



FORMATION OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT OF EDUCATIONAL INSTITUTIONS

FORMACIÓN DE UN ENTORNO EDUCATIVO INCLUSIVO DE INSTITUCIONES EDUCATIVAS.

FORMAÇÃO DE UM AMBIENTE EDUCACIONAL INCLUSIVO DE INSTITUIÇÕES EDUCACIONAIS

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Abstract: An inclusive educational environment in Ukraine's education system is a key factor influencing its intensive reform, enabling access to quality education for persons with special educational needs. The purpose of the academic paper is to develop a scientific approach to the formation of an inclusive educational environment of Ukraine's educational institutions, taking into account the experience of its creation in European countries. Research methods: comparison, system-structural research, statistical-analytical, tabular, graphic, analytical modeling, as well as methods of abstraction, analysis and generalization. The most effective model for creating inclusion in European countries is the use of a comprehensive (variable) approach, that is, a combination of different forms of involving children in the educational process. Achieving success in the course of the formation of an inclusive environment is possible provided that the management actions of the subjects of the educational process are combined. These should include not only teachers, social workers and students, but also psychologists, methodologists, parents of children with special needs and representatives of state and local bodies, who are delegated the powers and authority to organize the learning environment. Inclusion in education is achieved through the rational distribution of powers between teachers, parents of children with special needs and the authorities. The model of an inclusive environment should be based on the principle of variability and differentiation. In the process of creating a comfortable learning environment for children with mental and physical disabilities, it is important to keep in mind the rights, responsibilities and interests of teachers, as well as children with normal development. A special role in the education of children with personal needs is played by their parents. In the process of forming an inclusive educational environment, insufficient attention is paid to the functions of local authorities. Further scientific investigation requires improving the methodological approaches of inclusive education for applicants of higher education with special educational needs, which optimizes the processes of their social adaptation, resocialization and integration in the social environment.

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Keywords: Inclusive environment, educational environment, educational institution, inclusion, inclusive education, inclusive teaching, children with psychophysical disabilities, equal access.

Resumo: Um ambiente educacional inclusivo no sistema educacional da Ucrânia é um fator chave que influencia sua reforma intensiva, permitindo o acesso à educação de qualidade para pessoas com necessidades educacionais especiais. O objetivo do artigo acadêmico é desenvolver uma abordagem científica para a formação de um ambiente educacional inclusivo nas instituições educacionais da Ucrânia, levando em consideração a experiência de sua criação em países europeus. Métodos de pesquisa: comparação, pesquisa sistema-estrutural, estatística-analítica, tabular, gráfica, modelagem analítica, bem como métodos de abstração, análise e generalização. O modelo mais eficaz para criar inclusão nos países europeus é o uso de uma abordagem abrangente (variável), ou seja, uma combinação de diferentes formas de envolver as crianças no processo educacional. Alcançar o sucesso no curso da formação de um ambiente inclusivo é possível desde que as ações de gestão dos sujeitos do processo educativo sejam combinadas. Devem incluir não apenas professores, assistentes sociais e alunos, mas também psicólogos, metodólogos, pais de crianças com necessidades especiais e representantes de órgãos estaduais e locais, aos quais sejam delegados poderes e autoridade para organizar o ambiente de aprendizagem. A inclusão na educação é alcançada através da distribuição racional de competências entre professores, pais de crianças com necessidades especiais e autoridades. O modelo de um ambiente inclusivo deve ser baseado no princípio da variabilidade e diferenciação. No processo de criação de um ambiente de aprendizagem confortável para crianças com deficiência mental e física, é importante ter em mente os direitos, responsabilidades e interesses dos professores, bem como das crianças com desenvolvimento normal. Um papel especial na educação de crianças com necessidades pessoais é desempenhado por seus pais. No processo de formação de um ambiente educacional inclusivo, pouca atenção é dada às funções das autoridades locais. O aprofundamento da investigação científica requer o aprimoramento das abordagens metodológicas da educação inclusiva para os candidatos ao ensino superior com necessidades educacionais especiais, o que otimiza os processos de sua adaptação social, ressocialização e inserção no meio social.

