

UDC: 376 – 373.2

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PECULIARITIES OF IMPLEMENTING INCLUSIVE EDUCATION IN UKRAINE

The relevance of the topic is due to the fact that in recent years the scientific interest to the issue of inclusive education as a process of ensuring equal rights to receive educational services for children with different levels of psychological and physical development at the place of residence in favorable conditions of a comprehensive educational institution is rapidly increasing. And the above-mentioned requires proper methodological, pedagogical and psychological support. We can state that inclusive education in Ukraine is predominantly spontaneous. In particular, a significant number of children with peculiarities of psychophysical development in the pre-school period do not receive necessary education due to the lack of corrective assistance in the modern system of preschool education. The purpose of the study is to present the results on the practical implementation of an experimental model of the inclusive education system and its impact on the development and socialization of preschoolers who need correction of psychological and physical development. As a result of the study, it was proved that the effectiveness of the practical implementation of the model is due to a combination of stages of the method in terms of the comprehensive pre-school educational institution with the aim of forming a tolerant attitude towards people who need correction of psychophysical development.

Keywords: inclusive education, preschool education, children with psychological and physical development peculiarities.

Introduction

The issue of joint training organization of preschoolers with psychophysical disorders and their peers with normal development is not profoundly studied in scientific sources, especially in Ukraine. That is why we conducted a comprehensive survey focused on psychological, pedagogical and physiological factors that promote or complicate the adaptation of children of preschool age in terms of inclusion.

In our study, we interpreted inclusive education of preschool children who require correction of psychophysical development, as the process of ensuring equal rights for obtaining educational services by preschool children with different levels of mental and physical development according to a place of residence in favorable conditions of general educational institution (organizational, logistical, program-methodical, staffing of the educational process, etc.) [3, p. 26].

The development of theoretical and methodological principles of the research reveals emphasizes the following issues:

- the level of socio-philosophical methodology allowed to consider inclusive education as a form of joint activities of people with different levels of mental and physical development, when all members of the society have a right for education, health care, training and career;

- the sociological level of the methodology, which allowed to isolate the outlined problem from the point of view of the educational system reformation, which should become more flexible, able to provide equal rights and opportunities for the education for all children without discrimination and neglect;

- theoretical and practical developments of psychology and pedagogy (theoretical knowledge, teaching materials, research tools, technology, personal development, etc.), allowed to consider inclusive education through the understanding of the nature of the preschool child, his/her life experience in a particular environment.

Aim and Tasks

The paper aims to verify the experimental model of the inclusive education system and its impact on the de-

velopment and socialization of preschoolers who need correction of psychological and physical development.

Research Methods

The formative experiment was conducted in the framework of the research work on the topic “Technologies of Inclusive Education of Preschoolers who Require Correction of Psychophysical Development in a Special Pre-School Educational Institution” (in accordance with part 5, Article 11 of the Law of Ukraine “On Pre-school Education”, the Ministry of Education and Science of Ukraine dated 23.11.2009 № 1054 “On Amendments to the Provision on an Experimental General Educational Institution”).

Among participants there were 43 children aged from 2 to 8 years with psychophysical development disorders with the following *nosologies*: mental retardation, mental deficiency, speech disorder, muscle-skeleton disorders. In order to create a joint educational space within the experimental work, a creative team of psychological and educational support for children was organized, which included teachers of pedagogical institute of Lesya Ukrainka Eastern European National University, a special education teacher, a practical psychologist, educators of first and higher category, a tutor, and a doctor-pediatrician.

Teaching, organizational, educational and methodical work allowed us to maintain a constant relationship with teachers-participants of the experiment.

The experiment was held on the basis of a preschool department “Sonechko” of the Krupa Training and Rehabilitation Center (TRC) of Volyn Region.

We have distinguished the following components of children’s readiness for inclusive education and selected the following research methods according to them: a personal and motivational component was evaluated using organized observation when children were playing and creating something (for example, drawing) according to S. Sorokoumova, besides, individual interviews were conducted; a cognitive component was assessed using “Three Stories” method by A. Pastorov, “Diagnostics of Child’s Development from Birth to Three Years” by Ye. Smirnov and T. Yermolov, as well as interviewing the respondents’ parents; and a technological component was evaluated by means of observation, “Yearly Diagnostics of Mental Development” by Ye. Stebeleva, and analysis of the tasks performed by the respondents.

