

INCLUSIVE EDUCATION IMPLEMENTATION: THE EXPERIENCE OF THE FACULTY OF PRIMARY EDUCATION

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Tetiana DOVZHENKO

Dr. Hab. in Pedagogy, Professor, Department of Primary and Professional Education, Dean of the Faculty of Primary Education, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

✉ **E-Mail:** tatanadovzhenko@gmail.comID <https://orcid.org/0000-0003-1384-511X>

ABSTRACT

Considering the current reality, there are new requirements for the organization of the educational process in higher education institutions of Ukraine. Thus, the problems and ways of the implementation of inclusive education for students with special educational needs are becoming increasingly important.

*The **purpose** of the study is to substantiate theoretically the problems and ways of implementing inclusive education in Ukraine based on the experience of the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University.*

Methodology. *A retrospective analysis of the development of inclusive higher education in Ukraine has been used; it has been found that it is necessary to organize an inclusive environment and implement training for students with special educational needs in higher education institutions. The study was based on the Convention on the Rights of Persons with Disabilities, Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 “On approval of the Procedure for the organization of inclusive education in higher education institutions”, educational programs on 013 Primary Education, and scientific and pedagogical works on conceptual approaches to the implementation of inclusive education; organization of training of persons with special educational needs; principles and functions of inclusive education, which indicated the need for inclusive education in higher education institutions.*

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Results. *The essence of the concept "inclusive education" has been defined. Problems of higher education of people with special needs have been described. The system of education of students with special needs has been determined. It is noted that art HUB for students and university teachers with special educational needs in H. S. Skovoroda Kharkiv National Pedagogical University has been opened. It has been determined that there are elective subjects "Fundamentals of inclusive education" (for the 3rd year students) and "Features of working with an inclusive child" (for the 4th year students) in the educational program "Primary Education" at the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University. The educational program "Primary education with methods of special education" for applicants for the first (bachelor's) level of higher education has been described. The examples of students' working with an inclusive child are described.*

Conclusions. *The process of successful integration of people with special needs in a higher education institution requires a systematic solution of many tasks. Creating an environment accessible to people with special needs is becoming an unconditional requirement for the development of higher education institutions and significantly affects the competitiveness of a modern IHE.*

KEYWORDS: *Adaptation, Inclusive Education, Inclusive Educational Environment, Curatorship, Educational Process, Psychological and Pedagogical Support, Students with Special Educational Needs.*

INTRODUCTION

Everyone has the right to education, as it is enshrined in the Convention on the Rights of Persons with Disabilities. Inclusive education is a means of realizing this right. Inclusive education is the joint education of people with special needs and people who do not have such needs. Inclusive education is the recognition of the value of differences of all learners and their ability to learn, it is a flexible system that takes into account the needs of each person, not only with developmental problems, but also those who belong to a particular ethnic, cultural, social or age group. Today in Ukraine, an inclusive approach to learning is one of the main strategies of education (Konvenciia pro prava osib z invalidnistiu, 2009).

Currently, one of the most topical problems of the modern Ukrainian

education system is the organization of professional training and employment for people with special needs.

The **purpose** of the study is to substantiate theoretically the problems and ways of implementing inclusive education in Ukraine based the experience of the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University.

METHODOLOGY

The problem of education of people with special needs has become especially topical for higher education in Ukraine after the implementation of the Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 "On approval of the Procedure for the organization of inclusive education in higher education institutions" (Postanova Kabinetu Ministriv Ukrainy, 2019).

This document stipulates that it is necessary to create special conditions without which students with special educational needs will not be able to fully receive education in order to organize an inclusive educational environment in the IHE. Such students need special equipment, technical training aids, special training materials and the availability of a qualified assistant. In addition, it is important to ensure free access of such students to the building of the educational organization, i.e. to create a barrier-free environment (Postanova Kabinetu Ministriv Ukrainy, 2019).

