

УДК 37.04:316.61(420+489+450+73+439+485)

© Dovzhenko T.O., 2021 p.

<https://orcid.org/0000-0003-1384-511X>

DOI 10.34142/23128046.2021.50.03

T. O. Dovzhenko

FORMATION AND DEVELOPMENT OF INCLUSIVE EDUCATION IN UKRAINE AND ABROAD

The global political, socio-cultural and economic changes in many countries around the world of the second half of the XXth century have led to increased attention from the legal system to the problems of children with special needs, in particular to their quality education. In view of this, it is worth studying the experience of the formation and development of inclusive education in Ukraine and abroad.

The purpose of the study is to highlight the stages of the formation and development of inclusive education in Ukraine and abroad. General scientific (historical-pedagogical analysis, generalization, retrospective, chronological), historical-structural and comparative methods of scientific cognition have been used.

Based on the analysis of scientific and pedagogical literature, the essence of the concept of «inclusive education» has been determined. The main historical stages of the formation and development of inclusive education abroad have been described (the first stage: the beginning of the XVIth – the middle of the XVIIIth century; the second stage: the middle of the XVIIIth – the beginning of the XXth century; the third stage: 40s of the XXth century – 90s of the XXth century, the fourth stage: 1994 of the XXth century – present). Domestic and foreign experience of introduction of inclusive education in the educational process (England, Denmark, Italy, the USA, Hungary, and Sweden) has been analyzed. The principles of inclusive education that are documented in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action have been described. Based on the analysis of the world experience of implementation of inclusive education, the basic principles of inclusion that define a new paradigm of educational relations have been described. Based on the scientific achievements of domestic and foreign scholars, the benefits of inclusive education for children with special educational needs have been identified. It has been proved that the development of inclusive education directly depends on socio-economic conditions, educational traditions and has certain specifics. It has been determined that inclusive education now is an officially accepted area of special education in 75% of countries.

Keywords: *inclusive education, social inclusion, inclusive environment, special educational needs, special education.*

Довженко Т. О. Становлення і розвиток інклюзивної освіти в Україні та за кордоном. Глобальні політичні, соціокультурні та економічні зміни, що відбувалися в багатьох країнах світу в другій половині ХХ століття, зумовили посилення уваги законодавства до проблем дітей з особливими потребами, зокрема до отримання ними якісної освіти. З огляду на це доцільним є вивчення досвіду становлення і розвитку інклюзивної освіти в Україні та за кордоном.

Метою статті є висвітлення етапів становлення і розвитку інклюзивної освіти в Україні та за кордоном. Використано загальнонаукові (історико-педагогічний аналіз, узагальнення, ретроспективний, хронологічний), історико-структурний і порівняльно-зіставний методи наукового пізнання.

На основі аналізу науково-педагогічної літератури визначено суть поняття «інклюзивна освіта». Охарактеризовано основні історичні етапи становлення і розвитку інклюзивної освіти за кордоном (перший етап: початок ХVІ – середина ХVІІІ ст.; другий етап: середина ХVІІІ – початок ХХ ст.; третій етап: 40 рр. ХХ ст. – 90 рр. ХХ ст., четвертий етап: 1994 р. ХХ ст. – теперішній час). Проаналізовано вітчизняний і закордонний досвід упровадження інклюзивного навчання в освітній процес (Англія, Данія, Італія, США, Угорщина, Швеція). Охарактеризовано принципи інклюзивної освіти, що зафіксовані в Саламанській декларації «Про засади, політику та практичну діяльність у сфері освіти осіб з особливими потребами». На основі аналізу світового досвіду впровадження інклюзивної освіти, окреслено основні принципи інклюзії, що визначають нову парадигму освітніх відносин. Грунтуючись на наукових здобутках вітчизняних і зарубіжних науковців, визначено переваги інклюзивного навчання для дітей з особливими освітніми потребами. Доведено, що розвиток інклюзивної освіти безпосередньо залежить від соціально-економічних умов, освітніх традицій і має певну специфіку. Визначено, що зараз інклюзивна освіта є офіційно прийнятим напрямом галузі спеціальної освіти в 75% країн світу.

