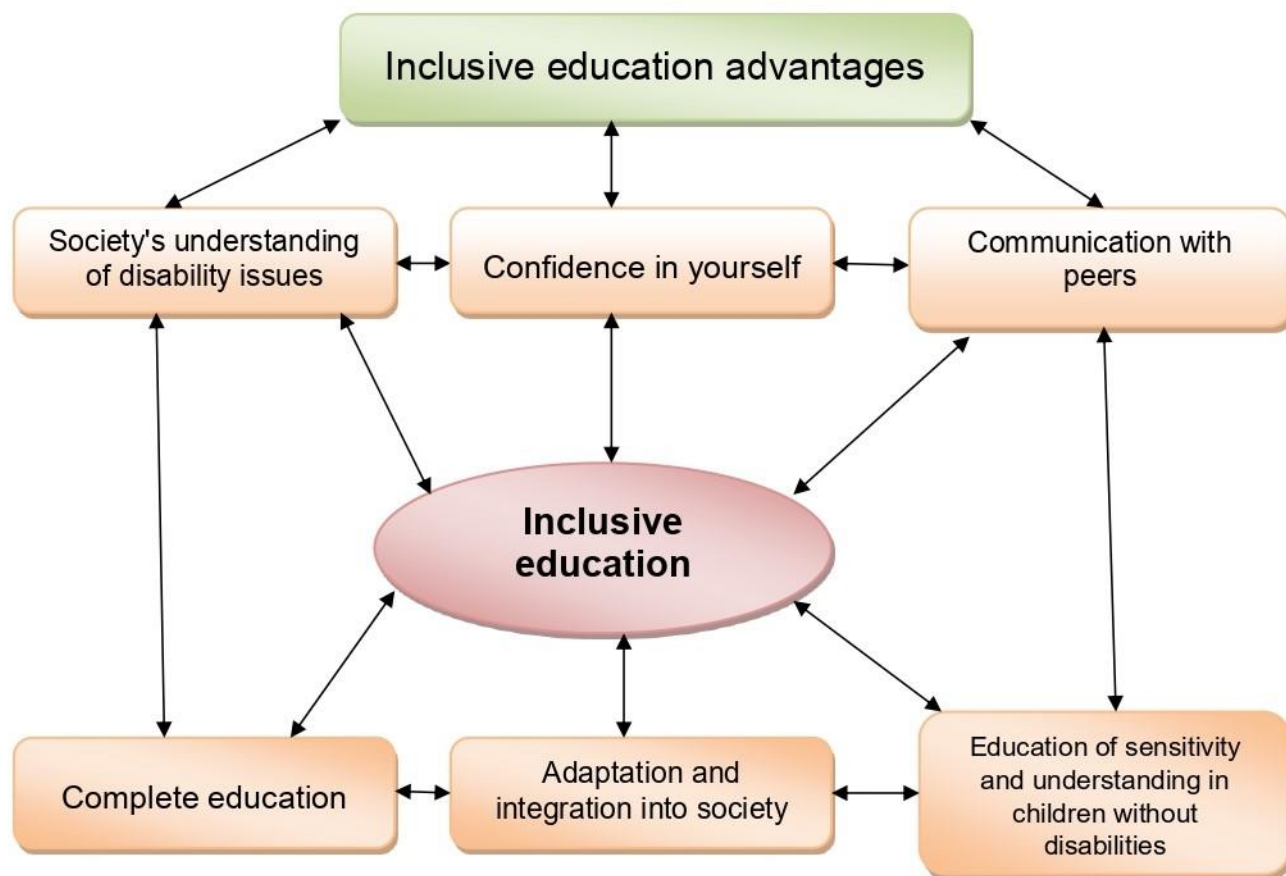


Fig. 1. Advantages of inclusive education when implemented in a general educational institution.

With the introduction of inclusive education in Ukraine, the issue of training and retraining of pedagogical workers ready to work with children with special educational needs in the conditions of inclusive education, training of pedagogical workers who would harmoniously combine management skills and the ability to provide educational services in classes with an inclusive form of education has become acute. After all, support and provision of pedagogical support for children by appropriate specialists is a mandatory component of inclusive education. They are entrusted with a wide range of duties, but the functions may have significant differences depending on the needs of the child [7].

Teaching assistants, together with teachers, enrich the curriculum and help students acquire the skills and knowledge they will need for a fulfilling life in the classroom, at school, and in society. When making decisions about the

curriculum, teachers take into account the information they receive from other professionals, parents and their school assistants. Professionals in their fields (psychologists, speech therapists, physiotherapists, etc.) provide teachers with suggestions on taking into account the individual characteristics of a particular student. Teachers use this information during the implementation of educational programs. In most countries there is no list of responsibilities assigned to teaching assistants. The determination of the responsibilities of a teacher's assistant is influenced by such factors as his qualifications, the needs of the students and the teacher's need for information.

In general, management as an integral part of the pedagogical system of a general educational institution, its system-forming basis, has an objective nature, but the implementation mechanism is a subjective process. It can be mainly intuitive or based on the theoretical foundations of science. In this regard, it is important to determine how management practice and theory relate. Management in general educational institutions is their important constituent part, which should be a coherent, hierarchical, legally secured and defined subsystem with its integral function and the functions of each of its elements. Class management with an inclusive form of education in a general educational institution should be based on theoretical and methodological principles as a system of provisions, which are based on a clear understanding of laws, regularities, principles, on the use of various approaches as a set of methods, techniques for considering management problems, which provide a theoretical basis management. Management of such educational institutions is a complex system with many internal relationships. Its effectiveness depends on the management activity of the administration and the teaching staff of the school, which is based on the correct distribution of responsibilities, based on a clear definition of functions, which are analysis, planning, organization, control.

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