Palabras-clave: Ambiente inclusivo, ambiente educacional, instituição educacional, inclusão, educação inclusiva, ensino inclusivo, crianças com deficiências psicofísicas, igualdade de acesso.

Resumen: Un entorno educativo inclusivo en el sistema educativo de Ucrania es un factor clave que influye en su reforma intensiva, que permite el acceso a una educación de calidad para las personas con necesidades educativas especiales. El propósito del artículo académico es desarrollar un enfoque científico para la formación de un entorno educativo inclusivo de las instituciones educativas de Ucrania, teniendo en cuenta la experiencia de su creación en los países europeos. Métodos de investigación: comparación, investigación sistémica-estructural, estadístico-analítica, tabular, gráfica, modelización analítica, así como métodos de abstracción, análisis y generalización. El modelo más eficaz para crear inclusión en los países europeos es el uso de un enfoque integral (variable), es decir, una combinación de diferentes formas de involucrar a los niños en el proceso educativo. Alcanzar el éxito en el transcurso de la formación de un ambiente inclusivo es posible siempre que se combinen las acciones de gestión de los sujetos del proceso educativo. Estos deben incluir no solo maestros, trabajadores sociales y estudiantes, sino también psicólogos, metodólogos, padres de niños con necesidades especiales y representantes de organismos estatales y locales, a quienes se les delegan los poderes y la autoridad para organizar el entorno de aprendizaje. La inclusión en la educación se logra mediante la distribución racional de poderes entre los maestros, los padres de niños con necesidades especiales y las autoridades. El modelo de un entorno inclusivo debe basarse en el principio de variabilidad y diferenciación. En el proceso de crear un ambiente de aprendizaje cómodo para niños con discapacidades mentales y físicas, es importante tener en cuenta los derechos, responsabilidades e intereses de los maestros, así como de los niños con desarrollo normal. Los padres desempeñan un papel especial en la educación de los niños con necesidades personales. En el proceso de formación de un entorno educativo inclusivo, no se presta suficiente atención a las funciones de las autoridades locales. Una mayor investigación científica requiere mejorar los enfoques metodológicos de la educación inclusiva para los aspirantes de educación

superior con necesidades educativas especiales, que optimice los procesos de su adaptación social, resocialización e integración en el entorno social.

Palavras-chave: Entorno inclusivo, entorno educativo, institución educativa, inclusión, educación inclusiva, enseñanza inclusiva, niños con discapacidad psicofísica, igualdad de acceso.

1 INTRODUCTION

An inclusive educational environment in Ukraine's education system is a key factor influencing its intensive reform, enabling access to quality education for people with special educational needs. The increase in the actual number of children who have been diagnosed with disabilities and the intensity of the integration of such children into the general educational environment requires the formation of an inclusive educational environment in the educational system of Ukraine. This will ensure continuity of education and create opportunities for personal fulfillment of children and youth with special educational needs. Modern transformational processes require the use and application of the most effective and proven methods of teaching children with special needs. Special and inclusive learning environments are effective approaches to involving children with mental and physical disabilities in social processes, correcting perceptions of the society and establishing interpersonal contacts.

Currently there are numerous approaches to the interpretation of the essence of inclusive educational environment and its role in the process of correction of children's psychophysical development.

The purpose of the academic paper is to develop a scientific approach to the formation of an inclusive educational environment of educational institutions in Ukraine, taking into account the experience of its creation in European countries.

Literature review. An in-depth analysis of the issues, outlined in the academic paper, makes it possible to conclude that the subject matter of forming an inclusive environment in the structure of educational systems of different European countries, as well as features of interaction of teachers and children with psychophysical correction needs have been sufficiently studied by foreign and Ukrainian scientists.

The global idea of creating inclusion arose on the basis of awareness of the individuality of each person in the society and the diversity of human abilities. Inclusion is a vector of state policy of the country, the process of creating modern conditions on democratic basis, a positive perception of individual psychophysical or emotional diversity of people, including pupils, as well as involving them in active participation in social life (Curcic, S., Gabel, S. L., Zeitlin, V., 2011). Modern researchers, in particular Curcic S., Gabel S. L., Zeitlin V. (2011) insist that an inclusive environment should provide an individually designed curriculum for organizing educational processes according to the special needs of pupils. However, the effectiveness of inclusion depends on the level of flexibility of teaching environment and the level of its dependence on social-economic conditions in the country. The basic factors hindering the formation of an inclusive educational environment include: the subjectivity of teachers of special educational institutions, the assessment of pupils by their origin and level of performance (Curcic, S., Gabel, S. L., Zeitlin, V., 2011).

