

## THE CURRENT STATE OF THE SYSTEM OF GENERAL SECONDARY EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN UKRAINE

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### INTRODUCTION

The system of education in Ukraine is considered as the basis of national and spiritual revival of society. Its main task is to educate a generation of people who are able to preserve and multiply the values of national culture and civil society, to develop and strengthen an independent, social and legal state as part of the European and world community.

Analysis of scientific work on the experience of implementing various forms of education for children with special educational needs proves that the leading role in this process belongs to the state, while the state's policy towards persons with disabilities is based on equality and guarantees of equal rights to ensure their livelihoods<sup>1,2,3</sup>.

The updated legislation of Ukraine in the field of education provides the legal basis for further development of the education system in terms of creating conditions for education, rehabilitation, social adaptation, integration into society of children with special needs.

In addition, the state policy in the field of education is formed in such a way as to meet all the educational needs of children with special needs, to promote the development of educational systems and at the same time to become a component of the new social and economic policy. This in turn requires the formation of a new philosophy of state policy on persons with disabilities, radical reforms in the existing education system, which would guarantee equal opportunities for all children and young people to access preschool, school, vocational and higher education.

An outstanding policy strategy of many countries, including Ukraine, is the scientifically based and proven statement that "it is economically feasible

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<sup>1</sup> Колупасва А.А., Таранченко О.М. Діти з особливими потребами в загально-освітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

<sup>2</sup> Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів : навчальний посібник /за ред. М.А. Порошенко. Київ : БФ, 2018. 252 с.

<sup>3</sup> Тороп К.С. Модель соціалізації дітей з інтелектуальними порушеннями в умовах навчально-реабілітаційного центру. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 19 : Корекційна педагогіка та спеціальна психологія*. 2015. Вип. 30. С. 175–179.

to invest in human capital wherever possible, instead of investing directly in social services”. According to this strategy, the inclusion of people with disabilities in society is seen as a strategic direction of social investment for the future<sup>4</sup>.

Currently, the strategic state guidelines in the implementation of the right of children with special needs to education are the UN Convention on the Rights of Persons with Disabilities, ratified by Ukraine in 2008, the UN Convention on the Rights of the Child, the National Strategy of Education in Ukraine until 2021, etc.<sup>5</sup>

The right to education of citizens of Ukraine, including children with special needs, is enshrined in the Law “On Education” (2017), “On General Secondary Education” (2018), which defines the right of all citizens to free education in public educational institutions regardless of health status; creating conditions for learning in accordance with abilities and interests. In the laws of Ukraine “On the basis of social protection of persons with disabilities in Ukraine” (1991), “On state social standards and state social guarantees” (2000), “On child protection” (2001), “On social services” (2003), “On rehabilitation of persons with disabilities in Ukraine” (2006) regulates the provision of educational, medical and social services to persons with disabilities, in particular children with special needs. These legislative documents provide for the creation of conditions for quality education, namely: ensuring the availability and free of charge of various forms of high-quality education in state and municipal educational institutions; formation of a network of educational institutions capable of providing high-quality educational services – creation of different types of preschool educational institutions, profiles and forms of ownership; optimization of the structure of general educational institutions for single-shift, specialized, external and distance learning and out-of-school educational institutions<sup>6</sup>.

It can be stated that a new cultural and educational norm is beginning to operate in our society – respect for people with disabilities. According to the Charter of the United Nations, the Universal Declaration of Human Rights, children with disabilities have equal rights and opportunities with others.

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<sup>4</sup> Конвенція ООН про права осіб з інвалідністю : Закон України № 1767-VI від 16 грудня 2009 р. (Редакція станом від 06 липня 2016 р.). URL: [http://zakon.rada.gov.ua/laws/show/995\\_g71](http://zakon.rada.gov.ua/laws/show/995_g71) (дата звернення: 25.11.2020).

<sup>5</sup> Про освіту : Закон України від 05 вересня 2017 р. № 2145-VIII (Редакція станом на 16 листопада 2020 р.). URL: <http://zakon3.rada.gov.ua/laws/show/2145-19> (дата звернення: 27.11.2020).

Про затвердження положення про інклюзивно-ресурсний центр : Постанова Кабінету Міністрів України від 12 липня 2017 р. № 545. URL: <http://zakon.rada.gov.ua/laws/show/545-2017-p> (дата звернення: 28.11.2020).

<sup>6</sup> Про освіту : Закон України від 05 вересня 2017 р. № 2145-VIII (Редакція станом на 16 листопада 2020 р.). URL: <http://zakon3.rada.gov.ua/laws/show/2145-19> (дата звернення: 27.11.2020).

