

INCLUSIVE EDUCATION DEVELOPMENT AS ONE OF THE CLEAREST EXAMPLES OF EFFECTIVE SYSTEM INNOVATION

*Kosovych Olga,
Doctor of Philology, Professor,
chair of Romano-Germanic Philology
Ternopil Volodymyr Hnatiuk National Pedagogical University
E-mail: olga.kosovych@tnpu.edu.ua*

The 21st century is an era of systemic innovations, including in the field of education. We have generalized experience in the practice of applying a systems approach to innovation. Introduction and the development of inclusive education can rightly be considered one of the clearest examples of effective systemic innovation. The legal requirement for the introduction of inclusive education in the mass educational space has posed many questions and challenges, the answers to which require a systematic development, the use of new approaches, the birth of new concepts and paradigms.

The study of the history of the formation and development of inclusion in education shows that inclusive education, like any other innovation, was originally created and implemented pointwise and linearly. In the late 1960 in Hamilton, Ontario, Canada, one of the first experiences of school inclusion was initiated by parents and educators. Later, as a result of the unification of educators, parents, and government officials, inclusive practices began to emerge in New Brunswick and the northern Yukon Territories, the Northwest Territories. For example, individual classes or schools have become good examples of inclusive practices and have paved the way for major changes in Canada's education system [5].

At the same time, the United States was also looking for possible ideas for joint education of children with disabilities with their normatively developing peers. This was largely facilitated by the scientific research of M. Reynolds (1962) and I. Deno (1970).

In the United Kingdom, research by M. Warnock (1978) and her like-minded colleagues (P. Kroll, D. Moses, and S. Dunlop) enshrined the principle of including children with special needs in general education schools in the Education Act of 1981. In Italy, Sweden and other European states from the 1970 to the 1980. the promotion of joint learning ideas for children has been successful with the support of legislation.

The World Conference on the Education of Persons with Special Needs, held in 1994 in Spain (Salamanca), was a highlight for the global pedagogical community. The term «inclusion» was introduced into the scientific lexicon and the principle of inclusive education was proclaimed. The Salamanca Declaration on Principles, Policies and Practices for the Education of Persons with Disabilities is one of the founding international instruments. Thus, the development of inclusive education has become a systemic innovation at the macro level [6].

The ethics of inclusion declares the need to change society and its institutions so that they favor the inclusion of any other person: another race, religion, culture, person with disabilities, etc. [2]. Moreover, it is assumed that the whole system of education and social institutions will change so that this inclusion contributes to the interests of all members of society, the growth of their ability to live independently, including people with disabilities [14–15; 17].

Inclusion is an innovative way of developing education at all levels. This innovation also applies to management structures, the scope of which extends to work with teachers and other staff, students, parents, communication with the environment, control, analysis, regulation and information support of innovation.

The implementation of inclusive education as a systemic innovation is associated with cardinal (from the Latin *cardinālis* – the main, main) significant changes, which, in our opinion, decisively improve the work of all subsystems of education.

In the aspect of the considered problem it is connected with development of new concepts of education [4], carrying out scientific and theoretical researches [8; 12], implementation of educational and methodical developments [11], staffing, financing, organization of continuous educational process, substantiation and introduction of new technologies, implementation of management, marketing, etc.

In recent years, a system of inclusive education has been built, which is represented at all levels [2], including at the level of training of professional staff [3; 7]. Many pedagogical universities implement bachelor's and master's programs, perform qualitative and quantitative research [5; 10], PhD theses on inclusive education have already been defended [9].

At the level of additional professional education, training is provided in various in-service training programs for teachers, many universities support this area through conferences, research schools, seminars, webinars and other forms of professional interaction and competence development.

Inclusive education as a multidimensional innovation includes solutions related to the formation of the environment, infrastructure and force field, the creation of values and a favorable climate for the development, implementation and implementation of innovation. It is obvious that it is connected not only with the material component of the education system, but also with the subtle ideological components: emotional-value, semantic bases of innovation.

The methodology of inclusion in education substantiates the unity of three interrelated aspects, reflecting the most important areas for improving the situation in educational organizations: the creation of an inclusive culture, the development of inclusive policies and the implementation of inclusive practices [13].

School culture is the basis of innovation, it changes the policy and practice of education and training. The culture of an inclusive school is common to the whole school community values, beliefs, views, principles, norms of behavior. Inclusive culture is changing the structure of the school, making it the best place for everyone: normatively developing children and children with special educational needs, teachers and parents. Inclusive policy is manifested in the presence of regulations indicating the school's choice of inclusive course; inclusive process support teams (psychologist, speech pathologist, speech therapist, tutors and other staff of specialized school staff). Inclusive practice is created and implemented through adequate forms of organization of the educational process, technologies, methods, methods of teacher work, the activities of specialists in psychological, pedagogical and medical and social support, the use of special teaching aids and equipment.

