

фахівців дошкільної освіти. В результаті проведеного аналізу було з'ясовано, що моральне виховання є значущим для демократизації українського суспільства. У статті також розкрито сутність взаємодії дошкільного навчального закладу і сім'ї, яка полягає в узгодженні їхніх вимог, дій в інтересах дитини, активному залученні батьків до педагогічного процесу. Визначено завдання взаємодії дошкільного навчального закладу та сім'ї, а саме: забезпечення в сім'ї та дошкільному навчальному закладі оптимальних умов для повноцінного фізичного та психічного розвитку дитини, сприяння задоволенню її потреби в емоційно-особистісному спілкуванні, розвиток її творчих інтересів і здібностей; підвищення рівня сформованості педагогічної, моральної культури вихователів і батьків. Завданнями морального виховання визначено процес трансформації суспільно значущих норм, принципів, регулюючих взаємовідносини, загальнолюдських моральних цінностей в індивідуальні якості й формування на цій основі відповідних моральних якостей. Згідно з визначеними завданнями, було розроблено систему заходів щодо їх реалізації, яка передбачала наповнення новим змістом, при потребі переставлення акцентів в уже існуючих формах і методах освітнього процесу, з метою активізації процесів формування моральних цінностей, а згодом і моральної сфери особистості в дошкільному віці. Роботу з формування моральних цінностей дітей старшого дошкільного віку побудовано таким чином: знайомство з правилами поведінки дітей, вихователів і батьків, розробка навчальних і виховних завдань; створення необхідних умов для організації діяльності з літературою та іншою дитячою діяльністю; включення дошкільнят у поетапну діяльність; розробка змісту діяльності, підбір художніх творів для дітей; організація педагогічної та освітньої роботи з батьками. Також визначено єдині підходи в організації морального виховання дітей через залучення останніх до моральних цінностей у різних видах діяльності.

Ключові слова: взаємодія, дошкільний навчальний заклад, сім'я, моральне виховання.

Submitted on April, 4, 2017

Reviewed by Doctor of Pedagogy, prof. I. Buzhyna

UDC: 37-047.64+376.3

DOI: <https://doi.org/10.24195/2414-4665-2017-4-25>

Olena Balashova,

President of International Charitable Foundation "Inshe Zhyttia",
30/35, Shelkovichna Str., Kyiv, Ukraine

IMPLEMENTATION OF INCLUSION INTO UKRAINIAN EDUCATIONAL SPACE

The paper aims to present the results of assessing the modern state of inclusive education implementation, pedagogues' and parents' personal readiness for it. Inclusive education is not considered as a particular type or level of education, it is a new organization of the educational process. Inclusive education can be carried out during the implementation of educational programs at all levels of basic education, it is important that each student is provided with all necessary conditions, all students study together. In order to determine the current state of inclusive education implementation in Ukraine an experimental study was conducted that included surveys of direct participants of the educational process – teachers of secondary schools in Kyiv, Odessa, parents of children with special educational needs (SEN) and parents of "normal" children. The total number of participants in the experiment was 480 people (parents of children with SEN, parents of healthy children, teachers, representatives of educational institutions' administration, psychologists, social workers, leaders of clubs). According to the data obtained, it can be stated that being aware of the inclusive education content, the respondents mention a low level of inclusion in Ukrainian educational institutions. A barrier-free environment can be considered as a prerequisite for inclusive education development. Schools and preschools built in recent years, do not fully meet the requirements of a barrier-free environment, more often the adaptive learning environment is formed. One of the conditions for the success of inclusive education development is tolerant attitude of the society to people with special needs. Development of partnership with students' parents is an essential precondition that requires further consideration and elaboration of various cooperation forms, such as workshops, seminars, round tables, weekend clubs and others. The importance of institution's social and psychological services is extremely important, at the same time, the importance of specialists in this field in the process of inclusion requires qualitative changes, including psychological and pedagogical support of the educational process.

Keywords: inclusion, inclusive education, children with special educational needs, barriers, factors.

Introduction

Integration of children with special educational needs (SEN) into general educational space of Ukraine as an area of the entire education system humanization is a

key priority of the state policy and aims to create conditions for getting education of high quality by children according to their individual abilities and capabilities. Since 2001, Ukraine has intensified legislative activity

regarding the regulation of providing educational, health, social services for children with special educational needs. Certain steps towards the implementation of inclusive education ideas in Ukraine has been already taken, at the same time the development of inclusive education requires further improvement of normative principles of innovation technologies implementation, bringing the educational activities according to the needs of children, family and appropriate training of teaching staff for work with children with special educational needs.

