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## **THE PHILOSOPHY OF INCLUSIVENESS IN THE DEAF AND HARD-OF-HEARING STUDENTS' EDUCATION**

### **ФІЛОСОФІЯ ІНКЛЮЗИВНОСТІ В ОСВІТІ ГЛУХИХ ТА НАПІВГЛУХИХ ЗДОБУВАЧІВ ОСВІТИ**

**Zamsha A. V.    Замша А. В.**

*Doctor of Philosophy*    *доктор філософії,*  
*Head of Sign Language*    *завідувач відділу навчання жестової мови*  
*Education Division*    *Інститут спеціальної педагогіки і*  
*Mykola Yarmachenko Institute of Special*    *психології імені Миколи Ярмаченка*  
*Education and Psychology of the National*    *Національної академії педагогічних наук*  
*Academy of Educational Sciences*    *України*  
*Kyiv, Ukraine*    *м. Київ, Україна*

The concept of 'inclusiveness of education' should be distinguished from the concept of 'inclusive education'. The concept of 'inclusiveness of education' means a qualitative characteristic of education. The concept of 'inclusive education' means a kind of way of mixed education organizing, for example, when deaf and hard-of-hearing students study together with hearing students in the same class/group.

Next, we will consider the first concept of 'inclusiveness of education' as a qualitative characteristic of education.

Inclusiveness as a quality of the education system implies its organization in such a way that any person (both the student of education and the one who provides education) can integrate into this system and be effective in it, regardless of their individual functional limitations.

In order for the education system to be inclusive for deaf and hard of hearing students, it is necessary that all potential special educational needs of such students are fully met in this system. Potential means those that are likely to occur in the educational process of deaf and hard of hearing students. Thus, even before the beginning of education, the educational environment itself should have a certain list of options that can be used by deaf and hard of hearing students. Which options of inclusiveness of education will be used by a particular applicant depends on his individual educational needs at a particular moment in time. That is, the educational environment must be ready to accept a deaf and hard-of-hearing student even before he/she begins to integrate into it.

It is important to emphasize that the student's needs are determined not by a developmental disorder, but by the opportunities he/she possesses and actively uses in everyday life.

Therefore, ensuring the inclusiveness of education does not involve changing the student, but changing the education system itself, according to what a specific student can do. Adapting and changing the educational environment and process in such a way that a person can be an effective student, taking into account the fact that he can at this particular moment in time.

In order to delineate the boundaries of the options that must be created in order for education to have such a quality as inclusiveness, it is necessary to determine the groups of special educational needs of deaf and hard-of-hearing students.

The **first group** of special needs that will potentially arise during the education of deaf and hard-of-hearing students are **communicative needs**. It is clear that different students will have different individual communication needs, which are determined both by the student's communicative experience and by his/her beliefs about the language of communication that he/she prefers.

Here it is important to note that communicative needs are a generalization that combines the *language capabilities* and *speech-adaptive capabilities* of deaf and hard-of-hearing students.

A student's *language capabilities* are based on the language he/she chooses to communicate with others in the vast majority of cases, which is the student's dominant language. It can be a sign language, it can be a spoken language, and it can be a sign language and a spoken one at the same time. But the inclusiveness of the educational environment involves creating options so that all possible language options are available to the student of his/her choice.

*Speech-adaptive capabilities* of students include all those speech support strategies that deaf and hard-of-hearing people can use in the process of communicating with others. It can be manual system code, cued speech, fingerspelling, etc. This also includes technical means that support communication – hearing aids, cochlear implants, FM systems, etc. Everything that is necessary for the student to be able to communicate with others in the educational environment.

The **second group** of potential *special needs* of deaf and hard of hearing students is **cultural needs**. The student must preserve and enrich his cultural experience through communication with representatives of deaf culture. This involves the involvement of teachers from the deaf community, the study of special educational subjects that are dedicated to the history and culture of the deaf, and it is also very important to ensure the opportunity to communicate with deaf peers in the educational process.

The **third group** of special needs of deaf and hard of hearing students is **learning needs**. Learning needs include the provision of everything that will provide the student with the opportunity to learn. For example, this may involve the involvement of some specialists (translators, notetakers and others), or a base of available learning materials (theses, educational video

materials with signing or subtitling, sign language terminological dictionaries of subjects, etc.), visual adaptations of the educational environment (visual signaling and method of informing students, visual map of the institution's building, etc.). That is, this includes everything that enables a student to learn, without which this process either becomes impossible or significantly complicated, then the environment becomes unfriendly for a deaf or hard-of-hearing student.

Thus, in order for the educational environment to receive the status of inclusiveness for deaf and hard-of-hearing students, it is necessary that all these three groups of potential needs have established ways and means of provision. Because when a deaf or hard-of-hearing student enters the educational environment, he/she should immediately have the entire set of possible options to choose from, from which he/she can choose the options that are specifically needed for him/her.

It is important to emphasize that the quality of inclusiveness is defined as an integral requirement for inclusive education but also for special education too. Special educational institutions should provide the full range of options, which are individually selected to realize the educational opportunities of each individual student.

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## **FORMATION OF NATIONAL CONSCIOUSNESS AMONG FUTURE POLICEMEN UNDER MARTIAL LAW**

**Krasnopolskyi V. E.**

*Doctor of Pedagogical Sciences, Professor,  
Head of the Department of Foreign Languages  
Luhansk State University of Internal Affairs named after E.O. Didorenko  
Ivano-Frankivsk, Ukraine*

**Tyshakova L. T.**

*Candidate of Pedagogical Sciences,  
Associate Professor at the Department of Foreign languages  
Luhansk State University of Internal Affairs named after E.O. Didorenko  
Ivano-Frankivsk, Ukraine*

**Khairulina N. F.**

*Candidate of Philological Sciences,  
Associate Professor at the Department of Foreign Languages  
Luhansk State University of Internal Affairs Named after E.O. Didorenko  
Ivano-Frankivsk, Ukraine*

Military operations that began in February 2022 arise new challenges for the teachers and cadets of the higher educational institutions of the Ministry of Internal Affairs of Ukraine. Future police officers are an integral part of their people. They are the bearers of everything positive and negative that are