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## **PERSPECTIVES ON DEVELOPMENT OF SPECIAL AND INCLUSIVE EDUCATION IN UKRAINE**

### **ПЕРСПЕКТИВИ РОЗВИТКУ СПЕЦІАЛЬНОЇ ТА ІНКЛЮЗИВНОЇ ОСВІТИ В УКРАЇНІ**

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The educational process is a complex system of training activities that involves academic knowledge combined formation of the prerequisites for the socialization of the personality. It is important to remember ensuring access to education for all citizens without exception. But the process of learning is impossible, if the educational material is presented to the student does not fit their physical, communicative or cognitive limitations. In order to reduce barriers by learning difficulties, it is important to ensure that educational content is equally accessible to all students, regardless of possible sensory and/or perceptual difficulties [3, p. 98].

«A non-discriminatory society must offer equal educational opportunities for all», – said famous scientifics [3, p. 116]. Since the late 1970s, the number of special classes in general education schools has been increasing in Western Europe. This has enabled school-age children with developmental disabilities to study in an inclusive educational environment among their peers. In Ukraine, in particular, from the end of the 20th century to the present day, the state educational strategy has been actively developing. Furthermore, there is a gradual rollout of updates of strategies

for teaching learners with dysontogenesis after the ratification of the Declaration on the Rights of the Child in 1991 [5, p. 13–14; 2, p. 103].

Inclusive education has been internationally recognized as a philosophy for achieving equity education for all students, especially for those who have traditionally been excluded from general education due to their disability, ethnicity, gender or other characteristics. So a basic principle is the non-discrimination of differences between students with individual features and needs with the opportunity to achieve and maintain an acceptable level of learning [1, p. 121].

However, the systematic introduction principles of Ukrainian special education began to develop only in the 10 years of the 21st century when several laws were adopted. Finally, in 2010 Ukrainian schools implemented «The Introduction of Inclusive Education» designed by the Ministry of Education and Science. Also an important step for the legal and effective functioning of inclusive education was the adoption of the Procedure for organizing inclusive education in general education institutions in 2011 and the law of Ukraine «On education» in 2017 [2, p. 104; 4, p. 1]. So, the main task is to bridge the gaps between existing level of policy and practice experience, which is possible through the use of a balanced approach to solving problematic issues at all levels of legislative and executive branches of the government.

Thanks for that, certain changes are happening in education policy, especially equal access to quality primary, secondary and higher education for children with special needs and creating comfortable conditions for them. The creating a condition means improvement of the qualification level educational institution managers and other educationalists, for example their psychological and methodical preparedness for cooperation among themselves. The task of such an accessible environment is to take into account the needs of each person. One of the main requirements is use the material, choose the furniture that fit to sensory, physically or cognitive characteristics. Presently, this way calls the introduce New Ukrainian School.

However, unfortunately, over the past five years, the Ukrainian education system has experienced heavy blows. Due to the COVID-19 pandemic and related lockdown made adaptation for teachers to the provision of remote inclusive education. After the Russian invasion of Ukraine territory on February 2022, many primary students seeking education abroad [4, p. 2].

In terms of scientists Shevtsov A., Nykonenko N., Lastochkina O., the Ukrainian education system do not to be prepared to an urgent task and the challenge of distance learning immediate implementation at all levels. The results of their investigation show difficulties related to the technical disadvantages of available distance learning services, state of video and audio communication technologies of the World Wide Web resources. Our

Spanish colleagues claim the actual problem has not been resolved: how to prepare educators to work more effectively in inclusive environments. For example, insufficient level of professional teacher's preparation to use information and communication technologies; the lack of strongly organized systems for providing consulting; the psychological rejection of the situation of only online contacts. Also assistive technologies and equipment are expensive and difficult to acquire work [1, p. 120; 6, p. 247].

Although there are benefits in the context of the development of inclusive education, because of distance learning systems and communication tools provide opportunities for all children, their parents, scientific, pedagogical workers and another participants in the educational process, who have developmental disorder. Thanks to modern educational services (eLearning Server 3000, Moodle, Google Classroom, EdEra, Zoom, ATutor, Office 365, Prometheus etc) people with special educational or other personal needs have functioned and continue work [6, p. 247].

Teachers can exploit different instrument to encourage children to doing learning tasks. Examples of extrinsic motivation are rewards such as favorite toys, points, compliments, that are apparently based on the concept of reinforcement introduced by method of behaviourism [3, p. 108].

Secondly, teacher training programs have not yet produced a sufficient supply of competent graduates to meet the demands of more disabled pupils. Evaluations of university teacher training programs support the conclusion that such documents do not sufficiently address the task of preparing future educators to support all categories of students. Teachers are the pillar of a reform, their role is crucial for the implementation of any educational innovation, as is the case with inclusive education. [1, p. 126; 3, p. 98]. In particular, we need to expand approaches to understanding inclusive education from integrate children with special educational needs into the education system to society in a broad sense [2, p. 112].

To sum up, members of the special education system in Ukraine should create common understanding of inclusive, coordinate efforts of state and local governments, eliminate the imperfection of the regulatory framework, improve material and technical resources of all types educational institutions, increase number of qualified teachers, who prepared to work with children with special needs. In addition, the priority direction of improving educational services is the use of innovative technical means, which is effective in wartime and for ordinary education of students with learning difficulties. Anyway, at the national level these processes will generally aim at ensuring access to education for children with special educational needs which will be beneficial for all citizen in conditions of diverse and inclusive society.

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