

## ІНТЕГРАЦІЯ ЄВРОПЕЙСЬКОГО ДОСВІДУ ПІДГОТОВКИ ФАХІВЦІВ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ

### Organization of social and pedagogical activities in an inclusive educational environment

Vasilyuk T. G., Razmolodchykova I. V.

#### Introduction

The development of civilization does not stop for a moment. In all areas of the national economy, we can clearly observe progress that allows people to improve their living conditions, increase their comfort, and ensure their well-being. The same is true in education.

Discrimination against people with disabilities is evidenced by the retrospective of society's attitude towards them. Since ancient times, civil law has determined the recognition of persons with disabilities as inferior, incapacitated citizens in need of care. Thus, the legislation of ancient Greek Sparta provided for the identification of physically disabled children and their separation from healthy children, thus protecting the state system and professing the idea of «physical fullness» of its citizens. «Let the law remain in force that no crippled child should be fed» – this is how the Roman philosopher Aristotle described the attitude towards disabled people at the time<sup>125</sup>.

The inferiority and uselessness of people with disabilities was recognized in the foundations of Roman law. Crippled people were killed, and children born weak and ugly were drowned as babies. Such acts were not committed out of anger, but because of the rules of reason of the time: to separate the unnatural from the healthy. This right was upheld in ancient Rome. It was the Roman court that established the institution of guardianship over people with disabilities, which later became a model for the development of legislation on physically and mentally disabled people. Roman law, which became fundamental in the legislation of most European countries, enshrined

<sup>125</sup> Арістотель. Політика / Пер. з давньогр. та передм. О. Кислюка. К.: Основи, 2000. 239 с.

the legal status of complete disability for people with disabilities until almost the twentieth century. Legislation protected the «full-fledged majority» from the «inferior minority», strictly fixing restrictions on the civil rights of people with disabilities.

While several centuries ago, a physically weak or disabled child was doomed to seclusion, bullying and neglect from birth, today all children are equal in their rights and freedoms, regardless of their physical characteristics. Today, every child, without exception, has the right to education.

Today, the vector of humanity is developing in accordance with a new worldview paradigm, namely: «a single society that includes people with diverse problems». According to international documents (the United Nations Charter, the Universal Declaration of Human Rights, etc.), children with disabilities have equal rights and opportunities with other people. The Convention on the Rights of the Child and the Declaration on the Rights of Persons with Disabilities, adopted by the UN General Assembly, prioritize the right of children with special needs to education, health care, vocational training and employment. These and other international legal acts encourage each state to harmonize its national legislation with the main provisions of these documents.

### **1. Theoretical aspects of organizing an inclusive educational environment**

In the evolution of society's and the state's attitudes towards people with certain developmental disabilities, there are five periods covering a time span of two and a half thousand years – the path from hatred and aggression to acceptance, partnership and integration of people with disabilities.

The first period (996 – 1715) – from aggression and neglect to the realization of the need to care for people with developmental disabilities. The conditional boundary of this period in Western Europe is the opening of the first shelter for the blind in Germany (1198).

The second period (1715 – 1806) – from the realization of the need to care for people with developmental disabilities to the realization of the need to educate some

of them. The conditional boundary is the opening of special schools for the deaf, dumb and blind in France (1770 – 1784).

The third period (1806 – 1927) – from the realization of the possibilities to the realization of the expediency of teaching three categories of children: the hearing impaired, the visually impaired and the mentally retarded. The conditional boundary is the last quarter of the nineteenth century. The adoption of laws on universal primary education in Western European countries primary education and, on this basis, laws on the education of deaf, blind and mentally retarded children. It was during this period that attempts were made in Western European schools to coeducate children with psychophysical disabilities with their healthy peers, against the background of the development of a network of special institutions. As L. Kulyk<sup>126</sup> notes in her study, in Austria in 1846, a law was passed that provided for the creation of opportunities for blind children to study together with sighted children. Similar legislation was passed in England, Scotland and other European countries.

The fourth period (1927 – 1991) – from the realization of the need to educate a certain part of children with disabilities to the understanding of the need to educate all children with developmental disabilities. In Western Europe, this period from the beginning of the twentieth century to the end of the 1970s is characterized by the development of the legislative framework for special education and structural improvement of national systems.

The fifth period (1991 to the present day) – from segregated education of children with special educational needs to inclusive education. In Western Europe, since the late 1970s, the number of special schools has been significantly reduced, the number of special classes in general education schools has been increasing, and students with special educational needs have been taught in general secondary education in an inclusive environment.

It is worth analyzing the current period of development of education for people with special educational needs in more detail.

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<sup>126</sup> Кулик Л.Г. Внесок О.М. Щербини у становлення та розвиток вітчизняної тифлопедагогіки: Автореф. дис. ... к. пед. н. 13.00.03 / Інститут спеціальної педагогіки. К., 2006. 22 с.

In 1991 – 2016, the education of children with special needs underwent significant transformational changes: from institutionalization to inclusion. The socio-political and sociocultural processes that took place in the country on its way to joining the European educational space led to the identification of several stages of development of education for children with special needs.

The first stage (1991 – 2000) of the Ukrainian special education system began with the ratification of international human rights instruments and the recognition in Ukraine's main legislative acts of the right to education for all citizens, including those with special needs, in the general education space. The main trend of this stage is an educational system with distinctive features of institutionalization and strict regulation of the educational process in special educational institutions.

The second stage (2001-2010) of the development of the system of education for people with special needs is characterized by attempts to move special education institutions from a mode of inertial functioning to a mode of outstripping innovation and a significant increase in the spontaneous integration of children with special needs into general secondary education against the background of the establishment of inclusive education in democratic countries.

The third stage (2011 to the present) is characterized by the main trend in the education of children with special needs, which is the optimization of special educational institutions and the introduction of inclusive education in Ukraine. In particular, against the background of an increase (by 0.5 per cent) in the total number of children with disabilities, the network of special general education institutions has significantly shrunk and the number of students with special needs in them has decreased by more than 1.5 times. A significant achievement of this period was the introduction of inclusive education: a system of education that provides educational services to children with special educational needs in the context of general secondary education at the place of residence.

The concept of inclusion has recently come into use by modern educators, but it is developing rapidly and is undoubtedly evidence of the humanistic orientation of the educational system around the world and in Ukraine in particular.

By inclusion in the educational environment, we mean the provision of quality educational services to children with special needs. This leads to the concept of «inclusive education», which is understood as a process in which an educational institution seeks to meet the needs of all students without exception through the resources that will make this process possible. Such resources include a variety of curricula, individual approach, barrier-free environment, additional staff, etc.

