

REVIEW ARTICLE

DEVELOPMENT OF INCLUSIVE EDUCATION IN UKRAINE IN THE CONTEXT OF WORLD TRENDS

DOI: 10.36740/WLek202204125

**Halyna V. Bilavych¹, Iryna Ja. Didukh¹, Viktoriia V. Stynska¹, Liubov M. Prokopiv¹, Nadiya O. Fedchyshyn²,
Borys P. Savchuk¹, Larysa Ya. Fedoniuk²**

¹VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY, IVANO-FRANKIVSK, UKRAINE

²I. HORBACHEVSKY TERNOPIL NATIONAL MEDICAL UNIVERSITY, TERNOPIL, UKRAINE

ABSTRACT

The aim of the research is to analyze the problem of inclusive education in Ukraine in the context of world trends.

According to its philosophy, each school should be inclusive, which implies the readiness of the school to accept every child with SEN at any time, the desire to create the most favorable educational environment that will serve the development of its potential. According to the results of the analysis, we also conclude that Ukrainian scientists pay more attention to issues of inclusion related to higher education (foreign experience, features of teaching students with inclusion, training future teachers to work with children with disabilities, etc.). Meanwhile, in our opinion, the theoretical and methodological principles, pedagogical conditions, practical methods of organizing inclusive education of children with various types of developmental disabilities are insufficiently studied. This, among other things, highlights the scientific problem raised in our study.

Thus, the attention of the Ukrainian state to people with SEN, European-oriented social educational policy is evidenced not only by the reduction of the number of boarding schools, orphans and children deprived of parental care there, but also the dynamics of growing enrollment of children with SEN in inclusive special classes of secondary schools (in 2020/2021 academic year compared to 2015/2016 academic year this amount increased by 7% (from 5.3 thousand to 5.7 thousand)). As a result of the development of inclusive education over the past five years, the number of students with SEN covered by inclusive education has increased more than 6 times, and the number of inclusive classes in secondary schools has increased 7 times. Similar changes have taken place in the staffing of inclusive education. Inclusive education and upbringing of children with SEN is a long-term strategy that is considered not as a local area of work, but as a systematic approach to organizing the activities of the general education system in all areas in general.

KEY WORDS: inclusive education, children with special educational needs, National Strategy for inclusive education development, inclusive classes

Wiad Lek. 2022;75(4 p1):891-899

INTRODUCTION

The modern system of school education is focused on a humanistic approach to the child as a developing person who needs an understanding of his interests and rights as well as respect for them. The idea of creating optimal conditions for the development of the personality of a student with special educational needs (hereinafter – SEN), the formation of his activity comes to the fore. A primary school student with SEN should feel like an active participant in the educational process, the task of which is to help creating conditions that open the child to independent action to learn about the world around him, get an education, develop creative abilities, socialize, prepare for life and further study. The draft of the National Strategy for the Development of Inclusive Education for the period 2020-2030 identifies new conceptual approaches to the education of children with disabilities, implementation of ideas of integrated education and upbringing of children with SEN with normally developing peers [1-8]. In this

regard, ensuring the realization of the right of children with disabilities to education is considered one of the most important tasks of state policy of Ukraine not only in the field of education, but also in the field of demographic and socio-economic development.

Ukrainian and foreign scholars are actively researching various aspects of the organization and functioning of inclusive education environment (hereinafter IEE), features of inclusive education, substantiate the conceptual foundations of teaching students with SEN in an inclusive school environment; scientists analyze the creation of various conceptual and structural models of IEE; consider the problems of interaction of psychological and pedagogical specialists within the IEE, etc.

THE AIM

The aim of the research is to analyze the problem of inclusive education in Ukraine in the context of world trends.

