

**THE WAYS OF INCLUSIVE EDUCATION
IMPLEMENTATION IN UKRAINE**

Abstract. Y. Lytvyna. The ways of inclusive education implementation in Ukraine.

In the article inclusive education has been considered as a way of development and humanization of the education system and the society as a whole. There has been marked that the main conditions of the implementation of modern inclusive education is the personality-oriented concept of learning and its humane principles. It has been proved that some possible difficulties during inclusion implementation.

Key words: children with special needs, inclusion, inclusive education, personality oriented approach, subjective experience.

Анотація. Литвина Ю.С. Шляхи імплементації інклюзивної освіти в Україні.

У статті інклюзивну освіту розглянуто як шлях розвитку та гуманізації системи освіти та суспільства в цілому. Відзначено, що основною умовою реалізації інклюзивної освіти є особистісно-орієнтовна концепція навчання та її основні гуманістичні принципи. Визначено також потенційні труднощі при імплементації інклюзії.

Ключові слова: діти з особливими потребами, інклюзія, інклюзивна освіта, особистісно-орієнтований підхід, суб'єктивний досвід.

Аннотация. Литвина Ю.С. Пути имплементации инклюзивного образования в Украине.

В статье инклюзивное образование рассматривается как путь развития и гуманизации системы образования и общества в целом. Отмечено, что основным условием реализации инклюзивного образования является

личностно-ориентированная концепция обучения и ее основные гуманистические принципы. Определены возможные трудности при имплементации инклюзии.

Ключевые слова: дети с особыми потребностями, инклюзия, инклюзивное образование, личностно-ориентированный подход, субъективный опыт.

One of the main tasks of the education is ensuring its quality in different contexts. Secondly, we need assist education institutions in application of measures on improvement of teaching and evaluation. Thirdly, we need to develop our education system that will protect and promote the human rights, freedom and equal opportunities for everyone and facilitate a person to become a full-fledged community member in rapid global society. The integration of children with special needs into educational space of Ukraine is one of the priorities of the government policy. As scientific and pedagogical practice have shown, being together with healthy peers a child with special educational needs makes a progress faster and reaches higher level of socialization.

For the opening, development and self-realization a personality needs an environment which is diverse by its contents but accessible to everyone. Inclusive education is a term used for description of the study process of children with special needs in mass secondary schools [1]. The foundation of inclusive education is the ideology which excludes any discrimination of children and ensures the equal attitude to all people, creating particular conditions for children with special needs. Inclusive approaches can support such children in education and success achievement and provide them with chances and opportunities for better life.

The inclusive education in particular corresponds to the concept of human-oriented education as it is developing on the basis of what a personality is in humane comprehension and what key points are necessary for his education. For instance, I. Yakimanskaya emphasizes that a pupil does not become a subject of education but he originally is a bearer of subjective experience [2]. The role of

education is to reveal the peculiarities of the subjective experience, create conditions for exploring and developing his individual abilities.

In Ukraine the implementation of inclusive approach towards the teaching of children with peculiarities of psycho-physical development is considered by scientists in the context of perspectives and opportunities for further development of special education system. In humane integration the aim of special education lies in familiarization of a man with wide social relations taking into account his personality and individual needs development [3]. Thus, inclusive education corresponds to the concept of personality-oriented education as it determines what the person is like in humanistic understanding and what guidelines are necessary for his humane education.

For this purpose it is necessary to develop and introduce the integration mechanism of children with special needs into educational institutions and implement the early integration of these children into social environment with the account of their typological and individual peculiarities. The main directions of this work in Ukraine are as follows:

1. Training of pedagogues for work with children with special needs in the conditions of general educational institutions by the way of trainings and courses on professional skills improvement.
2. Formation of public opinion on the necessity of ensuring the equal access to qualitative education for children with special needs through public talks, discussions, conferences and other mass measures.
3. Development and publication of teaching-methodical literature on work with children with special needs in the conditions of general schools.
4. Researches on determination of the most effective forms and methods of teaching children with special needs and their healthy peers.
5. Lobbying development and approval of regulatory-legislative documents aimed at the integrating of children with special needs into active society life [1, p.53].

Thus, we need to get deeper understanding of inclusive education that will help to define human and society needs and prospective ways of inclusive education implementation in Ukraine.

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