This problem has been studied in the scientific field for a long time, as evidenced by the thorough theoretical and methodological works of scholars, including the following: V. Bondar, V. Vyshemyrskiy, V. Zasenka, T. Yevtukhova, L. Kagan, A. Kapska, O. Kolupaieva, V. Liashenko, I. Ivanova, O. Polevyk, O. Savchenko, O. Stoliarenko, A. Shvedov, K. Shcherbakova, A. Shevchuk and others.

Among the Ukrainian researchers of the problem of inclusive educational environment are the following: L. Budyak, V. Zasenka, I. Dmytrieva, L. Koval, I. Malyshevska, S. Mironova, H. Nikulina, N. Savinova, T. Sak, V. Syniov, P. Talanchuk, V. Tarasun, M. Sheremet and others.

Education is an indicator of the development of any nation, and the higher the quality of education, the greater the success of the nation in its development. This pattern is obvious and requires no further proof. Ever since the scientific and technological revolution, the priorities of the educational system have been aimed at improving the existing ones and searching for new forms, methods, means and ways of effective learning<sup>127</sup>.

Education as a concept is one of the main categories of pedagogy. General education provides the knowledge, skills and abilities that every person needs, regardless of their future specialty or profession. In a modern school, general education involves equipping students with a set of systematic knowledge of the fundamentals of science and society, as well as relevant skills and abilities necessary for the comprehensive development of the individual, and promotes the development of human thinking.

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<sup>127</sup> Освітнологія: хрестоматія: Навч. посібник для студентів вищих навчальних закладів / Укладачі: Огнев'юк В.О., Сисоєва С.О. К.: ВП «Едельвейс», 2013. 728 с.

According to prominent researchers of pedagogical science (H. Vashchenko, O. Vozniuk, N. Volkova, O. Gluzman, M. Hrushevskyi, S. Zolotukhina, R. Kravets, S. Stavytska and others), the content of education is defined as a system of scientific knowledge, practical skills, the assimilation and acquisition of which lays the foundation for the development and formation of the individual.

V. Kremen defines education in general as a field of complex research, interdisciplinary approach and system analysis, since it is a «systemic» object, as well as its main problem situations. The author transfers education to the philosophical plane, noting that for its reflection any area of relations between the subject of learning and its process (object) can become a problem of philosophical reflection, but from a certain angle and worldview goals necessary for human orientation in the world and building adequate systems of practical action<sup>128</sup>.

S. Sysoieva notes that the role of education in society is not only to transmit knowledge and social results in general from generation to generation, but also to prepare people to overcome all kinds of crises and disasters, especially global ones, which can be overcome using not outdated knowledge, but only those that are ahead of time and lead to unconventional actions<sup>129</sup>.

We fully agree with the scientific opinion of S. Mironova, who defines education as the main means of developing the abilities of an individual that allow him or her to actively participate in the economic, cultural and political life of the world community. At the same time, the researcher notes, education enables people and nations to assert their identity, political and intellectual independence, to participate in international life,

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<sup>128</sup> Кремень В. Г. Філософія людиноцентризму у контексті проблем освіти [Електронний ресурс] / В. Г. Кремень // Електронне наукове видання матеріалів міжнар. наук.-практ. конф. Гуманізм та освіта (11–13 червня 2006 р.) / Міністерство освіти і науки України, Академія педагогічних наук України, Вінницький національний технічний університет, Університет Євле (Швеція). Вінницький національний технічний університет (ВНТУ), 2006. URL: <https://cutt.ly/q8VjuaW>

<sup>129</sup> Сисоєва С. О. Освіта і особистість в умовах постіндустріального світу: монографія / С. О. Сисоєва. Хмельницький: ХГПА, 2008. 324 с. С.7 – 16.

including the preservation, enrichment and dissemination of world and national culture<sup>130</sup>.

It is worth noting that the concept of education still does not have a single interpretation. For example, education is understood as:

- 1) a universal human value;
- 2) the process of training and education of a person;
- 3) the result of the process of learning and assimilation of socially significant experience;
- 4) a system with its own structure, hierarchy, elements, etc<sup>131</sup>.

Thus, we have found that education is a catalyst for determining the level of social development. The development of all other sectors of the economy directly depends on the level of education. The Ukrainian educational system has always been a priority for the state and has developed especially since independence. Let us consider the concept of «educational environment».

Back in the early twentieth century, Dewey, an American scientist, defined the educational environment as the creation of appropriate conditions<sup>132</sup>.

In the national pedagogical thought, it is worth highlighting the views of A. Makarenko, who wrote in his work «Education of a Citizen» (1939): «A person is not brought up in parts, he is created by the whole sum of the influences he is exposed to. The dialectic nature of pedagogical action is so great that no means can be projected

<sup>130</sup> Миронова С. П., Буйняк М. Г. Особливості управлінської діяльності в закладі інклюзивної освіти. Соціальна та освітня інклюзія: історія, сучасність, перспективи розвитку: колективна монографія у 2 частинах. Ч. 1. Інституційні та особистісні аспекти впровадження в Україні / за ред. С.П. Миронової, Л.Б. Платаш. Чернівці : Технодрук, 2021. С.19 – 32.

<sup>131</sup> Vasyliuk T., Lysokon I., Shimko I. 2021. Digital Educational Environment of a Modern University: Theory, Practice and Administration. In Digital Humanities Workshop (DHW 2021), December 23, 2021, Kyiv, Ukraine. ACM, New York, NY, USA, 8 pages. <https://doi.org/10.1145/3526242.3526260>

<sup>132</sup> Дьюї Дж. Школа і суспільство. Історія зарубіжної педагогіки. Хрестоматія / [уклад. Є. Коваленко, Н. Белкіна]. Київ : Центр навчальної літератури, 2008. С. 449 – 463.

as positive if its effect is not controlled by all other means used simultaneously with it, by the whole system of means harmoniously organized»<sup>133</sup>.

Analysing the Concept of the New Ukrainian School, it can be concluded that the educational environment is the basis for implementing changes aimed at improving the process of learning, education and personal development. At the same time, the list of features of the educational environment seems reasonable, in particular:

- the educational environment of any level is a complex object of a systemic nature;

- it is in the educational environment that human relations are formed in the context of a specific socio-cultural and ideological adaptation of a person to the world, and the world to a person;

- the educational environment is characterized by a wide range of modalities, which affects the formation of various types and types of local environments;

- the educational environment is not only a condition but also a means of upbringing (a social phenomenon), learning (a subject of joint pedagogical activity) and development (of a social individual into a personality, of a community into a society).

