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Inclusive education: social and pedagogical aspects

The article analyzes social and pedagogical aspects of inclusive education. On the basis of international experience, legal basis, pedagogical and methodological aspects of the educational process, it studies the features of introduction of inclusive education into the Ukrainian school system.

Any person, regardless his/ her health status, presence of physical or mental disturbances, has the right to receive education, the quality of which doesn't differ from that of healthy people. This principle, which is reflected in several international documents, is the basis of inclusive education for children with special educational needs. It is implemented in order to realize their right to choose the educational institution and form of education according to their residence, where all necessary conditions would be provided.

The analysis of modern social conditions leads to reflect on the role of children with special needs in this society and all those that do not correspond to our stereotypical idea of the so-called normality. Louis Marshall, a famous writer, speaking about the norm and pathology, is inclined to believe that the notion of norm is rather conditioned, since those who do not show any signs of apparent disturbances often possess inconspicuous deviations.

Convention on the Rights of the Child as an international document which automatically imposes to bring national legislation in line with this "global constitution of children rights in each state." Ukraine is making its progressive steps in these sphere. In recent years children with special needs are intensively supported by the state financing, this helps to promote the progressive ideas into practice. However, certain categories of children in Ukraine are deprived of qualitative education.

One of the forms of education for children with special educational needs is a new, but widely used in many countries, inclusive form of organization of educational process, which realizes an absolute right of every child to achieve general education according to their residence with all the necessary conditions provided. This model of inclusive education is getting more and more significant thanks to the work of Community organizations.

In order to ensure equal access to qualitative education, inclusive educational institutions must adapt curricula and plans, methods and forms of education, use of existing resources, partnership with the community to the individual needs of children with special educational needs. Inclusive education – is a process in which the school is trying to meet the needs of all students, making the necessary changes to the curriculum and resources in order to ensure equal opportunities for all children.

Keywords: *inclusive education, educational process, educational environment.*

Modern stage of society development is characterized by a wide range of educational services and humanistic focus on personal development. The actual problem is inclusive education that focuses on educating children with disabilities in traditional educational establishments.

The purpose of introducing inclusive education is to eliminate social exclusion (expulsion) resulting from negative attitude to the concept of diversity. The starting point of this concept is the belief that education is one of the fundamental human rights and the basis for making the society more impartial.

It is important to study the sphere of inclusive education because the number of children with special needs is growing steadily. Accordingly, the implementation of inclusive education is one of the priorities of educational reform in Ukraine.

The aim of this research is to analyze social and educational aspects of inclusive education, pedagogical and methodological aspects of the educational process.

The problem of implementation of inclusive education is reflected in the works of Ukrainian scientists - O. Ilyina, A. Kolupaev, A. Martynov, Sergey Mironov, A. Myskiv, Movchan, A. Polyakova T. Samson, N. Sofiy, A. Stolyarenko V. Synovoyi, P. Talanchuk, E. Tarasenko, AN Shapoval, A. Shevtsov, etc .. The social, psychological, pedagogical and legal aspects of the problem - in the works of foreign researchers Amstronha F., B. Barber, M. Davis, J. Bellow, N. Borisov, C. Jenks, X. Kirby, S. Korletta, M. Crozier, F. Crosby, D. Cooper, T. Newman, P. Romanov, G. Silver, Mr. Silver, B. Schmidt, K. Taylor, A. Hodkinsona, A. Yarskoyi-Smirnitsky and others.

At the United Nations International Conference "Inclusive Education: the Way to the Future" in Geneva in 2008, were discussed educational, scientific and cultural matters and was noted that the introduction of inclusive education is the central issue for quality education and for creating a more inclusive society.