The Convention on the Rights of the Child and the Declaration on the Rights of Persons with Disabilities, adopted by the UN General Assembly, set priorities in the rights of children with special educational needs for educational, medical services and training to get a job.

According to the Constitution of Ukraine and legislation in the field of education, the state must ensure access to quality education of the appropriate level for children with special educational needs, taking into account the abilities, capabilities, desires and interests of each child. The processes of humanization of public life, which are currently taking place in the world and in Ukraine in particular, require the creation of appropriate conditions for social adaptation and integration of people with special needs into society. The humanization of the educational process in our time means, first of all, increasing attention to the formation of a full-fledged personality, to the comprehensive development of each child, including those with mental and physical disabilities.

According to scientists, in particular, O. Babyak, T. Degtyarenko, V. Zasenka, L. Prokhorenko, K. Torop, N. Yarmola and others. solving problems of creating favorable socio-cultural, socio-pedagogical conditions for the social integration of children and youth with special needs is one of the relevant aspects of socio-pedagogical science and practice. Modern research emphasizes the importance of socio-pedagogical activities carried out in order to optimize the educational opportunities of social institutions, the active involvement of children and youth in the socio-educational environment<sup>7,8,9,10</sup>.

Today in Ukraine, children with special needs can be educated in different types of secondary schools, in particular, special secondary schools such as special educational complexes, training and rehabilitation centers and schools with special and inclusive classes. For pupils who for health reasons can't attend school, local education authorities organize individual or distance learning. The right to choose an educational institution or form of education belongs to the child's parents.

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<sup>7</sup> Стандартизація навчання школярів з порушеннями когнітивного розвитку : навчальний посібник / О.О. Бабяк та ін. Київ : Наша друкарня, 2019. 332 с.

<sup>8</sup> Тороп К.С. Модель соціалізації дітей з інтелектуальними порушеннями в умовах навчально-реабілітаційного центру. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 19 : Корекційна педагогіка та спеціальна психологія*. 2015. Вип. 30. С. 175–179.

<sup>9</sup> Ярмола Н.А. Формування соціальної компетентності дітей з інтелектуальними порушеннями. *Освіта осіб з особливими потребами: виклики сьогодення*. 2020. Вип. 1. С. 71–76.

<sup>10</sup> Zasenka, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. *Education: Modern Discourses*. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

## 1. The current state of inclusive education in Ukraine

Today, the dominant direction in the strategy of education for children with special needs is the introduction of inclusive education in general secondary and preschool education. The philosophy of inclusive education is closely intertwined with the concept of human rights and the possibility of equal access and participation in all spheres of life.

According to the regulations, “inclusive education is a way of organizing the educational process for people with special educational needs in general secondary education, which is organized by institutional (day or evening) form of education and involves the inclusion of a child with special educational needs in the educational process jointly with other pupils of the class”. In turn, “An inclusive class is a class in a general secondary education institution in which, among other pupils, one, two or three children with special educational needs study. In this case, the personality-oriented direction of the educational process for such children is provided by creating for each pupil an individual program of development, adaptation or modification of educational material by the teacher’s assistant. Individual correctional and developmental work is carried out, which takes into account the characteristics of the child with special problems”<sup>11,12</sup>.

A special role, according to M. Poroshenko, L. Prokhorenko, O. Taranchenko, A. Kolupaeva, N. Yarmola, in the organization of inclusive education belongs to the teacher’s assistant, who provides personality-oriented direction of the educational process<sup>13,14,15,16</sup>.

According to Article 19 of the Law of Ukraine “About complete general secondary education” participants in the educational process in educational institutions are: pupils, teachers, other employees of institution, parents of pupils, children’s assistants.

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<sup>11</sup> Про затвердження положення про інклюзивно-ресурсний центр : Постанова Кабінету Міністрів України від 12 липня 2017 р. № 545. URL: <http://zakon.rada.gov.ua/laws/show/545-2017-п> (дата звернення: 28.11.2020).

<sup>12</sup> Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів : навчальний посібник /за ред. М.А. Порошенко. Київ : БФ, 2018. 252 с.

<sup>13</sup> Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів : навчальний посібник /за ред. М.А. Порошенко. Київ : БФ, 2018. 252 с.

<sup>14</sup> Колупаєва А.А., Таранченко О.М. Діти з особливими потребами в загальноосвітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

<sup>15</sup> Zasenkov, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. Education: Modern Discourses. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

<sup>16</sup> Ярмола Н.А. Формування соціальної компетентності дітей з інтелектуальними порушеннями. *Освіта осіб з особливими потребами: виклики сьогодення*. 2020. Вип. 1. С. 71–76.