The analysis of theoretical works and practical experience shows that different aspects of inclusive education are outlined in the modern scientific discourse, namely, general aspects of inclusive education (A. Kolupaieva, L. Korhun, N. Miedova, L. Soloviova, N. Teplova et al.); social, psychological and pedagogical support and assistance to people with special needs in learning (N. Holovko, I. Ivanova, Ye. Kazakova, O. Kuprieieva, I. Loshakova, I. Raku, I. Tsymbaliuk, L. Shipitsyna et al.), peculiarities of relationships between healthy students and students with disabilities, social and psychological aspects of integration (T. Dobrovol'ska, A. Komar, N. Morova, M. Chaikovskiy, N. Shabalina et al.), modelling of inclusive education (S. Kaisyn, M. Malik, T. Moroz, T. Tyntiuk, N. Romanenko et al.), the risk management in the course of implementing pedagogical innovations in inclusive education (T. Hrechko, S. Hadzhyradieva, N. Chernenko), tolerance as a prerequisite for developing the system of inclusive education (O. Sakaliuk, T. Fedorova et al.) and others.

The paper aims to present the results of assessing the modern state of inclusive education implementation, pedagogues' and parents' personal readiness for it.

Objectives

- clarify the nature of the concepts “inclusion”, “inclusive education”;
- identify the barriers connected with inclusive education implementation;
- identify significant factors that affect the efficiency of inclusive education implementation.

Research methods

Theoretical: analysis, comparison and generalization of psychological, pedagogical and methodological literature on inclusive education implementation; *empirical*: questionnaires, surveys; methods of mathematical statistics.

Discussion

The development of inclusive education is not a creation of a new system, it implies the quality and systematic changes in the educational system as a whole. Such an educational system comprises educational institutions of pre-school, secondary, vocational and higher education, aimed at creating a barrier-free environment in studying and professional training of children / people with special educational needs. Education is a very important and problems-containing area in the life of children with special needs, which acts as an indicator of other problems and reveals them like a “litmus test”.

Inclusion in the broadest sense does not include only education but also a whole range of social relations: work, communication, and entertainment. The process of increasing the degree of all citizens' participation in society involves the development and application of those solutions that will allow each person to participate equally in the academic and social life. Inclusion is a process of real inclusion of children with special needs into the active social life and is equally necessary for all members of the society [1, p. 34].

It is noteworthy that inclusive education is a process of further development and expansion of educational integration. Integration and inclusion are not contradicting each other concepts, they are the levels of the same social process that affects the educational system and changes it. We would like to note that “integration” and “inclusion” are the terms often used by practitioners interchangeably, they are believed to be synonymous, but the differences between them are significant. The main one is that, unlike integration, which involves adaptation of the child to the requirements of the educational system, teaching a child with special educational needs in terms of inclusion implies adaptation of the system to the his/her needs. Children with special needs getting educated in terms of inclusion from the very beginning are a part of the school system and do not require any special adaptation to it.

In today's scientific discourse the concept “inclusive education” is understood as a system of educational services, based primarily on the principle of ensuring the fundamental right of children for education and for its acquisition according to the place of residence, which involves teaching the child with special needs at general educational institution (L. Danylenko, A. Kolupaieva, Yu. Naida, L. Savchuk, N. Sofii et al.) [2, p. 10; 3]; the process of further development and expansion of educational integration which guarantees access to education for everybody, in terms of adapting to the different needs of all children which provides access to education for children with special needs; inclusive education seeks to develop a methodology focused on children and recognizes that all children are individuals with different learning needs (S. Voronova, M. Malyk, O. Sakaliuk, M. Todorova, M. Torhan, N. Chernenko et al.) [5, p. 15]; co-rooming and co-learning of those requiring correction of physical and / or mental development together with their healthy peers (V. Bondar) [4].

Summarizing, it should be noted that inclusive education is not considered as a particular type or level of education, it is a new organization of the educational process. Inclusive education can be carried out during the implementation of educational programs at all levels of basic education, it is important that each student is provided with all necessary conditions, all students study together. It is remarkable that inclusive education in Ukraine at present is not the only opportunity of getting education for children with special educational needs. In fact, it is the increasing of the number of educational opportunities, expansion of the right to choose. Today it

exists and develops in parallel with the work of special educational institutions, integrated education and upbringing. Inclusive education implies creating such educational environment that would meet the needs and abilities of all children, regardless of the peculiarities of their psycho-physical development. The conception of inclusive education reflects one of the major democratic ideas – all children are valuable and active members of the society, training is conducted based on individual curricula and is accompanied by medical and psychological, social and pedagogical support.