***Ключові слова:** інклюзивна освіта, соціальна інклюзія, інклюзивне середовище, особливі освітні потреби, спеціальна освіта.*

Introduction. During the past decades numerous foreign scientific and pedagogical studies were devoted to the search of effective strategies of practical implementation of theoretical aspects of inclusion that contribute to achieving the global goal of inclusive education – creating a humanistic inclusive society based on inclusive culture. Now effective ways of the implementation of inclusive education as one of the important stages of social development have been worked out as a result of productive cooperation and scientific and practical activities of native and foreign teachers.

Studies of many native and foreign scholars are devoted to the problem of introducing inclusive education in the educational process of educational

institutions. Thus, the issues of practical implementation of inclusive education are covered in the works of such foreign teachers as A. Dens, J. Detraux, M. Doyle, P. Ghesquiere, M. Giangreggio, B. Maes, G. Moors and others.

Scientific works of such native researchers as S. Avakian, S. Aliokhina, N. Ashytok, A. Vanian, L. Vyhotskyi, N. Hroznaia, N. Sihal, N. Semaho, A. Fadina, E. Yarska-Smyrnova, etc. are of great interest.

At the same time, the problem of the formation and development of inclusive education in Ukraine and abroad was not studied purposefully, which led to this scientific search.

Aim and tasks. *The purpose of the study* is to highlight stages of the formation and development of inclusive education in Ukraine and abroad. *Objectives:* to analyze the historical periods of the formation of inclusive education in the world; theoretically substantiate the development of inclusive education in Ukraine and abroad.

Research methods. A set of methods used during the research included *general scientific methods* (historical and pedagogical analysis, generalization, retrospective, chronological), which became the basis for determining the degree of the problem development; the *historical and structural method* contributed to the systematization of historical and pedagogical sources on the problem being studied; the *comparative method* provided an opportunity to compare and contrast scholars' thoughts on the research problem.

Research results. Now the problem of implementing inclusive education for children with special educational needs is topical in the Ukrainian education system and abroad. In this regard, the appeal to foreign experience, studying it and critical analysis, consideration of possibilities of the use taking into account the specifics of the native context is now quite important for the Ukrainian education system.

The term "inclusion" comes from the verb of French origin "include" and literally means "contain, involve, cover, have in its composition" (Dictionary by Merriam-Webster, 2021). Nowadays, this concept reflects the modern view of both education and the place of man in society as a whole.

UNESCO defines inclusion as "the process of addressing and responding to the diversity of needs of all learners through ensuring their participation in learning, cultures and communities, and reducing exclusion from education and from within education" (the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action, 1994).

It should be noted that the introduction of inclusion is possible only in the absence of any discrimination based on the principles of democratization. For example, Peter Mittler, a professor at the University of Manchester, said:

“Inclusive education is a step towards the ultimate goal of creating an inclusive society that enables all children and adults, regardless of gender, age, race, ability, presence or absence of the developmental disorder and HIV virus, to take an active part in public life. Differences will be respected and valued in such a society (Rossiyskie i zarubezhnyie issledovaniya v oblasti inklyuzivnogo obrazovaniya, 2012).

Now inclusion is one of the main ideas of modern education, which affects the profound social and value changes of our society. Inclusion is based on the idea of an involving society. This means that anyone (of another race, religion, culture, a person with special needs) can be involved in social relations. It is important that such involvement to promote the interests of all members of the society, the ability to live independently and ensure the equality of their rights in all activities (Mitchell, 2009).

It should be emphasized that the idea of inclusion has emerged as a result of massive changes in the understanding of human rights, dignity and identity. The change in attitudes towards people with special needs has been a significant impetus for the implementation of inclusive education. Thus, the ideology of inclusion (involving society) has been formed as a result of awareness of the value of human diversity and differences between people (Rossiyskie i zarubezhnyie issledovaniya v oblasti inklyuzivnogo obrazovaniya, 2012).

The generalization of researchers' views on the problem of inclusive education shows that at different times it was quite topical for the society and it was solved by various methods depending on the political system, economic situation and ideology of the state. Thus, in the first years after the end of the Great Patriotic War, when the population of Ukraine declined sharply, and the number of people with special needs was quite high, they were perceived as full members of the society, and "special" children were able to study with other children. At the same time, there were no special instruments of state influence to create favorable conditions for the education of people with special needs then (Yarskaya-Smirnova, 2004).

