THE DEVELOPMENT OF SPECIAL AND INCLUSIVE EDUCATION CONCEPTS

ªNATALIIA LOPATYNSKA, ᵇNADIIA KRAVETS,
ᶜNATALIA ANDRIICHUK, ᵈTETIANA MARIEIEVA,
ᵉNATALIIA BAZYLIAK

*ªDepartment of Special and Inclusive Education, Borys
Grinchenko Kyiv University, Kyiv, Ukraine
ᵇDepartment of Theory and Methodology of Preschool and
Special Education, Vasyl Stefanyk Precarpathian National
University, Ivano-Frankivsk, Ukraine
ᶜDepartment of Foreign Languages, Faculty of Public
Administration and Law, Zhytomyr Polytechnic State University,
Zhytomyr, Ukraine
ᵈDepartment of Preschool Pedagogy and Psychology, Oleksandr
Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv,
Ukraine
ᵉDepartment of Ukrainian and Foreign Languages, Faculty of
Postgraduate and Distance Education, Lviv State University of
Physical Culture, Lviv, Ukraine
email: ªn.lopatynska@kubg.edu.ua, ᵇwestangel@ukr.net,
ᶜandrnata1977@gmail.com, ᵈmareeva.tan@gmail.com,
ᵉnat.nataly0070@gmail.com*

Abstract: Providing equal rights to education for all children, including children with
special educational needs, is one of the main priorities in developing the modern
educational system. The reform of the modern education system towards the
introduction of effective inclusion as its essential component is confirmed by recent
changes in the legislation of many countries, as well as the focus on practical activities
of educational institutions of different levels, which correspond to the primary
international documents in the sphere of children's rights and the regulation of the
academic sphere. The transition from particular educational institutions to new
programs encourages teachers to provide systematic and stable work for
comprehensive education of children with special needs, monitor the dynamics of their
personal qualities, theoretically understand modern approaches to learning, and
analyze the results of educational activities, which has intensified the development of
several concepts in this sphere. This article aims to analyze the work of scientists on
the construction of modern concepts of special and inclusive education and to
investigate the features of existing concepts based on the practitioners' experience in
this area. Analytical methods were used to analyze the scientific literature on special
and inclusive education in writing the article. Also, a questionnaire survey was used to
practically find out the features of modern concepts of special and inclusive
components of the educational system. According to the study results, the different
scientists' points of view concerning the concept of inclusion and the current state of
unique and inclusive forms of education were studied. Besides, the specialists working
in inclusive classes illustrated their position on the current inclusive and particular
education system development stage, particularly the most striking trends and
prospects of this sphere's development.

Keywords: inclusive education, education development strategy, child with special
needs, special education, inclusive education concept.

1 Introduction

Today's educational sphere affirms the basic humanistic principles of the new model of subject-to-subject relations, according to which new principles of organization and concepts of special and inclusive education are constantly being formed. Furthermore, the gradual recognition of the UN Convention on the Rights of the Child and the World Declaration on the Survival, Protection, and Development of Children in many world countries has increased awareness of the problems of children with special needs and the development of targeted measures to meet them.

The new period of global educational modernization has been marked by the realization that the main driver of any process is always the individual. The recognition of the individual in the context of human qualities, regardless of their nature, on a global scale is the main direction of society's development. Thus, the awareness of the need to develop each person's potential, identify their abilities, to meet the needs of intellectual, spiritual, moral, and physical development has led to the emergence of a new concept of inclusive education. Inclusive education promotes the implementation of one of the defining principles of state educational policy – equal access to high-quality education for all citizens, including people with special needs, and the development of an effective inclusive educational environment.

2 Literature review

Providing equal access for all citizens to high-quality education despite national, social, or psychophysical differences is one of the critical issues in public education administration related to the principal value of the modern educational model – the harmonious development of each individual in society (Babii, Tsymbal-Slatvinska & Dychok, 2018).

The right of every child with special needs to be educated is enshrined in many state regulations (Wilcox, Conde & Kowbel, 2021).

According to O. Martynchuk, the educational management sphere should be considered a constantly changing system and the development of which is subject to the universal laws of dialectics (Martynchuk, 2018).