Thus, summarizing the theoretical developments of scholars, we can conclude that the educational environment is understood in different ways: it is the appropriate conditions, the basis for the possibility of implementing modern changes, a complex object of nature, etc.

The next concept that needs to be clarified is «inclusion». First of all, it is worth clarifying the etymology of this word.

Inclusion is the process of increasing the degree of participation of all citizens in society. And above all, those who have difficulties in physical or mental development. This process involves the development and application of specific solutions that enable

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<sup>133</sup> Макаренко Антон Семенович (1888-1939) // Маловідомі першоджерела української педагогіки (друга половина XIX-XX ст.) : хрестоматія / упоряд. Л. Д. Березівська та ін. – Київ : Науковий світ, 2003. – С. 364–375.



everyone to participate equally in academic and social life. A lot of information and promotional materials have been produced about inclusion, and their distribution helps to raise the level of inclusive culture in our society.

Scientific works often use synonyms for inclusion, such as inclusion, involvement, comprehensive education, etc. For a deeper understanding of the problem of inclusion at the global level, let's analyze statistical data.

Today, there are 200 million people in the world with visual impairments who do not have access to inclusive technologies (social, educational, etc.). More than 75 million people have musculoskeletal problems. They need wheelchairs and a barrier-free environment. According to statistics, only 5 to 15 per cent of people with disabilities have a wheelchair. Another 450 million people on the planet are hard of hearing or completely deaf. These people need hearing aids, of which there are far fewer produced in the world than there is demand.

There is still a stereotype in the world that a person with a disability cannot be a professional specialist, a quality craftsman, or a good performer of any job. This leads to the problem of unemployment of people with disabilities, which is also closely related to inclusion.

The Law of Ukraine «On Education» defines inclusive education as a system of educational services that ensures the right to education for people with special educational needs, as well as their socialization and integration into society. Such education guarantees access to education for children with special needs in educational institutions through the use of teaching methods that take into account the individual characteristics of all children without exception<sup>134</sup>.

Inclusive education, as defined by the Ministry of Education and Science of Ukraine, is a system of educational services guaranteed by the state, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion of all participants in the educational process<sup>135</sup>.

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<sup>134</sup> Про освіту : Закон України від 05 вересня 2017 року № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

<sup>135</sup> Міністерство освіти і науки України. Офіційний сайт. URL: <https://mon.gov.ua/ua>

Inclusive education is often seen as an alternative to the residential system, where children with special educational needs are educated in special educational institutions and are forced to live in residential units within them due to their geographical dispersion. No child should feel different and excluded from educational, cultural and social processes - this is the main objective of inclusion.

At the state level, the issue of developing inclusion in education is closely monitored by the relevant ministry. For example, the website of the Ministry of Education and Science of Ukraine has a separate tab on inclusive education. To make it easier to find the information you need, everything is systematized into separate sections: «admission of people with SEN to higher education institutions», «for professionals», «education of children in special educational institutions», «for parents», «inclusive resource centers», «just about inclusive education», «statistics»<sup>136</sup>.

Ukraine, as a progressive European country, strictly adheres to all international principles of inclusive education. Thus, according to the Salamanca Declaration and Framework for Action on the Education of Persons with Special Educational Needs (1994), the basic principles of inclusive education are defined, namely:

- every child has the right to education;
- every child has unique characteristics, interests, abilities and learning needs;
- educational programs should take into account the wide variety of characteristics and needs of children;
- children with special educational needs should have access to education in regular educational institutions;
- schools, kindergartens and other educational institutions are obliged to create learning environments that meet the needs of the child;
- regular educational institutions are the most effective method of education in terms of meeting the needs of the child, combating discrimination and allocating public funds<sup>137</sup>.

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<sup>136</sup> Інклюзивне навчання. Офіційний сайт Міністерства освіти і науки України. URL: <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>

<sup>137</sup> Саламанська декларація та рамка дій щодо освіти осіб з особливими освітніми потребами : Саламанка, Іспанія, 7-10 червня 1994 року. [https://zakon.rada.gov.ua/laws/show/995\\_001-94#Text](https://zakon.rada.gov.ua/laws/show/995_001-94#Text)

In the scientific works of M. Andreeva, L. Budyak, L. Koval, A. Kolupaieva, K. Kolchenko, I. Malyshevska, H. Nikulina, P. Talanchuk, V. Yasvin and other researchers, the «inclusive educational environment» is considered as one that provides all participants in the educational process with opportunities for effective self-development, provides for solving the problem of education of children and youth with special needs by adapting the educational space to the needs of each participant in the educational process, including reforming this process, methodological flexibility and variability, a favorable psychological microclimate in the team and educational institution, equipment of barrier-free premises for the needs of all participants, which ensures<sup>138</sup>.

We fully support the scientific view of I. Malyshevska, who defines an inclusive educational environment as a way of socializing a person with special educational needs<sup>139</sup>.

According to A. Kolupaieva, in an inclusive environment that truly meets the needs of the child, every student feels safe and has a sense of full belonging to the team. Students and their parents are involved in setting learning goals and making decisions about them<sup>140</sup>.

O. Pozniak, studying the genesis of the concept of «inclusive education», defines it as a complex process of ensuring equal access to educational services for students with disabilities by organizing education taking into account the individual characteristics of their educational cognitive activity<sup>141</sup>.

At the same time, despite the state's comprehensive support for an inclusive environment, there are still many unresolved issues. Among the main difficulties that

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<sup>138</sup> Козуля В. Інклюзивне освітнє середовище: сутність та особливості. Молодь і ринок, №5 (184), 2020. С. 131 – 136. DOI: <https://doi.org/10.24919/2308-4634.2020.216352>

<sup>139</sup> Малишевська І. А. Теоретико-методичні основи підготовки фахівців психолого-педагогічного профілю до роботи в умовах інклюзивного освітнього середовища: дис. ... д-ра пед. наук: 13.00.03 – корекційна педагогіка. К., 2018. 542 с.

<sup>140</sup> Колупаєва А.А. Від сегрегації до інклюзії. Дидактичні та соціально-психологічні аспекти корекційної роботи у спеціальній школі: Наук.-метод. зб. Випуск 6. К.: Науковий світ, 2011. С. 52-56.