According to the document “List of positions” of pedagogical and scientific-pedagogical workers, approved by the resolution of the Cabinet of Ministers of Ukraine of June 14, 2000 № 963, teacher’s assistants are pedagogical workers. The norms of Article 22 of the Law “About complete general secondary education” regarding a pedagogical employee apply to a teacher’s assistant. In particular, persons are accepted for the position of teacher’s assistant<sup>17,18</sup>.

- who have pedagogical education, higher education and / or professional qualification;

- fluent in the state language (for citizens of Ukraine) or having sufficient knowledge of the state language for communication (for foreigners and stateless persons);

- moral qualities, physical and mental health of which allow to perform professional duties.

Teachers’ assistants are hired under employment contracts in accordance with the requirements of the Law of Ukraine “About complete general secondary education” and labor legislation. If the assistants of teachers of state and municipal institutions of general secondary education have reached retirement age, they receive an old-age pension and they continue to work on the basis of employment contracts concluded for a period of one to three years.

The teacher’s assistant is obliged to:

- adhere to the principles of child-centered (used to refer to ways of teaching children in which the child’s needs and wishes are the most important thing) and pedagogy of partnership in relations with pupils and their parents;

- perform the duties specified in the constituent documents of the educational institution, employment contract and / or their job responsibilities;

- ensure unity of training, education and development of pupils;

- adhere in their pedagogical activities to other principles of educational activities defined by Article 6 of the Law of Ukraine “On Education”;

- use the state language in the educational process in accordance with the requirements of the legislation;

- have the skills to provide pre-medical care for children;

- constantly improve their pedagogical skills;

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<sup>17</sup> Про затвердження положення про інклюзивно-ресурсний центр : Постанова Кабінету Міністрів України від 12 липня 2017 р. № 545. URL: <http://zakon.rada.gov.ua/laws/show/545-2017-p> (дата звернення: 28.11.2020).

<sup>18</sup> Колупасва А.А., Таранченко О.М. Діти з особливими потребами в загальноосвітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

- abide by the principle of confidentiality regarding the state of health and other personal information about the participants in the educational process;
- report the facts of bullying, which they witnessed personally or information received from other persons and take immediate measures to stop it;
- provide a person-centered direction of the educational process for pupils with special educational needs;
- help in learning not only the child with special educational needs, but all other pupils in the class;
- participate in the development of an inclusive educational environment together with other pedagogical staff of the educational institution;
- provide a partnership with the teacher and other participants in the educational process in order to implement the educational program for all pupils to achieve learning outcomes, the formation of appropriate competencies, their personal and social development.

During the last decade, domestic scientists, in particular, O. Babyak, S. Bogdanov, T. Degtyarenko, V. Zasenko, L. Prokhorenko, A. Kolupaeva, K. Torop, N. Yarmola<sup>19,20,21,22,23,24,25</sup> and others, dedicate their works to the study of the problem of involving people with special needs in education, their rehabilitation and socialization to social norms. Despite the importance and relevance of inclusive education, scientists state a number of problems in its scientific development and practical implementation. In addition,

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<sup>19</sup> Стандартизація навчання школярів з порушеннями когнітивного розвитку : навчальний посібник / О.О. Бабяк та ін. Київ : Наша друкарня, 2019. 332 с.

<sup>20</sup> Богданов С. Соціальний захист інвалідів. Український та польський досвід. Київ : Основи, 2002. 93 с.

<sup>21</sup> Дегтяренко Т.М. Сучасна філософія та реалії корекційно-реабілітаційної допомоги особам з психофізичними порушеннями та/або з інвалідністю. *Педагогічні науки: теорія, історія, інноваційні технології*. 2015. № 2 (46). С. 3–13.

<sup>22</sup> Колупаєва А.А., Таранченко О.М. Діти з особливими потребами в загальноосвітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

<sup>23</sup> Тороп К.С. Модель соціалізації дітей з інтелектуальними порушеннями в умовах навчально-реабілітаційного центру. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 19 : Корекційна педагогіка та спеціальна психологія*. 2015. Вип. 30. С. 175–179.

<sup>24</sup> Ярмола Н.А. Формування соціальної компетентності дітей з інтелектуальними порушеннями. *Освіта осіб з особливими потребами: виклики сьогодення*. 2020. Вип. 1. С. 71–76.

<sup>25</sup> Zasenko, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. *Education: Modern Discourses*. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

researchers point out that an inclusive educational environment and education system must correspond to international standards.