Inclusive education is a term that was used for the first time in Salamanca Statement on Principles, Policy and Practice, adopted by the World Conference to

speak about the education of people with disabilities in June 1994. This document was the first international document that stressed the need for educational reform toward inclusive education. Appealing to the governments of all states, it was stressed that the priority in terms of policies and budget allocations should be given to the educational reform, which would provide quality education for all children regardless their individual differences and difficulties; the principle of inclusive education should be legally recognized, which means that all children should frequent common schools, except special cases; the exchange of experience with the countries having inclusive education system should be encouraged; the participation of parents, communities, civil society organizations of people with disabilities in planning and decision-making regarding special educational needs should be promoted; the development of different strategies to diagnose and determine the specific needs of children should be encouraged, and the scientific and methodological aspects of inclusive education should be developed; special attention should be paid to the preparation of teachers working in the sphere of inclusive education.

The basis of the term "inclusive education" is the social understanding that treats disability as a concept that evolves, and is the result of interaction that takes place between people having health problems, and barriers that exist in the society and that doesn't give them the possibility to participate in social life equally with others. The social model of disability understanding is an alternative to the medical one, which is primarily aimed at correcting psychophysical development of people with special needs.

The basis of inclusive education is the ideology that excludes any discrimination against students with disabilities, and at the same time creates appropriate conditions for qualitative education. Inclusive education recognizes that all children can study properly, and their distinctive features are worthy of respect and are a source of learning experience for all educational process participants.

CHALLENGES IN INCLUSIVE EDUCATION

- MEANING OF INCLUSIVE EDUCATION
- DEFINITION OF INCLUSIVE EDUCATION
- OBJECTIVE OF INCLUSIVE EDUCATION
- TARGET GROUP
- CHALLENGES & STRATEGIES OF INCLUSIVE EDUCATION
- ROLE OF TEACHER
- BENEFITS OF INCLUSION (SUBJECT WISE)
- BENEFITS OF INCLUSION (YEAR WISE)
- CONCLUSION
- BIBLIOGRAPHY



Inclusive education is an educational technology, which provides children with special needs with education and upbringing in normal education institution, where appropriate conditions are created for the most effective education process.

Inclusive education is a pedagogic innovation in Ukraine and at the same time it is the requirement not only of time, but from the moment of ratification The United Nations Convention on the Rights of Disabilities it is one of the state's international duties.

All the provisions on inclusive education are included into The United Nations Convention on "The Rights of Disabilities" which is approved by The United Nations General Assembly on 13th of December 2006, and is regulated by The Constitution of Ukraine, laws of Ukraine "Pre-School Education", "Education", "General Secondary Education", "On the Rehabilitation of the Disabled in Ukraine", " "On the basis of social protection of disabled people in Ukraine"', "Child Protection", "Decrees of the President of Ukraine" from 20.03.2008 № 244 "On additional measures to improve the quality of education in Ukraine", from 18.12.2007 № 1228 "On Additional immediate Measures to create favorable conditions for the life of persons with disabilities", regulation of the

Cabinet of Ministers of Ukraine 29.07.2009 № 784 on “Action plan for creating unimpeded living environment for people with disabilities and other people with limited mobility” for 2009-2015 “Ukraine without Barriers”, resolution of the Cabinet of Ministers of Ukraine from 03.12.2009 № 1482-p "On approval of the action plan for introducing inclusive and integrated education in secondary schools for the period up to 2012".

Despite the great amount of legal documents in Ukraine, the traditional form of education for disabled children are special (correctional) educational institutions. It is connected with economic aspects as well with social ones. The great deal of difficulties in education and upbringing of disabled children is caused by the shortage of qualified workers in this field – psychologists, social teachers and also support staff.

The accessibility of education for all population categories is possible through creation of a comfortable learning environment in educational institutions.

The learning environment is a system of impacts and conditions of forming personality; the complex of opportunities for its development, which are in social and spatially - subject environment [7]. The category “learning environment” includes education as the sphere of social life, and environment as the factor of education [1]. It makes sense to create a learning environment that promotes self-development of each person, including its functionality [2].

Inclusive learning environment is a special type of education environment, which provides effective development and education of disabled people by adapting educational space to the child’s needs, which includes the reforming of educational process, methodological flexibility, variability, favorable psychological climate and appropriate architectural and spatial conditions of life.