The Suggested Inclusive Education System

The system of inclusive education of preschool children who require correction of psychophysical development covers three interrelated *stages*: propaedeutical and adaptive, forming and experimental, synthesis and approbation.

The first one – *the propaedeutical and adaptive stage* – provided for the creation of a favorable developmental environment for the successful adaptation of preschoolers who need correction of psychophysical development in a comprehensive educational institution, studying and analyzing national and foreign experience of

pre-school inclusive education, determining the scientific and methodological support of the identified process in order to develop a strategy and justification of the model of its implementation, which has a component structure, criteria and levels of formation. During this stage, a creative group of teachers was formed for conducting experimental work; scientific and methodological literature and pedagogical experience on the research issue were studied and analyzed; an informational base for the work of the teaching staff on the implementation of the research ideas was created; experimental work was planned taking into account features of the social environment of pupils of a special preschool educational institution; teachers learned theoretical and technological aspects of the experimental work aimed at increasing their readiness in the field of the theory and methodology of inclusive education; the meeting of the creative group was held, seminars on the readiness of teaching staff for the innovation, their motivation and practical readiness for the development of innovations were organized, as well as psycho-pedagogical monitoring with the purpose of determining the peculiarities of the development of a child with special needs in terms of inclusive education, prognostic analysis of organizational-pedagogical, material and technical, financial and economic conditions of experimental work, a model of inclusive education in a special preschool orphanage was developed.

The second – *the forming and experimental stage* – provided for the formation of readiness of inclusive education subjects for joint interaction of children of preschool age with different levels of psychophysical development by mastering the suggested technologies (the organization of inclusive environment, medical, psychological and pedagogical support for participants of inclusive education, monitoring individual achievements of preschool children with special needs) by means of early psychological, medical and pedagogical rehabilitation of such children, and systematization of the experimental work results.

It was aimed at studying conditions and analyzing difficulties of the formation of inclusive education of preschool children with special needs, as well as the experimental verification of the effectiveness of the implementation of the inclusive model in the conditions of the Center for Child Development, the choice of approaches, forms, methods and means of training and upbringing of preschool children, which require correction of psychophysical development.

During *the third stage – synthesis and approbation* – the qualitative data obtained in the course of experimental research were compared and generalized; corrections and appropriate changes were made to the conditions for the introduction of these technologies of inclusive education; the conclusions of scientific, methodological and practical results in relation to solve the set of research tasks and revealing trends in the implementation of the research concept were formulated; a number of scientific and methodological works on the implementation of inclusive

education in modern day-care was developed; the research materials were prepared.

The implementation of the model of the system of inclusive education of preschool children with psychophysical disorders is possible upon a condition of a specially created educational space that takes into account the phases of the rehabilitation process of such children, combining traditions and scientifically grounded approaches to their education.

The organization of comprehensive support was aimed at timely detection of the level of psychophysical development of preschool age children (speech, memory, attention, ability to work, etc.), their reserve capacities in order to organize training and education in accordance with the individual abilities; diagnostics and correctional work aimed at the formation of emotional attitude in the students with normal development (from ignorance, indifference and aggression to acceptance, interaction, empathy) and adequate assessment of their peers with special educational needs; as well as counseling assistance for their families; selection of the optimal curriculum for the development of the student; at positive dynamics and compensation of the disadvantages of psychophysical development of the definition of ways to include preschool children to appropriate institutions (groups); readiness and training of the relevant documentation, reflecting the actual development of the preschool child development, the dynamics of his condition, etc.

The purpose of the modeling was considered to be achieved when in experimental groups the increase in the level of readiness of subjects of study (pre-school children with different levels of psychophysical development, educators, parents) for inclusive education was observed. For example, an increase in the level of psychophysical development of preschool children was ensured through the formation of their social competence by the following criteria: the characterization of the responses of the child; quality of knowledge (profoundness, flexibility, efficiency, consistency, generalization, strength); the level of general intellectual skills (analysis, synthesis, comparison, classification, generalization, etc.); experience of independent activity; autonomy of evaluative judgments, etc.