A retrospective analysis of the development of inclusive higher education in Ukraine has been used; it has been found that it is necessary to organize an inclusive environment and implement training for students with special educational needs in higher education institutions. The study was based on the Convention on the Rights of Persons with Disabilities, Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 “On approval of the Procedure for the organization of inclusive education in higher education institutions”, educational programs on O13 Primary Education, and scientific and pedagogical works on conceptual approaches to the implementation of inclusive education in IHE (K. Kolchenko, Yu. Naida, H. Nikulina, N. Sofii, A. Shokan); organization of training of persons with special educational needs (L. Hrynevych, A. Kalinin, A. Kolupaieva); principles and functions of inclusive education (L. Myskiv), which indicated the need for inclusive education in higher education institutions. The Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 “On approval of the Procedure for the organization of inclusive education in higher education institutions” states that special conditions

without which students with special educational needs will not be able to receive education must be created for the organization of the inclusive educational environment in IHE.

RESULTS

Currently, there are higher education institutions in Ukraine that are trying to purposefully address the problem of inclusive higher education, so it can be stated that in recent years the definition of special conditions for receiving qualitative and affordable higher education for people with special educational needs taking into account macro- and microsocial realities has become one of the traditional scientific problems of higher inclusive education (Peppler Barry, 2000). However, the problem of developing the capacity of educational clusters for training and socio-cultural rehabilitation of people with special educational needs, assistance in employment, ensuring full independence and economic independence of citizens with special needs has not lost its topicality (Ministry of Education and Science of Ukraine, 2021).

Today, inclusive education in Ukraine is under development. According to many researchers (A. Kolupaieva, O. Taranchenko, I. Bilozerska), the modern Ukrainian higher education system is not ready for the inclusion of people with special needs, which is due to the many problems in this area (Kolupaieva, 2012; Kolupaieva, 2014).

There are many practical problems associated with the fact that inclusive higher education requires significant financial resources to create an accessible environment and staff and methodological support for this process (Ministry of Education and Science of Ukraine, 2019). The problems of higher

education for people with special needs are quite multifaceted, but the most significant among them are the following:

- practical implementation of topical issues of inclusive education of people with special needs and their integration into society;
- ensuring the continuity of education of persons with special needs;
- creation of special conditions for social adaptation of persons with special needs to the conditions of the professional training;
- creating an accessible environment;
- professional training and retraining of IHE teachers for the system of higher inclusive education;
- In addition, there are difficulties in the lack of cooperation with agencies that address issues of inclusive education in higher education institutions and provide the legal framework for the education of students with special needs in IHE (Kalinin, 2020). So, in this direction there are the following problems:
- unformed system of actions of the medical and social expert commission, institutions of higher education and employers on the implementation of rehabilitation programs for people with special needs;
- the lack of material support and financial component during the training of students with special educational needs;
- while providing inclusive education for people with special needs, resources and experience of special education are not taken into account (Ministry of Education and Science of Ukraine, 2021; Nakaz MON, 2010).

We are going to identify some of the problems of higher education for people with special needs in more detail. Thus, the success of education of students with special needs depends on the conditions of inclusive education created within the walls of IHE. The system of education of students with special needs and their professional training should be based on the effective preparation for entering the university, career guidance work, integrated training, special equipment and software, tutoring, distance learning and employment promotion (Kolchenko & Nikulina, 2013, Kazachiner, 2020).

While creating an inclusive educational environment in a higher education institution, it is necessary to ensure the architectural accessibility of interiors, campuses, dormitories, sports and cultural facilities. Today, almost all measures to create a barrier-free environment are reduced to the installation of ramps and elevators. The main reasons for the weak development of barrier-free infrastructure are financial issues and the acceptance of people with special needs as a social norm by society of higher education (Myskiv, 2013).

An inclusive form of education for people with special needs involves the creation of an atmosphere of tolerance among the staff of higher education institutions and the promotion of equal rights to education for all students. The development of tolerance for people with special needs is an urgent need of modern society and one of the main components of their successful integration (Korektsiina osvita).