Inclusive Education vs. Traditional Education

Inclusive Education

- Education for all
- Flexible Individualized teaching
- Learning in integrated settings
- Emphasis on learning
- Child centred
- Holistic approach
- Equalization of opportunities
- Curricular view
- Planning is made on ability
- Label free

Traditional Education

- for some
- Static or rigid
- Collective teaching
- Emphasis on teaching
- Subject centred
- Diagnostic
- Opportunity limited by exclusion
- Disability view
- Disability wise
- Labels children

Inclusive learning environment implements the equal opportunities for getting education and creating conditions for all children's adaptation and integration in society regardless of their individual characteristics, mental and physical abilities and peculiarities of development. The basic conditions which contributes to the effective solving tasks of creating an inclusive learning environment as a system, which provides the equal access to education and development of different children categories in comprehensive area are [3].:

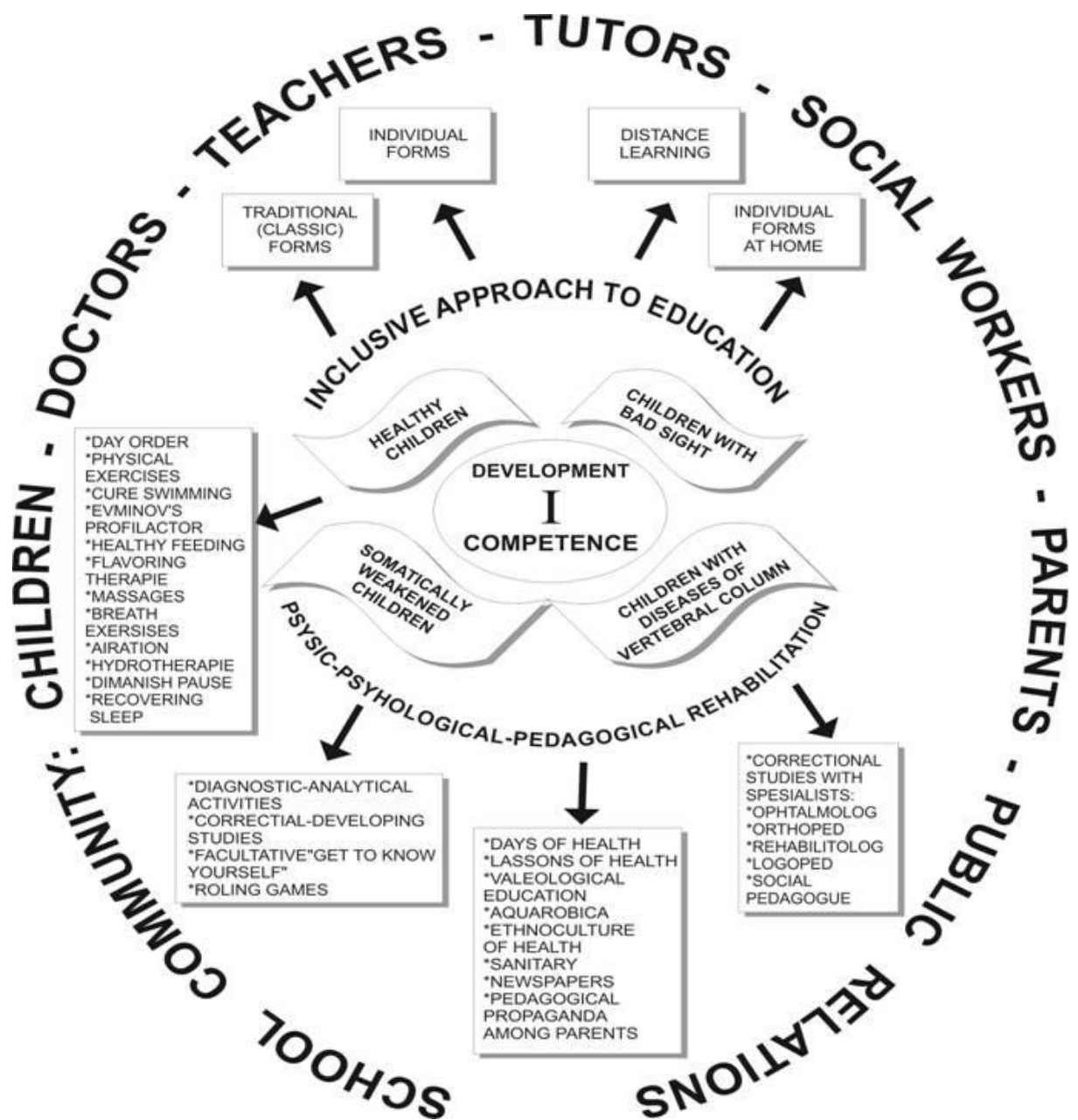
- adopting the philosophy of inclusion;
- continuity in the work of educational institutions of various types;
- availability of appropriate teaching materials and recommendations on the competence and activity levels of children with different starting opportunities;
- preparation of teaching staff which is included in inclusive process, including support staff (teacher's assistant, child's assistant). We believe that for inclusive learning environment the teacher is needed, who meets modern requirements, understands and develops the necessary conditions for development