Theoretical Study Results

Theoretical and methodological part of the research of inclusive education includes a system of philosophic (ideas of existentialism, pragmatism, postmodernism, phenomenology, educational philosophy paradigm of inclusive education), sociological (legislative discourse of rights and ethics of joint activities of people with psychophysical and normal development) and psychopedagogical definitions (the conception of integrated and inclusive education), which are fundamental in the disclosure of the phenomenology of inclusive education for preschool children, namely:

- *axiological*, proclaiming the value and uniqueness of every person, regardless of his/her national and religious affiliation, material status, health state and development peculiarities;

- *humanistic*, according to which the person is the highest value of the society and has a sufficient level of freedom in choosing his or her activities, stipulated by the norms of international humanitarian law;

- *holistic*, focused on the allocation in the pedagogical system and the development of the personality of the integrative invariant system-forming links on the study and formation stable and variable issues in the system;

- *person-centered*, which is implemented by means of enriching the content of education with vital cognitive material, teachers' readiness for joint activities of children with a different level of psychophysical development (in particular, acceptance, understanding and positive attitude towards them), etc.;

- *culturological*, which manifests itself in the formation of the foundations of the child's axiological attitude to the environment, interpersonal relationships, as well as self-attitude;

- *activity*, which allows to study the content of preschool education in terms of inclusion, to optimize the ways of its formation and development, identifying ways of practical improvement, as well as orientation to the leading activity (play, educational, communicative, etc.), taking into account sensitive periods in the formation of higher mental functions in the process of children inclusion with different levels of psychophysical development;

- *differentiated*, which allows to determine the content and forms of education not only for every child, but for a certain category;

- *epistemological*, which considers the cognitive attitude of the child to reality as a system of the whole system of his/her attitudes towards the world (the formation of holistic representations, world view, attitude to the world, etc.);

- *heterological*, which takes into account the individual abilities and interests of all children, ensuring adequate development and the "situation of success" of everyone;

- *neuropsychological*, which promotes the establishment of priorities in the corrective work;

- *systemic (complex)*, which provides a static description of the model and the dynamics of its development, on the basis of which individual practical components of inclusive education as an object of strategic management (analysis, definition of the sphere of activity and description of the corresponding tasks, goals, formulation of the strategy and tactics of their achievement, etc.) can be developed; availability of resource centers, social-oriented programs, involvement of parents, documentary fixation of visual examples / episodes of progressive experience;

- *situational*, which gives opportunities for comparison of managerial decisions with specific circumstances;

- *optimizational*, aimed at finding optimal strategic decisions in a concrete situation, combining systemic and situational approaches [4].

Experiment Results

Let us present the practical experience of inclusive education in a preschool institution thorough the example of one boy (age - 4 years, diagnosis - Down syndrome).

At the first stage, emotional contact with the child was established, whose adaptation to the educational institution was carried out gradually (generally in a calm manner). Initially, the boy acted as an observer of the environment, the behavior of his peers, showing tolerance to them. He did not have any conflicts but was not engaged into communication with other children, he listened to the teacher (for example, took an active part in taking on and putting off clothes, etc.).

When conducting psychological and pedagogical diagnostics the preschooler followed the instructions of the teacher. It should be noted that he received other's help with joy, and clapped his hands when successfully performed tasks. He quickly switched from one activity to another.

The boy carefully observed the tasks of his peers, trying to attract them to joint game activity.

After the period of adaptation of the pupil to new social conditions, specialists of the preschool educational institution (a teacher, a special teacher-speech therapist, a psychologist, and a social pedagogue) developed an individual curriculum (IC), according to which the boy with Down syndrome was gradually included in the team.

The main directions of IC were: sensory development and the formation of elementary mathematical concepts; familiarization with the surroundings and the development of speech; designing. The development of IC was aimed at the formation of those psychological formations that corresponded to the child's age. The tasks of IC were solved both in the process of individual classes with preschoolers, and partly during the organization of group activities. The advantages of the latter are as follows: providing corrective assistance to a significant number of pupils, gaining communicative skills, developing volitional efforts ("Wait for your turn"), harmonization of interpersonal relationships in a group, etc.