Nowadays, the Ministry of Education and Science of Ukraine has developed a project of National Strategy for Inclusive Education for 2020–2030, which will guarantee pupils the opportunity to learn at all levels of education throughout life.

The strategy should solve the following task:

- identify and evaluate special educational services for people receiving education;
- create conditions for education in districts or united communities for each person in accordance with educational needs;
- increase the level of training of teachers to satisfy the needs of each pupil;
- to improve the mechanisms of financing the education of persons with SEN (Special Educational Needs);
- in educational institutions provide the conditions for a quality inclusive education.

It is noted that the developed strategy will create conditions for education in districts or united communities for each person in accordance with his / her special educational needs, increase the level of teacher training and improve funding mechanisms.

According to the strategy, the implementation of the above tasks will be proceeding in two steps.

Thus, at the first stage (2020–2028) it is envisaged to create a comprehensive legal framework in the field of inclusive and special education, to provide training for teachers and funds for inclusive education, to create a safe and inclusive educational environment.

In the second stage, from 2029 to 2030, it is planned to analyze the results of the strategy and identify strategic directions for further development of inclusive education for 2030-2040.

It is obvious that the basic document for the introduction of inclusive education in Ukraine is the concept of the “New Ukrainian School”, the implementation of which is expected by 2029.

In the New Ukrainian School, every teacher will be able to work with children with special educational needs. The task of “developing and implementing a compulsory course for all teachers on the specifics of working with children with special educational needs in the framework of inclusive education” is included in the Action Plan for 2017–2029 for the introduction of the “New Ukrainian School”. During the implementation of the New Ukrainian School program, the number of people covered by the inclusive education system in Ukraine has doubled. At this rate, within ten years we can reach the European indicators of involvement in inclusive education of children with special needs.

The inclusion rate in Ukraine is 28%. For comparison: in Lithuania this figure covers 90%, Poland – 42%, Slovakia – 42%, Hungary – 57%, Italy – 99%, Norway – 90%, France – 25%.

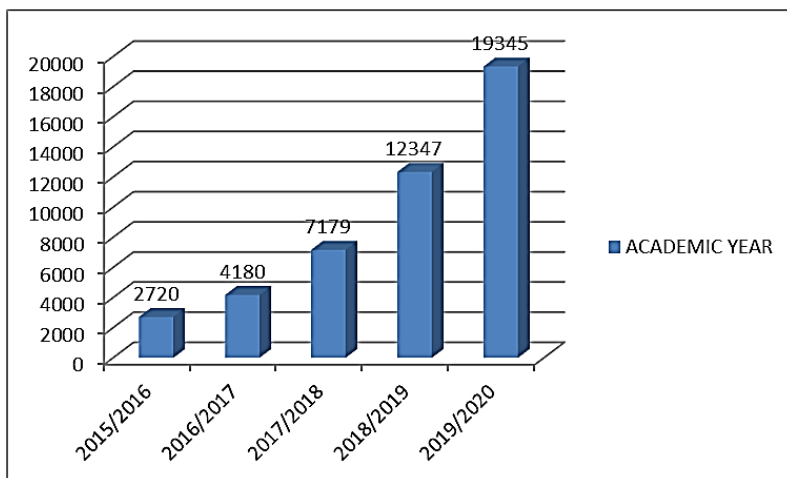
In addition, Ukrainian scientists and international experts note that Ukraine has taken a powerful step forward in the development of inclusive education. Thus, according to the Ministry of Education and Science of Ukraine in the 2015/2016 school year, 2,720 children with special educational needs studied in inclusive classes, only 5.8% of the total number of children with special needs.

Following the statistics of the relevant ministry, it should be noted that in the 2016/2017 academic year, 4180 pupils with special educational needs were in inclusive education, in 2017/2018 – 7179, in 2018/2019 – 12347.

As of January 1, 2020, 19,345 pupils with special educational needs are studied in inclusive classes. These numbers are 7 times more than 5 years ago. At the beginning of 2020, 13,782 inclusive classes were created in Ukraine.

The above data for the last five years are shown in Figure 1 below. In 2019/2020, inclusive education was organized in 35% of secondary schools.

As of January 1, 2020, 4,681 pupils with special educational needs study in preschool institutions. Also from the 2019/2020 academic year inclusive education was introduced in vocational, technical and higher education institutions, where 1312 people with special educational needs receive education.



**Fig. 1. Number of with special educational needs in inclusive education (by years) (2020)**



Therefore, analyzing the state of implementation of inclusive education in Ukraine, its positive aspects, it should be noted that the spread of this process is largely hindered by the reluctance of most secondary schools and educational institutions of other levels of education to accept pupils with special educational needs. These are, first of all, the lack of architectural accessibility in educational institutions, the lack of modern correctional and rehabilitation equipment, uncertainty in the funding of correctional teachers, the lack of special buses adapted to transport pupils with disabilities, and so on.