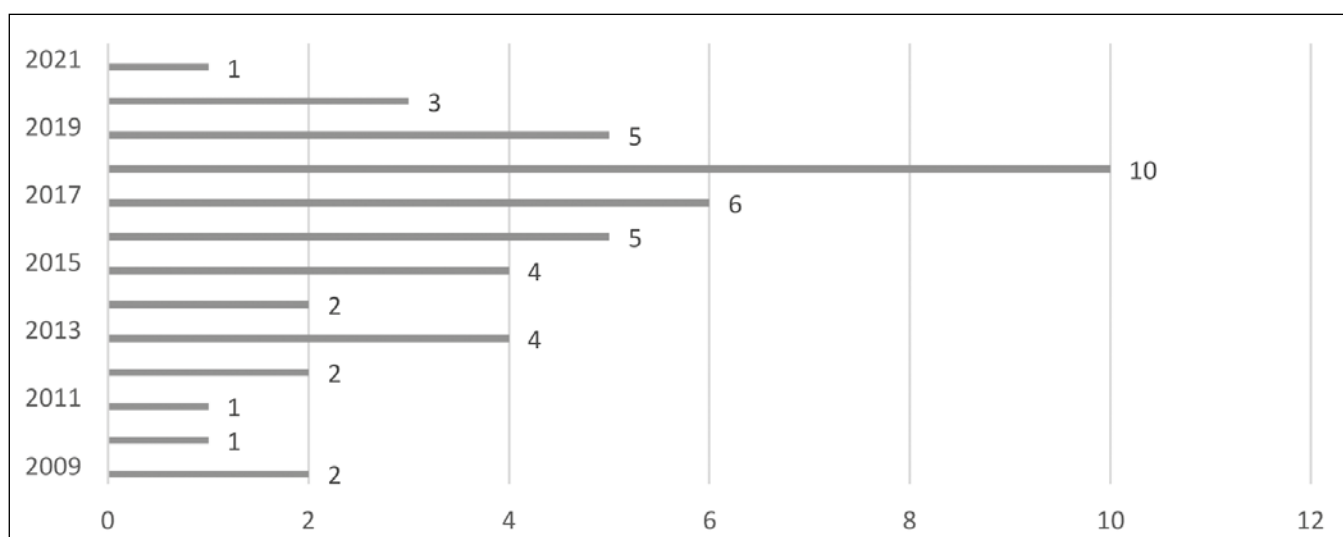


Fig. 1. Letters, orders of the Ministry of Education and Science of Ukraine, which regulate the education of children with SEN (2009-2021)

REVIEW

According to its philosophy, each school should be inclusive, which implies the readiness of the school to accept every child with SEN at any time, the desire to create the most favorable educational environment that will serve the development of its potential [5; 7]. According to the Ministry of Education and Science of Ukraine, expenditures on state support for children with SEN are increasing, for example, in 2017, according to the Law of Ukraine “On the State Budget of Ukraine for 2017”, the state allocated 209458.3 thousand hryvnias for persons with special educational needs [5; 7]. This testifies to the attention of our country and the real steps of the Ministry of Education and Science of Ukraine to people with SEN.

According to the results of our analysis of the approved letters, orders, positions of the legislature on the organization of education, guardianship, support of children with SEN during 2009-2021 [5; 7] we concluded that the appropriate legal basis for the education of this category of children (Fig. 1 highlights the dynamics of the legislative provision of education for people with SEN).

The reduction of the network of boarding schools, orphans and children deprived of parental care also testifies to the European-oriented social educational policy of Ukraine. During 2011-2017, the network of boarding schools for this category of children decreased significantly, for example, the number of orphanages decreased by 67% and boarding schools for children – by 86%. 2016/2017 (compared to 2015/2016 academic year) the number of special secondary schools and the number of their students decreased by 5.1% (from 32.6 thousand to 31.7 thousand) [5; 7]. This trend continues nowadays. Due to various reasons, the network of training and rehabilitation centers, i.e. educational institutions for children with severe developmental disabilities, as well as their students, increased by 22.4% during this period. The same dynamics can be observed with regard to the coverage of children with SEN with education in inclusive special classes of secondary schools (Table I). Thus, the number of students with SEN

for whom the educational process is organized in special classes of secondary schools (at the place of residence) increased by 7% (from 5.3 thousand to 5.7 thousand).

According to official data, in Ukraine there were 635 inclusive resource centers, 43% of schools had inclusive classes (18,687 classes) with 25,078 students in 2020. Unobstructed access was provided for people with SEN in 11,775 general secondary education institutions. The number of teacher assistant rates had been increased to 17,215 assistants [7]. According to official data, presented in table 1, as a result of the development of inclusive education over the past five years, the number of students with SEN covered by inclusive education has increased more than 6 times, and the number of inclusive classes in secondary schools has increased 7 times. The same qualitative and quantitative changes have taken place in the staffing of inclusive education: if in 2016/2017 academic year 1 825 assistants worked with children with SEN, then 2020/2021 this number reached the mark of 17,215 [7].

Thus, in Ukraine, as well as in the world in general, we see a steady optimization of institutional education, which is primarily due to the introduction of inclusive education and an increase in the number of students with SEN enrolled in special classes of general secondary education. State educational policy, Ukraine’s course towards European integration as well as normative and legal changes serve to form a new philosophy in Ukrainian society regarding students with SEN. However, in some regions of Ukraine there are different rates of development of inclusive education (Fig. 2). As you can see, in Ivano-Frankivsk, Kharkiv, Mykolayiv the rate of inclusion of inclusive education for students differs from the national average (Fig. 2), they are quite low [5; 7].

Approximately the same situation is in the number of inclusive, special classes and their children in terms of different regions as of 2016/2017. In Ivano-Frankivsk region, for example, there is a tendency to increase such classes, but the dynamics compared to some regions of