<sup>141</sup> Позняк О. Процес створення інклюзивного освітнього середовища для забезпечення всестороннього розвитку дитини з ООП. Сучасні педагогічні науки. 2022, № 98. С. 1 – 9. <https://doi.org/10.32999/ksu2413-1865/2022-98-9>

still exist in the educational system, scholars O. Martynchuk, K. Kolchenko, and N. Ashitok identify the following:

- lack of consistent support for inclusive education at all levels - from preschool to higher education;

- insufficient legal framework for regulating the specifics of inclusive education;

- inadequate adaptation of the educational environment to inclusive education;

- lack of proper counselling of parents on the possibilities of inclusive education for their children;

- low motivation of teachers to work in an inclusive educational environment (sometimes a banal unwillingness to retrain, undergo appropriate internships, master the best methods of working with children with special educational needs, etc.)

Thus, as a result of the theoretical analysis of the main concepts of the study, we found out that various aspects of the functioning of modern education are developed by representatives of many sciences, including sociology, economics, political science, psychology, mathematics, cybernetics, etc. There is an increasing need to develop a new scientific field of holistic study of social education. We are convinced that inclusive education is an effective technology for socializing the personality of a child with special educational needs. To date, there are still issues of improving the effectiveness of the organization and implementation of inclusive education that require attention from the state and the public.

## 2. Inclusive educational environment as a priority area of Ukraine's educational policy

Any sphere of human activity should be regulated by the relevant legislation. This encourages society to adhere to a certain order, which in turn makes this society civilized. Since Ukraine's independence, many regulations have been adopted and implemented in the field of education.

Over the past 10-15 years, the education sector has been undergoing reforms due to European integration, the need to improve the sector, and the introduction of innovative technologies and approaches to education. Inclusive education is no exception, so let's analyze the main legal documents that regulate its implementation.

To provide a more thorough analysis of domestic legislation in the education system, we will provide a list of international legal acts regulating the specifics of inclusive education. Domestic legislation in the field of regulation of the right to education is represented by documents, among which the following should be highlighted:

- The Constitution of Ukraine (1996);
- The Law of Ukraine «On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine» (1991);
- The Law of Ukraine «On Education» (2017);
- Law of Ukraine «On Amendments to Certain Laws of Ukraine on Access to Educational Services for Persons with Special Educational Needs» (2018);
- CMU Resolution «On Approval of the State Standard of Primary General Education for Children with Special Educational Needs» (2013);
- Concept for the Development of Inclusive Education (2010);
- CMU Resolution «On Approval of the Procedure for Organizing Inclusive Education in General Educational Institutions» (2011);
- Order of the Ministry of Education and Science of Ukraine «On Approval of the Model Regulation on the Team of Psychological and Pedagogical Support for a Child with Special Educational Needs in a General Secondary and Preschool Education Institution» (2018);

- Order of the Ministry of Education and Science of Ukraine «Action Plan to Ensure the Right to Education of Children with Special Educational Needs, including Children with Disabilities» (2013);

- Order of the Ministry of Education and Science of Ukraine «On Approval of the Model List of Special Means of Correction of Psychophysical Development of Persons with Special Educational Needs Studying in Inclusive and Special Classes (Groups) of Educational Institutions» (2019);

- Letter of the Ministry of Education and Science of Ukraine «On Organizational and Methodological Principles of Ensuring the Right to Education for Children with Special Educational Needs» (2013), etc.

Let us briefly describe what we consider to be the most important regulations. The Constitution of Ukraine is the main law that regulates all spheres of life, including education. Article 53 of the Law provides that «everyone has the right to education. Complete general secondary education is compulsory. The state ensures accessibility and free of charge of pre-school, complete general secondary, vocational and higher education in state and municipal educational institutions; development of pre-school, complete general secondary, out-of-school, vocational, higher and postgraduate education, various forms of education; provision of state scholarships and benefits to pupils and students».<sup>142</sup>

The Law of Ukraine «On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine» has many amendments and additions, which gives grounds to assert that the state is constantly working to improve domestic legislation on persons with disabilities and bring it into line with international standards. This law regulates the main definitions, including «child with a disability», «person with a disability», «person with a disability since childhood» (amendments introduced in 2017)<sup>143</sup>. The law also clearly defines the right of children with disabilities and persons with disabilities to education. Thus, the Law states: «The state guarantees persons with

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<sup>142</sup> Конституція України : Закон України від 28 червня 1996 року № 254к/96-ВР. URL: <https://cutt.ly/h8VjqxY>

<sup>143</sup> Про основи соціальної захищеності осіб з інвалідністю в Україні : Закон України від 21 березня 1991 року № 875-XII. URL: <https://zakon.rada.gov.ua/laws/show/875-12#Text>

disabilities pre-school education and education at a level that corresponds to their abilities and capabilities. Preschool education and training of persons with disabilities is carried out in general or special preschool and educational institutions. Vocational training or retraining of persons with disabilities is carried out taking into account medical indications and contraindications for further employment. The choice of forms and methods of vocational training is made in accordance with the conclusions of a medical and social examination. In the course of education, vocational training or retraining of persons with disabilities, alternative forms of education may be used alongside the general ones. Gifted children with disabilities have the right to free education in music, fine arts, and applied arts in general educational institutions or special out-of-school educational institutions. Educational institutions shall provide educational services to persons with disabilities on an equal basis with other citizens, including by creating appropriate staffing, material and technical support and providing reasonable accommodation that takes into account the individual needs of a person with a disability» (Article 21).

The Law of Ukraine «On Education», adopted in 2017, is constantly being amended, which indicates that the regulatory framework is being improved and brought into line with other legal acts. It is worth noting that, in addition to the educational aspects, the law regulates the issues of bullying, provision of psychological and pedagogical services, reasonable accommodation, etc. In other words, this document defines the ways and mechanisms for implementing certain vectors of state educational, social and youth policy. The issue of organising inclusive education is directly regulated by Articles 19 and 20<sup>144</sup>.

The Law of Ukraine «On Amendments to Certain Laws of Ukraine on Access to Educational Services for Persons with Special Educational Needs» brought terminology in line with European standards, expanded Article 16 «Inclusive

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<sup>144</sup> Про освіту : Закон України від 05 вересня 2017 року № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

Education», focused on Article 42 «Social Protection of Persons with Disabilities», and made many additions<sup>145</sup>.