The creation of an inclusive environment should begin with outlining the formal characteristics of the concepts of "persons with special needs" or "persons with needs of psychophysical correction". In particular, the outlined categories should be understood as children, who for some reason, need emotional, physical and social support or adapted pedagogical methods of working with them in order to achieve the goals of the state educational curriculum. Herewith, such causes may include, but are not limited to, physical disabilities (Bartolo, P. A., 2015).

At the present stage of an integrated society's formation, it is important to use innovative models of inclusive educational environment, given the fact that such approaches contribute to the formation of children's subconscious about the equality and belonging of each of them to the society. The updated vector of educational institutions' activities proposed by foreign scholars (Schuman, H., 2011) involves the use of various methods of corrective work and conducting consultation activities with both children and teachers, as well as parents by involving social workers, special teachers, school teaching methodology experts and psychologists in educational processes.

Modern researchers argue that the effectiveness of correctional work in the structure of inclusive education depends not only on the information and institutional support of education, but also on the mental connections and level of understanding between children and teachers. That is, their interaction should not be limited exclusively to the learning process, a necessary condition for the effectiveness of work in the context of inclusion is the coherence of organizational and emotional components, as well as cognitive motives in learning (Hafen, C. A., Hamre, B. K., Allen, J. P., Bell, C. A., 2015).

Sousa D. A. and Tomlinson C.A. (2011) have formed certain special requirements for teachers in the sphere of inclusive education. According to the point of view of the researchers, important aspects are as follows: firstly, the educational environment should encourage each child to learn, the teacher should focus on the safety of this process and support each pupil; secondly, the teacher has to clearly distinguish what knowledge and skills should be provided to children with special needs, model the lesson and identify the most effective methods of presenting information; thirdly, the teacher should constantly assess the level of perception of knowledge by pupils; fourthly, the teacher should analyze what amount of knowledge the pupil has received and what information has not been perceived by the child. This method of organizing pedagogical activities can help in further planning of the curriculum.

According to the point of view of the leading Kolupajeva A.A., Taranchenko O.M. (2016), the creation of an optimal inclusive environment in the leading countries of the world will contribute to: the development of the child's abilities; recognition that standardized development is not a generally accepted "norm"; meeting the special needs of children with psychophysical disabilities; the creation of a support and adaptation system for children with psychocorrection needs; a functional approach to treatment and teaching; the participation of parents in the treatment and education of their children.

The viewpoint of Loreman T. is a very important theoretical and methodological approach to substantiating the inclusive environment and its role in the formation of an integrated society Loreman T. (2010). He reflected the main advantages of an inclusive approach to the educational process of modern pupils in the concept of seven support pillars for children with psychophysical disabilities. The author has developed a model that provides a set of conceptual factors, consistency in the functioning of which ensures the effectiveness of inclusive education. Among these factors the following ones are included: the development of a positive attitude; policies and leadership, aimed at providing support; processes that take place in educational institutions, which are based on the research results; flexible teaching and educational programs; community involvement; meaningful reflection, as well as the necessary training and resources Loreman T. (2010). Therefore, activities in each of the outlined areas should be organized in such a way as to prove that inclusive education is an effective strategy that has a positive impact on all children involved in educational processes. In turn, the authorities of educational institutions should promote a high level of inclusion and development of "inclusive culture" (Loreman, T., 2010; Sharma, U., Forlin, C, Loreman, T., Earle, C., 2006).

2 METHODS AND MATERIALS

The basic research methods used in the academic paper are as follows: comparison, system-structural research, statistical-analytical, tabular, graphical, analytical modeling, as well as methods of abstraction, analysis and generalization.