In this context, the problem of inclusive higher education, which deals with the joint learning of young people with special educational needs and other students, is particularly relevant. According to international experience, nowadays, to solve the problem of children and adolescents with special educational needs socialization, integrating children with disabilities into the educational space is actively implemented. It involves a significant update of the content, forms of organization, and learning technologies, which supports modern innovative approaches during the educational process (Hornby, 2021).

The concept of "inclusion" reflects new views not only on education but also on the place of the individual in society, gradually replacing "integration" because the combination (integration) in one place of young people with special needs and children with typical development does not mean the full participation of all children in society.

An inclusive education system is a system of educational services with a combination of special and inclusive education elements. Inclusive education is based on dialogue within the framework of partnership pedagogy, subject-subject relations with a healthy environment, and the principles of coexistence, mutual sovereignty, freedom of joint development, unity in decision-making, etc.

According to M. Shevlin and J. Banks, the organization of students with special needs for inclusive education in general education institutions and higher education institutions should take into account general and specific principles of humanistic pedagogy and psychology, the main of which are:

- social orientation;
- development of the personality of a child with special educational needs in activity and communication;
- stimulation of the personality's inner activity;
- humanism combined with high standards;
- consideration of ages and individual peculiarities;
- team-based learning;
- unity and coherence of requirements, efforts, and actions of the educational institution, family, society; legitimacy and human rights;
- responsibility for the compliance with the rules and norms concerning students with special educational needs;
- accessibility;
- combination of help and self-assistance;
- voluntariness of help acceptance;
- responsibility of the social work participants for the compliance with the ethnic and legal norms (Shevlin & Banks, 2021).

We can state that inclusion is a complex concept that includes social and educational components. General (social) inclusion arose because of society's transition to a new social policy idea based on the social model. The consequence of this development

is social equality, allowing everyone, without exception, to participate in the social life with equal rights and to feel their importance (Hymel & Katz, 2019).

The term "social inclusion" came into everyday use in the late 1980s as a process that pursues people at risk of social exclusion to provide the opportunities and resources necessary for them to participate fully in economic, social, and cultural life and obtain a standard of living and well-being according to the quality standards to be achieved.

States acting on the principles of social inclusion should provide more opportunities for people to participate in preparing and making decisions that affect them and in exercising their fundamental rights (Forlin & Chambers, 2017).

It should be noted that the educational aspect of inclusion has two vectors. The first is the increase in education of all society members due to full access to educational services for all citizens. The second vector of the educational aspect of inclusion is overcoming the social isolation of people with disabilities (Rapp & Corral-Granados, 2021).

The inclusive education concept emphasizes that this type of education should be introduced, starting from pre-school educational institutions, where academic and educational activities for the younger generation are carried out. Also, this concept should continue to be implemented at other levels of education, including higher education. According to O. Haiash, the idea of "inclusive education" should be interpreted as "the purposeful development of each growing individual, regardless of their level of psychophysical development, as a unique person in an inclusive society" (Haiash, 2017).

The transition to implementing the inclusive education model is practically due to the ratification by countries of the UN Convention on the Rights of the Child. The document calls on states to align national legislation with this "General Constitution of the Rights of the Child", which proclaims the right to equal opportunity education. The legal mechanisms of the Convention are aimed at protecting children with special needs discrimination. The Convention on the Rights of Persons with Special Needs recognizes their right to education and states that to realize this right, state parties must ensure inclusive education at all levels and lifelong learning without discrimination and based on an equal opportunity (Azhazha, 2019).