The following addition is noteworthy: «For persons with special educational needs, the content and scope of the educational and production process, the duration of training are determined by the working curricula and working educational programs of the vocational (vocational-technical) education institution, which, if necessary, can be adapted to obtain knowledge, skills and abilities in accordance with the individual curriculum in accordance with the individual development program» (Article 34). Thus, educational institutions have the opportunity to independently correlate the terms of study for students, including those with special educational needs.

The State Standard of Primary General Education for Children with Special Educational Needs, approved by the Cabinet of Ministers of Ukraine on 21 August 2013, No. 607, contains the following sections: general part, basic curriculum, educational area «Languages and Literature», educational area «Mathematics», educational area «Health and Physical Education», main areas of correctional and developmental work<sup>146</sup>. In our opinion, it is also important that the State Standard is based on a person-centered, competence-based and socio-cultural approach to children with special educational needs.

The Model Regulation on the team of psychological and pedagogical support for a child with special educational needs in a general secondary and preschool education institution, approved by the Order of the Ministry of Education and Science of Ukraine of 08 June 2018 № 609, defines, in our opinion, the most important basic principles of the support team, in particular:

- respect for the individual characteristics of a child with special educational needs;

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<sup>145</sup> Про внесення змін до деяких законів України щодо доступу осіб з особливими освітніми потребами до освітніх послуг : закон України від 06 вересня 2018 року № 2541-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2541-19#Text>

<sup>146</sup> Про затвердження Державного стандарту початкової загальної освіти для дітей з особливими освітніми потребами : Постанова Кабінету Міністрів України від 21 серпня 2013 року № 607. URL: <https://zakon.rada.gov.ua/laws/show/607-2013-%D0%BF#Text>



- observance of the interests of a child with special educational needs, prevention of discrimination and violation of his/her rights;
- team approach;
- active cooperation with parents of a child with special educational needs, involving them in the educational process and development of the IEP;
- confidentiality;
- adherence to ethical principles;
- interagency cooperation<sup>147</sup>.

Thus, the theoretical analysis of the regulatory and legal support for the implementation of inclusive education in Ukraine has revealed some inconsistencies with European education standards. Nevertheless, it is worth noting the ongoing thorough work of those responsible at both the state and local levels to ensure that every child has the right to education, barrier-free movement, individualized learning programs, etc. Therefore, we can state that the process of inclusive education in the national educational space is carried out in compliance with the relevant provisions, principles and scientific and methodological approaches. All this gives grounds to talk about a gradual approximation to the principles of organizing and implementing inclusive education for students with special educational needs, generally accepted by the European community.

Education policy is one of the most important strategic vectors of the state system. We have already noted that education is an indicator of a civilised society, and the self-awareness of a nation depends on the level of development of the educational system. Today, the study of the foundations, provisions, patterns, principles, vectors of further development of the state educational policy is carried out by such scholars as: V. Andrushchenko, L. Gayevska, L. Hrynevych, D. Dzvinchuk, M. Karpenko, V. Klepko, V. Kremen, V. Lugovyi, T. Lukina, S. Nikolayenko, V. Ognevyuk,

<sup>147</sup> Положення про психологічну службу в системі освіти України від 22 травня 2018 року №509. URL: <https://cutt.ly/s8VjfEf>

N. Protasova, L. Parashchenko, L. Prokopenko, J. Talanova, N. Shulga, T. Yarovenko and others.

Directly related to the implementation of inclusive education are the works of N. Belova, V. Bondar, L. Budyak, O. Hayash, Y. Ilyina, A. Kolupaieva, M. Malofeev, O. Samsonova, T. Soloviova, Y. Naida, N. Shmatko and others.

According to O. Gayash, the formation of an inclusive culture among all people, especially those involved in the educational system, is a priority task for Ukraine's educational policy. This process should begin from the first years of a child's life, when early intervention takes place, thorough work with parents begins, and systemic adaptation and rehabilitation measures are implemented. Already in kindergarten, a child with special educational needs is provided with comprehensive social, pedagogical, psychological and rehabilitation assistance. Inclusion at the level of preschool education is the first step in the education system for people with SEN<sup>148</sup>.

The inclusion of a student with special educational needs in a kindergarten, school, college, etc. is the inclusive culture, the level of development of which should be in line with the generally accepted world standards.

By analyzing inclusion practices in other European countries (UK, Germany, Sweden, Denmark, Finland, Spain, etc.), we can identify the problems associated with a low inclusive culture that we still need to overcome:

1) *barrier society*. Domestic sidewalks, underground pedestrian crossings, apartment building entrances, public transport, etc. mostly do not meet European standards for a barrier-free environment. At the state level, the implementation of barrier-free accessibility is a priority for the country's first ladies. Thus, today this issue is under the close control of O. Zelenska and a team of professional experts in the field of inclusion;

2) *social stereotypes*. Humanity has long been passing on from one generation to the next certain attitudes, general public opinion, which is inherent in a particular social

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<sup>148</sup> Гаяш О.В. Особливості впровадження інклюзивного навчання в закладах дошкільної освіти. Соціальна та освітня інклюзія: історія, сучасність, перспективи розвитку: колективна монографія у 2 частинах. Частина 1. Інституційні та особистісні аспекти впровадження в Україні / за ред. С.П. Миронової, Л.Б. Платаш. Чернівці : Технодрук, 2021. С.32-45

group at a certain time. Thus, social stereotypes about children with disabilities are still present in our society. Of course, it is worth noting that such stereotypes are becoming less and less common, as information campaigns that are constantly organized and conducted at the state and local levels (social commercials, visual advertising, information stands, leaflets, flyers, etc.) have a positive effect. At the same time, you can still sometimes see "slanted" views of a person in a wheelchair, on crutches, a person with Down syndrome or cerebral palsy. There are still parents of physically healthy children among us who do not want children with SEN in their class. Most shops, pharmacies, social institutions are not adapted for people with disabilities, which causes some inconvenience for other visitors. This is also still perceived inadequately by some people - with reproaches, unwillingness to help, etc;

3) *medical infrastructure*. The medical sector in Ukraine is undergoing reorganization and still does not meet European standards for the provision of medical services to citizens. The low network of rehabilitation centers and the catastrophic shortage of qualified rehabilitation specialists still need to be addressed and brought into line. In the European environment, such problems are almost non-existent due to the comprehensive attention of the state and the public to the problem of persons with disabilities;

4) *socio-political and economic crises*. Of course, such crises occur in any country in the world, and there is no insurance against this negative phenomenon. Recently, Ukraine has been suffering from crises: the global COVID-19 pandemic, the financial crisis, and the protracted military conflict. All of this makes it difficult to implement modern inclusion technologies, especially in education. We must look for the silver lining in all difficulties: for example, all the obstacles we find to implementing an inclusive environment clearly show us mistakes, gaps, and inconsistencies that need to be addressed. And at all levels, from the state to the local, work is underway to eliminate the problems.