We observed positive results in terms of joint training of preschool children with different levels of psychophysical development. In particular, they have gained such personality traits as independence, self-control and self-esteem, cognitive interest. In addition, pupils had the opportunity to communicate equally with their peers and adults, learned to overcome difficulties, respond adequately to the comments or errors in the work. At the same time, it should be noted that such an interaction has become useful for the children with normal development, as contributed to the formation of tolerance, communicative skills, and ability for social interaction.

The formation of parents' knowledge about the peculiarities and regularities of the psychophysical development of their children was provided by holding seminars with game simulation; individual and group counseling, parenting meetings, discussing the peculiarities of their interaction with children; lectures such ("What are they:

preschoolers who need correction of psychophysical development?", "Psychophysical development of preschoolers", "Specificity of general mental development of pupils of different categories" (according to S. M. Sorokoumova), "Peculiarities of communication with a child who requires correction of psychophysical development", etc. In particular, parents were provided with information on the types and methods of obtaining specific targeted assistance, the system and structure of special education in Ukraine at different stages of child development, the procedure and peculiarities of organization of psychological, medical and pedagogical consultations, specialists providing relevant services, additional information sources (thematic electronic and Internet resources), etc.

As a result of the conducted work, a great number of parents had a conscious interest in building positive and humane relations with their children and their peers with different levels of psycho-physical development, and the desire to apply the acquired knowledge and skills in communicating with other people.

Analyzing the results of performing diagnostic tasks in preschool children who require correction of psychophysical development and their peers with normal development (control and experimental groups), positive changes were found that influenced the general characterization of the formation level of readiness for inclusive education.

If at the beginning of the study in the experimental group (EG) there were no children with special needs with a high level readiness for inclusive education (according to the cognitive-motivational criterion), then at the final stage there were 42.2% with a high level, 55.4% at the beginning (38.2% at the end of the experiment) with an average level; and 61.8% at the beginning and 2.4% at the end of the experiment with a low level.

The above-mentioned means that most of the children have motives of personal development and personal well-being concerning positive attitude towards interaction with their peers who need correction of psychophysical development, and conscious acquisition of knowledge and skills to transfer them to new situations in terms of inclusive education. However, 3.1% of pre-school children of CG, had external motivations for a common activity with their peers ("*I do not want to attend a kindergarten with 'special children', because my mom said I shouldn't communicate with such children*"), which means that their parents show a negative attitude towards children with psychophysical disorders, thus imposing their views on their children.

According to all the indicators of the motivational and cognitive criterion, both groups showed rather high and almost similar results, and this indicates the increase of the motives for personal development and personal well-being: EG (from 36.2% to 82.1%) and CG (from 38.3% to 95.2%); positive attitude to the common interaction with their peers with different levels of psychophysical development: EG (from 42.5% to 86.7%) and CG (from

45.1% to 96.9%); knowledge of the importance of common activities and the possibility to choose their forms: EG (from 6.2% to 43.5%) and CG (from 24.2% to 56.3%); level of pupils' academic success: EG (from 14.5% to 68.4%) and CG (from 57.8% to 92.3%).

According to the technological criterion of readiness for inclusive education at the beginning of the study, there was also no pupils in the experimental group with a high level, and at the final stage there were 40.4%, the number of the students with an average level increased by 45.3% (there were 7.5%) and the number of those having low level decreased from 92.5% to 15.3%. This is indicative of the fact that most preschool children with psychophysical disorders have experience of interaction with their peers with normal development under the conditions of inclusive education and the conscious desire for mutual understanding, empathy and acceptance of one another.

In the context of the above mentioned, it should be noted that pre-school children with mental handicap were included to the group with a low level of readiness for inclusive education, which was characterized by a fragmentary nature of gaining knowledge, skills and abilities in the process of common interaction.

According to the indicators of the technological criterion of readiness for inclusive education, the most of pre-school children in the experimental group revealed the ability to master and enrich knowledge on the acquisition of methods and experience of cooperation in the process of inclusive education (63.1%) and to the form readiness for common activities with peers with a normal level of development (52.3%). In the control group, the children also have high results: 59.1% and 64.3%, respectively. However, unlike CG (67.1%), only 28.4% of pupils of EG had the ability to interact and establish contacts with peers in different types of activities (in our opinion,

this is primarily due to the peculiarities of their psychophysical development).