and compensation, correction of mental functions of the child, to promote the forming of psychological foundations for the development of training activities in general and each school skill separately;

- the organization of staff's effective activity of PMOC of educational institution with appropriate established objectives;
- transformation of architectural character, creating barrier-free environment of the educational institution.

Taking into consideration the conditions for forming inclusive learning environment, we can highlight its structural components like space of specialization of children with different abilities and features:

- spatial and objective components (material, financial opportunities of institutions, available architectural and spatial organization; provision with modern tools and systems that meet the needs of children);
- didactic-methodological component that includes adapted individual way of child's development, variability and flexibility of educational methods, forms and tools;
- communicative-organizational component (personal and professional preparation to work in integrated groups and favorable psychological climate in the team) [6].



The practice of inclusive education requires the constant upgrading of methodological base, close contact of psychologists, social workers, special teachers and health professionals. The key aspect in implementation of inclusive technology in learning environment is the work of psychologic-medic-pedagogical consilium [4]. Experts who are the members of the consilium should be on a high level of professional competence, to be fluent in their profession and orientate in related servise, readiness to professional development, social and professional mobility, the availability of value orientations: respect for the individuality, awareness of their function of mentor and organizer. The implementation of inclusive education includes not only the support during the

learning process of disabled children as actualization of the personality for finding their inner resources that would promote the development in education and social sphere.

The introduction of inclusive education presupposes not only support for children with special needs in the educational process, but also actualization of the personality for finding his own internal resources that would contribute to development in education and the social sphere.

Thus, inclusive education in general and the learning environment in particular, is characterized by the system of value attitude to the education, upbringing and personal development of children with special educational needs, diverse resources (internal and external conditions) of their life in education institutions and focus on individual educational strategies of subjects training. The successful operation of inclusive educational environment is manifested in necessary mutual efforts of a special child and a group on joint activities. Institutions, which educate children with special educational needs, should take care of creating the conditions for inclusion, social integration of their pupils in various spheres of life – entertainment, law, education and others. The success of inclusion in social communities depends on the ability to build an appropriate social network, which includes large communities in different locations of the special child.

We analyze the implementation of inclusive education through the position of readiness of pedagogical staff to teach children with disabilities in the physical and (or) mental aspects; the readiness of the parents of such children to understand the necessity and awareness of the fact of teaching in an ordinary school; the readiness of the parents of healthy children to understand the need and a conscious acceptance of the fact of teaching their children with children having disabilities in psychophysical development; the willingness of healthy children and children with developmental disturbances to accept the co-education.

