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THE CHALLENGES FOR INCLUSIVE EDUCATION IN UKRAINE

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Особливості впровадження інклюзивної освіти в Україні

У статті розглянуто основні проблеми розвитку інклюзивної освіти в Україні: проблеми професійної компетентності викладачів; проблеми взаємодії дітей з особливими потребами зі здоровими однолітками; проблеми організації учбового процесу в інклюзивному класі. Подаються шляхи вирішення вищезазначених проблем. Описані можливості та ефективність інклюзії. Автор аналізує досвід інтегрування дітей з особливостями психофізичного розвитку в загальноосвітній простір в Україні.

Ключові слова: інклюзія, освіта, інтегрування

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Особенности внедрения инклюзивного обучения в Украине

В статье рассмотрены основные проблемы развития инклюзивного образования в Украине: проблемы профессиональной компетентности педагогов; проблемы взаимодействия детей с особыми потребностями со здоровыми сверстниками; проблемы организации учебного процесса в инклюзивном классе. Представлены пути решения вышеупомянутых проблем. Описаны возможности и эффективность инклюзии. Автор анализирует опыт интегрирования детей с особенными педагогическими потребностями в общеобразовательных школах Украины.

Ключевые слова: инклюзия, образование, интегрирование

The Convention of UNO on the Rights of the Child as a document of an international level automatically pulls out the requirements to every country as for the realization of national legislation in accordance with this “world constitution of rights of a child” Ukraine is undertaking the first steps on this way [2, p. 35].

Since the proclamation of Independence of Ukraine in 1991 the main course of action in the providing of equal access to high-quality education for children with the special education needs. In the counterbalance to the widespread form of studies in the special establishments of education a new inclusive form of education has appeared in many leading countries of the world. It provides an absolute right for

every child with special needs to study in general establishment according to the place where this child lives. All the necessary conditions for this purpose are supposed to be provided [3, p. 9].

It is necessary to stress that due to work of organizations of the public sector and the Ministry of Education and Science of Ukraine, the inclusive education has started to spin up in Ukraine. The realization of the inclusive educational model is developed in practice, especially in pre-school educational establishments and secondary schools.

For the first time in the text of the Law about the General Secondary Education the term “ the special classes with inclusive education” was assigned [2, p. 37].

Another innovation is that the Conception about the inclusive education has been worked out.

The elaboration of the Conception of inclusive education development is caused by the necessity to solve important issues to provide the right for high-quality education for children with special education needs.

The idea of introducing of the inclusive education is certainly relevant to current conditions in Ukraine, where differences in faith, gender, ethnicity and ability to study and work are often seen as a threat rather than a source of richness and diversity.

Curriculum

Another challenge of inclusive education is curriculum which is unable to answer the needs of a wide range of pupils including children with physical and mental disorders. Curriculum is centrally worked out and it is not very flexible for local adaptations or for teachers who try to do their own research and find new approaches to teaching. One of the problems is lack of necessary up-to-date practically oriented programmes and technologies of teaching special children at comprehensive secondary schools.

Teachers

The main challenge to teachers is to change traditional pattern of thinking. Another problem is training of teachers. There are few special training courses which

can help teachers to work with special children, to organize the educational process and make it more successful. It is necessary to mention that there are not enough methodological guidelines which can help teachers to conduct lessons in an appropriate way. Teachers also lack for experience of work with children, who have certain problems in their development [1, p.7].

Language and communication

In our country there are two types of schools: schools with Russian language of teaching and schools with Ukrainian language of teaching. That's why the problem is that teaching can take place in a language which is not the first language for some pupils. It may lead to difficulties and impossibility to assimilate the subjects.

Physical Barriers

The majority of pre-school establishments and secondary schools are inaccessible to many learners who have especially physical disorders. In rural areas of our country the centres of learning are rundown and poorly maintained and certainly they don't respond to special needs of their children.

Material and Technical Supplies

One of the problems of introducing of inclusive education is the provision of classes with the special equipment and redevelopment of schools.

Organization of the education system

Education system in Ukraine is centralized and the change and initiative very often can meet some barriers. There is lack of information on the number of pupils excluded from schools. We only know pupils that receive the education at special schools and at comprehensive secondary schools and there is no support for pupils who are outside the education system [3, p. 10].

The creation and development of conditions for getting the high-quality education at general establishments for children with the special education needs is one of the tasks of the All-Ukrainian fund "Step by step", which was founded in 1999 by the International Renaissance Foundation (Kiev) and by the International center of child development (Washington, USA).

According to efficient data, there are 45 % of children with disability from 129, 000 children with the special education needs who have been integrated to general educational establishments [2, p. 41].

The Fund “Step by Step” initiates the educational projects and programmes together with the Ministry of Education and Science of Ukraine, Institute of the Special Pedagogics of Academy of Pedagogical Science of Ukraine and with other state and public organizations. The main ideas of the Fund are democratic values of an open society and they are pre-conditions of Ukrainian integration to the European community.

The All-Ukrainian scientific and pedagogical experiment “Social adaptation and integration of children with the features of mental and physical development in society by organization of their studies in general educational establishments” began in 2001.

The main purpose of the experimental programme is the development and realization of the mechanism of integration of children with the mental and physical disorders into general educational establishments, their early integration in social environment taking into account their typology and individual features.