We understand that the formation of an inclusive culture cannot happen overnight; this process requires time and thorough teamwork. Analyzing the peculiarities of the national educational policy in terms of inclusive education, we must say that such

activities are indeed taking place at all levels and that there is a comprehensive approach to solving the problem of creating an inclusive culture in our society. The comprehensive approach to inclusion is clearly evidenced by the provision of such training directly in general secondary education institutions.

Thus, we understand educational policy as a set of all measures aimed at the comprehensive development of the individual in the educational process and throughout life. At the same time, we note the ongoing work to improve the inclusive education system in Ukraine. Close cooperation at the level of ministries and educational institutions of different countries allows Ukrainian theoretical scholars and practitioners to improve their own standards of inclusive education and raise the level of inclusive culture in society.

### **3. Practical aspects of social and pedagogical work with children in an inclusive educational environment**

Any process that takes place in the educational environment can be improved if the appropriate conditions are identified and systematically followed. The theoretical analysis of the problem of implementing inclusive education in the educational environment and our own pedagogical experience allowed us to identify a set of socio-pedagogical conditions, the observance of which, in our opinion, will increase the effectiveness of working with children with special educational needs in the educational process.

We propose the following social and pedagogical conditions:

- 1) ensuring a personality-oriented approach to students with special educational needs in order to increase the level of their socialisation in the children's group;
- 2) introduction of innovative technologies of social and pedagogical activities with children in an inclusive educational environment;
- 3) ensuring comprehensive interaction of all participants in the educational process to create a "situation of success" for children in an inclusive environment.

Let us specify each of the presented conditions.

The first and most significant, in our opinion, is the socio-pedagogical condition of ensuring a personality-oriented approach to students with special educational needs in order to increase the level of their socialization in the children's group. Socialization is the main life-creating process for a conscious person, for the formation of appropriate norms, values, etc. We are convinced that successful socialization of a child with special educational needs requires a loving family and a tolerant team (students and teachers) of an educational institution. The family is the most important agent of socialization, ensuring the formation of basic and essential skills and the acquisition of socially significant experience. And for a child with a disability, the role of the family is especially important. The process of socialization sets the direction of life strategy: if a child is instilled with attitudes towards a full life, a thirst for learning something new, etc., then the child acquires the life competencies he or she needs.

Another important agent of socialization is the environment that a child with SEN encounters outside the family. That is why, in our opinion, it is important to ensure a person-centered approach in an inclusive educational environment. Such an approach will allow a student with SEN to feel support outside the family.

Social and pedagogical activities in the educational environment should be aimed at supporting the personality of a child with special educational needs in the way that the child himself or herself requires. Each of us is a whole universe, and children especially feel when their universe is not paid attention to. Therefore, a person-centered approach to each pupil with SEN is the key to successful socialization of the child's personality in an inclusive educational environment.

The next socio-pedagogical condition is the introduction of innovative technologies for socio-pedagogical activities with children in an inclusive educational environment. The development of science is happening every day. At the request of society, new technologies, methods and techniques appear in various spheres of human activity. Education is no exception. Children of each new generation require new approaches to the educational process, new teaching tools, new technologies, etc. The process of inclusive education is no exception. It should be interesting, modern, lively, useful, accessible and understandable.

The same applies to social and pedagogical activities. The technologies that were relevant 10 years ago are no longer interesting, and methodological approaches to social and pedagogical activities have changed dramatically. For children with SEN, it is necessary to constantly look for new interesting technologies of social and pedagogical work. For example, such technologies as training, quests, business games, etc. are well perceived by children today. In order for teachers to be aware of educational and socio-pedagogical innovations, education departments, inclusive resource centers, NGOs dealing with the specifics of inclusion regularly organize and conduct various events: seminars, round tables, conferences, open meetings, lectures, methodological meetings, etc. Therefore, there is no shortage of theoretical knowledge of social workers, they only need to have a desire to work with children with SEN and to implement innovative technologies in their practice.

Another condition is to ensure comprehensive interaction of all participants in the educational process to create a «situation of success» for children in an inclusive environment. There is a good proverb: «One man is not a warrior in the field», which very clearly outlines the social and pedagogical work with children in an inclusive educational environment. A single class teacher or class teacher, or a social pedagogue alone, will not be able to cope with children with inclusion. A comprehensive approach to the child by all participants in the educational process is fundamentally important. The role of all is important: subject teachers, practical psychologist, social pedagogue, school administration, parents, other students and school technical staff. The direct purpose of an inclusive environment is the adaptation and socialization of a child with SEN to society, to the learning environment, to coexistence in a team of peers and adults. The process of socialization will be much more effective if every child with SEN feels in a «situation of success». That is, the task, first of all, of the teaching staff is to create such situations and involve students with SEN in such activities. Such situations can be created when students with special educational needs perform special tasks of a social pedagogue or class teacher. Collective creative activities definitely have the potential for a «situation of success». It is important not only to create such a situation, but also to note the role of students with SEN in completing the task, and

always find words of praise and support. Activities in school self-government should have a positive impact, as you can always find a task for a child with special educational needs.

Thus, socio-pedagogical activities in an inclusive educational environment will be more effective if teachers adhere to the socio-pedagogical conditions described above.

Based on the study of the experience of implementing inclusive education, the peculiarities of organizing the social and pedagogical work of the psychological service of an educational institution and our own pedagogical experience, we have drawn up a program of measures aimed at improving the effectiveness of social and pedagogical activities with children in an inclusive educational environment. The program contains a set of measures that, in our opinion, should contribute to the adaptation, socialization, learning and overall development of students with special educational needs. The emphasis is placed on the social and pedagogical aspect, as this category of students is subject to constant support from a social pedagogue. So, let us briefly describe the developed program.

First of all, in order to identify the peculiarities of interaction between a child with SEN and the student and teaching staff in time, to prevent bullying, and to facilitate the adaptation of students to the educational environment, it is necessary to monitor class groups on a regular basis. This type of social and pedagogical activity will ensure constant monitoring of students in general and students with SEN in particular. Today, there are many interesting methods for identifying certain phenomena, processes, etc. That is, diagnostics and monitoring can be interesting for the objects of social and pedagogical activity and useful for its subjects.