The object of professional activity of a teacher-psychologist of inclusive education is multidimensional and includes training, education, socialization, individual and personal development of students, health of students, psychological and pedagogical and social support students, teachers and parents (legal representatives) in educational organizations of various types.

The multidimensionality of the development of inclusive education is manifested in the active attitude to the problem of education of persons with disabilities in public organizations, parental communities and professional associations.

In addition, philosophers point to another aspect of the multidimensionality of innovation [15]. In our traditional three-dimensional space, time is the fourth dimension. It is time that is projected into three-dimensional space as movement, growth and development. From the origin of the idea to the introduction of innovation in the educational process, there is certainly a delay in time. The process of creating an innovation, its testing and actual implementation, of course, takes time. Therefore, to prevent possible risks of innovation, it is important to avoid hasty, commanding, formal and widespread inclusion. Inclusion as a systemic innovation is a long-term perspective.

The effects of the introduction of inclusive education, of course, go beyond the sphere of education and are reflected at the interdepartmental level – the functioning of health systems, culture, social development. The introduction of inclusive education in mass practice requires research and development in various fields of knowledge: philosophy, history, sociology,

psychology, pedagogy, medicine, economics, engineering and technical activities, etc. Therefore, this innovation can rightly be considered supersystemic.

Thus, inclusive education as a systemic innovation is focused on improving the quality of education and ensuring the successful socialization of all children:

– accepts and values diversity and ensures access to education for all students using an individual approach (for all, including a child with disabilities);

– provides the process of personal development, along with training and education of all (people with disabilities and disabilities need special psychological, pedagogical and medical and social assistance);

– creates psychological comfort for all: support, not pressure, mutual assistance, not competition for all (children with disabilities need in support even more than their peers);

– provides psychological security: protects all children from threats to their dignity and self-esteem, from psychological violence and frustration (a child with disabilities is as vulnerable as possible);

– makes maximum use of ways to strengthen and preserve the health of all children (the health opportunities of children with disabilities are limited and need to be strengthened) [16].

In addition, the implementation of inclusive practice encourages teachers to reconsider the pedagogical position, the search for new teaching methods. A new system of values is being built in an inclusive school, new educational technologies are being implemented, and new equipment is being purchased. Psychological and pedagogical support of a child with disabilities in an inclusive school provides significant help and support to his family. The development of inclusive education is adequate to the socio-cultural level of modern society, which proclaims civil liberties, equal rights, the value of human dignity and individuality. The analysis of theoretical sources and benchmarking confirm that the introduction of inclusive education as a system innovation – fundamental, structural, cardinal, multidimensional – makes significant changes in all elements of the education system and decisively optimizes, improves, activates educational space at regional and sectoral level and has sufficient resources to improve the quality and efficiency of youth education.

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PREPARING FUTURE TEACHERS TO THE FORMATION OF A NON-DISCRIMINATORY INCLUSIVE ENVIRONMENT IN GENERAL SECONDARY EDUCATION INSTITUTIONS

Shulha Iryna,
Ph.D. in Pedagogy,
Lecturer of the Department of Pedagogy and Educational Management,
Methodist of the Inclusive Resource Centre,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
E-mail: ira.shulha@tnpu.edu.ua

Today, the national educational sphere is under the reform process. In particular, changes related to Ukrainian integration into the European educational space, the key principles of which are: safety, non-discrimination, inclusiveness, equality, tolerance and respect for human rights and freedoms.

According to the National Strategy for the Development of a Safe and Healthy Educational Environment in the New Ukrainian School, an important task facing the general secondary education institution is to implement the principle of non-discrimination, including confidentiality as to any discriminatory characteristics [1]; such as sex, age, disability, race, skin colour, political, religious and other beliefs, ethnic and social origin, citizenship, marital and property status, place of residence, linguistics or other characteristics (the Law of Ukraine «On the Principles of Prevention and Counteracting Discrimination in Ukraine»).

In our opinion, this task could be solved by forming a non-discriminatory inclusive environment for children and youth. The school system plays an important role in this process because it should ensure the formation of a new generation of Ukrainians. Also, school is a place where every child should feel safety, security; grow up healthy and happy, in line with the principles of humanization of education, changes of pedagogical paradigms and educational technics in the context of European integration and globalization.