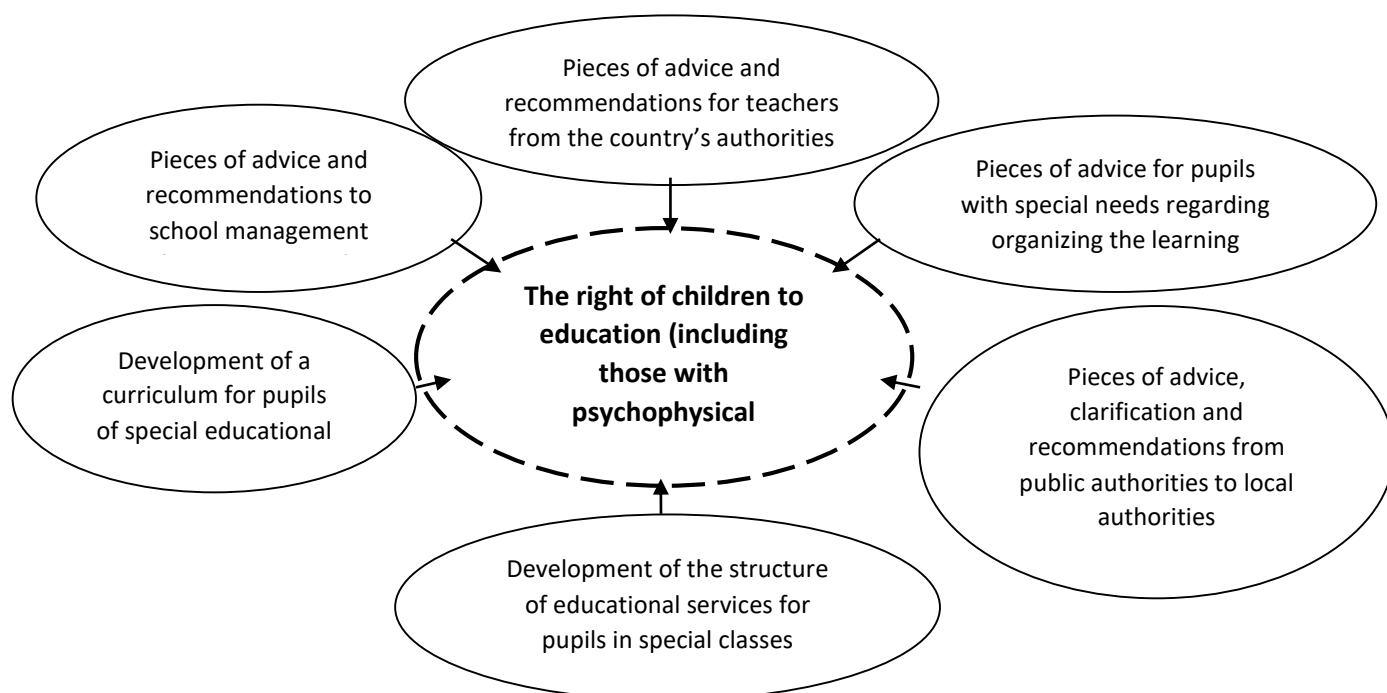
Methods of comparison, analysis and generalization have been used to study the theoretical and methodological basis and the state of formation of an inclusive educational environment in different countries of the world; this has made it possible to distinguish between various aspects of the organization of the educational process, identify the characteristic features of inclusive education and the principles of the formation of inclusion in modern conditions of equal rights and equal access. The method of system-structural research has been used to outline the conceptual foundations and principles of using different models of inclusive environment depending on the social-economic and demographic situation in the country. Statistical-analytical method has been used in the process of analyzing the dynamics of the formation of an inclusive educational environment in world practice. At the same time, due to the use of tabular, graphical and analytical modeling, an analysis has been made of the share of children, studying at general educational institutions and children with special needs, whose education is carried out at inclusive institutions, as well as the indicator of involvement of children with special needs in inclusive education according to age category and gender in terms of individual European countries.

3 RESULTS

European countries have been actively creating an inclusive educational environment for children, who need special learning conditions. However, such processes are unique because they directly depend on the established traditions of the educational system, the culture of the society, the mentality and legal support that regulates the activities of educational institutions at the national, regional and local levels. Particular attention in the process of analyzing the European experience concerning the development of inclusion should be paid to the basic requirements for the structure of inclusive education, including consulting activities of authorities with teachers and school authorities, the directions of psychophysical and psychological support for children with special needs that a teacher should possess, etc., Figure 1.