Figure 1: Tendencies for the most tangible institutional changes in the development of inclusive and special education, %.
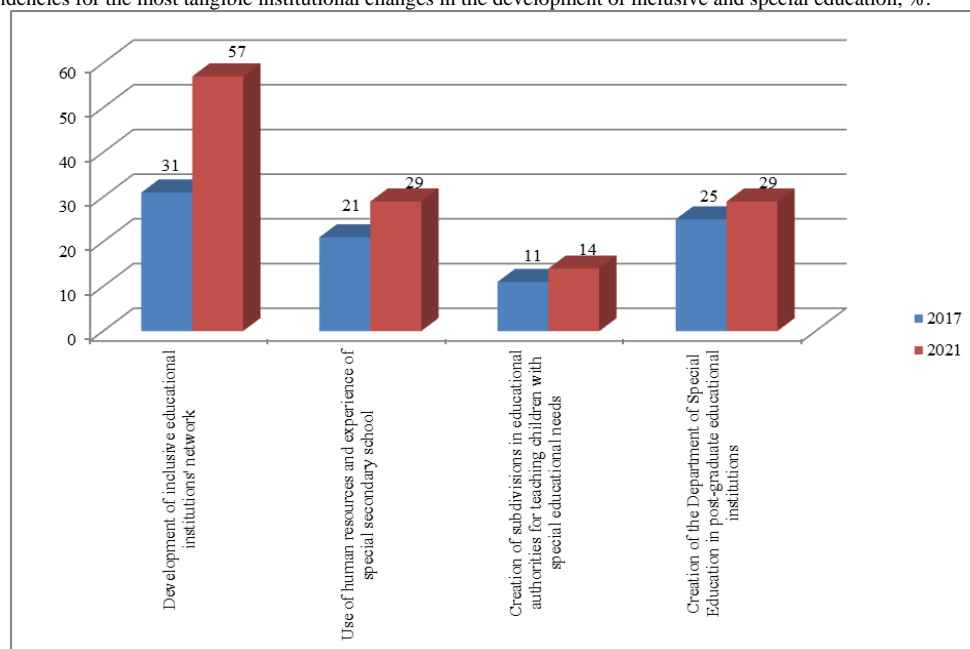
Source: authors elaboration.

The concept of inclusive education reflects democratic ideas that making learning in inclusive educational settings makes sense for children and youth with special educational needs and other children, family members, and society at large. Moreover, such interaction promotes cognitive, physical, speech, social and emotional development of people with special educational needs, building friendly relationships, asserting tolerance and humanism in the team (Demchenko, Bilan & Piasetska, 2018).

The principles of inclusive education outlined in the concept of inclusive education include:

- scientificity (construction of the educational program based on the developed theoretical and methodological foundations of inclusive education, program tools based on the results of analysis and monitoring of inclusive education, evaluation of the effectiveness of the tools used to achieve a positive result);
- consistency (ensuring equal access to high-quality education for children with special educational needs, continuity between educational levels);

- variability, corrective orientation (organization of personality-oriented educational process in combination with correctional and developmental work to meet social and educational needs, creating conditions for socio-professional rehabilitation, integration of people with disabilities into society);
- individualization (implementation of a personal approach);
- social responsibility of the family (education, training, and development of a person with disabilities and special educational needs; creation of appropriate conditions for the development of their natural abilities, participation in the educational and rehabilitation process)
- interagency integration and social partnership (coordination of different agencies, social institutions, and services to optimize the process of school integration of people with special educational needs) (Hawkins & James, 2018), (Rose, Narayan, Matam & Sambram, 2021).

The development of modern society determines the respect for human diversity and the affirmation of the principles of solidarity and security that protect and fully integrate all groups,

especially people with disabilities, into society. It is related to the definition of the primary goal of social development – creating a community for all. The basis of this integration is the holistic approach concept, opening the way to realizing rights and opportunities for everyone and, most importantly, equal access to high-quality education (Azhazha, 2019).

3 Aims

The research aims to establish the existing features and further prospects for special and inclusive education development and concepts in the dynamics from 2017 to 2021.

4 Materials and methods

The practical research of modern trends in the development of special and inclusive education concepts was conducted by interviewing 112 teachers working under inclusive conditions in 21 educational institutions of general and higher education in Kyiv, Chernihiv, and Zhytomyr regions of Ukraine. The survey was conducted in 2 stages: in 2017 and 2021 through an online questionnaire survey.