As part of this issue, we also studied the general awareness of various groups in Vinnytsia about inclusive education, including the readiness of teachers

to work with children with psychophysical disabilities in traditional schools. We asked 630 respondents. The survey involved teachers (230 people), parents (250 people) and ordinary citizens (120 people).

As a result of the survey, the majority of respondents 86% have a positive attitude to children with special needs. Analyzing the prospects for joint education of children with special needs with children who have no developmental disabilities in one class, 27% of teachers, 12% of parents and 11% of ordinary citizens are open to the idea of co-education. But, 13% of teachers, 26% of parents and 11% of ordinary citizens have a negative attitude to inclusive education. From their perspective, joint education in regular school is more possible with children who have problems with their locomotor system (25%), hearing disorders (42 %) and impairment of vision (25%). The obtained results indicate that the above violations, in the opinion of the respondents, are not an obstacle to education in the general education school, are not a threat to other children, they are not associated with a violation of the intellect and the emotional-volitional sphere. According to the respondents' opinion, the possibility of learning in traditional school for children with intellectual disabilities (5%), emotional-volitional or intellectual disorders (3%) is not limited. Of course, these children are the most problematic group, they need an individual educational route and relevant training programs.

Thus, the results of the survey indicate that the prospect of implementing inclusive education depends on the leading defect in the structure of the developmental disturbance.

Analysis of the survey about the prospects of implementation of inclusive education for the target groups separately (teachers, parents and ordinary citizens) showed that:

- the transition to inclusive education is considered possible by 29% of teachers, 12% of parents and 25% of ordinary citizens;
- 36% of teachers, 55% of parents, 50% of ordinary citizens are not ready to answer this question;

- 5% of teachers, 20% of parents; 25% of citizens consider it impossible to organize joint education for children with psychophysical disabilities and children who do not have any health problems;

The analysis of the results showed that not all respondents share the perspective of teaching children with disabilities, together with children who do not have any developmental disorders. Moreover, even the number of teachers finds it impossible to organize joint training. This problem should be solved through the formation of readiness (psychological and professional) of educators to implement inclusive education. It is worthwhile to focus the attention of teachers on their attitude to inclusive technology, the desire to obtain additional information or to obtain additional education, the ability to study the characteristics of children who have various developmental problems, and the desire to work with them.

Thus, the main reasons that hinder the implementation of inclusive education in Ukraine are:

- imperfection of Ukrainian legislation, lack of instructive and methodical documents;
- unwillingness of society to inclusion;
- if we analyze the historical aspects, comparing with European countries, in Ukraine the acceptance of people with disabilities is very slow;
- absence of special educational programs for children with reduced capabilities;
- lack of specialists (psychologists, defectologists, social educators, social workers and staff to accompany);

Systemic institutional changes are needed to implement inclusive education in Ukraine, but the most important and complex are changes in the teacher's professional consciousness and thinking. One of the conditions for implementing an inclusive education and upbringing process is the creation of an inclusive educational environment. An inclusive learning environment provides a special quality of life of the child and his family at the same time without compromising the quality of life of other participants of educational environment.