In order to determine the current state of inclusive education implementation in Ukraine an experimental study was conducted that included surveys of direct participants of the educational process – teachers of secondary schools in Kyiv, Odessa, parents of children with special educational needs (SEN) and parents of “normal” children. The total number of participants in the experiment was 480 people (parents of children with SEN, parents of healthy children, teachers, representatives of educational institutions’ administration, psychologists, social workers, leaders of clubs).

The results of the survey demonstrate that 87% of the respondents are aware of the introduction of inclusive

education in Ukraine and believe that inclusion is the engagement of a child with special educational needs into the educational process of comprehensive schools (both secondary and nursery) which provide conditions and special education services that meet his/her individual abilities.

Here are the results of the study on the state of inclusion in Ukraine according to the proposed in the questionnaire ten-point scale. From the suggested three options of educating a child with the SEN (in inclusive comprehensive educational institutions, specialized schools and individual home training), the greatest number of parents of SEN children (92%) opted for inclusive education, while other parents – only 35%; unwilling to have their child educated in inclusive classrooms – 28%; education of the child in the classroom, where children with SEN do not study, but participate in common extra-curricular activities – 37%.

Thus, the data obtained reveal a high concern of SEN children’s parents about including their children into a comprehensive educational process and prove a lack of willingness of healthy children’s parents to have such changes.

The results of the survey on barriers connected with implementing inclusive education are presented in Table 1.

Table 1.

Major barriers connected with implementing inclusive education in Ukraine

Barriers	Parents of children with SEN (%)	Parents of healthy children (%)	Teachers (%)
child with SEN will distract the teacher and other students	-	18	32
lack of universal design in school	92	64	60
lack of educational programs that can provide joint training	42	83	52
lack of teachers’ special skills of working in inclusive classrooms	68	62	62
conflict situations, worsening of psychological atmosphere in the classroom ascribed to the joint education with the SEN child	56	55	32
misunderstanding of the SEN child’s problems by other classmates’ parents	42	-	-
lack of qualified specialists providing inclusion to professions (psychologists, social pedagogues, tutors, etc.)	-	-	46
inefficient interaction of resource centers and inclusive schools	-	-	44

Graphical mapping of the table data according to the four criteria that coincide in questionnaires of all groups of the respondents are shown in Fig. 1, since a number of

criteria was different according to the characteristics of certain groups.

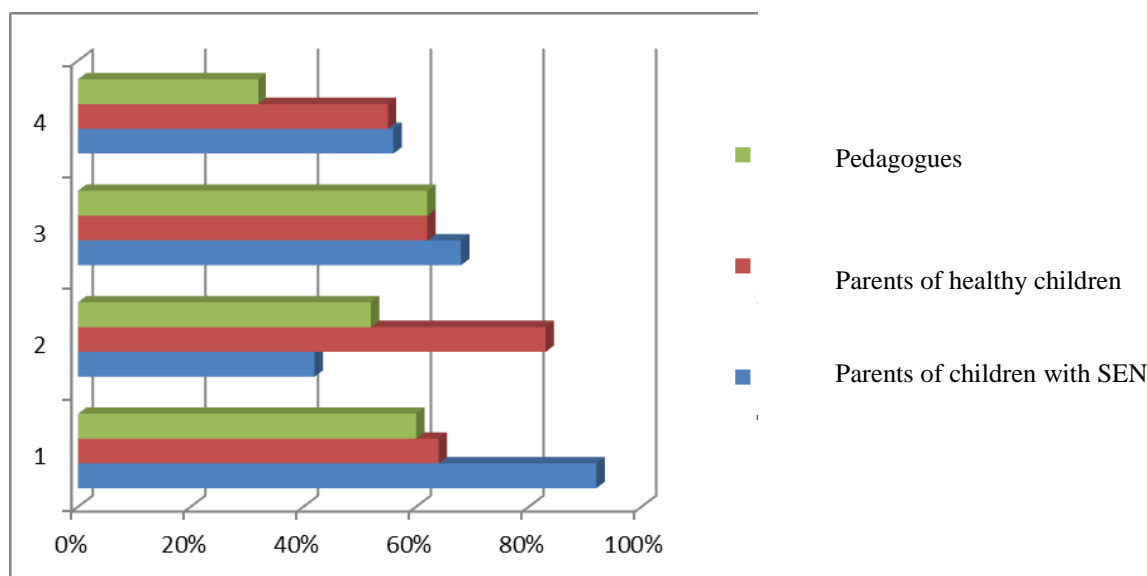


Fig. 1. Major barriers preventing implementation of inclusive education in Ukraine