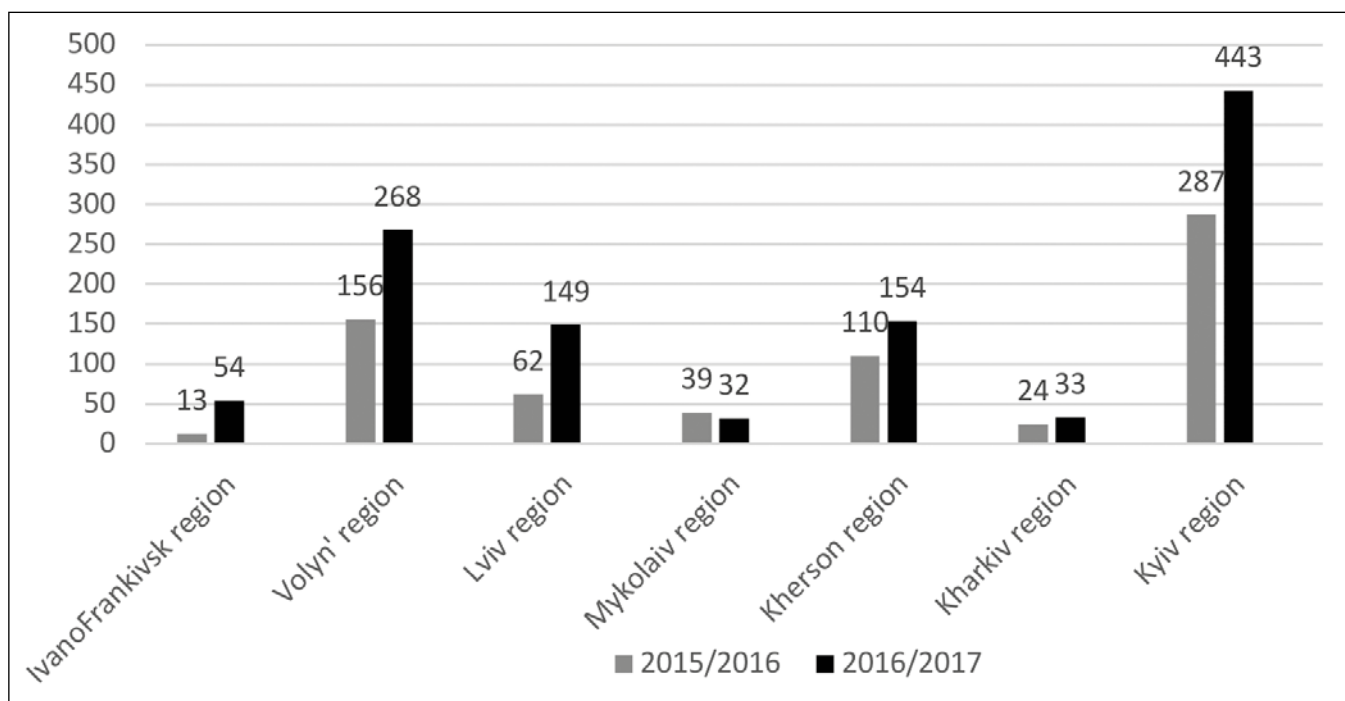


Fig. 2. Coverage of inclusive education of students with SEN in some regions of Ukraine

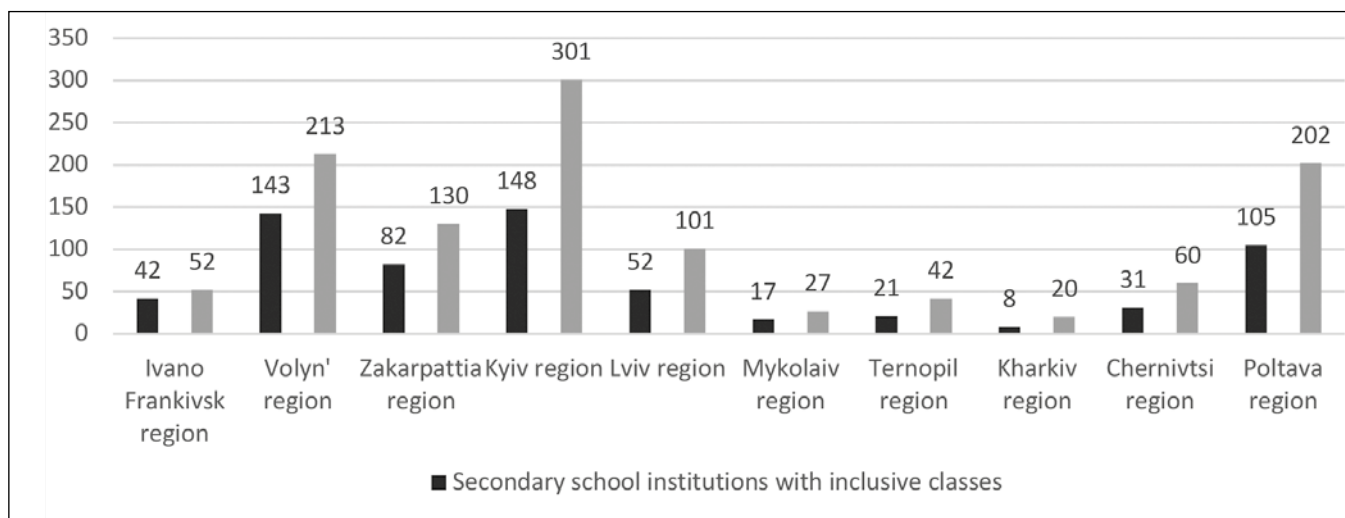


Fig. 3. The number of inclusive, special classes and their children in some regions of Ukraine as of 2016/2017.

Ukraine is not so vivid, in other words, these rates are quite slow (Fig. 3).