Figure 1 reflects that the formation of an inclusive educational environment should involve a combination of efforts of the authorities at the state and local levels, educational institutions, teachers and third parties with different influences on the processes of creating inclusion in the educational sphere. The analysis of functioning models of inclusive educational systems in the context of formation and implementation of inclusive practices testifies to necessity of introduction of an effective legislative base for regulation of mutual relations of the outlined subjects of educational system in the country, declaration of the relevant rights and freedoms of children with special needs, as well as mechanisms for their provision (formation of an extensive network of inclusive institutions, creation of special classes in general educational institutions, information and consultation work with children, individual approach to the development of the curriculum, etc.). At the same time, national education systems should have a clear concept and strategy for the implementation of inclusive education, which includes a system of training teachers, social workers, teaching methodology experts, psychologists. An important condition for the effectiveness of the outlined measures is the effective scientific and methodological support of inclusive practices.

Figure 1. Directions of authorities' activities in the process of creating an inclusive educational environment



Source: it has been compiled on the basis of generalization of materials of scientific works (European Agency for Special Needs and Inclusive Education, 2019; Loreman, T., 2017).

In any case, staffing plays a key role in creating an inclusive environment. The importance of teachers can be outlined through the set of functions that are assigned to employees of inclusive educational institutions, namely (United Nations, 2007):

- organization of interaction of children with psychophysical disabilities and ordinary children;
- conducting consultations for pupils concerning the correction of interpersonal relationships in the classroom;
- identification of the most consequential factors influencing the state of development of students and analysis of possible prospects for the correction of children's behavior;
- organization and conducting the medical-rehabilitation activities for pupils with special needs;
- assistance in the social rehabilitation of children with mental or psychological problems, promotion of social adaptation and correction of the child's viewpoints on the perception of the society.

Accordingly, the following principles should be laid in the basis for creating an effective model of an inclusive educational environment (Figure 2).

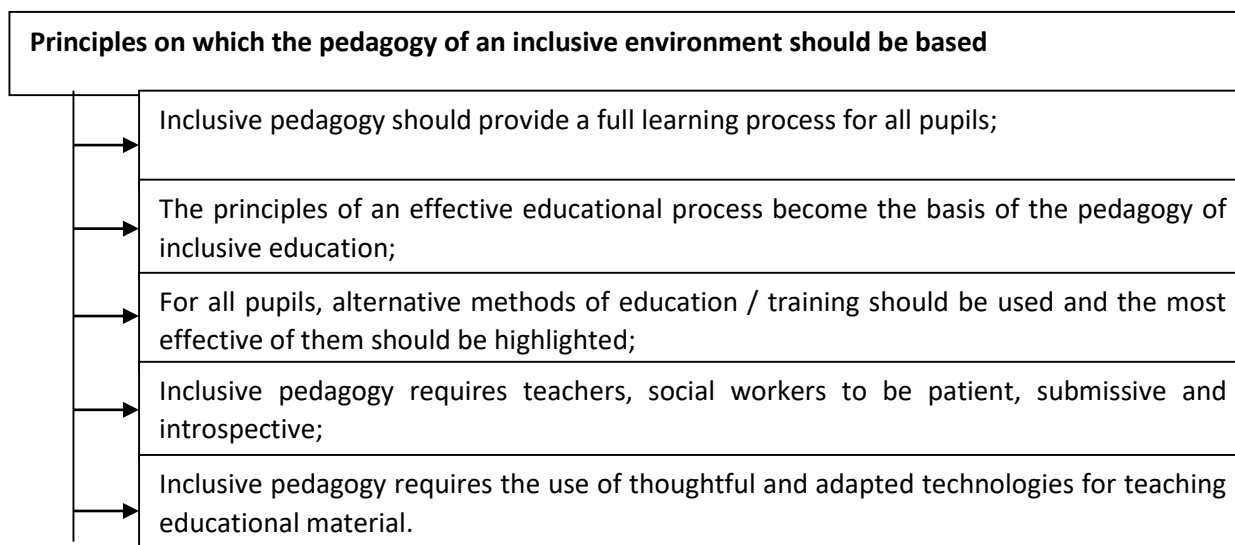


Figure 2. Principles of effective inclusive pedagogy

Source: it has been compiled on the basis of generalization of materials of scientific works (Loreman, T., 2017).