The lack of universal design in educational institutions (1) is stated by 92% of SEN children's parents, 64% of parents of healthy children, 60% of teachers; the lack of educational programs that take into account joint training (2) is given preference by parents of healthy children – 83%, 52% – pedagogues, 42% – parents of children with SEN; lack of teachers' special skills of working in inclusive classrooms (3) was stated by 68% of parents of children with SEN, 62% of parents of healthy children and 62% of teachers. It should be noted that 56% of parents of children with SEN, 55% of parents and 32% of pedagogues showed certain concern about possible conflict situations, worsening psychological atmosphere (4).

Summarizing the findings we should note that parents of children with SEN consider inadequacy of educational facilities for teaching their children, the need for their architectural and technical reconstruction to be the main obstacle of implementing inclusive education; parents of healthy children emphasize the lack of special educational programs that imply joint training which will reduce the quality of education; teachers associate possible difficulties primarily with the lack of special skills of work in an inclusive classroom.

The distribution according to the degree of importance of the conditions and services required for the successful implementation of inclusion in the educational space of Ukraine was ranked on an eight-point scale. Parents of children with SEN opted for the experience of teachers in inclusive classrooms (1), followed by support of the child with SEN throughout the educational process provided by an assistant (tutor); thirdly, psychological and pedagogical support of inclusive education (psychologist, social pedagogue), availability of individual program of supporting the child (4), equipping the room with special working places and teaching aids for children with SEN

(5), architectural adequacy of educational institutions (6), organization of extracurricular activities engaging children with SEN (7), organizing lectures, workshops, seminars for overcoming the psychological barriers in inclusive education (8).

Parents of healthy children evaluated these parameters in somewhat different way: support of the child with SEN throughout all educational process by an assistant / tutor (1), teachers' experience of work in inclusive classroom (2), lectures, workshops, seminars for overcoming the psychological barriers in inclusive education (3), psychological and pedagogical support of inclusive education (psychologist, social pedagogue) (4), individual program of the child's support (5), equipping the room with special working places and teaching aids for children with SEN (6), organization of extracurricular activities involving children with SEN (7), architectural adequacy of educational institutions (8).

Teaching staff ranked conditions and services according to the degree of importance as follows: individual program of the child's support, equipping the room with special working places and teaching aids for children with SEN, teachers' experience of work in inclusive classroom, support of the child with SEN throughout the educational process by an assistant / tutor, architectural adequacy of educational institutions, psychological and pedagogical support of inclusive education (psychologist, social pedagogue), lectures, workshops, seminars for overcoming the psychological barriers of inclusive education (children, parents and teachers), organization of extracurricular activities involving children with SEN.

It is worth noting that the teachers were also asked to state significant factors that affect the efficiency of inclusive education implementation, namely: practical application of knowledge in the field of psychology and correc-

tional education in their work (81%), account of individual characteristics of children with various developmental disorders (77%), the ability to simulate (design) a lesson and to use variability in teaching children with different educational needs (75%). 61% of the respondents recognize the importance of such factors of efficiency as teachers' willingness to involve children with different disorders in learning activities in the classroom, the need for cooperation of educational institutions with correction-focused institutions and psychological, educational, medical and social support for each child with SEN; 56% – cooperation of specialists in different fields: health protection, education and social protection; the smallest number of the respondents marked a factor of emotional acceptance of children with different types of develop-

mental disorders by the teacher (51%) as an essential one for the successful implementation of inclusive education.

In our view, this is an indirect confirmation of the absence of psychological readiness for work with children with special educational needs, since according to most scientists, basic psychological condition that affects the effectiveness of the teacher's activity who deals with the inclusion of the child with certain developmental features into the process of general education is emotional acceptance of such a child.

Summarized results of answers to the question «Interaction with which specialists, in your opinion, will be the most significant and necessary in the process of inclusive education? Who are you ready to turn to in difficult educational situations?» The summarized data are graphically presented in Table 2.