Now the question of the organization of psychological and pedagogical support of the process of adaptation of students with special educational needs to IHE is becoming especially topical in the theory and practice of higher education.

The period of adaptation for students with special educational needs in the environment of IHE is often difficult and long. This is due to a number of factors formed in previous periods of their lives. These include difficulties in learning the material, the lack of communication skills, the experience of indulgent attitude under the influence of which an inflated self-esteem was formed and more. All this cannot be a cause of social isolation from the student community, but it necessarily requires the organization of psychological and pedagogical support (Antykryzovi media-tsentr, 2018).

It should be noted that student age is characterized as:

- age of physical perfection of a person, which is characterized by the highest indicators of muscular strength, speed of reactions, agility, endurance, etc. However, according to the WHO, this age group includes students who are characterized by worse physiological functions (neuropsychiatric disorders, hypertension, tachycardia, diabetes). Studies show that the reasons for this are that students experience severe mental stress during the educational process, which is often devastating to their health. The other reasons, in our opinion, may be the stereotypes of “easier” conditions for receiving higher education compared to work. Perhaps, the compensatory role of education for people with special needs also matters;
- maximum development of psychological properties and higher mental functions: perception, attention, memory, thinking, speech, emotions and feelings, in connection with which this period of life is the most favorable for education and training;
- personal development: mental experience is being enriched, individuality is being formed, holistic

self-image is being formed, self-determination in life and professional plans is taking place.

In accordance with the methodological recommendations for the organization of training of persons with special educational needs, a student with special educational needs has the status of a regular student in IHE, which emphasizes real equality, respect for human dignity, partnership (Ministry of Education and Science of Ukraine, 2021).

On the other hand, such a student has the status of not only a student, but also a person with special needs and belongs to the socially vulnerable category, which is due to

1. Age criterion: young people along with children and the elderly have limitations in determining vital resources and opportunities for their self-satisfaction. The age vulnerability of young people is determined primarily by:
 - a) the absence of their own social status and the determination of their social status due to the social status of parents or the sphere of future professional activity;
 - b) belonging to different structures of society.
2. The mismatch of real resources, which is typical for people with special needs, and the requirements of the professional educational environment.
3. Social risks that determine the marginal position of people with special needs as a social group, the transition from prosperity to misery and have the potential for negative changes in a given situation (material, legal, physical, psychological, social, etc.) (Ministry of Education and Science of Ukraine, 2021).

Experts believe that the main indicators of psychological adaptation are the

successful interaction with others and active activities.

The psychological support for the adaptation of people with special needs to study in higher education should be primarily focused on psychological and socio-psychological levels. Based on the mobilization of new resources, external and internal sources to help students with special needs, we can identify the main guidelines:

- 1) formation of the ability to control events, understand the causes of stress, be aware of the actions that need to be taken;
- 2) development of flexibility in solving problems;
- 3) reduction of anxiety;
- 4) development of skills of individual emotional, intellectual and cognitive organization of life;
- 5) abandonment of unproductive protective strategies;
- 6) assertion of one's own individuality through constructive behavior and communication;
- 7) formation of the ability to positively perceive themselves and their own lives.

The successful process of socio-psychological adaptation of people with special needs should be based on a systematic approach, which involves both impact on the educational environment and the personality of the student with special needs (Ministry of Education and Science of Ukraine, 2021).

Curatorship as a means of the educational system plays a significant role in the formation of tolerance, because it is the process of education that promotes the development of values and attitudes towards the acceptance of other people's characteristics.

One of the main tasks of the curator is to change the attitude to students with special needs and make other students accept them, to form a positive attitude to the problems of people with special needs in the group, and achieve a high level of social activity of students with special needs. This can be achieved by organizing joint activities with other groupmates, using trainings, role-playing and business games, etc. The involvement of students with special needs in extracurricular activities helps their successful integration and self-realization and creates a basis for further communication between students (Sofii & Naida, 2007).