Analysis of the dynamics of education of children and adolescents with psychophysical disabilities in an inclusive educational environment and the practice of organizing inclusive education in European countries is reflected in Table 1 and Table 2 respectively. A distinctive feature of modern inclusive training systems is their variability, that is, full integration into the social-economic space and adaptation to the requirements of the educational environment, which is connected with the use of an extensive complex of pedagogical and psychological resources, as well as the financial potential of the country.

Table 1 reflects the percentage of children in the structure of the children’s population (from preschool to adolescence) in different European countries, who receive education at general educational institutions and do not require special learning conditions, and the percentage of children in the structure of the children’s population with special needs, who study at inclusive educational institutions. In most European countries, enrollment to a secondary school involves enrollment of all children to a primary school. However, it is possible to enroll pupils to a separate special class at the secondary school, who need psychophysical correction. It should be noted that the analytical data reflect the fact that not all students are enrolled to secondary schools. Some parents insist on receiving education at completely separate special schools or prefer non-formal education provided by medical or social services, etc..

Table 1. Proportions of children studying at general educational institutions (mainstream education) and children with special needs, whose education is carried out at inclusive institutions, 2015-2018 (%)

Country	2014 (2012-2013 school year)		2016 (2014-2015 school year)		2018 (2016-2017 school year)	
	Mainstream education	Inclusive education	Mainstream education	Inclusive education	Mainstream education	Inclusive education
1	2	3	4	5	6	7
Belgium	93,5	0,3	92,0	1,4	99,3	2,5

Croatia	99,7	4,6	99,2	5,1	99,4	5,3
Cyprus	99,7	4,4	99,5	5,7	99,9	6,7
The Czech Rep.	96,8	5,2	97,2	5,2	99,0	6,9
Estonia	96,9	3,9	97,2	3,2	99,7	2,7
Finland	99,1	2,7	99,2	2,8	99,3	2,9
France	99,4	1,5	99,4	1,7	99,1	2,0
Hungary	97,7	4,4	94,6	4,6	93,5	5,0
Iceland	99,7	15,1	99,6	15,1	99,7	14,1
Ireland	98,9	3,8	98,9	4,4	98,9	5,5
Latvia	95,2	1,7	96,7	2,4	95,3	2,6
Lithuania	97,4	11,1	97,2	11,5	94,5	12,1
Luxembourg	98,9	1,3	99,2	0,5	99,7	0,7
Malta	99,9	5,9	99,8	7,9	99,9	9,4
The Netherlands	96,8	1,7	96,7	1,9	98,9	2,1
Norway	99,6	7,9	99,8	7,4	99,7	7,2
Poland	98,3	1,7	98,5	1,8	99,5	2,2
Portugal	94,4	4,8	99,9	6,2	99,9	6,1
Slovakia	95,9	4,7	95,9	5,7	98,8	9,5
Slovenia	98,2	6,3	98,2	5,7	99,5	5,7
Spain	99,5	2,2	99,5	2,3	99,9	2,9
Sweden	99,0	0,1	99,1	0,1	99,9	0,1
Switzerland	97,8	1,5	98,0	1,7	98,9	1,9
The UK (England)	93,4	1,5	98,4	1,6	99,7	1,5
The UK (N. Ireland)	98,5	2,8	98,4	3,1	99,0	3,3
The UK (Scotland)	99,0	16,0	99,0	19,1	99,1	23,7
The UK (Wales)	97,5	1,4	97,5	1,4	99,6	1,3
Total average	97,4	2,4	98,5	2,7	98,8	3,3

Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020)

The data in Table 1 show that in 2018 the total share of children receiving education at general educational institutions and not requiring special conditions of study increased by 0,3% compared to 2016. An important trend is the development of inclusive education in different European countries, as evidenced by the increase in the share of children with special needs who study in inclusive conditions (by 0,6% in 2018 compared to 2016). The basic models of inclusive education, being actively formed in European countries, are described in Table 2.