According to the indicators of the appraisal and technological criterion, a great number of preschool-age children with normal development showed the ability to master skills (65.2%) and abilities (67.7%) of common interaction with healthy peers, and empathy (78.1%). In the control group we have the following results, respectively: 32.3%; 40.4% and 53.6%.

Conclusion

Thus, the results of the experiment confirmed the pedagogical predictability of conceptual approaches to the development of an experimental model of the practical implementation of the inclusive education system by its objects (preschool children who need correction of psychophysical development and subjects (teachers and parents). That is, the tendency of dynamic changes of indicators in the structure of the projected model of the implementation of inclusive education of preschool children, which requires correction of psychophysical development, is revealed. The results of the research prove its effectiveness.

Therefore, based on the experimentally tested and substantiated theoretical, methodological and practical aspects of inclusive education, it is important to affirm that pre-school children who need correction of psychophysical development have the right to take full advantage of the opportunities of the society and should communicate with their healthy peers. This is an extremely important moment, because our society has not yet come to realize the necessity and significance of the presence of 'special children' among their 'normal' peers. However, inclusion implies not only the provision of special children with education, but also their involvement into the general education group with the appropriate maintenance of the educational process success.

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ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ СИСТЕМИ ІНКЛЮЗИВНОЇ ОСВІТИ В УКРАЇНІ

Актуальність теми обумовлена тим, що останнім часом стрімко зростає науковий інтерес до проблеми інклюзивного навчання як процесу забезпечення рівних прав на одержання освітніх послуг дітьми із різним рівнем психофізичного розвитку за місцем проживання у сприятливих умовах загальноосвітнього навчального закладу. А це, в свою чергу, потребує належного методологічного педагогічного та психологічного забезпечення. По суті можемо констатувати, що інклюзивна освіта в Україні має переважно стихійний характер. Зокрема, значна частка дітей із особливостями психофізичного розвитку у дошкільний період не отримує необхідних навчально-виховних і корекційно-компенсаторних впливів через відсутність корекційної допомоги у сучасній системі дошкілля. Метою дослідження є презентація результатів дослідження практичної реалізації експериментальної моделі системи інклюзивної освіти та її впливу на розвиток та соціалізацію дошкільників, які потребують корекції психофізичного розвитку. В експерименті взяли участь 43 дитини. У результаті дослідження доведено, що ефективність практичної реалізації моделі обумовлена сукупністю етапів методики її впровадження в умовах загальноосвітнього дошкільного навчального закладу з метою формування у суспільства толерантного ставлення до осіб, які потребують корекції психофізичного розвитку. Результати формуального експерименту підтвердили педагогічну прогностичність концептуальних підходів щодо розробки та впровадження експериментальної моделі практичної реалізації системи інклюзивної освіти її об'єктами (дітей дошкільного віку, які потребують корекції психофізичного розвитку і суб'єктів (вихователів і батьків)). Спираючись на експериментально перевірені та обґрунтовані у статті теоретичні, методичні та практичні аспекти інклюзивної освіти, важливо утверджувати думку про те, що діти дошкільного віку, які потребують корекції психофізичного розвитку, *мають право* сповна скористатися можливостями суспільства і *повинні спілкуватися* зі своїми здоровими однолітками. Це надзвичайно важливий момент, оскільки наше суспільство досі ще не прийшло до усвідомлення необхідності та значущості присутності «особливих дітей» у середовищі своїх «нормальних» однолітків. Однак, термін «інклюзія» передбачає не лише забезпечення освітою дітей із особливостями психофізичного розвитку, але й просторове їх розміщення у загальноосвітній групі з відповідним забезпеченням успішності навчального процесу. Тому, для того, щоб інклюзія (включення) стали успішними, має змінитись саме середовище, в якому знаходиться дитина з психофізичними порушеннями.

Ключові слова: інклюзивна освіта, дошкілля, діти із особливостями психофізичного розвитку.

Submitted on November, 13, 2017