## **2. Inclusive resource institutions**

An important step towards the development of inclusive education was the creation of a modern network of innovative institutions – inclusive resource centers, institutions, the purpose of which is to determine the special educational needs of children based on modern diagnostic techniques and taking into account the international classification of children with special needs. In addition, the institutions are territorially accessible, as they are created per one center for no more than 7 thousand children living in the united territorial community (district), and no more than 12 thousand children living in the city (near the city)<sup>26,27</sup>.

Inclusive resource institutions:

- conduct a comprehensive psychological and pedagogical assessment of the child's development;
- provide psychological-pedagogical and correctional-developmental services;
- provide systematic and qualified support for a child with special educational needs.

According to the Ministry of Education and Science of Ukraine, as of September 2020, 633 inclusive resource institutions have been established and operate in Ukraine. There are inclusive resource institutions in all regions of Ukraine, so children with special educational needs and their parents can receive appropriate services at their place of residence.

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The model of operation of inclusive resource centers in Ukraine takes into account the best foreign and domestic developments and maximizes the

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<sup>26</sup> Про затвердження положення про інклюзивно-ресурсний центр : Постанова Кабінету Міністрів України від 12 липня 2017 р. № 545. URL: <http://zakon.rada.gov.ua/laws/show/545-2017-п> (дата звернення: 28.11.2020).

<sup>27</sup> Колупасва А.А., Таранченко О.М. Діти з особливими потребами в загальноосвітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

material and human resources of the education system. They meet the interests of both parents and children with special educational needs, and groups of teachers who work directly in classes with inclusive education. Specialists of inclusive resource centers provide a comprehensive psychological and pedagogical assessment of the child's development in order to identify special educational needs, develop recommendations for a training program for psychological and pedagogical assistance. And as part of the planned single regional information resource space, the inclusive resource center provides information and coordination support for teachers of preschool, secondary and vocational schools on the organization of inclusive education and counseling for parents.

In our opinion, the result of the activities of inclusive resource centers is the establishment of interdepartmental coordination with relevant departments, divisions and public organizations that deal with the problems of children with special educational needs and their families. Educational work is actively implemented in cooperation with the media: disseminates information about the activities of the above institutions, examples of successful implementation of inclusive education, recommendations for correctional work with children with special needs.

### **3. Education of children with special educational needs in special institutions of general secondary education**

An alternative to inclusive education is a well-functioning special education institution. Special educational institutions for children with special educational needs implement programs of primary, basic and secondary (complete) general education, are based on the State Standard for Special Education.

The normative horizontal structure of special education in Ukraine is represented by the following types of special educational institutions:

- for children with hearing impairments and deafness;
- with visual impairments and blind people;
- with severe speech disorders;
- with disorders of the musculoskeletal system;
- with intellectual disabilities.

At this stage of operating, according to T. Degtyarenko, V. Zasenko, K. Torop, N. Yarmola and others, these educational institutions have significant achievements. Among them, scientists included: the creation of a special material base in special educational institutions, providing appropriate conditions for the provision of correctional support, the organization of vocational training, education and rest.

In special educational institutions, children with special educational needs receive education aimed at obtaining basic knowledge of science, development of personal qualities, correction of developmental disorders and further socialization. Correctional classes provide not only the correction

of psychophysical development disorders, but also provide an impact on the individual as a whole in order to achieve positive results in its training, education and integration into society<sup>28,29</sup>.

According to Academician of the National Academy of Pedagogical Sciences of Ukraine, Doctor of Pedagogical Sciences V. Zasenka, “special education in Ukraine is being reformed taking into account progressive world trends and paradigmatic changes in the direction from differentiation to integration”<sup>30</sup>.

During the years of Ukraine’s independence, a new methodology for the development of special education has been defined, which is based on democratic, anti-discriminatory values. The basic ones are:

- ensuring equal access to quality education, the right to choose persons with disabilities of different types of educational institutions, forms of education;

- transformation of boarding schools into innovative institutions;

- growth of the network of educational and rehabilitation centers, in which children with special needs and their parents are provided with psychological and pedagogical assistance;

- expanding the practice of inclusive education of such children in preschools, secondary schools and higher education institutions;

- timely diagnosis and provision of comprehensive medical, psychological and pedagogical correction of abnormalities in the child’s development;

- strengthening the correctional and developmental component in the updated content of education of children with special educational needs in accordance with state standards, programs, etc.