Table 2. Models of inclusive educational environment in some European countries

Country	Models of inclusive educational environment
Belgium	Belgium's educational model aims to remove barriers between educational institutions and therefore offers the following forms of inclusion: full inclusion (education at general educational institutions under the supervision of specialists of psychological, medical and social centers); partial inclusion (combination of education at general and special educational institutions); periodic inclusion (visits of general educational institutions according to an individual schedule). This model is one of the most effective in Europe; in 2018 the share of children with special needs who received education through some form of inclusion was 2,5%, which is 1,1% more than in 2016.
Sweden	Sweden's education system provides for the disbandment of special schools and the creation of resource centers on their basis - rehabilitation centers for children with psychophysical disabilities. Social pedagogues of such centers provide psychological and pedagogical, correctional and developmental services. This model of using the non-formal learning process is effective, but the level of development of an inclusive educational environment is low - only 0,1% of children with special needs attend inclusive educational institutions.
Norway	As a result of the reform of the educational environment, the official functioning of all special schools has been terminated. This model of education assumes that any secondary school is inclusive. Education of children with special needs is carried out in special classes, which provides full or partial inclusion. However, the practical effectiveness of such a model is doubtful, forasmuch as the proportion of children with special needs who study at inclusive educational institutions is reduced: it decreased by 0, 2% in 2018 compared to 2016, and in 2016 compared to 2014 - by 0,5 %.
Finland	The model of inclusive environment is created on the principle of differentiation, that is, one class is divided into two parts: for ordinary children and for children with special needs. Two types of teachers are also involved in the educational process. The effectiveness of the proposed model is confirmed by the steady upward trend in the share of children with special needs who receive education at inclusive educational institutions: by 0,1% in 2018 compared to 2016 and by 0,1% in 2016 compared to 2014.

Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020).

Models of functioning of educational institutions in European countries provide the possibility of creating four types of educational environments to involve children with special needs in the educational process, namely:

1. inclusive educational environment;
2. separate special classes at secondary schools;
3. separate special schools;
4. non-formal educational environment.

Further investigation of the role of inclusive educational environment in the educational process of children with officially established and documented psychophysical disabilities focuses on certain states of involvement of children with special needs in the educational process in terms of three age categories: preschool children; school children and adolescents.

Thus, the state of involvement of children with special needs in the educational process by enrolling them to inclusive educational institutions in 2018 is reflected in Table 3 (in percentage correlation).

Table 3. Involvement of children with special needs in inclusive education according to age category (2018, %)

Country	Pre-primary inclusive education	Primary and lower-secondary inclusive education	Upper-secondary inclusive education
1	2	3	4
Belgium	47,7	19,2	66,7
Austria	-	68,7	45,8
Cyprus	80,6	82,5	85,8
Bulgaria	85,6	81,4	64,2
The Czech Rep.	19,7	68,2	62,5
Estonia	61,7	37,3	65,1
Finland	-	39,0	-
France	55,7	58,9	63,2
Greece	84,1	71,7	94,3
Hungary	82,2	66,8	65,6
Italy	99,4	99,1	99,7
Iceland	-	91,8	-
Ireland	-	79,5	69,6
Latvia	-	39,1	-
Lithuania	91,5	89,4	46,2
Luxembourg	-	50,0	40,6
Malta	100,0	94,7	-
Norway	-	91,9	-
Poland	79,7	56,9	30,0
Portugal	100,0	84,5	78,4
Slovakia	64,9	62,7	66,8
Slovenia	92,9	73,8	100,0
Spain	86,6	80,4	100,0
Sweden	-	11,2	0,6
The UK (England)	68,4	51,9	44,4
The UK (N. Ireland)	56,5	60,0	47,2
The UK (Scotland)	-	94,5	90,0

The UK (Wales)	70,5	43,1	25,3
Total average	70,6	65,0	70,6

Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020).

