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**THE FORMATION OF INCLUSIVE EDUCATION  
IN THE CONTEXT OF THE MODERNIZATION  
OF SECONDARY SCHOOLS  
IN CONTEMPORARY UKRAINE**

*Становлення інклюзивної освіти у контексті модернізації  
загальноосвітньої школи у сучасній Україні*

*The article highlights the process of the formation of an inclusive form of education in the Ukrainian educational system. This trend is aimed at the practical implementation of the right of people with psychophysical restrictions on access to education. At the same time, emphasis is placed on inclusive education for early adaptation to society. The domestic sphere of education has not previously used this form of education, since a network of special general education schools for children with disabilities was provided by the state. The problem of*

*inclusive education has traditionally been a focus of interest for teachers, since they form a conceptual framework and methods of implementing this form of training. This article is one of the first works on the study of the formation of the domestic inclusive education in the historical aspect. General scientific and special research methods were used in the work on the material: a specifically search, chronological, formally legal and statistical. Thus, as a result of an analysis of the legal framework and factual material, it has been established that the introduction of an inclusive form of education is associated with ensuring the rights of persons with disabilities guaranteed by the relevant Convention ratified by the Parliament of Ukraine. The accumulated legislative base regulates in general the main theoretical and organizational issues of inclusive education. The dynamics of increasing the number of inclusive classes in secondary schools is stable. However, along with the positive trends, the problems remain that will be solved already in the process of the development of an inclusion. The improvement of the mechanism for the implementation of the laws, the accessibility of the learning environment for children with disabilities, the formation of an appropriate educational and methodological base remains relevant. In general, the inclusive form of education has a sustainable perspective.*

Keywords: inclusion, inclusive education, integration, children with special needs, inclusive class.

*У статті висвітлюються становлення інклюзивної форми освіти, динаміка зміни кількості інклюзивних класів у загальноосвітніх закладах, аналізуються нормативно-правова база та проблеми, що виникають у ході впровадження інклюзивного навчання до вітчизняної системи освіти.*

Ключові слова: інклюзія, інклюзивна освіта, інтеграція, діти з особливими потребами, інклюзивний клас.

One of the indicators of the humanistic level of society remains the attitude towards people with disabilities and the degree of availability of normal living environment for them. This applies not only to domestic aspects, but also to such important components as education and work. The significance of these components lies in the fact, that a person has the opportunity to feel a certain social independence. In modern conditions, it is not so much public and state assistance that comes to the forefront, as the maximum integration into society. One option for such an early integration of people with disabilities is inclusive education; if it does not contradict to medical recommendations.

The Ukrainian sphere of education at the end of the twentieth and the beginning of the twenty-first century for the first time faces such a problem, since the concept of inclusive education did not previously exist. The system of secondary schools provided for the functioning of special schools and residential insti-

tutions for children with disabilities. The modernization of the domestic sphere of secondary education involves the introduction of the European pedagogical approaches, according to which children with special needs are guaranteed access to education whenever possible in inclusive form. The implementation of such methods has its own peculiarities and certain difficulties arising from the conditions of modernization of secondary education. Studying domestic developments in this area will give the possibility to take into account the problems that have arisen, to identify the ways of their solutions and prospects for the further development of an inclusive form of education.

The problem of inclusive education traditionally belongs to the sphere of scientific interests of teachers, since it is they who first of all formulate the conceptual foundations of reforming the industry, the ways and means of their implementation. The range of works is represented by monographic studies, scientific articles and conference theses, whose authors relate to various aspects of pedagogy, sociology and law within the complex of problems of inclusive education. Among them, we note the publications of M. Tchaikovsky, S. Alekhina, O. Zayarnyuk, N. Lalak, I. Sadovaya, N. Ashitok, in which the concepts of inclusive education, the basic approaches, features of teaching methods for children with disabilities, the training of relevant teaching staff are formulated. Attention is also focused on the legal provision of inclusive education. At the same time, the historical aspect of the problem is practically not affected, except for the works of A. Makhinko, in which the issues of inclusive education are considered in the context of the history of the domestic reforms in educational system. However, this topic has not become a separate study of a historical nature.