Figure 2: The impact of the current concept of special and inclusive education implementation on the educational sector development, %.
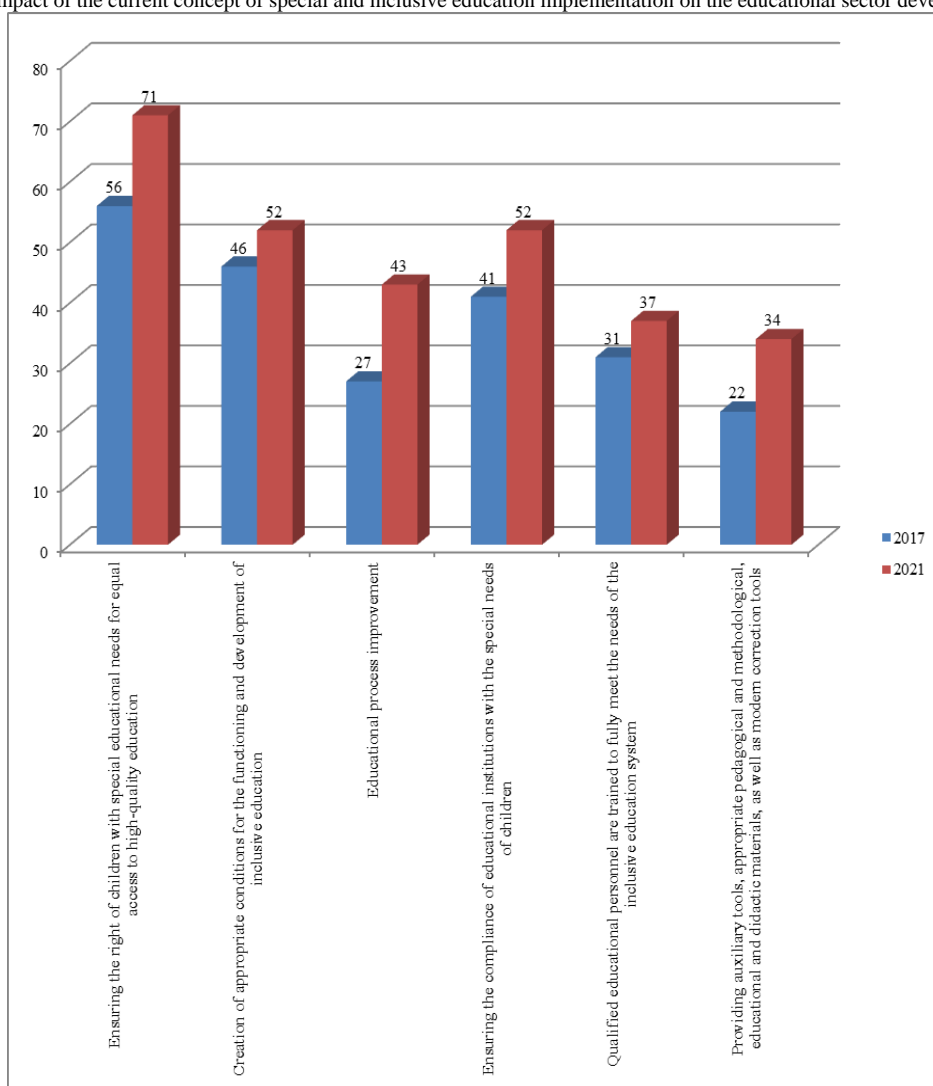
Source: authors elaboration.

5 Results

According to teachers of inclusive classes, the most tangible institutional changes in 2017–2021 occurred in the areas of development of a network of inclusive educational institutions, in the use of professional staff capacity and experience of special secondary school as information and methodological resource for the implementation of inclusive education, on the creation of separate structural units on the education of children with special educational needs in the educational authorities, with the most dynamic development from 2017 to 2021, according to respondents, there has been an increase in the number of inclusive educational institutions (from 31 % to 57 %) (Figure 1).

Survey participants were asked about the actual prospects impact of the current pace of development of inclusive education for the educational sphere state in the country (Figure 2).

As Figure 2 shows, according to the respondents, the concept's implementation will primarily contribute to:

▪ ensuring the right of children with special educational needs to equal access to high-quality education regardless of health status and place of residence;
▪ the creation of appropriate conditions for the functioning and development of inclusive education, provision of sufficient financial resources for the implementation of inclusive education;

- general improvement of the educational process taking into account modern advances in science and changes in the educational paradigm;
- ensuring compliance of general educational institutions;

- the training of qualified educational personnel to meet the needs of inclusive education and the creation of a system of professional development;
- provision of auxiliary means, appropriate pedagogical and methodological, visual and didactic materials.