According to scientists, special educational institutions are mainly provided with modern teaching materials, which are designed in accordance with today’s requirements. It should be noted that the education system for people with special needs as a holistic phenomenon, analyzing the set of periods and stages of its development, as well as socio-economic, socio-political and socio-cultural factors influencing the course of these processes, is characterized as interdependence and interdependence qualitative changes in the genesis of this system.

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<sup>28</sup> Про затвердження положення про інклюзивно-ресурсний центр : Постанова Кабінету Міністрів України від 12 липня 2017 р. № 545. URL: <http://zakon.rada.gov.ua/laws/show/545-2017-п> (дата звернення: 28.11.2020).

<sup>29</sup> Колупасва А.А., Таранченко О.М. Діти з особливими потребами в загально-освітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

<sup>30</sup> Zasenka, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. Education: Modern Discourses. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

The analysis of scientific and pedagogical sources shows that the issue of support, education and upbringing of children with special needs was disrupted in the early stages of development of special education<sup>31</sup>. Scientists in their research highlighted the existing tools, forms, methods of teaching, education and correctional work with children with special educational needs, especially in the content of education (state standards and educational programs, author's programs and individualization of the educational process, etc.), educational technologies and also they focused on training specialists capable of providing quality educational services.

One of the important issues of special education is the issue of correctional and developmental work with children with special educational needs. In particular, in the research of modern scientists, correctional and pedagogical work is defined as a system of special education and upbringing of children with special educational needs. And correction is usually associated with the development of the child. In the implementation of the educational process in special educational institutions, correctional development as a specially organized and directed process does not differ and cannot exist outside of correctional training and education. In order to obtain the optimal result in the form of full or partial compensation for the violation, knowledge must be included in the process of correctional education and development of the child. Having achieved maximum success in correctional education for upbringing and development, the correctional orientation of education will be an integral part of all processes of special education of pupils.

Since the development of pupils is carried out during teaching and in the process of education, the corrective effect will be present in this activity. Thus, special, as well as general education is triple and consists of correctional teaching, correctional education and correctional development:

- correctional study – the acquisition of knowledge about ways and means of overcoming disorders of mental and physical development and ways to apply the acquired knowledge.

- correctional education – education of typological properties and qualities of personality, specifics of personal activity (cognitive, labor, aesthetic, etc.), allowing to adapt in a social environment.

- corrective development – correction (overcoming) of disorders of intellectual and physical development, improvement of mental and physical functions, preserved sensory sphere and neurodynamic mechanisms of compensation of disorders.

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<sup>31</sup> Стандартизація навчання школярів з порушеннями когнітивного розвитку : навчальний посібник / О.О. Бабяк та ін. Київ : Наша друкарня, 2019. 332 с.

As noted by O. Babyak, T. Degtyarenko, V. Zasenka, L. Prokhorenko, K. Torop, N. Yarmola<sup>32,33,34,35</sup> content, forms and methods of teaching and upbringing of children with special needs should be correctional. It means that every topic studied in school, every method and technique used by a teacher or educator, should not only contribute to the acquisition of knowledge, skills and abilities, the formation of behavior, but also aimed at correcting psychophysical development.

This system of correctional work operates in special educational institutions and is designed for long-term impact on the personality of pupils in general, in conjunction with such components as cognitive, emotional and volitional mental processes, experience (knowledge, skills, abilities), orientation, behavior<sup>36,37</sup>. Accordingly, the teacher needs to coordinate pedagogical influences with medical and psychological ones; to adhere to consistency and continuity in correctional and educational work, a single security and pedagogical regime in school and family. Starting to work with pupils, the teacher must take into account the individual structure of the disorder, the preserved functions and capabilities, the teacher should study the child's experience, psychophysical characteristics, its orientation, behavior.

However, it should be added that the success of teaching and correctional work of pupils with special needs also depends on the proper organization and implementation of medical support, and successful treatment and prevention – on the strictly coordinated activities of health workers and teaching staff.

Since the main feature of the educational process of a special school is its correctional orientation, the activities of a correctional teacher can be called correctional and pedagogical, which accumulates all measures to correct identified developmental disorders to prevent secondary and other manifestations, the formation of the child's personality and conditions for its development.

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<sup>32</sup> Стандартизація навчання школярів з порушеннями когнітивного розвитку : навчальний посібник / О.О. Бабяк та ін. Київ : Наша друкарня, 2019. 332 с.

<sup>33</sup> Тороп К.С. Модель соціалізації дітей з інтелектуальними порушеннями в умовах навчально-реабілітаційного центру. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 19 : Корекційна педагогіка та спеціальна психологія*. 2015. Вип. 30. С. 175–179.