Based on the above, we can state that receiving higher education for people with special needs is provided by the legislation of Ukraine. The introduction of inclusive education in higher education institutions requires the solution of many problems, the main of which are:

- advanced training of IHE teachers in the field of inclusive education;
- availability of methodological support for the educational process (adapted educational programs, educational and methodological literature, etc.);
- creation of barrier-free infrastructure;
- organization of psychological support for the adaptation of persons with special needs to study in higher education.

DISCUSSION

It should be noted that the art HUB was opened for students and teachers with special educational needs in H.S. Skovoroda Kharkiv National Pedagogical University with the assistance of the Ukrainian Cultural Foundation.

A separate space is divided into zones of creative work, co-working, psychological relief and HandeMade. The zones are

equipped with convenient places for creative work of people with disabilities in various fields of art (pottery, monotype, music, painting, handicrafts, sand animation). Up to 20 people (up to 10 due to quarantine restrictions) can work in the hub at the same time accompanied by highly qualified specialists and a sign language interpreter. Students of the Faculty of Primary Education who have special educational needs attend special trainings and are very satisfied with the HUB's art program. Thus, within the proposed activities, students of the faculty actively participated in watercolor and acrylic painting. The adviser is responsible for mastering the tools of modern art by the members of the hub in the process of creating artistic images. The technique of watercolor painting contributed to the students' mastery of knowledge of the peculiarities of painting as a technique of visual art; basics of applying colors, color as a means of creating visual art samples; specifics of reflecting the emotional state of the individual in color. The technique of acrylic painting helped the visitors of the master classes to express their inner emotions and thoughts with the help of painting; interpret color matching, place images and lines on your own canvas (H.S. Skovoroda KhNPU, 2021).

It should be noted that it is important to prepare future teachers to work with children with special educational needs in IHE. Thus, in H. S. Skovoroda Kharkiv National Pedagogical University the educational program "Primary Education" includes a normative discipline "Fundamentals of inclusive pedagogy" (for the 3rd year students) and an elective discipline "Features of working with an inclusive child" (for the 4th year students).

Thus, the purpose of teaching the discipline "Fundamentals of inclusive pedagogy" is to master the theoretical and

methodological, legal and organizational and methodological principles of inclusive education.

The main tasks of teaching the discipline "Fundamentals of inclusive pedagogy" are to form a conscious understanding of the basic principles of inclusive education; develop teamwork skills while teaching and educating children with special needs; to ensure perfect mastery of strategies for interaction with parents of children with special needs; to form skills of differentiated teaching and assessment; to develop awareness of the need to increase pedagogical skills.

Regarding the teaching of the discipline "Features of working with inclusive children", its purpose is mastering the competencies of theoretical and methodological, legal and organizational and methodological principles of inclusive education by students; assimilation of basic theoretical and methodological knowledge about the types of speech disorders, what causes them, ways to overcome and prevent them by students.

The main tasks of teaching the discipline "Features of working with an inclusive child" are mastering the basic principles of inclusive education; acquaintance with the basic methods of inclusive education in educational institutions; mastering the technologies of assessing the results of inclusive education of students with special educational needs; the study of the theoretical foundations of speech therapy; acquaintance with the basic mechanisms, classifications of speech disorders; acquaintance with the issues of the organization of speech therapy and prevention of speech disorders of primary school students.

While studying these disciplines, students acquire such skills:

- to characterize the current state of training of children with special needs in the conditions of inclusive education;
- to use innovative approaches in the correction of education of children with special needs;
- to carry out professional functions in the process of inclusive education taking into account the different educational needs of students with special educational needs ensuring their inclusion in the general educational environment, creating conditions for their development and self-development, full socialization;
- to use an individual and differentiated approach to students with mental and physical disabilities;
- to form students' readiness for positive joint interaction with peers who are in need of correction of the psychophysical development;
- to work with parents to provide them with credible information about people with special educational needs.