The establishment which carries out the scientific management of the experiment is the Institute of the Special Pedagogics of Academy of Pedagogical Science of Ukraine.

The participants of the experiment: 23 general educational establishments from 8 regions of Ukraine

The present results of the experiment are the following:

– 364 children with the features of mental and physical development study in inclusive classes/groups;

– 546 parents of children with special educational needs have been taking part in the experiment;

– 467 teachers have completed the course of studies according to the program “The inclusion of children with the special needs”.

7 Training centers of inclusive education work in cities Ivano-Frankivsk, Kyiv, Lviv, Poltava, Belaya Tserkov (Kiev Region)

On the basis of 4 institutes of postgraduate pedagogical education in Poltava, Lviv, Ivano-Frankivsk and Belaya Tserkov (Kiev Region) the problem-thematic courses have been realized [2, p. 56].

The Project “The inclusive education for children with the special needs in Ukraine”

Term of realization : 2008-2013

The project is financed by the Canadian Agency of International Development of the Canadian International Development Agency (CIDA)

The project will be realised during 5 years in two schools - № 95 in Lviv and № 3 in Simferopol. 470000 American dollars will be spent on the project.

At first all legislative acts will be analysed in regard to people with disability, existing in Ukraine.

On the second stage, the direct work with teachers and directors of schools for overcoming the barriers which now exist for inclusive education will begin.

In Lviv and in Simferopol public organizations will be engaged into the collaboration and the inclusive centers will be created with their help. In such centres it will be possible to get all the information about the issues of inclusion by parents of children with disabilities, teachers and officials.

It is necessary to state that in 2011 the centre of rehabilitation of Lugansk Taras Shevchenko National University was established. The head of this centre is Irina Klimenko. The objectives of this centre are:

1. To realize the physical rehabilitation of students with the special educational needs. We can state that 127 students with disabilities got the necessary help during the years 2011-2012.

2. To help students with the special educational needs with their professional orientation. We can mention that 127 students underwent the practical training at this centre during the years 2011 – 2012.

3. To organize the inclusive education in Lugansk region. In 2012 the courses for teachers in the sphere of inclusive education were held (160 teachers and lectures took part in these courses). It is necessary to mark that thanks to help of this centre, 300 students with the special educational needs study at Lugansk Taras Shevchenko National University.

All-Ukrainian fund “Step by step”, one of leading organizations in the field of inclusive education in Ukraine points out such directions of the further activity in providing conditions for high-quality education for children with the special needs in the general establishment: further trainings of teachers, leaders of educational establishments, teachers of higher pedagogical establishments of education, parents and representatives of public on issues of inclusive education on the basis of the Central University of Postgraduate Pedagogical Education in Donetsk, network of training centers of the program “Step by step” created within the project of recourse training courses centers in cities Kyiv and Lviv.

The development and acceptance of necessary state legislative documents for creation of conditions for development and distribution of inclusive model of education in general establishments of Ukraine.

Formulation of public opinion as for positive attitude toward the studies of children with the special needs in the conditions of general establishment as provision of their basic right for education [2, p. 78].

The success of realization of the project “The inclusive education for children with the special needs in Ukraine” is largely assisted by effective co-operation of different participants according to their category: parents of children with the special needs, teachers, assistants, social educators and others. Their faith in a child, persistence, self-control, readiness to systematic work have become the mortgage of some positive changes.

The principal reasons which hinder the process of the realization of the idea of inclusion is insufficient professional preparation of teachers, lack of necessary up-to-date practically oriented programmes and technologies, the absence of sufficient possibilities for raising the level of one's skill on this issue, the insufficient material

and technical base which do not give an opportunity to equip classrooms, to redevelop schools, to enter additional positions and to differentiate payment of teacher's work. There is also unreadiness of society to accept the idea of inclusion. But it is the important constituent of democratization of any civil society.

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The challenges for inclusive education in Ukraine

The basic issues of development of inclusive education in Ukraine are considered in the article: the issues of professional competence of teachers; the issues of co-operation of children with the special educational needs with healthy children; the issues of organization of educational process in an inclusive class. The ways of solving of the above-mentioned problems are presented. The possibilities and efficiency of inclusion are described. The author analyses the experience of integration of children with the special educational needs in general schools of Ukraine. The process of integration of children with special educational needs is one of the directions of humanization of the whole system of education and answers the priorities of state politics. It consists in of: personal orientation of education, creation of equal possibilities to get good education for children and adolescents, providing of variability of education taking into account the capabilities of students. Inclusive education includes the following principals: providing of access to all the recourses of local community, attraction of parents educational process, the usage of results of current research and practice in the process of realization of inclusive education, team approach in teaching and upbringing of students that foresees the attraction of teachers, parents and other experts and working out of programmes in the basis of which the personal oriented and individual approach is used. These programmes have to contribute to develop skills during the whole life and to use them in our society.

Key words: inclusion, education, integration

Відомості про автора

Заїка Анна Юріївна – магістр філології, викладач кафедри практики мовлення факультету іноземних мов Луганського національного університету імені Тараса Шевченка. Основні наукові інтереси зосереджені навколо методики викладання англійської мови та інклюзивної освіти.

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