Considering that the processes are in a certain dynamics, the sources for the study are normative legal acts, statistical collections, editions and publications of a scientific nature, materials of periodicals. In the work on the research the general scientific and system-historical methods are used: specific search for attracting various sources; chronological in studying the history of the formation of inclusive education; formal-legal in determining the peculiarities of the legislation and analyzing the provisions of the regulatory framework; statistical in the analysis of quantitative indicators of schools and pupils with special needs.

Thus, the purpose of the article is to highlight the peculiarities of the process of the formation of inclusive education in the context of the modernization of the national secondary school. In the course of the work, it is planned to carry out an analysis of the regulatory framework of inclusive education, to determine the basic concepts of the modernization of education of children with special needs, to trace the changes in the forms and methods of the educational process.

As mentioned above, the problem of implementing of inclusive education is associated with the modern Ukrainian school. It was in the 1990s, when the issue of educating people with disabilities not in specialized educational institutions

in the context of their maximum socialization into society, as is customary in the countries of partner pedagogy, was raised. This is connected with the building of a civil society and an orientation towards humanistic values, which provides for the integration of all its members into social life, as well as their well-being in it. Thus, the inclusive form of education is one of the possibilities for the socialization of persons with special needs in the early stages of life.

According to statistical information in Ukraine, 159 thousand children have one or another degree of disability (Соціальний захист населення, с. 63). More than 49% of these, are children aged from 7 to 14 years old, 23.7% are in the age group from 15 to 17 years old (Статистика інвалідизації в Україні). At the same time, 68,714 students with disabilities are enrolled in general education schools (Соціальний захист населення, с. 91), representing 43.8% of the total number of children with special needs.

The discussion about the introduction of inclusive education took place mainly in the professional environment; although it was carried out in the media space. Sociological studies have been conducted to identify the willingness of society to embrace this form of learning. According to their results, society as a whole (96%) is aware of a problem of access to education for children with special problems. However, 55% of respondents believe that the education of such children should be carried out in specialized educational institutions, 14% spoke in favor of individual home schooling and 27% believe that such a place can be a secondary school. Despite this, about 70% have a positive attitude towards inclusive education form (Інклюзивна освіта в Україні: здобутки, проблеми та перспективи, с. 9–10).

The development of the conceptual foundations of inclusive education began in the 2000s. In 2001, the Ministry of Education of Ukraine, the Institute of Special Pedagogy of the Academy of Pedagogical Sciences of Ukraine and the public organization «Step by Step» initiated the program «Social adaptation and integration into society of children with psychophysical developmental characteristics through placing them in general education institutions». The organizers and participants of this scientific and pedagogical experiment proved that the integration of children with special needs into scholar groups of secondary schools is possible by creating appropriate conditions for their studies (Ворон, М. 2006, с. 17–18).

The legal framework also got elaborated at this time. In December 2009, the Parliament of Ukraine ratified the Convention on the Rights of Persons with Disabilities, the provisions of which provided for access to education in an inclusive manner. In 2010, the Ministry of Education approved the Concept for the Development of Inclusive Education, which was a policy document defining the priorities of the State policy in ensuring the rights of children with special educational needs, as well as the need to improve the forms and methods of education, training relevant teaching staff (Наказ МОН «Про затвердження Концепції розвитку інклюзивної освіти»). The regulations on special classes and model curricula for

the education of children with special educational needs in general educational institutions are immediately adopted. In 2013, the Ministry approves the organizational and methodological basis for ensuring the right to education of children with special needs and regulates the material support of an assistant teacher to work with such scholars. The same changes were made to the current legislation on education associated with the implementation of inclusive form. One of the latest is the Regulation on the inclusive-resource center, as an institution whose activities are aimed at the implementation of the psychological and pedagogical assessment of the development of a child, psychological and pedagogical, correctional and developmental services and the provision of their system support. The personnel structure is also relevant: defectology teachers, speech therapists, psychologists, rehabilitation therapists. (Постанова КМУ «Про затвердження Положення про інклюзивно-ресурсний центр»). The Parliament of Ukraine in September 2018 also approved the law, which introduced amendments and additions to the legislation on education, clarifying the rights of persons with special needs. Thus, the norms of article 16-1 of the Law «On General Secondary Education», which relate to inclusive education, have been expanded: the definitions of inclusive education, pedagogical and correctional services, teacher's assistant and child's assistant were given. (Закон України «Про внесення змін до деяких законів України щодо доступу осіб з особливими освітніми потребами до освітніх послуг». 2018). The law intensified the trend towards the reduction of the number of special educational institutions for persons with disabilities and the transition to the widest possible coverage by inclusive education.