Further state policy on the education of children with special educational needs separately from others, the establishment of orphanages, isolated from the society, specialized industries for the work of people with special needs formed attitude to them as exiles in the mid-60's. During that period people with special needs became a burden to the society and found themselves in difficult social and economic conditions, as they were unable to participate in public life, support themselves and their families and obtain a sufficient level of education (Yarskaya-Smirnova, 2004).

Integration processes of children with special educational needs in the school education system of Ukraine began in the 90s of the last century. In 2001 the Ministry of Education and Science of Ukraine, the Institute of Special Pedagogy of the Academy of Pedagogical Sciences of Ukraine and the All-Ukrainian Foundation "Step by Step" introduced a scientific and pedagogical experiment "Social adaptation and integration of children with psychophysical developmental delays into society through organizing their education in secondary schools", the purpose of which was to develop and implement a mechanism for the integration of children with special educational needs in general secondary education institutions and their early integration into the social environment taking into account individual characteristics.

It should be noted that inclusive education in Ukraine has been supported by the legislation since 2010. It happened when the Law of Ukraine "On General Secondary Education" was amended, according to which general secondary education institutions were given the right to create special and inclusive classes for children with special educational needs. In October, 2010, the Ministry of Education and Science of Ukraine approved the "Concept for the Development of Inclusive Education" and "The Procedure for Organizing Inclusive Education in Secondary Schools" in August, 2011. Now inclusive education is spreading in all regions of Ukraine (Ashitok, 2015).

In addition, foreign researchers note that despite the positive attitude of most teachers to the idea of implementing inclusive education for children with special needs, one of the typical positions of teachers in relation to them is to provide support in special education (Detraux, Dens, 1992).

It should be noted that the system of special education has a dominant role in the process of inclusive education of children with special needs, because it is able to ensure their social integration into the education system and society as a whole (Detraux, Dens, 1992).

The historical and theoretical prerequisites for the formation and development of inclusive education in many countries are radical transformations in socio-cultural, political and economic spheres of society, which have led to a gradual change in the ideology of society in relation to children with special educational needs (from the right for life in society, isolation and segregation to inclusion). Thus, the following stages have been identified in the process of the formation and development of inclusive education abroad:

- 1) the beginning of the XVIth – middle of the XVIIIth century – complete denial of the right to education of children with special needs (social and pedagogical isolation and segregation);

2) the middle of the XVIIIth – beginning of the XXth century – the germ of the idea of inclusive education and the first attempts to implement it. This period is the beginning of the transformation of attitude of the society towards children with special educational needs and is characterized by the implementation of a new state policy aimed at ensuring the possibility of teaching "special children" in regular schools;

3) 40s of the XXth century – 90s of the XXth century is a period of experimental research in the field of inclusive education characterized by the strengthening of integration processes in education which were introduced by progressive foreign teachers, representatives of public organizations and parents of children with special educational needs. The problems of children in this category were solved at the state level, the issues of the opportunity to study in general education institutions, which in some countries (England, Wales, Scotland) were regulated by the law "On Education", were of great importance;

4) since 1994 to date – the official approval of inclusive education, due to the adoption by most countries of the Salamanca statement (1994) and the introduction of this concept in the terminological pedagogical system, which contributed to the improvement of national education systems in terms of combining two traditionally polar systems (special and general) in inclusive education (Sigal, 2013).

At the end of the XIXth century and at the beginning of the XXth century the formation of a special education system became important. As a result of all the achievements in involving children with special needs in the general educational process one of the important issues was the establishment of general secondary education institutions and the expansion of classes for children with special educational needs as well.

The popularization of the idea of inclusive education appeared in the 1990s in the United States and European countries (Alumina, 2010). At that time scholars' articles covered the main problems of self-organization of parents of "special children", social activity of adults with special needs and protection of their rights and freedoms.

For the first time at the international level, the principles of inclusive education were enshrined in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action, which stated that:

- every child has the right to education and must be able to obtain and maintain an acceptable level of knowledge;
- every child has unique features, interests, abilities and educational needs;

- it is necessary to develop educational systems and implement educational programs taking into account the wide variety of features and needs of every child;
- People with special educational needs must have access to education in regular educational institutions, which must create appropriate conditions for them, focused on meeting these needs of "special children";
- inclusive general secondary education is the most effective means of the struggle against discriminatory views to create an inclusive society and provide education for all without exception (the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action, 1994).