<sup>34</sup> Ярмола Н.А. Формування соціальної компетентності дітей з інтелектуальними порушеннями. *Освіта осіб з особливими потребами: виклики сьогодення*. 2020. Вип. 1. С. 71–76.

<sup>35</sup> Zasenka, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. *Education: Modern Discourses*. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

<sup>36</sup> Стандартизація навчання школярів з порушеннями когнітивного розвитку : навчальний посібник / О.О. Бабяк та ін. Київ : Наша друкарня, 2019. 332 с.

<sup>37</sup> Ярмола Н.А. Формування соціальної компетентності дітей з інтелектуальними порушеннями. *Освіта осіб з особливими потребами: виклики сьогодення*. 2020. Вип. 1. С. 71–76.

The work of a teacher in a special school connects different types of activity – diagnostic, orientation-prognostic, constructive-design, corrective, organizational, information-explanatory, communicative-stimulating, analytical-evaluative, research-creative, which, of course, according to L. Prokhorenko<sup>38</sup>, needs personality-oriented special and correctional-developmental programs, correctional-oriented individual and differentiated studying, certain educational-methodical and logistical support.

Thus, the organization of education requires the teacher's choice of purpose, content and methods. As practice shows, the definition of didactic purpose and content does not cause difficulties for the teacher, because they are clearly outlined in the curriculum for each subject, detailed by classes, sections and topics. According to them, the teacher selects didactic methods and techniques.

In view of this, the teacher should analyze the general and individual objects of correction of pupils, choose appropriate for each lesson and solve not the whole series of correctional tasks, but only those that are due to the didactic purpose of the lesson and the nature of the material as only a few correction tasks are solved, others are not actualized, however, in the following lessons, according to the educational goals and according to the content of the material, other correction tasks become the leading ones. Therefore, correctional and developmental work is carried out systematically and certain correctional classes are subordinated to general correctional goals and integrated with the content of the subject.

For building an effective system of correctional and developmental work, it is necessary to develop indicators of the effectiveness of corrective influence in the learning process, in particular: qualitative and quantitative changes in the correction of the primary disorder; increasing the level of current development and, as a consequence, increasing the area of immediate development; conscious use by children of the acquired experience in life; raising the level of various spheres of child development (personal, cognitive, cognitive, physical, etc.). Based on such indicators, the teacher can make conclusions about the effectiveness of the impact of correctional work.

It should be noted that the corrective work with children in special schools is preceded by the diagnostic work of a psychologist:

- determining the level of readiness for school;
- study of the level of socio-psychological maturity;
- readiness to study in the middle level;
- assessment of readiness for the transition to high school; study of the level of suicide risk
- psychodiagnostics of professional orientation.

In addition, at the beginning of the school year it is important to conduct a psychodiagnostic assessment of pupils at risk (difficult to raise): children

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<sup>38</sup> Zasenکو, V., Prokhorenko, L. Educational development priorities for people with special needs in Ukraine. Education: Modern Discourses. 2018. № 1. P. 161–166. <https://doi.org/10.32405/2617-3107-2018-1-15>.

who are prone to delinquency; children whose families are in difficult life circumstances; children who are “at risk”.

However, along with the indisputable positives, A. Kolupaeva<sup>39</sup> highlights the significant shortcomings of the modern system of special education, first of all: its unification, which makes it impossible to meet the educational needs of all pupils with disabilities, makes it difficult to implement different curricula and make necessary changes. and curriculum supplements; isolation of children with special educational needs in special educational institutions; social infantilism of pupils; limited development of life competencies, etc.; insufficient social and practical orientation of the educational process, the consequences of which are: low level of formation of social and household competence of pupils, unsatisfactory orientation in the system of social norms and rules and lack of skills of independent living; insufficient individualization and personal orientation of the educational process which results in difficulties of emotional and personal development of pupils, inadequate ideas about their qualities, abilities and capabilities; low efficiency of correctional and developmental classes, which leads to a low level of communicative competence, aloofness, isolation; lack of licensed psychological and pedagogical tools for the diagnosis of disorders, which complicates the proper staffing of special institutions and the organization of appropriate studying; insufficient scientific-methodical and educational support of the educational process of children with severe pathologies, atypical disorders that require additional educational and correctional-rehabilitation services. According to the scientist, the extensive and developed system of special education in Ukraine does not provide a significant proportion of children with special educational needs for special assistance and does not allow them to meet their special educational needs.