As already mentioned, a child with special educational needs requires additional attention from the educational institution. Therefore, we propose to strengthen the social and pedagogical work of the social pedagogue and the class teacher or classroom teacher with such activities as home visits to a child with SEN. If necessary, pedagogical workers are competent to conduct a raid on a family that requires increased control and attention. The social pedagogue draws up a report on the material and living

conditions, and records everything related to the life support of the schoolchild. As a rule, such visits are of a controlling and preventive nature: to warn parents of their responsibility for observing parental duties, to emphasize the need to adhere to socially acceptable behavioral patterns, etc. Home visits to a child with SEN should be less controlling and more friendly. It is worth making friends with the child, giving him or her the opportunity to feel his or her importance for the staff of the educational institution. That is why, we are convinced, this form of organizing social and pedagogical work should take place in a general secondary education institution with inclusive education.

An individual conversation as a form of expressing a friendly attitude towards a child with inclusion should become a leading one in the daily work of a social educator, practical psychologist, and teachers. If a child with SEN sees adults as supportive and respectful, he or she will be able to share the most intimate secrets. For a social educator, such information can be useful for organizing certain types of activities - correctional, rehabilitation, social and educational, etc. Mass holidays and events have always been favorite events for schoolchildren. It is an opportunity for them to take part in creative performances, showcase their talents, compete and have fun. Recently, such events have been unavailable to our schoolchildren in a face-to-face format, but the potential of such events cannot be underestimated. We are convinced that for a child with special educational needs, participation in mass school events will be a good example of friendship, care, demonstration of their own talents, etc. It is worth involving this category of students in school-wide events to increase their level of socialization and involvement in active school life throughout the educational process.

Creating a «situation of success», in our opinion, can be an effective way of social and pedagogical work with children with SEN. Involvement of a child with SEN in performing tasks that would be within his/her capabilities, but at the same time, would require some effort. The feeling that «I was able to successfully complete a certain task» will increase the child's self-esteem and confidence in their own abilities. In addition, the position of a successful performer among classmates is important. A child in this category can conduct a survey for primary school students, develop an online



questionnaire at the request of a teacher or social worker, be responsible for flowers, chalk, writing homework, airing during breaks, etc. As practice shows, children with SEN very quickly adapt to new learning environments, to a new team, to new responsibilities or tasks.

Today, there are many educational courses for social workers that are publicly available, which will allow you to get acquainted, learn and master innovative technologies for working with children with SEN in an educational institution. It is important to constantly look for new methods of teaching children with SEN so that the most effective ones can be found for each student, so that the child feels capable of learning and comfortable in the classroom.

We have already discussed the issue of an integrated approach to working with children with special educational needs. For this category of children, it is important to have an approach that can be provided by a professional team of specialists. It is important that the process of inclusive education is, first of all, comfortable for the child and his or her parents, and only then effective and ensuring comprehensive development - intellectual, physical, creative, etc. Parents usually play the leading role in implementing this approach, as the professional team should include medical professionals, rehabilitation specialists, social workers, representatives of local executive authorities, etc.

The educational environment, including the inclusive one, has a developmental function in addition to its educational and upbringing functions. Development is the process of changing the internal qualities of a child's personality. Through creative activity, it becomes possible to involve children in various types of art and sports. In the educational environment, this process is provided by out-of-school educational institutions - centers for children and youth creativity, art schools, and sports schools. Club work is also quite common in general secondary education. Therefore, it is worth using the potential of creative centers to engage children with SEN. Let's summarize the described program of activities in Table 1.

**Table 1.****Program of social and pedagogical work with children with special educational needs in an educational institution**

<i>№</i>	<i>Form of work</i>	<i>Expected result</i>
1	Continuous monitoring of students with SEN	Timely identification and socio-pedagogical work with this category of students will contribute to the effective adaptation of children to the conditions of the educational environment
2	Visiting a child with SEN at home	A child with SEN should feel cared for not only by the closest people - parents and other relatives - but also by teachers. This will give the student confidence and a sense of involvement in the school team
3	Individual conversations	Sincere conversations with a child with SEN will allow you to establish close, trusting relationships, and the child will feel friendly support from adults (other than parents), which should have a positive impact on both the child's behavior and learning outcomes.
4	Involvement in school-wide educational activities	This practice should help to increase the child's self-esteem, as well as promote the development of his or her creative inclinations and abilities; involving the child in common activities will broaden his or her horizons and give him or her the opportunity to feel his or her importance to the team
5	Creating a «success situation»	Involve a child with SEN in tasks that are within his/her capabilities, but at the same time require some effort. The feeling that «I was able to complete a task successfully» will increase the child's self-esteem and confidence in their own abilities. In addition, the position of a successful performer among classmates is important
6	Implementation of innovative learning technologies	It is important to constantly look for new methods of teaching children with SEN so that the most effective ones can be found for each student, so that the child feels capable of learning and comfortable in the classroom

7	Involvement of an interdisciplinary team of specialists	For children with SEN, an integrated approach is important, which can be provided by a professional team of specialists. It is important that the process of inclusive education is, first of all, comfortable for the child and his or her parents, and only then effective and ensuring comprehensive development - intellectual, physical, creative, etc.
8	Involvement in extracurricular creative activities	Every child has talents from birth, and their development directly depends on creative activities.

Social and pedagogical activities have long been a leading part of educational institutions, in particular because our country is implementing European educational standards – inclusive education. This is an extremely useful practice for our society, which is gradually forming a collective inclusive culture and a responsible attitude to the needs of other people.

A thorough theoretical analysis of the peculiarities of implementing inclusive education and the identification of practical aspects of social and pedagogical activities in an inclusive educational environment made it possible to formulate methodological recommendations for social workers.

It is necessary to obtain constant monitoring of the emotional state of the classroom team with inclusive education. At the state level, much attention is paid to the mental health of students. To this end, the Regulation on Psychological Service in the Education System was developed and its provisions are being implemented quite successfully in the educational process. As employees of the psychological service, social educators and practical psychologists are responsible for organizing appropriate work to preserve and improve the mental health of students. That is why, we are convinced, one of the most important tasks of social and pedagogical activities with children in an inclusive educational environment is to determine and control the emotional state of students. For this purpose, various activities can be carried out periodically, including questionnaires, surveys, rest minutes, interesting breaks, class hours on relevant topics on maintaining their own mental health, etc. Emotions and

physical health are directly related, which means that the physical condition depends on maintaining positive emotions. This is especially true for students with SEN.