Despite the fact that Ukraine has made a strong step forward in the establishment, development and functioning of inclusive education, despite numerous changes in legislation and regulations to support inclusive education for children with disabilities, the real spread of inclusive education in the country is somewhat low, as in 2015/2016 academic year more than 50,000 children with SEN were out of quality education and socialization [8].

It is important to note that inclusive education in Ukraine, as in the whole civilized world, is rightly called a humane alternative to the boarding education system, where children with SEN study in special educational institutions, forced to live in boarding schools because of their

territorial diversification. Despite the fact that a proper inclusive educational environment has been created here, children with SEN are deprived of the conditions, ways and means for joint learning, education and development, taking into account their needs and opportunities, which can be offered by a secondary school that removes barriers in the system of education and support system for students with SEN, provides opportunities for socialization, development of natural abilities, interests and serves for further integration into society, opens opportunities for admission to vocational and higher education institutions, allows to establish friendly relations with peers, students and beyond its borders, to model effective ways of interaction with class and school collective, etc. that is the most important for such people [2; 4].

Table I. Data on children with SEN in inclusive classes of secondary schools (comparison as of 2015/2016, 2016/2017, 2020/2021 academic years) [5; 7]

Academic year	Number of inclusive classes at the secondary school institutions	Number of students with SEN who attend secondary school institutions
2015/2016	1 518	2 720
2016/2017	2 715	4 180
2020/2021	18 681	25 078

Table II. Advantages and problems associated with the introduction of inclusive education in secondary school

Advantages	Problems
increasing the level of social interaction with their healthy peers [1; 2; 3; 4; 6; 21]	the existing language and speech difficulties of children with SEN lead to bullying at school by British scientists, resulting in low self-esteem among students (British scientists Jeff Lindsay, Julie E. Dockrell and Claire McKee [16])
social acceptance of children with special needs and friendship between children [1; 2; 3; 4; 6; 10; 14; 21]	rejection of children with SEN and bullying, which negatively affects their socio-emotional development (British scientists Elian Fink, Jessica Dayton, Neil Humphrey and Miranda Walpert) [12], S. J. Freeman and M.S. Alkin [13])
improving social competence [1; 2; 3; 10; 14; 21]	many children are only now gaining their first social experience, which creates additional problems in the adaptation of children, building long-term relationships with peers [4; 6]
improving academic achievement [1; 3; 4; 6; 21; 24]	possible isolation of children with SEN within the class, group, school (Greek researchers (Eleni Didascalou, Anastasia, Eleni Andreu) [11]), English scientists W. Stevens, I. de Bourdougou, P. Van Oost [22])
improving communication skills [2; 6; 24]	students with SEN are often dissatisfied with joint learning with healthy children, they are upset by the negative attitude of classmates (Elena Didaskalou, Anastasia, Elena Andreu [11])
expanding opportunities for communication and play with more competent social partners (Elian Fink, Jessica Daytona, Neil Humphrey and Miranda Walpert [12])	difficulties in communicating with teachers (British scientists Elian Fink, Jessica Dayton, Neil Humphrey and Miranda Walpert) [12], S. J. Freeman and MS Alkin [13])
increasing the degree of participation of each student in the academic and social life of the school, as well as reducing the degree of isolation of students in all processes occurring within the school [1; 3; 4; 6; 21]	unwillingness of parents of both healthy children and children with disabilities to send their child to an inclusive school (British scientists Elian Fink, Jessica Dayton, Neil Humphrey and Miranda Walpert) [12], S. J. Freeman and MS Alkin [13])
	the complexity of the process of social interactions with peers in children with SEN (K. Salmivalli [20], W. Stevens, I. De Bourdougou, P. Van Oost [22])
	lower social status of students with SEN compared to healthy peers (W. Stevens, I. de Bourdougou, P. Van Oost [22])
	children with SEN are often perceived by peers as lacking communicative competence (American scientists Kuhne M. & Wiener J., Lindsay G., Dockrell J. E. & Mackie C. [15], etc.).
	capricious behavior of children with autism spectrum disorders and their landing in the "healthy class" provokes a negative attitude of peers; children with mental retardation and mental retardation often cause intolerance of healthy children, cases of bullying [11; 12; 15; 17].
	lack of experience of friendship, close, mutual, dyadic relations (Catherine L. Bagwell and Michelle E. Schmidt [9], D. K. Lipsky and Gartner A. [16], American scientists (K. H. Rubin, W. Bukowski & J. Parker)

The results of the analysis of the updated source base testify to the great attention of foreign [9-24] and national scientists [1-4; 6; 21] to the problems of inclusive education, which cover various issues related to the peculiarities of child development, special correctional education, organization and functioning of inclusive education,

training to work with children with SEN, the activities of a teacher's assistant in an inclusive classroom, etc. Scientists as representatives of various fields of pedagogical knowledge and education recognized the need for inclusive education, and some of them, such as O. Andreeva, V. Bekh, V. Sukhomlinsky, M. Yarmachenko and others

actualized the problem of inclusion, laid the foundations of open learning and education in a social environment in Ukrainian pedagogical science. Psychological, legal, social, pedagogical aspects of the issue are also deeply researched by foreign English-speaking scholars (F. Armstrong, M. Davis, J. Bellow, K. Jenks, X. Kerbo, S. Corlett, M. Crozier, F. Crosby, D. Cooper, T. Newman, G. Silver, P. Silver, W. Schmidt, K. Taylor, A. Hodgkinson, etc.). According to the results of the analysis, we also conclude that Ukrainian scientists pay more attention to issues of inclusion related to higher education (foreign experience, features of teaching students with inclusion, training future teachers to work with children with disabilities, etc.).