The practical implementation of the right of access to quality education for persons with disabilities in an inclusive manner begins with their integration into general education schools, where they have the opportunity to learn with other children in special classes. According to the relevant Ministry for 2010, 129 thousand such children were integrated into school institutions (Наказ МОН «Про затвердження Концепції розвитку інклюзивної освіти»). Note, that these are children who were not on individual training and attend specialized classes or schools. In 2012, the number of such children amounted to 71, 5 thousand people. (Рішення «Про впровадження інклюзивного навчання в загальноосвітніх навчальних закладах: реалії та перспективи»). For the 2016/17 school year, 4,180 children with special needs received education in 2,715 inclusive classes. The largest number of schools with an inclusive form of education functioned in Kyiv (148), Volyn (143), Zhytomyr (137) and Poltava (105) regions (Статистичні дані). In 2018, the number of inclusive classes has increased up to 9157, where 11,839 children with special needs were educated (Гриневиц, Л. 2019; Інклюзія для всіх: освітня політика та практика). Thus there is a strong tendency to increase the number of inclusive classes, but the actual problem is the availability of the premises of the educational institutions for the pupils in these classes.

A certain problem in the implementation of inclusive education remains the training of relevant pedagogical personnel, who possess particular methods of teaching children with special needs. Their work is complicated by the fact that it is necessary to work simultaneously with pupils of different health levels. At the same time, in secondary schools, the orientation of the educational process and its methodological foundations are focused on pupils with typical development, since specific techniques are used by pedagogical teams of special day and boarding schools, whose training is accompanied by correctional and rehabilitation assistance (Махінько, А. 2016, с. 167).

Taking into account the complexity of the teacher's work in such a class, the position of teacher's assistant is provided, the main task of which is to adapt the essence and methods of teaching to the capabilities of a child with special needs. (Вітик, М. 2018, с. 27). The assistant carries out psychological and pedagogical accompaniment for the learner with special needs, as well as his/her social adaptation, providing, in fact, individual patronage in the educational process. According to the statistics of Ministry of Education in 2018, 7,633 assistants were involved in the training process (Гриневич, Л. 2019).

In general, the training of specialists in the field of inclusive education has been implemented by a number of higher and specialized secondary educational institutions. National Pedagogical Dragomanov University provides education for future specialists in inclusive education, defectologists and experts in sign language interpretation.

In pedagogical institutions of higher education the courses «Basics of Inclusive Pedagogy», «Didactics of Inclusive Education», «Differentiated Teaching in Inclusive Class» are taught (Рішення «Про впровадження інклюзивного навчання в загальноосвітніх навчальних закладах»). According to the relevant Ministry for 2018, specialty «Correctional education» was opened in 23 higher education institutions (Гриневич, Л. 2019).

The inclusive form of education is the result of Ukraine's accession to the guarantee of the norms of the Convention on the Rights of Persons with Disabilities. Developed during this time the legal framework regulates, in general, the main theoretical and organizational issues of inclusive education. The dynamics of increasing the number of inclusive classes in secondary schools has become stable. With these positive trends, there remain problems that will be solved already in the process of becoming inclusive form of education. The improvement of the mechanism for the implementation of legislation in this area, the accessibility of the learning environment for children with special needs, and the development of an appropriate educational and methodological base remains relevant. In general, the inclusive form of education has a perspective, but its formation is slowed down by the problems of financing and the factors listed above.

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## ПОЛІТИКА «КРИТИЧНОГО ДІАЛОГУ» У ВІДНОСИНАХ МІЖ ПОЛЬЩЕЮ ТА БІЛОРУССІЮ (1996–2004)

### *Policy of «Critical Dialogue» in Relations Between Poland and Belarus during 1996–2004*

*У статті проаналізовано формування та реалізацію зовнішньої політики Польщі щодо Білорусі у 1996–2004 рр. Встановлено, що антидемократичність політичних процесів у Республіці Білорусь призвела до її ізоляції з боку ЄС і США. Водночас Республіка Польща прийняла доктрину «критичного*