Figure 3: The most urgent tasks at the current stage of inclusive education development,%
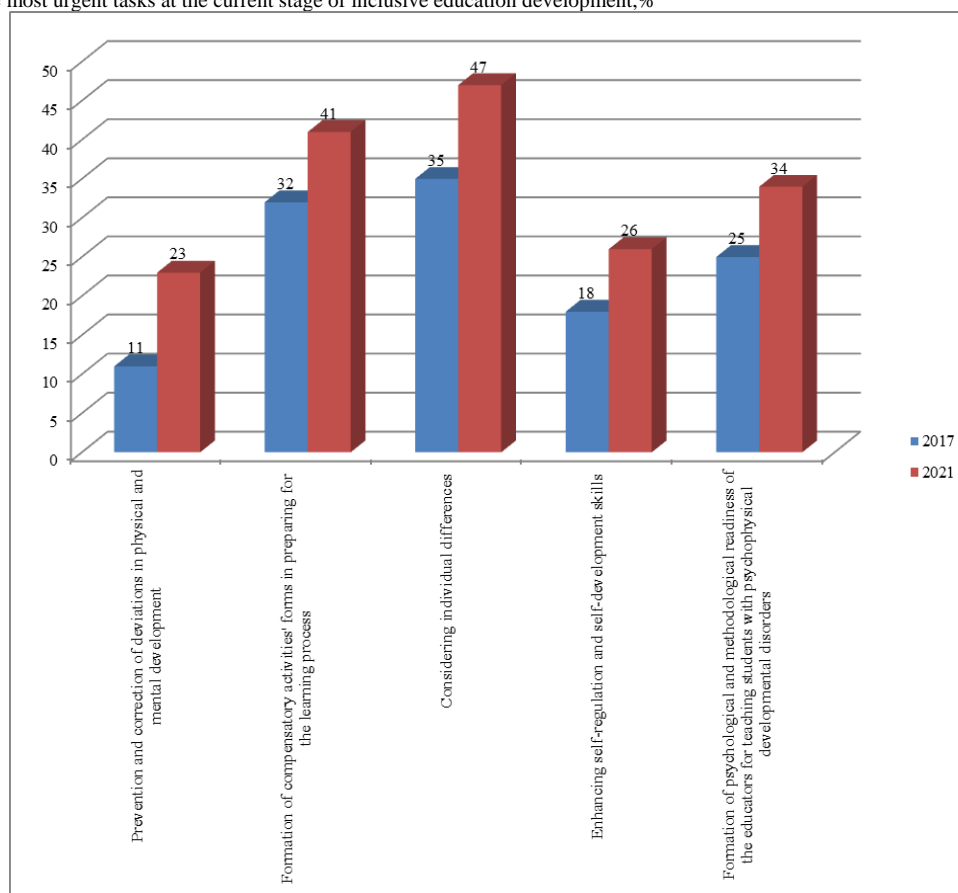
Source: authors elaboration.

According to the teachers working in educational institutions with an inclusive education form, the main tasks are (Figure 3):

- prevention, correction of deviations in physical and mental development;
- formation of compensatory forms of activity in preparation for learning;
- consideration of individual differences and capabilities of individuals in the learning process, the prospects of using the received analyzers;
- development of self-regulation and self-development skills through social interaction based on knowledge, skills, and language skills, especially communicative activity and creativity;
- formation of psychological and methodological readiness of the teaching staff to implement the educational standard as the final result of teaching students with developmental disabilities.

An essential step in the survey was to find out the respondents' opinions about the strategic priorities for developing special and inclusive education in the future (Figure 4).
The teachers believe that the strategic priorities for the development of special education should be:

- theoretical and methodological foundations for teaching children with disabilities in general education and providing such children with a set of psychological, social, and medical assistance;
- solving the problem of psychological and educational support for children with severe and combined disorders of psychophysical development;
- developing educational standards for preschool and secondary education for children with special educational needs of various categories;
- develop a system to support parents in the care, education, and upbringing of children with special needs.

At the same time, according to the respondents, the following activities are of great importance:

- development at the state level of mechanisms for employment of graduates with special needs per their performance;
- making and providing home compensatory technical devices for children with hearing, vision, locomotor disabilities, etc.

These activities are not an easy task; their implementation requires the joint efforts of the state, scientific institutions, public foundations, teachers, and parents.