In 2000 the World Forum on Education in Dakar proclaimed overcoming problem of the exclusion of children with special needs from the educational process and launched the Education for All movement (EFA), which was based on the idea that every child must have the right to a high quality education. (World Education Forum; Education for All: Meeting our Collective Commitments; expanded commentary on the Dakar Framework for Action, 2000). This led to the need to create a new environment in the education system that would allow children with special needs to acquire knowledge. Such an environment had to be inclusive: efficient, friendly, healthy and safe.

Subsequently, on December 13, 2006, the UN General Assembly adopted the Convention on the Rights of Persons with Disabilities. Each of the articles of the Convention aims to protect against discrimination and to involve people with special needs in society (Rukovodstvo dlya Parlamentariev, 2007).

It should be emphasized that at the beginning of the XXth century special educational centers were established in almost all developed countries. At first there were mostly students with visual and hearing impairments, then the system of special school education included children with other disabilities (alalia, autism, cerebral palsy, behavioral and mental disorders, mental retardation), which necessitated the creation of new profiles.

We are going to consider the world experience of implementing inclusive education in more detail.

Thus, there has been a law called the "Act on the Education of Persons with Disabilities" in the United States since 1990. It guarantees free education for children with special needs in the public education system. Parents have the right to demand a conclusion on their child's educational abilities from general secondary education institutions, which provides a justification for the presence or absence of developmental disorders (Alehina, 2010).

Inclusive education for children with special needs in Hungary has been actively developing since the beginning of the XIXth century. The country had established a separate system of preschool educational institutions (for blind, deaf

children, children with speech and mental disabilities) and schools for students with physical and sensory disabilities by 1980 (Groznaya, 2011). Thus, in Hungary, a common approach to the education of children with special educational needs is based on the principle of equality.

As for Denmark, according to the pedagogical approach in Danish special educational institutions, games and active participation of the child in the life of the collective are considered to be the central link in child development, and structured classes take a back seat. However, this approach has been widely criticized for its "unambitiousness". We support the opinion of L. Vygotsky, who believes that the child's psychophysical development takes into account leading activities and activities in the environment (Vyigotsky, 2001). That is why, according to the scholar, it is inexpedient to completely ignore gaming activities.

The Italian legal system has supported inclusive education since 1971. Currently in Italy the number of children with special educational needs who study in general secondary education exceeds 90%. The early period of the realization of inclusive education is called "wild integration" by Italians. The main goal was the socialization and adaptation of children in the school community, so that each of them felt as comfortable as possible. From the very beginning of the introduction of inclusion in the educational process the first priority has always been the acceptance and respect of differences as integral features of a person with special needs (Avakyan, 2016).

It should be noted that the peculiarity of the Italian approach to the implementation of inclusive education is the close interaction of general secondary education institutions with health care organizations, where such specialists as therapists, psychologists, social workers, nurses, speech therapists, functional and physical therapists, etc. work (Giangregio, Doyle, 2012).

In 2003 the Department of Education of England presented a new program of actions for children with special educational needs. Its goal was to help "special children" realize their potential by increasing access to education, teaching and learning standards, and creating partnerships between children, parents, and teachers.

In 2004 the Ministry of Education developed the Every Child Matters (ECM) document, which remains at the heart of English inclusive education policy. This program aims to prevent and provide timely assistance to eliminate the plight of children with special educational needs and allow each child to reach their full potential. The main goal of the program is to struggle against "social exclusion – the exclusion of man from society" (Groznaya, 2011).

Most children with special needs in Sweden are involved in regular classes where they get the necessary support (help in the classroom from a special teacher or assistant and the use of special aids).

Children with hearing, vision, mental retardation and combined disorders get educated in special schools which are differentiated by types of disorders. Children with special educational needs have the opportunity to study there until the age of 21-23.

Now special schools in Sweden are resource centers to support children with special educational needs who are involved in the classes of general secondary education institutions. Special schools for children with mental retardation are integrated into general secondary education institutions by placing inclusive classes in a regular school (Vanyan, 2006).

Based on the world experience of implementing inclusive education, we can outline the following basic principles of inclusion that define a new paradigm of educational relations:

- the worth of the human person does not depend on his or her achievements and abilities;
- everyone has the right to communicate;
- all people need each other;
- real education can be carried out only in the context of real relationships;
- all people need support and friendly relations with peers;
- diversity enhances all aspects of human life.