Meanwhile, in our opinion, the theoretical and methodological principles, pedagogical conditions, practical methods of organizing inclusive education of children with various types of developmental disabilities are insufficiently studied. This, among other things, highlights the scientific problem raised in our study.

DISCUSSION

Based on the above, we draw intermediate conclusions that the theory and practice of inclusive education of children with SEN is becoming increasingly common in Ukrainian pedagogical and psychological science. Organizing inclusive education, educators actively use these developments. The education system is gradually being restructured in line with global trends, however, society is not always ready for such changes. This causes conflicts of interest between the subjects of the educational system. Moreover, as educators who work with children with SEN in primary school, we are witnessing contradictions that arise within the school system itself, when parents are often focused on achieving high results in their child's learning, the intensity of the educational process and often do not understand the obstacles, due to the peculiarities of the physical or mental development of their child are on this path to success. Thus, the demand of the state, the educational system, educational institutions and teachers is faced with the unwillingness of society to accept it. The most difficult, however, is the problem of children's perception of a child with SEN. This is evidenced not only by the results of studying the sources of the problem, but also their own observations of the pedagogical process. In schools of the Ivano-Frankivsk region, the attitude towards them is tolerant, but sometimes it was necessary to trace the unfriendly attitude of peers to children with intellectual disabilities. This is a big problem, because under such conditions, a student with SEN feels like an outcast. Thus, we agree with the opinion of a number of Ukrainian and foreign scholars that the very idea of inclusive education is to ensure not only equal access to educational services, but also equal treatment of children regardless of their characteristics. The formation of a positive attitude towards children with SEN contributes not only to their successful integration into the team of peers, but also to business interaction within the educational process, without which full-fledged learning

in the classroom is impossible. In our opinion, the leading role in this process should be given to communicative activity, because we consider the communicative interaction of primary school students as a tool for forming a positive attitude of students to children with SEN.

We update the achievements of foreign scientists in this context to highlight the problem of forming communication skills of students with SEN in the global dimension.

According to the results of the analysis of English-language sources available on the Internet, scientists from Europe, both American continents, the East, i.e. from all scientific centers around the world raise various aspects of the problem of inclusive and integrated education of children with SEN.

First of all, researchers note that the possibility of education is of great importance for people with SEN, as it allows them not only to discover their potential, but also to be realized in life, to integrate into work and society [1; 3; 4; 6]. The inclusive process in education is understood by scientists as a specially organized educational process that ensures the inclusion and acceptance of a child with disabilities in the environment of ordinary peers. This means that inclusive education is based on the important premise that all children, regardless of physical, mental, intellectual and other characteristics, should be included in the general education system, they study and are brought up together with their peers at the place of residence in general education, which takes into account their special educational needs and provides the necessary special support, where the characteristics of these students are treated with understanding, positive and perceive individual characteristics not as a problem but as an opportunity to enrich the learning process.

According to the results of researches of foreign and Ukrainian scientists, we have singled out the actualized advantages of inclusive education, they are expressed in table 2, immediately noted the problems caused by inclusive education, we will comment on them below.

According to the analysis of the source base, for example, the work of individual teachers from the United States (Xin Zhang, Richard S. Anderson, Ji Jung Lin, Joshua Morris [23], Great Britain (Jeff Lindsay, Julie E. Dockrell and Claire McKee [15]) etc. agree that the world pedagogical community emphasizes the importance of communicative interaction in teaching students with SEN, highlight the communicative-activity approach in the educational process and inclusive classroom, promotes teaching based on discussion of certain issues, as it creates opportunities for students to practice important skills such as argumentation, critical thinking, cooperation, etc. We completely agree with the opinion of authoritative foreign scholars (Martin Nystrand [18], Catherine O'Connor, Suzanne Chapin and Sarah Michaels [19]; etc.) that communicative interaction allows students to express and defend their views, work in research communities, share their own opinions with their peers, as well as on the basis of communicative interaction, students with SEN develop thinking skills, form a better understanding of the material which they have read and

passed, increase children's involvement in the learning process and acquire skills of cooperation and communication. Our observations of students' with SEN learning are confirmed by the results of research by Margaret J. Mc Caune, Isabel L. Beck and Ronett GK Blake in the area of communicative interaction of children with various disabilities. Thus, among the educational tasks of this process, scientists mention the following ones: students learn to understand and appreciate different points of view, develop the ability to analyze a wide range of issues, formulate their own positions on these issues, and propose and defend arguments of their own position [17].