Figure 4: Strategic priorities for the development of special and inclusive education.
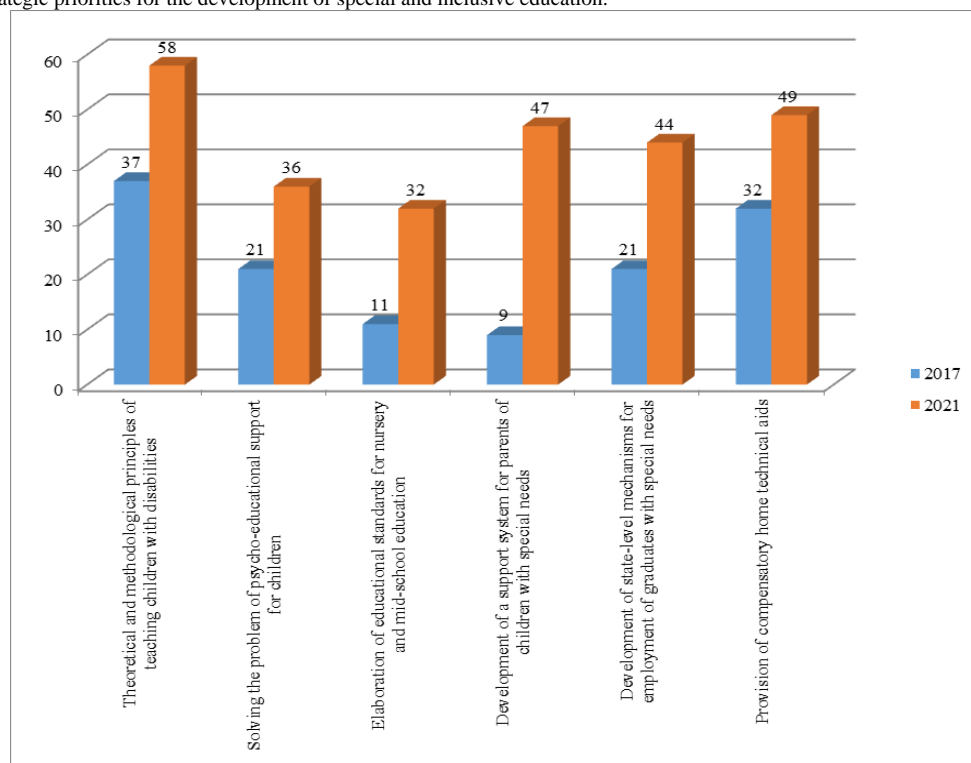
Source: authors elaboration.

6 Discussion

Therefore, as the study of scientific literature on this topic has shown, global inclusive education was introduced quite recently. In the first half of the XIX century, the implementation of the joint education ideas for children with different educational needs in France, Austria, and Germany highlighted the advantages of this process, namely:

a) the increase in the number of students in educational institutions;
b) the active participation of the family in the education of children with special needs;
c) dissemination and improvement of teaching methods for this category of children;
d) saving money by reducing the number of teachers and educational institutions (Demchenko & Chyrva, 2018).

The awareness of these benefits has influenced, for example, that in Germany, between 1832 and 1834, there were courses that educated more than a hundred teachers and mentors to work with exceptional children in public schools.

In France, the inclusion development was influenced by teachers' experience of teaching this category of children in public schools, such as A. Blanche and J. Valade-Gabelle in 1858.

Later in the late XIX century, general education was introduced in most European countries. As a result, there was a growth in the number of schools and students in classes (from 30 to 80 people). However, at this time, special needs students suffered a lack of individual attention, which gradually deprived them of the opportunity to study with other children. Consequently, special education separated from general education, which happened most dramatically in the Scandinavian countries. Economic growth increased in many countries and renewed integration processes only against the background of social-democratic and liberal-democratic reforms in the XX century. Also, necessary international legal acts protecting the rights of people with special needs were adopted.

In the 1960s and 1970s, large boarding schools and psychiatric hospitals for the disabled were closed in Sweden and later in most developed countries.

A notable event for the world community was the World Educational Conference for this group of people, held under the auspices of UNESCO (1994) in Spain. Since then, the term "inclusion" was introduced into pedagogy, and the inclusive education principle was proclaimed (Demchenko & Chyrva, 2018).