On February 19, 2020, the Committee on Education, Science and Innovation of the Verkhovna Rada of Ukraine held a hearing on the topic: “Reforming special educational institutions of Ukraine and the state of implementation of inclusive education: problems and solutions”. This indicates a transitional stage of reforming institutions, including special education, the main contingent of which is pupils with special educational needs, such as: hearing and deaf, visually impaired and blind, with musculoskeletal disorders, mental retardation, severe speech disorders and intellectual disabilities. Leading specialists of correctional and pedagogical profile believe that by reforming the system of special institutions it is necessary to preserve the valuable experience of correctional and rehabilitation activities accumulated over decades.

The analysis of the experience of functioning of special institutions in Ukraine allows to state significant achievements of these educational institutions. The main advantage of which is the presence of highly qualified

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<sup>39</sup> Колупасва А.А., Таранченко О.М. Діти з особливими потребами в загальноосвітньому просторі : навчальний посібник. Харків : Видавництво «Ранок», 2019. 302 с.

specialists with special education. In addition, to state that the current system of special education in Ukraine at the present stage does not fully meet the equality of rights to education of children with special needs, does not always meet their needs, personal and social needs. In addition, to state that the current system of special education in Ukraine at the present stage does not fully satisfy the equality of rights to education of children with special needs, does not always meet their needs, personal and social needs. State policy in the field of special education is not sufficiently aimed at providing conditions for all categories of persons with special educational needs, in accordance with their abilities and capabilities. Due to the lack of statistical accounting of such persons in the state, the opportunity to take into account the needs in the development of the system and typology of correctional institutions, to predict the studying of the required number of correctional teachers has been lost. Insufficient attention is paid to the system of institutions for early diagnosis and correction of disorders of children's development, their preschool education, vocational education of adolescents with special educational needs, which lead to a violation of the integrity and continuity of the education system. This necessitates a revision of the existing approach to special education, its structure, purpose, objectives and content of correctional education, and education of labor training in the conditions of reform.

Thus, the main difference in the organization of the learning process of a child with special educational needs in a special educational institution is a system of comprehensive measures of psychological and pedagogical influence on various areas of development of the child as a whole, which allows to use potential opportunities in life and promotes the full inclusion of the child in the learning process, which will ensure the effectiveness of its learning.

## **CONCLUSIONS**

So, the state educational policy of Ukraine is currently undergoing active reforms and additions in accordance with the requirements of the time, the impact on the education system of external and internal, objective and subjective factors, since educational policy is a component of domestic policy, a tool for ensuring fundamental rights and individual freedom, increasing the pace of socio-economic and scientific and technological development, humanization of society, the level of culture of citizens.

An integral part of these reforms is the education of people with special educational needs, which should provide optimal conditions for the functioning and development of general secondary education for children with special educational needs in Ukraine and all its subsystems, the implementation of various educational models, the existence of different types of educational institutions forms of ownership, various forms and means of obtaining education that provide persons with special educational needs with equal access to quality educational services and freedom of choice in education.

In summary, it can be argued that for Ukraine, inclusive education is a pedagogical innovation that is being implemented and has some difficulties.



This includes professional unpreparedness of teachers, architectural maladaptation of educational institutions, insufficient legal framework, the need for additional funding, academic overload of educational programs, which are difficult to adapt to the needs of children with special educational needs – all this slows down the process of inclusive education.

As inclusive education is an educational innovation, it has a positive impact not only on children with special needs, but also on all participants in the educational process. Involvement of children with special needs in educational institutions requires from all participants in this process a certain revision of traditional views on the purpose, functions, organization of the institution, and at the same time the development of innovative methods of teaching such children.

We can note that institutional changes in the education and implementation of inclusion are at the heart of changes in the education of children with special needs. But for children who cannot study with others, it is necessary to create the most appropriate conditions for learning and socialization. Consolidation of efforts is needed in this issue, in particular, support of the pedagogical community, specialists, government officials, parents, public organizations, etc.

### **SUMMARY**

The article is devoted to the analysis of the current state of the system of general secondary education of children with special educational needs in Ukraine. In particular, educational reforms and updated regulations are considered, which contribute to the creation and improvement of educational institutions that take into account the interests of children with special educational needs and provide a safe, equal and effective learning space for all. An analysis was made of the number of pupils with special educational needs who have been in inclusive education for the last 5 years.

The article considers the activities of inclusive resource centers as institutions that promote the rights of children with special educational needs aged 2 to 18, receiving education, including in institutions with inclusive education. The general tendencies and problems in the organization and implementation of inclusive education are revealed, the attention is also focused on the peculiarities of the organization of the educational process for children with special educational needs in special educational institutions. The main priorities of their further development were also identified.

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