We agree with D. Mitchell who states that "the success of inclusive education depends on whether it is considered as part of a system in which the school is part of society" (Mitchell, 2009).

Discussion. It should be emphasized that the benefits of inclusive education for children with special educational needs are quite significant for the following reasons:

- children with special educational needs demonstrate a higher level of social interaction with peers in an inclusive environment (if the teaching staff purposefully supports their socialization) compared to other children in special education institutions;
- social competence and communication skills of children with special educational needs are improved in an inclusive environment. First of all, this is due to the fact that children with special educational needs have more opportunities for social interaction with their healthy peers who act as bearers of the model of social and communicative competence that is inherent in this age;
- children with special educational needs have more intensive curricula in an inclusive environment. Researchers claim that curricula for children with special

educational needs in inclusive schools have a higher standard than in special education institutions. Students of such schools spend more time on academic tasks and get high results;

– social acceptance of children with special educational needs is improved through education in small groups, which is a characteristic feature of inclusive education. Children stop paying attention to the "peculiarity" of another student when performing tasks in a small group. Gradually, classmates begin to realize that they have much in common with children with special educational needs;

– children in inclusive classes have stronger friendships with their peers than children in special education institutions.

Today, the process of implementing inclusive education for children with special educational needs covers almost the whole world. According to world statistics, inclusive education is an officially accepted area of special education in 75% of countries (Inklyuzivnoe obrazovanie: problemyi sovershenstvovaniya obrazovatelnoy politiki i sistemy, 2008). Of course, the development of inclusive education depends on the socio-economic conditions, educational traditions and specifics of each country. In view of this, a family with a child with SEN should be able to choose an educational trajectory: either a special educational institution or a general secondary education institution (at the discretion of the parents).

Findings. Thus, inclusion is a dynamic process that has a positive effect on the system of social relations. The development of ideas of inclusion strengthens the moral health of society, and inclusive education is the result of the development of ideas of humanism, based on the exceptional value of the human person, its uniqueness, and the right to a dignified life, regardless of its own characteristics. Based on the above, we can say that the practical implementation of inclusive education is a large-scale and complex project, the strategic task of which is to create an inclusive society in which the acceptance of the value of inclusion is embodied in creating a set of conditions conducive to successful and effective socialization, professional realization of each person with special needs in all spheres of society.

ЛІТЕРАТУРА:

Detraux J. and Dens A. Special Education in Belgium. *European Journal of Special Needs Education*. 1992. Vol. 7. №1. p. 63-79.

Dictionary by Merriam-Webster. URL: <https://www.merriamwebster.com/dictionary/inclusion> (дата звернення: 07.03.2021).

Ghesquiere P., Moors G., Maes B. Implementation of Inclusive Education in Flemish Primary Schools: a multiple case study. *Educational Review*. 2002. Vol. 54 (1). P. 47-56.

Giangregio M., Doyle M. Integrazion scolastica in Italy: A Compilation of English-Language Resources. *International journal of whole schooling*. 2012. Vol. 8 (1). P. 63-105.