Conduct explanatory talks on anti-bullying. Bullying is a negative phenomenon that has become increasingly common among children and adolescents in recent years. This is due to complicated socio-political living conditions and the difficult financial situation of many families, which in turn has a negative impact on children. Children very quickly absorb the negative things they hear and see on TV, social media, etc. The primary task of an educational institution as a leading social institution is to prevent bullying, and if it has already occurred, to work thoroughly with both the perpetrators and the victims. Of course, it is better to prevent any negative phenomenon than to deal with the consequences later. Therefore, in our opinion, systematic work to explain to students what bullying is, what are the differences between bullying and conflict, what responsibility they may have for committing bullying, etc. It is important that students know who in the educational institution they can immediately turn to for help if they feel emotionally or physically pressured by others.

Provide psychological counselling for children with SEN and their parents. Counselling as a technology of social and pedagogical activity has long been included in the practice of educational institutions. Psychological counselling has a particularly positive effect when used in a comprehensive manner - with children, their parents and other family members. Given that cases of inclusion are very different (from the mildest to the most complex forms of disability), it is necessary to implement a comprehensive approach to organizing and conducting consultations with children with SEN and family members. The school should become a reliable assistant to parents in the upbringing, education and development of a child with inclusion.

Research, study and implement innovative technologies for social and pedagogical work with children with special educational needs. In the study, we have already drawn attention to the need to introduce innovations in social and pedagogical activities. This will allow teachers to be modern, better understand the needs of students, and carry out their professional activities more effectively. Children with special educational needs differ in their behavior, diagnoses, learning styles, etc. It is

also important to take into account the fact that all children come from different families, where parents have their own system of values, norms and rules that are instilled in the child. The task of a social educator should not be to change the existing social experience of a child with SEN, but to help them acquire meaningful skills for further integration into society. This is why it is necessary to introduce innovative technologies of social and pedagogical work with children with special educational needs in an inclusive educational environment. Ensure the formation of an inclusive culture among all participants in the educational process. Inclusive culture is as important a component of a civilized society as wearing clothes on your body. Therefore, as we strive to be integrated into the European Union, we must already ensure a tolerant attitude towards people with disabilities, especially when it comes to children with special educational needs.

Social and pedagogical activities as a component of social work have a powerful potential for the formation and development of an inclusive culture among schoolchildren, their parents and teachers. Holding educational lectures, methodological seminars, placing advertising and information posters, etc. will help to systematically and effectively form a tolerant attitude towards each other, develop an inclusive culture among all participants in the educational process.

Improve the professional competence of teachers. Education begins with the teacher, with his or her words and personal example. That is why it is especially important that teachers have the appropriate qualifications and constantly improve them. Children will constantly demand new, interesting, and most importantly, necessary knowledge in today's realities, and every teacher must meet these demands. The professional competence of teachers is improved in a variety of ways, including advanced training courses, internships, workshops, scientific and methodological seminars, conferences, thematic online courses, non-formal education, etc. Today, every teacher has the opportunity to improve their professional skills on a regular basis, on the job. This, of course, contributes to a higher level of professional performance.

## **Conclusions.**

The relevance of the problem of inclusion is undeniable, as there is still a need to improve the forms, methods and means of teaching children with special educational needs. An important component of the educational process is social and pedagogical work with students, which is in line with the problem of inclusion. Today, the inclusion of the educational environment is understood to mean the provision of quality educational services to children with special physical and psycho-emotional developmental needs. This leads to the concept of «inclusive education», which is defined as a process in which an educational institution seeks to meet the needs of all students without exception through the resources that will make this process possible. Such resources include: curriculum diversity, individual approach, barrier-free environment, additional staff, etc.

It has been established that inclusion is a process of increasing the degree of participation of all citizens in society, including those with physical or mental disabilities. This process involves the development and application of specific solutions that enable everyone to participate equally in academic and social life.

In Ukrainian society, the problem of inclusion is addressed at various levels: line ministries, academic schools, educational institutions, territorial communities, etc. A comprehensive approach to such an important issue is evidenced by the legal framework that has been developed and is constantly being improved in accordance with European standards for providing education to people with special educational needs.

The article identifies the main problems that still exist in society today and are evidence of a low level of inclusive culture in general: barrier society, social stereotypes, medical infrastructure, socio-political and economic crises.

A thorough analysis of scientific works on the issue of inclusive educational space and my own pedagogical experience made it possible to identify a set of socio-pedagogical conditions for the effective organization of socio-pedagogical activities with children in an inclusive educational environment. Such conditions are: ensuring a

personality-oriented approach to students with special educational needs to increase the level of their socialization in the children's team; introduction of innovative technologies of social and pedagogical activities with children in an inclusive educational environment; ensuring comprehensive interaction of all participants in the educational process to create a «situation of success» for children in an inclusive environment.

### **Abstract.**

The problem of inclusion has been the subject of scientific research for many years. This is evidenced by a number of scientific, methodological and practical developments of foreign and domestic researchers. At the same time, the problem remains relevant to this day.

The study found that inclusion is a process of increasing the degree of participation of all citizens in society, including those with physical or mental disabilities. This process involves the development and application of specific solutions that enable everyone to participate equally in academic and social life. In Ukrainian society, the problem of inclusion is addressed at various levels: line ministries, academic schools, educational institutions, NGOs, territorial communities, etc. A comprehensive approach to such an important issue is evidenced by the regulatory framework, which has been developed and is constantly being improved in accordance with European standards for providing education to people with special educational needs.

Attention is drawn to the psychological service as a specialised centre for providing psychological and socio-pedagogical support to students in the learning process. At the same time, the role of employees of the psychological service of an educational institution in working with children with special educational needs is defined. The article presents a set of socio-pedagogical conditions and a programme of socio-pedagogical activities, which is an effective technology for the socialisation of children with special educational needs, their adaptation to society, social and psychological rehabilitation.

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**Information about the authors:**

**Vasyliuk Tamara Hryhorivna**

Candidate of Pedagogical Sciences, Associate Professor,  
Senior Lecturer at the Department of Social Pedagogy and Social Work,  
Kryvyi Rih State Pedagogical University  
54, Gagarin Avenue, Kryvyi Rih, 50069, Ukraine

**Razmolodchykova Ivanna Viktorivna**

Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor at the Department of Social Pedagogy and Social Work,  
Kryvyi Rih State Pedagogical University  
54, Gagarin Avenue, Kryvyi Rih, 50069, Ukraine