All these students work in general secondary education institutions during continuous propaedeutic teaching practice and teaching practice in general and specialized secondary education institutions performing special tasks in workbooks on a printed basis.

Subsequently, a new educational program "Primary education with methodologies of special education" was introduced at the Faculty of Primary Education for students of the first (bachelor's) level of higher education. The purpose of this educational program was to train competitive primary school teachers with wide access to employment, able to deal with the high demands of the modern labor market and independently solve complex tasks and practical problems in the process of teaching in a general secondary education institution; to form professional

competencies that ensure the implementation of the concept of "New Ukrainian School" and the State Standard of Primary Education at a level that corresponds to academic and professional qualifications; to implement professional functions in the process of inclusive education.

The theoretical content of the subject area is the theoretical foundations of the process of teaching primary school students in the fields of education defined by the State Standard, including the theoretical foundations of scientific fields that correspond to them; concepts in the field of special and inclusive education, principles and their use, as well as psychological and pedagogical foundations of the development and education of primary school children and children with special educational needs. All disciplines of the educational program are considered in the context of inclusive education of primary school students.

The program has practice-oriented nature of education aimed at training primary school teachers, the formation of integrated, general and professional competencies, soft skills, ensuring the organization and development of the educational process of primary school and working with children with special educational needs in special and inclusive education.

The educational program provides a significant number of practices (continuous propaedeutic teaching practice in general secondary education institutions, teaching practice in general and specialized secondary education institutions, organizational and educational teaching practice in children's health and recreation institutions, field practice).

Students of the Faculty of Primary Education regularly visit the “Kharkiv Special Educational Complex № 7 for children with speech and hearing impairments”, “Kharkiv Special School named after V. H. Korolenko” and “Kharkiv Special School № 5” in the framework of volunteer activities.



Thus, it has become a good tradition of our faculty to prepare a New Year's play for pupils of the “Kharkiv Special Educational Complex № 7 for children with speech and hearing impairments”. In December 2021, our students girls staged a “New Year's Tale”. During the performance, children had the opportunity to play, dance and receive New Year's gifts (Figure 1).



Figure 1. The performance “New Year's Tale”

In October, students of the Faculty of Primary Education visited the Kharkiv Special School named after V. H. Korolenko, where they saw the subtleties of teaching children with visual impairments. The students visited the historical museum, classrooms (primary classroom designed according to the concept of the New Ukrainian School, Mathematics, Ukrainian Language and Geography classrooms), a studio “Creativity on the touch”, where they

learned about the educational process of children with visual impairments. They saw the educational and methodical material, which is published in many formats (embossed Braille, flat-print enlarged font), got acquainted with the teaching technique (Figure 2). Students were given the opportunity to experience all the intricacies of the educational process with the help of special devices and visual material.



Figure 2. The special devices and visual material for children with visual impairments

In November, the 4th year students visited the Kharkiv Special School № 5 of the Kharkiv Regional Council. The interesting excursion was conducted around the school, during which students visited primary school classrooms, the medical office, the exhibition hall. The students also got acquainted with the activities of school hobby groups (there are about nine), where each child is free to draw, embroider, weave, play sports. And all this was under the guidance of skilled teachers. The students had the

opportunity to visit the lesson of the 1st grade and see how interesting and unusual the lesson was for children with special educational needs: the teacher used sign language and dactyled letters, spelled them very clearly with his lips. Children at the lessons were very active and friendly, showed a flair for learning. Also, the students attended the correctional and developmental lesson: the students were very interested to see how much the child wanted to learn to speak to be understood (Figure 3).



Figure 3. The lesson of the 1st grade for children with special educational needs

We have to note that such activities significantly increase the level of students' knowledge about working with children with special educational needs and foster a tolerant attitude towards them.