Table 2.

The degree of significance of collaboration and interaction with specialists from different fields of health protection, education for the teaching staff

№	Specialist	Degree of significance (place)	%
1.	Teacher's colleagues	6	8
2.	School psychologist	1	27
3.	Speech therapist	5	8
4.	Social pedagogue	3	16
5.	Tutor	4	16
6.	Child's parents	2	20
7.	School administration	7	5

The survey results demonstrate that the leading position belongs to the school psychologist (27%) and child's parents (20%), social pedagogue and tutor – 16% each, teacher's colleagues and speech therapist – 8% each, outsiders of teachers' choice are representatives of educational institutions' administration (5%).

According to the data obtained, it can be stated that being aware of the inclusive education content, the respondents mention a low level of inclusion in educational institutions. A barrier-free environment can be considered as a prerequisite for inclusive education development. Schools and preschools built in recent years, do not fully meet the requirements of a barrier-free environment, more often the adaptive learning environment is formed. One of the conditions for the success of inclusive education development is tolerant attitude of the society to people with special needs.

Conclusions

Inclusive education is not seen as a particular type or level of education; it is a new organization of the educational process. It can be carried out during the implemen-

tation of educational programs at all levels of basic education, it is important that each student is provided with all necessary conditions, all students study together.

Development of partnership with students' parents is an essential precondition that requires further consideration and elaboration of various cooperation forms, such as workshops, seminars, round tables, weekend clubs and others. The importance of institution's social and psychological services is emphasized, at the same time, the importance of specialists in this field in the process of inclusion requires qualitative changes, including psychological and pedagogical support of the educational process.

The further evaluation of the inclusive process in the educational system of Ukraine requires the development of complex of monitoring studies programs. We consider it appropriate and necessary to involve specialists for conducting educational, correctional and developmental activity with all categories of inclusive process participants using different technologies, forms and methods of work, such as seminars, lectures, workshops, round tables, etc., and involving the mass-media to cover these events.

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Олена Володимирівна Балашова,

Президент міжнародного благодійного фонду «Інше життя»,
бул. Шелковична, 30/35, м. Київ, Україна

УПРОВАДЖЕННЯ ІНКЛЮЗІЇ В ОСВІТНІЙ ПРОСТІР УКРАЇНИ

Інтегрування дітей з особливими освітніми потребами в загальноосвітній простір України як один із напрямів гуманізації всієї системи освіти є визначальним пріоритетом державної політики і полягає в створенні умов для здобуття дітьми якісної освіти відповідно до їх здібностей і індивідуальних можливостей. Мета статті: презентувати результати оцінювання сучасного стану впровадження інклюзивної освіти, особистісної готовності педагогів та батьків. Методи дослідження: *теоретичні*: аналіз, порівняння й узагальнення психологічної, педагогічної та науково-методичної літератури з проблем впровадження інклюзивної освіти; *емпіричні*: анкетування, опитування; методи математичної статистики. Доведено, що розвиток інклюзивної освіти – не створення нової системи, а якісні та планомірні зміни системи освіти в цілому. Система такої освіти містить в собі навчальні заклади дошкільної, середньої, професійної та вищої освіти, метою якої є створення безбар'єрного середовища в навчанні та професійній підготовці дітей/людей з особливими освітніми потребами. Освіта – це вагома і дуже проблемна сфера в житті дітей з особливими освітніми потребами, що виступає індикатором кола інших проблем, як лакмусовий папірець їх виявляє. Визначено, що інклюзивна освіта є процесом подальшого розвитку і розширення освітньої інтеграції. Інтеграція та інклюзія не є концептами, що суперечать один одному, це рівні одного соціального процесу, що впливає на систему освіти та змінює її. З'ясовано, що для подальшої оцінки якості інклюзивної процесу в системі освіти необхідна розробка комплексу програм моніторингових досліджень. Вважаємо доцільним і необхідним залучення фахівців для здійснення просвітницької та корекційно-розвиваючої діяльності з усіма категоріями учасників інклюзивного процесу з використанням різних технологій, форм і методів роботи, таких як семінари, лекції, тренінги, круглі столи тощо і участю мас-медіа у висвітленні цих заходів.

Ключові слова: інклюзія, інклюзивна освіта, діти з особливими освітніми потребами, бар'єри, чинники.

Submitted on April, 6, 2017

Reviewed by Doctor of Pedagogy, prof. N. Chernenko