- World Education Forum; Education for All: Meeting our Collective Commitments; expanded commentary on the Dakar Framework for Action; 2000 URL : https://www.un.org/ru/documents/decl_conv/conventions/pdf/dakar.pdf. (дата звернення: 01.04.2021).
- Авакьян С. Конституционное (государственное) право зарубежных стран. Лекции онлайн. URL : http://abc74.ru/library/details_34.html?p=23 (дата звернення: 10.03.2021).
- Алехина С. Семаго Н., Фади́на А. Инклюзивное образование. Вып. 1. М. Центр «Школьная книга», 2010. 300 с.
- Ашиток Н. Проблеми інклюзивної освіти в Україні. *Людинознавчі студії*. Педагогіка. Дрогобицький державний педагогічний університет імені Івана Франка. Випуск 1 (33). 2015. С. 4-11.
- Ванян А. Обзор инклюзивного образования за рубежом. URL : <http://turrion.net/default.asp?src=library&id=001> (дата звернення: 12.03.2021).
- Выготский Л. Педагогическая психология. М. Психолог. 2001. 536 с.
- Грозная Н. Инклюзивное образование за рубежом от мечты к реальности. Обзор материалов специального выпуска журнала «*International Journal of Inclusive Education*». 2011. № 1. vol.15. URL : <http://www.docme.ru/doc/35169/inklyuzivnoe-obrazovanie-za-rubezhom> (дата звернення: 19.03.2021).
- Инклюзивное образование: проблемы совершенствования образовательной политики и системы: Материалы междунар. конф. 19–20 июня 2008 года. СПб. Изд-во РГПУ им. А.И. Герцена, 2008. 215 с.
- Митчелл Дэвид. Эффективные педагогические технологии специального и инклюзивного образования (Использование научнообоснованных стратегий обучения в инклюзивном образовательном пространстве) / Главы из книги, пер. Аникеев И.С., Борисова Н.В. М., РООИ «Перспектива», 2009.
- Российские и зарубежные исследования в области инклюзивного образования. Под ред. В. Рыскиной, Е. Самсоновой. М., 2012.
- Руководство для парламентариев: Международная конвенция о правах инвалидов и Факультативный протокол к ней Межпарламентский союз, УВКПЧ ООН, 2007.
- Саламанская декларация и рамки действий по образованию лиц с особыми потребностями, принятые Всемирной конференцией по образованию лиц с особыми потребностями: доступ и качество, Саламанка, Испания, 7–10 июня 1994 года. URL: <http://www.un.org/russian/document/declarat/salamanka.pdf> (дата звернення: 29.03.2021).
- Сигал Н. Инклюзивное образование детей с ограниченными возможностями здоровья: зарубежный опыт. Идеи инклюзивной педагогики в свете современных требований к дошкольному, школьному и профессиональному образованию: Материалы Всерос. научно-практ. конф. с международным участием, Казань-Зеленодольск, 20 февраля 2013 г. Казань: Познание, 2013. С.296–301.
- Ярская-Смирнова Е. Социальная работа с инвалидами. СПб. Питер. 2004. 316 с.

REFERENCES:

- Alekhina, S., Semago, N. & Fadina A. (2010) *Inklyuzivnoe obrazovanie [Inclusive education]*. Вып. 1. М. Centr «Shkol'naya kniga», 300 s. (in Russian).
- Ashytok, N. (2015) *Problemy Inklyuzivnoyi osvity v Ukrayini [Problems of inclusive education in Ukraine]. Lyudinoznavchi studiyi*. Pedagogika. Drohobitskiy derzhavniy pedagogichniy unversitet Imeni Ivana Franka. Vipusk 1 (33). S. 4-11 (in Ukrainian).
- Avak'yan, S. (n. d.) *Konstitucionnoe (gosudarstvennoe) pravo zarubezhnykh stran [Constitutional (state) law of foreign countries]*. Lekcii onlajn. URL : http://abc74.ru/library/details_34.html?p=23 (data zvernennya: 10.03.2021) (in Russian).
- Detraux, J. & Dens, A. (1992) *Special Education in Belgium*. *European Journal of Special Needs Education*. Vol. 7. #1. p. 63-79.