The study of the updated sources gives grounds for the following conclusion. In our opinion, scientists did not pay enough attention to the role of play in the development of communication skills of primary school students with SEN, cooperation and interaction of classmates and children with SEN in extracurricular activities. That is also essential as the primary school age is characterized by high importance for children of the educational process and the authoritative figure of the teacher. In our opinion, the organization of communicative interaction should begin from the very beginning of school life of an inclusive class and be realized within the educational process, not only by means of a lesson, but also on breaks, in extracurricular activities. The leading form should be not only educational activities, but also games.

Under such conditions, the development of students' with SEN communication skills will play a key role in developing relationships with people around this category of children, and thus determine the success of building a life path in the process of not only learning but also later life. Early school age is a favorable period for the formation of communication skills. The high degree of children's focus on learning activities gives teachers the opportunity to use the lesson to apply the practice of communicative interaction in an inclusive classroom.

The National Strategy for the Development of Inclusive Education for 2020–2030 [6] identifies special conditions that need to be created for the successful education (up-bringing) of children and adolescents with disabilities. In particular, these are special educational programs and teaching methods, textbooks, manuals, didactic and visual materials, technical means of teaching collective and individual use (including special), means of communication, sign language translation in the implementation of educational programs, as well as pedagogical, psychological and pedagogical, medical, social and other services that provide a barrier-free environment and living, without which the development of educational programs for people with disabilities is impossible (or difficult at least) [4; 6].

Nowadays, among the problems of inclusive education in Ukraine there is an issue of staffing, as well as the construction of a holistic system of training, retraining and advanced training of specialists based on the best international and Ukrainian experience; maximum use of opportunities of educational, scientific, public organizations, system of private business education, active and

interactive technologies of training, internships in Ukraine and abroad; creation of a modern system of attestation of specialists and assignment of qualification categories, use of modern motivational technologies, effective forms of remuneration, etc.

After analyzing the sources and making our own observations of the educational process for children with SEN in secondary school, the practice of inclusive education in rural areas, a number of problems, difficulties, we have systematized some obstacles in the development of inclusive education. Here are some of them: spontaneous integration into a secondary school, unwillingness of teachers to work with any child with SEN; for most educational institutions, the problem of inclusion is, unfortunately, not relevant (this leads to the fact that existing institutions do not cope with the growing demand of the population and tend towards the appropriate correctional educational institution); insufficient material and technical base for children with SEN, lack of necessary premises, means of education and leisure; non-elaboration of normative documents both at the level of educational programs and at the level of documents that regulate the financial and legal support of the educational process, including the transition from system to system, from level to level; the National Strategy for the Development of Inclusive Education for 2020–2030 needs to be adopted; the high academic requirements offered to students with SEN in the Ukrainian educational system cause problems with adapting the high school curriculum to the needs of a child with special needs; insufficient provision of relevant employees of secondary schools with inclusive classes, lack of proper training of the entire teaching staff; due attention is not always paid by the higher school to the pedagogical teams of the secondary school with inclusive classes, for the most part higher education is discrete and does not meet the needs of practice; insufficient disciplines are introduced into the system of teacher training of mass secondary schools, which contribute to the understanding of future teachers of different levels of children's readiness for learning, the specifics of working with students with SEN; there is no qualitative complex diagnostics of the child with SEN; here is no adequate number of highly professional specialists (special educators, speech therapists, social educators, rehabilitation specialists, etc.) to work with children with SEN, especially in rural schools; the individual trajectory of education of a child with SEN is not always clearly developed; insufficient activity of the resource center of inclusive education at united territorial community; weak involvement of the potential of specialists of correctional schools, practically no interaction between specialists of regular and correctional institutions, and this would contribute to the best possible understanding of the problems of deviations in child development; it is necessary to involve the methodological potential of consultants in the psychological, medical and educational commissions, employees of inclusive resource centers, as the psychological center cannot be a full-fledged resource

for school educational institutions in preparation of methodical support for subject teaching; the development of the volunteer movement in educational institutions for students with SEN special updating; the development of the parent movement can help cooperation programs, parents and schools, the result of the activity of parents, school, resource center, volunteers can be positive partnership courses and a forum for parents; the continuity of primary and secondary education (as well as higher) for children with SEN is insufficiently taken into account, in the process of transition to secondary school the problems of inclusive education only become more acute and complicated, in particular much more rigid requirements for educational programs and their results, etc.

CONCLUSIONS

Thus, the attention of the Ukrainian state to people with SEN, European-oriented social educational policy is evidenced not only by the reduction of the number of boarding schools, orphans and children deprived of parental care there, but also the dynamics of growing enrollment of children with SEN in inclusive special classes of secondary schools (in 2020/2021 academic year compared to 2015/2016 academic year this amount increased by 7% (from 5.3 thousand to 5.7 thousand). The number of students with special needs for whom the educational process organized in special classes of secondary schools at the place of their residence was also increased. As a result of the development of inclusive education over the past five years, the number of students with SEN covered by inclusive education has increased more than 6 times, and the number of inclusive classes in secondary schools has increased 7 times. Similar changes have taken place in the staffing of inclusive education. Inclusive education and upbringing of children with SEN is a long-term strategy that is considered not as a local area of work, but as a systematic approach to organizing the activities of the general education system in all areas in general.