CONCLUSIONS

Therefore, a graduate of pedagogical IHE must have professional qualities that are necessary for the successful pedagogical activity in inclusive education. Special educational work in IHE will help future primary school teachers use their own personal resources, opportunities of IHE and educational environment to prepare for pedagogical work with children with special educational needs.

Regarding the creation of conditions for the successful integration of people with special needs in higher education, this process is very important, which requires a systematic solution of many tasks, both at the level of higher education institutions and at the level of the whole country. Creating an environment accessible to people with special needs is becoming an unconditional requirement for the development of higher education institutions. The accessible environment significantly affects the competitiveness of modern IHEs. A higher education institution that lacks the conditions for the education of people with special needs loses its prestige and loses in the fight for applicants.

CONFLICT OF INTEREST

The author emphasizes the absence of the conflict of interest.

FINANCING

The author emphasizes that this study did not receive financial support.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

РЕАЛІЗАЦІЯ ІНКЛЮЗИВНОГО НАВЧАННЯ: ДОСВІД ФАКУЛЬТЕТУ ПОЧАТКОВОГО НАВЧАННЯ

Реалії сьогодення диктують нові вимоги до організації освітнього процесу в закладах вищої освіти України. З огляду на це проблеми і шляхи реалізації інклюзивного навчання для студентів, що мають особливі освітні потреби, набувають дедалі більшої актуальності.

Мета дослідження – теоретично обґрунтувати проблеми і шляхи реалізації інклюзивного навчання, спираючись на досвід факультету початкового навчання ХНПУ Г.С. Сковороди.

Методологія. Було використано ретроспективний аналіз розвитку вищої інклюзивної освіти в Україні; з'ясовано, що у закладах вищої освіти необхідною є організація інклюзивного середовища та реалізація навчання студентів, що мають особливі освітні проблеми. Матеріалом дослідження стали Конвенція про права осіб з інвалідністю, Постанова Кабінету Міністрів України від 10 липня 2019 р. № 635 «Про затвердження Порядку організації інклюзивного навчання у закладах вищої освіти», освітні програми зі спеціальності 013 Початкова освіта, а також науково-педагогічні праці щодо концептуальних підходів до впровадження інклюзивної освіти у ЗВО; організації навчання осіб з особливими освітніми потребами; принципів та функцій інклюзивної освіти, що вказують на необхідність організації інклюзивного навчання у закладах вищої освіти.

Результати. Визначено сутність понять «інклюзивна освіта». Охарактеризовано проблеми вищої освіти осіб з особливими потребами. Визначено систему навчання студентів з особливими потребами. Зазначено, що у Харківському національному педагогічному університеті імені Г.С. Сковороди відкрито художньо-мистецький ХАБ для здобувачів освіти та викладачів університету з особливими освітніми потребами. Визначено, що на факультеті початкового навчання ХНПУ імені Г.С. Сковороди у складі освітньої програми «Початкова освіта» є вибіркові дисципліни «Основи інклюзивної освіти» (для студентів 3 курсу) та «Особливості роботи з інклюзивною дитиною» (для студентів 4 курсу). Охарактеризовано освітню програму «Початкова освіта з методиками спеціальної освіти» для здобувачів першого (бакалаврського) рівня вищої освіти. Надано приклади залучення студентів до роботи з інклюзивною дитиною.

Висновки. Процес успішної інтеграції осіб з особливими потребами в закладі вищої освіти вимагає системного вирішення багатьох завдань. Створення середовища, доступного для осіб з особливими потребами, стає безумовною вимогою до розвитку закладів вищої освіти та істотно впливає на конкурентоспроможність сучасного ЗВО.

КЛЮЧОВІ СЛОВА: адаптація, інклюзивна освіта, інклюзивне освітнє середовище, кураторство, освітній процес, психолого-педагогічний супровід, студенти з особливими освітніми потребами.

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