- Dictionary by Merriam-Webster. (n. d.) URL: <https://www.merriamwebster.com/dictionary/inclusion> (data zvernennya: 07.03.2021).
- Ghesquiere, P., Moors, G. & Maes, B. (2002) Implementation of Inclusive Education in Flemish Primary Schools: a multiple case study. *Educational Review*. Vol. 54 (1). P. 47-56.
- Giangrego, M. & Doyle, M. (2012) Integrazion scolastica in Italy: A Compilation of English-Language Resources. *International journal of whole schooling*. Vol. 8 (1). P. 63-105.
- Groznyaya, N. (2011) Inklyuzivnoe obrazovanie za rubezhom ot mechty k real'nosti [*Inclusive education abroad from dream to reality*]. Obzor materialov specialnogo vypuska zhurnala «*International Journal of Inclusive Education*». # 1. vol.15. URL : <http://www.docme.ru/doc/35169/inklyuzivnoe-obrazovanie-za-rubezhom> (data zvernennya: 19.03.2021) (in Russian).
- Inklyuzivnoe obrazovanie: problemy sovershenstvovaniya obrazovatel'noj politiki i sistemy (2008): [*Inclusive Education: Problems of Improvement Educational Policy and System*] Materialy mezhdunarodnoj konferencii. 19–20 iyunya 2008 goda. SPb. Izd-vo RGPU im. A.I. Gertsena, 215 s. (in Russian).
- Mitchell Devid. (2009) Effektivnye pedagogicheskie tekhnologii special'nogo i inkluzivnogo obrazovaniya [*Effective pedagogical technologies of special and inclusive education*] (Ispol'zovanie nauchnoobosnovannykh strategij obucheniya v inklyuzivnom obrazovatel'nom prostranstve) / Glavy iz knigi, per. Anikeev I.S., Borisova N.V. M., ROOI «Perspektiva» (in Russian).
- Rossijskie i zarubezhnye issledovaniya v oblasti inklyuzivnogo obrazovaniya (2012) [*Russian and foreign research in the field of inclusive education*]. Pod red. V. Ryiskinoj, E. Samsonovoy. M. (in Russian).
- Rukovodstvo dlya parlamentariev (2007): Mezhdunarodnaya konvenciya o pravakh invalidov i Fakultativnyj protokol k nej. Mezhparlamentskij soyuz. [*Guide for parliamentarians: International Convention on the Rights of Persons with Disabilities and Optional Protocol to It The Inter-Parliamentary Union*]UVKPC Ch OON (in Russian).
- Salamanskaya deklaratsiya i ramki dejstviya po obrazovaniyu lic s osobymi potrebnostyami, prinyatyje Vsemirnoj konferenciej po obrazovaniyu lic s osobymi potrebnostyami (1994): [*Salamansky Declaration and Framework for Education of Persons with Special Needs adopted by the World Conference on Education of Persons with Special Needs*] dostup i kachestvo, Salamanka, Ispaniya, 7–10 iyunya 1994 goda. URL: <http://www.un.org/russian/document/declarat/salamanka.pdf> (data zvernennya: 29.03.2021) (in Russian).
- Sigal, N. (2013) Inklyuzivnoe obrazovanie detej s ogranichennymi vozmozhnostyami zdorov'ya: zarubezhnyj opyt [*Inclusive education of children with disabilities: Foreign experience*]. Idei inklyuzivnoj pedagogiki v svete sovremennykh trebovanij k doskol'nomu, shkol'nomu i professional'nomu obrazovaniyu: Materialy Vserossijskoj nauchno-prakticheskoy konferencii s mezhdunarodnym uchastiem, KazanZelenodolsk, 20 fevralya 2013 g. Kazan: Poznanie, S.296–301 (in Russian).
- Vanyan, A. (n. d.) Obzor inklyuzivnogo obrazovaniya za rubezhom [*Overview of inclusive education abroad*]. URL : <http://turion.net/default.asp?src=library&id=001> (data zvernennya: 12.03.2021) (in Russian).
- Vyigotskij, L. (2001) Pedagogicheskaya psihologiya [*Pedagogical psychology*]. M. Psikholog. 536 s. (in Russian).
- World Education Forum (2000) Education for All: Meeting our Collective Commitments; expanded commentary on the Dakar Framework for Action; URL : https://www.un.org/ru/documents/decl_conv/conventions/pdf/dakar.pdf. (data zvernennya: 01.04.2021).
- Yarskaya-Smirnova, E. (2004) Socialnaya rabota s invalidami [*Social work with disabled*]. SPb. Piter. 316 s. (in Russian).

Інформація про авторів:

Довженко Тетяна Олексіївна:

ORCID: 0000-0003-1384-511X, Доктор педагогічних наук, професор, декан факультету початкового навчання, Харківський національний педагогічний університет імені Г.С. Сковороди, Харків 61002, вул. Алчевських 29

e-mail: tatanadovzhenko@gmail.com

Information about the authors:

Dovzhenko Tetyana Oleksiivna

ORCID: 0000-0003-1384-511X, Doctor of Pedagogical Sciences, Professor, Dean of the Faculty of Elementary Education, H.S. Skovoroda Kharkiv National Pedagogical University, 29 Alchevskykh Street, Kharkiv 61002, Ukraine

e-mail: tatanadovzhenko@gmail.com

Цитуйте цю статтю як: Dovzhenko T.O. Formation and development of inclusive education in Ukraine and abroad. *Теорія та методика навчання та виховання*. 2021. № 50. С.30-42.

DOI: 10.34142/23128046.2021.50.03

Дата надходження статті до редакції: 15.02.2021 р.

Стаття прийнята до друку: 29.02.2021 р.