Having analyzed the sources and own observations of the educational process of students with SEN in primary school, the practice of inclusive education in rural areas we singled out a number of problems in the development of inclusive education, including spontaneous integration into secondary school, unpreparedness teachers to work with any child with SEN; the problem of inclusion which is unfortunately not relevant for most educational institutions. This leads to the fact that existing institutions do not cope with the growing demand of the population and tend towards the appropriate correctional educational institution; insufficient material and technical base for children with SEN, lack of necessary premises, means of education and leisure; non-elaboration of normative documents both at the level of educational programs and at the level of documents that regulate the financial and legal support of the educational process, including the transition from system to system, from level to level; high academic requirements offered by the Ukrainian educational system as

they cause problems with the adaptation of the high school program to the needs of a child with special needs. It also greatly hinders the introduction of foreign experience in Ukrainian secondary schools (for example, basic education in the UK is more focused on practical knowledge of the world, there is a high status of training in colleges, which simplifies the task of inclusion); the emphasis of the school and parents on the higher education of children. However, real research shows that the academic nature of the Ukrainian educational program is under the power of only 15-20% of students, all others are under stress of unbearable workload and grow up with complexes of non-compliance with the requirements of the world; this is especially felt by students with SEN. The development of inclusive education in Ukraine is directly dependent on the solution of financing the stay of students with SEN in a regular school (a child in a special correctional institution is assigned a larger amount of funds than the same student in a secondary school), the similar situation is observed in the rates of the staff list of pedagogical workers; insufficient qualification of staff capable of working in an inclusive classroom; insufficient provision of relevant employees of secondary schools with inclusive classes, lack of proper training of the entire teaching staff; not given due attention by the higher school to the pedagogical teams of the secondary school with inclusive classes, for the most part higher education is discrete, does not meet the needs of practice. Insufficient disciplines are introduced into the system of teacher training of mass secondary schools, which contribute to the understanding of future teachers of different levels of children's readiness for learning, the specifics of working with students with SEN; there is no qualitative complex diagnostics of the child with SEN; there is no adequate number of highly professional specialists (special educators, speech therapists, social educators, rehabilitation specialists, etc.) to work with children with SEN; there is no individual trajectory of education of a child with SEN; insufficient activity of the resource center of inclusive education at the united territorial communities; the potential of correctional school specialists is weakly involved, there is practically no interaction between specialists of regular and correctional institutions, and this would contribute to the best possible understanding of the problems of deviations in child development; it is necessary to involve the methodological potential of consultants of psychological, medical and pedagogical commissions (PMPC), employees of inclusive resource centers, as the psychological center cannot be a full-fledged resource for secondary schools in the preparation of methodological support for subject teaching; the development of the volunteer movement in educational institutions for students with SEN special updating; the development of the parent movement can help cooperation programs, parents and schools, the result of the activity of parents, school, resource center, educational scientific centers and volunteers can be positive partnership courses and a forum for parents; the continuity of primary and secondary education (as well as higher) for children with SEN is insufficiently taken into account, in the process

of transition to secondary school the problems of inclusive education only become more acute and complicated, in particular much more rigid (both in public consciousness and in normative-documentary design) requirements for educational programs and their results, etc.

The basic principles of development of communicative skills of students with SEN, which are presented in modern psychological and pedagogical literature, the analysis of works of Ukrainian and foreign authors in the field of inclusive education and upbringing of a child with SEN, as well as current international and domestic government documents regulate the development of inclusive education. The analysis of the actualized source base, including English-language publications, works of M. Montessori and other scientists who studied the development of children with SEN, allowed us to conclude that communicative awareness, speech activity is the most important means of communication, without which the existence and development of human society, education of the child, and the formation of speech skills as a component of communicative development of students with SEN is an urgent problem today, the solution of which is of great importance for each child with disabilities, and for society as a whole. It is proved that the communicative skills of primary school students with SEN play an important role in the process of personal development of human values, knowledge, self-realization as a creative, unique, tolerant personality in the course of socialization and social interaction in inclusive education.