Nowadays, we can confidently state that inclusive education implies the active inclusion of children with special needs in general educational institutions and the restructuring of mass education and the educational process to meet the educational needs of all categories of children (Evans, Gable & Habib, 2021).

An analysis of teacher education experiences with children with special needs in countries around the world shows that the vast majority of them have reformed special needs education, albeit with slight variations. Therefore, it is essential that in many countries, notably Finland, Belgium, France, Ireland, Spain, and Sweden, children with special needs can be educated in special schools and mass institutions (Hernández-Torrano, Somerton & Helmer, 2020).

Maintaining general and special education while creating inclusive schools is acceptable in many countries worldwide (Hilt, 2017).

As of today, the global trend in the development of the special and inclusive education concept is reflected in the improvement of the special school network, the creation of new education models and forms for people with special educational needs, opening of groups for children with special educational needs living in rural areas, expansion of the practice of inclusive and integrated education in preschool, general education and out-of-school educational institutions of children and adolescents with a need for correction in physical and (or) mental development (Kauffman & Hornby, 2020).

At the beginning of the XXI century, inclusive education is the most innovative movement in forming understanding and education of tolerance in the society in democratic countries. UNESCO defines tolerance as a moral obligation and as a political and legal imperative to respect the rights of individuals, groups, and states.

Therefore, the Declaration of Principles on Tolerance notes the need to create laws to ensure equal communication and opportunities for all groups and individuals in society. According to UNESCO, the closest steps to this are the creation of an appropriate legal framework in the countries of the world community and the protection of the socially, economically, and family disadvantaged.

The current state of society is characterized by a gradual transition from a medical model of society's attitude toward people with disabilities (in which disability is seen as an injury/disability in need of medical intervention) to a social model that assumes taking into account "special educational needs" as a problem created by society and considers social discrimination the most critical obstacle to the development of people with special needs" (Evans, Gable & Habib, 2021).

The development of the social model encourages states to create a "society for all", in which, in particular, children with special educational needs will have access to a high-quality education. Thus, the development of the social model of society's attitudes toward people with special needs has enabled the development of a socially inclusive education model (Hernández-Torrano, Somerton & Helmer, 2020).

The model of socially inclusive education is based on the idea that a person with special educational needs faces challenges, therefore, has limited opportunities. The issue of solving these problems is the interaction of skills, human needs, and environmental factors. Therefore, teaching should be focused on the pedagogical support of the learning process and the adaptation of people to environmental factors. Focusing on the child's needs for educational support requires new approaches to the learning, upbringing, and development of children with special educational needs (Chambers & Forlin, 2021).

Successful implementation of inclusive education of children with special educational needs requires the solution of tasks at the state level, namely the formation of a new philosophy of public policy concerning children with special educational needs, improvement of the regulatory framework per international human rights treaties, introduction and distribution of models of inclusive education of children in pre-school and general educational institutions (Kivirand, Leijen, Lepp & Tammem, 2021).

As rightly noted by scientists, the state should take over the support of such people, which should be carried out in specific areas: educational, technical, social, cultural-territorial, psychological, medical rehabilitation, sports, and professional-adaptive (Chambers & Forlin, 2021).

Researchers view a thriving, inclusive environment along three lines:

1) the adaptability of the educational framework;
2) inclusive competence of teachers;
3) the competence of students.

State policy on inclusive education should be based on a new philosophy of understanding the needs of people with special needs in society, according to international experience, solving these problems. Effective management of inclusive education requires organization of inter-sectoral cooperation and coordination of cooperation between the key agencies (ministries of health, education, and science, social protection); ensuring the material provision of higher education to create psycho-pedagogically and physically comfortable conditions to meet the educational needs of students with disabilities; providing support

services or delegating them to other structures with consequent (Kivirand, Leijen, Lepp & Tammem, 2021).

7 Conclusions

The management of the inclusive education development is, therefore, a complicated, purposeful process that provides a comprehensive approach to creating conditions for the implementation of the rights of persons with special educational needs, qualitative changes aimed at integrating students with special educational needs into the general education space, improvement of legislation on inclusive education, formation of conscious respect, the sustainable tolerant attitude of society to people with special educational needs.

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