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ІНКЛЮЗИВНА ОСВІТА: СОЦІАЛЬНІ ТА ПЕДАГОГІЧНІ АСПЕКТИ

У статті аналізуються соціальні та педагогічні аспекти інклюзивної освіти. На основі міжнародного досвіду, правової бази, педагогічних та методологічних аспектів навчального процесу, вивчається особливості впровадження інклюзивної освіти в українську шкільну систему. Будь-яка людина, незалежно від його стану здоров'я, наявності фізичних або психічних розладів, має право на отримання освіти, якість якої не відрізняється від якості здорових людей. Цей принцип, який відображений у кількох міжнародних документах, є основою інклюзивної освіти для дітей з особливими освітніми потребами. Він реалізується з метою реалізації свого права на вибір навчального закладу та форми освіти за місцем їх проживання, де будуть забезпечені всі необхідні умови. Аналіз сучасних соціальних умов призводить до відображення ролі дітей з особливими потребами в цьому суспільстві та всіх тих, що не відповідають нашим стереотипним уявленням про так звану нормальність. Людовик Маршалл, відомий письменник, говорячи про норму та патологію, схильний вважати, що поняття норми є досить умовним, оскільки ті, хто не мають жодних ознак виражених порушень, часто мають незначні відхилення. Конвенція про права дитини як міжнародний документ, який автоматично встановлює наближення національного законодавства до цієї "глобальної конституції прав дітей у кожній державі". Україна робить прогресивні кроки у цій сфері. Останнім часом діти з особливими потребами інтенсивно підтримуються державним фінансуванням, це допомагає просувати прогресивні ідеї на практиці. Проте певні категорії дітей в Україні позбавлені якісної освіти. Однією з форм освіти для дітей з особливими освітніми потребами є новий, але широко використовується в багатьох країнах всеосяжний спосіб організації навчального процесу, який реалізує абсолютне право кожної дитини на досягнення загальної освіти відповідно за місцем проживання з усіма необхідними умовами. Ця модель інклюзивної освіти стає все більш значущою завдяки роботі громадських організацій. Для забезпечення рівного доступу до якісної освіти інклюзивні навчальні заклади повинні адаптувати навчальні програми та плани, методи та форми навчання, використання наявних ресурсів, партнерство з громадою до індивідуальних потреб дітей з особливими освітніми потребами. Інклюзивна освіта - це

процес, в якому школа намагається задовольнити потреби всіх студентів, внести необхідні зміни у навчальні плани та ресурси, щоб забезпечити рівні можливості для всіх дітей.

Ключові слова: *інклюзивна освіта, навчальний процес, освітнє середовище.*

Инклюзивное образование: социальные и педагогические аспекты

В статье анализируются социальные и педагогические аспекты инклюзивного образования. На основе международного опыта, правовой базы, педагогических и методологических аспектов учебного процесса, изучаются особенности внедрения инклюзивного образования в украинскую школьную систему. Любой человек, независимо от его состояния здоровья, наличия физических или психических расстройств, имеет право на получение образования, качество которой не отличается от качества здоровых людей. Этот принцип, который отражен в нескольких международных документах, является основой инклюзивного образования для детей с особыми образовательными потребностями. Он реализуется с целью реализации своего права на выбор учебного заведения и формы образования по месту жительства, где будут обеспечены все необходимые условия. Анализ современных социальных условий приводит к отображению роли детей с особыми потребностями в этом обществе и всех тех, которые не соответствуют нашим стереотипным представлениям о так называемой нормальности. Людовик Маршалл, известный писатель, говоря о норме и патологии, склонен считать, что понятие нормы является достаточно условным, поскольку те, кто не имеют никаких признаков выраженных нарушений, часто имеют незначительные отклонения. Конвенция о правах ребенка как международный документ, который автоматически устанавливает приближения национального законодательства к этой «глобальной конституции прав детей в каждом государстве». Украина делает прогрессивные шаги в этой сфере. В последнее время дети с особыми потребностями интенсивно поддерживаются государственным финансированием, это помогает продвигать прогрессивные идеи на практике. Однако определенные категории детей в Украине лишены качественного образования. Одной из форм образования для детей с особыми образовательными потребностями является новый, но широко используемый во многих странах, всеобъемлющий способ организации учебного процесса, реализующий абсолютное право каждого ребенка на достижение общего образования за местом проживания с предоставлением необходимых условий. Эта модель инклюзивного образования становится все более значимой благодаря работе общественных организаций. Для обеспечения равного доступа к качественному образованию инклюзивные учебные заведения должны адаптировать учебные программы и планы, методы и формы обучения, использование имеющихся ресурсов, партнерство с обществом к индивидуальным потребностям детей с особыми образовательными потребностями. Инклюзивное образование - это процесс, в котором

школа пытается удовлетворить потребности всех студентов, внесите необходимые изменения в учебные планы и ресурсы, чтобы обеспечить равные возможности для всех детей.