REFERENCES

- Beregova M., Savinova N., Borulko D. [Inclusive education of children with psychophysical development disorders. Training manual]. Mykolaiv: publisher Torubara V.V. 2019; 166p. (in Ukrainian).
- Bilavych H., Malona S., Kostashchuk Ja. [Inclusive education of children with special educational needsthrough the dimension of the present]. Youth and market. 2021; 9: 11-16. (in Ukrainian).
- Gavrilov O. Special children in the institution and social environment. Kamyanets-Podilsky: Axiom, 2009; 308p.
- Lorman T., Deppeler Dz., Kharvi D. Inkluzivna osvita. Pidtrymka rozmaittia u klasi: prakt. posib. [Inclusive education. Supporting diversity in the classroom].; per. z anh. Kyiv. 2010, 296p. (in Ukrainian).
- Inkluzivna osvita v Ukraini: statystychni dani [Inclusive education in Ukraine: statistics.]. Available at: <http://rcpio.ippo.kubg.edu.ua/?p=2953> [in Ukrainian]. [date access 05.08.2021].
- Kolupaieva A. Dity z osoblyvymy potrebamy v zahalnoosvitnomu prostori: pochatkova lanka: putivnyk dlia pedahohiv: navch.-metod. posib. [Children with special needs in the general educational space: primary level: a guide for teachers]. Kyiv: ATOPOL. 2010, 96p. (in Ukrainian).
- Ministr Serhii Shkarlet naholosyv na vazhlyvosti zatverdzhennia Natsionalnoi stratehii rozvytku inkluzyvnoi osvity na 2021–2031 roky [Minister Serhiy Shkarlet stressed the importance of approving the National Strategy for the Development of Inclusive Education for 2021–2031]. Available at: <https://mon.gov.ua/ua/news/ministr-sergh-shkarlet-nagolosiv-na-vazhlyvosti-zatverdzhennya-nacionalnoyi-strategiyi-rozvitku-inkluzyvnoyi-osvity-na-20212031-roki> (in Ukrainian). [date access 05.08.2021].
- Natsionalna stratehii rozvytku inkluzyvnoi osvity na 2020-2030 roky [National strategy for the development of inclusive education for 2020–2030]. Available at: <https://nus.org.ua/wp-content/uploads/2019/07/210719-strategiya-inkluziyya.pdf>. (in Ukrainian). [date access 05.08.2021].
- Bagwell C., Schmidt M. Friendships in childhood and adolescence. N. Y.; L.: Guilford, 2011; 239p.
- Corbet J. Inclusive education and school culture. International Journal of Inclusive Education. 1999; 3(1): 53-61.
- Didaskalou E., Andreou E., Vlachou A. Bullying and victimization in children with special educational needs: im- plications for inclusive practices. Interactions. 2009; 6: 249-274.
- Fink E. et al. Assessing the bullying and victimization experiences of children with special educational needs in mainstream schools: development and validation of the bullying behavior and experience Scale. Research in Developmental Disabilities. 2015; 36: 611-619.
- Freeman S., Alkin M. Academic and social attainments of children with mental retardation in general educa- tion and special education settings. Remedial and Special Education. 2000; 21: 3-18.
- Foreman P. Integration and Inclusion in Action. Sydney: Harcourt Brace & Company. 2001, 278p.
- Lindsay G., Dockrell J. E., Mackie C. Vulnerability to bullying in children with a history of specific speech and language difficulties. European Journal of Special Needs Education. 2008; 23: 1-16.
- Lipsky D., Gartner A. Inclusion: What it is, what it's not and why it matters. Exceptional Parent. 1998, 38p.
- Norwich B., Kelly N. Pupils views on inclusion: moderate learning difficulties and bullying in mainstream and special schools. British Educational Research Journal. 2004; 30: 43-65.
- Nystrand M. Research on the role of classroom discourse as it affects reading comprehension. Research in the Teaching of English. 2006; 40: 392-412.
- Resnick L., Michaels S., O'Connor C. How (well structured) talk builds the mind. Innovations in educational psychology: perspectives on learning, teaching, and human development. 2010, 194p.
- Stainback S., Stainback W. Inclusion: A Guide for Educators, Sydney: Paul H. Brookes. 1996, 178 p.
- Stynska V., Prokopiv L. Et al. Apoio social para a família à criança com deficiência é a ferramenta da política social da Ucrânia. Laplage Em Revista. 2021;7(3): 473-478. (in Spain).
- Stevens V., De Bourdeaudhuij I., Van Oost P. Bullying in Flemish schools: an evaluation of anti-bullying intervention in primary and secondary schools. British Journal of Educational Psychology. 2000;70: 195–210.
- Sun J., Anderson R.C., Lin T.-J., Morris J. Social and cognitive development during collaborative reasoning. Socializing intelligence through academic talk and dialogue. American Educational Research Association. 2015. 348 p.
- Loerman T., Deppeler J., Harvey D. Inclusive Education. A practical guide to supporting diversity in the classroom". RoutledgeFalmer, London and New York,. 2005, 260 p.

The work was carried out according to the research work of I. Horbachevsky Ternopil National Medical University for 2019-2021 on the theme of "Professional training of future specialists in the medical field on the basis of interdisciplinary integration" (state registration number 0116U004031).

ORCID and contributionship:

Halyna V. Bilavych: 0000-0002-1555-0932 ^{A, D, F}

Iryna Ja. Didukh: 0000-0002-0626-9874^{C, D}
Viktoriiia V. Stynska: 0000-0003-0555-3205^{C, D}
Liubov M. Prokopiv: 0000-0001-8661-510X^{B, F}
Nadiya O. Fedchyshyn: 0000-0002-0909-4424^{B, F}
Borys P. Savchuk: 0000-0003-2256-0845^{C, E}
Larysa Ya. Fedoniuk 0000-0003-4910-6888^{D, E}

Conflict of interest:

The Authors declare no conflict of interest.

CORRESPONDING AUTHOR

Larysa Ya. Fedoniuk

Ternopil National Medical University
1 Maidan Voli, 46001 Ternopil, Ukraine
tel: +380977008085
e-mail: fedonyuklj@tdmu.edu.ua

Received: 09.09.2021

Accepted: 10.03.2022

A – Work concept and design, **B** – Data collection and analysis, **C** – Responsibility for statistical analysis,
D – Writing the article, **E** – Critical review, **F** – Final approval of the article