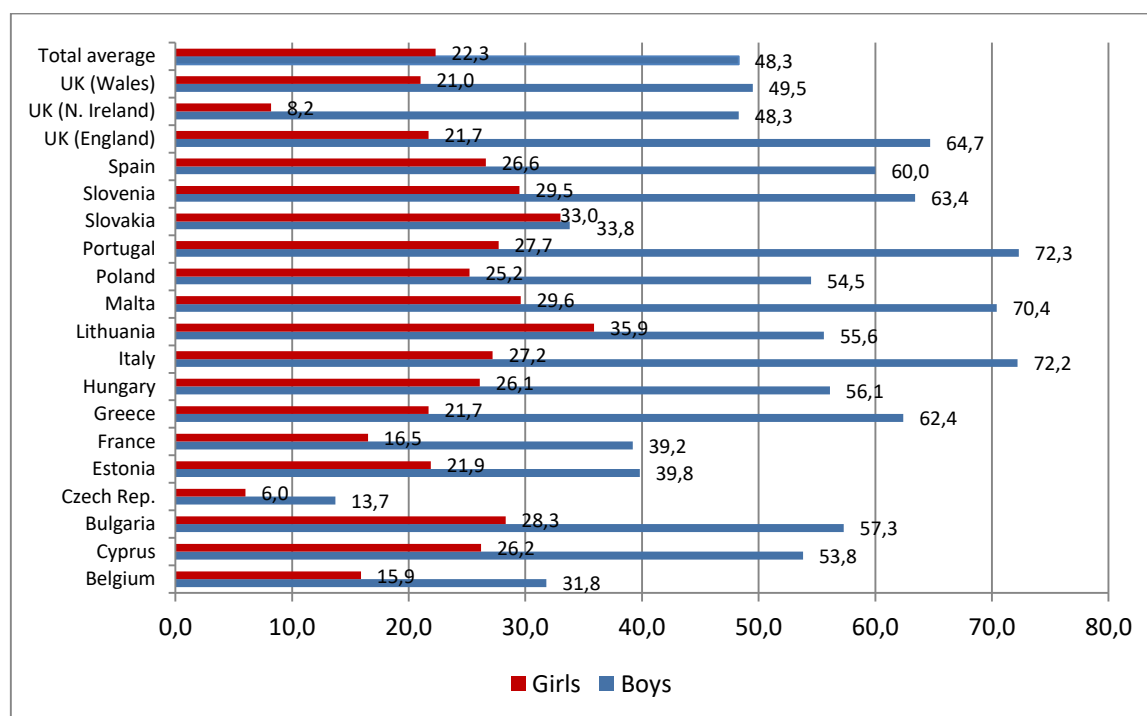
The indicators presented in Table 3 reflect the level of involvement of children in an inclusive educational environment, calculated exclusively among the population of preschool, school and adolescent age with officially established psychophysical disabilities; the data indicate the active development of inclusive education in most European countries, as evidenced by the following trends:

- firstly, among preschool children, the rate of pupils' involvement in an inclusive environment in 2018 ranged from 19,74% to 100,00%; the generalized average value for 28 countries was 70,64%.
- secondly, among school-age children (data cover students under 15) the rate of involvement in an inclusive environment in 2018 ranged from 11,21% to 99,12%, the generalized average value for the studied countries was 65,0%;
- thirdly, among adolescents, the rate of involvement in an inclusive environment in 2018 ranged from 0,61% to 100,00%; the generalized average value was 70,57%.

Thus, most children with special needs are involved in the educational process and receive the necessary assistance in correcting psychophysical disabilities, establishing interpersonal relationships and social adaptation.

Current trends in European countries confirm that there is a certain dependence of psychophysical development on the gender of the person, and, therefore, it is important to take into account the features of the formation of gender identity in the context of the manifestation of special needs of the child. The teacher's activities should be aimed at creating a stable emotional connection with the pupil and the development of the most effective methods of social adaptation, taking into account all aspects of the child's life. (Iaburova, O., 2019; Maiier, N., Ustymenko, O., 2018; Mukan, N., Noskova, Zinchuk, M., I., 2019). The variability of interaction's processes of social educators and children with special needs is driven by the peculiarities of the individual. Further research focuses on determining the share of boys and girls in the structure of children with special needs who receive education in an inclusive environment (the study is carried out in terms of three age categories) (Figure 3, Figure 4 and Figure 5).

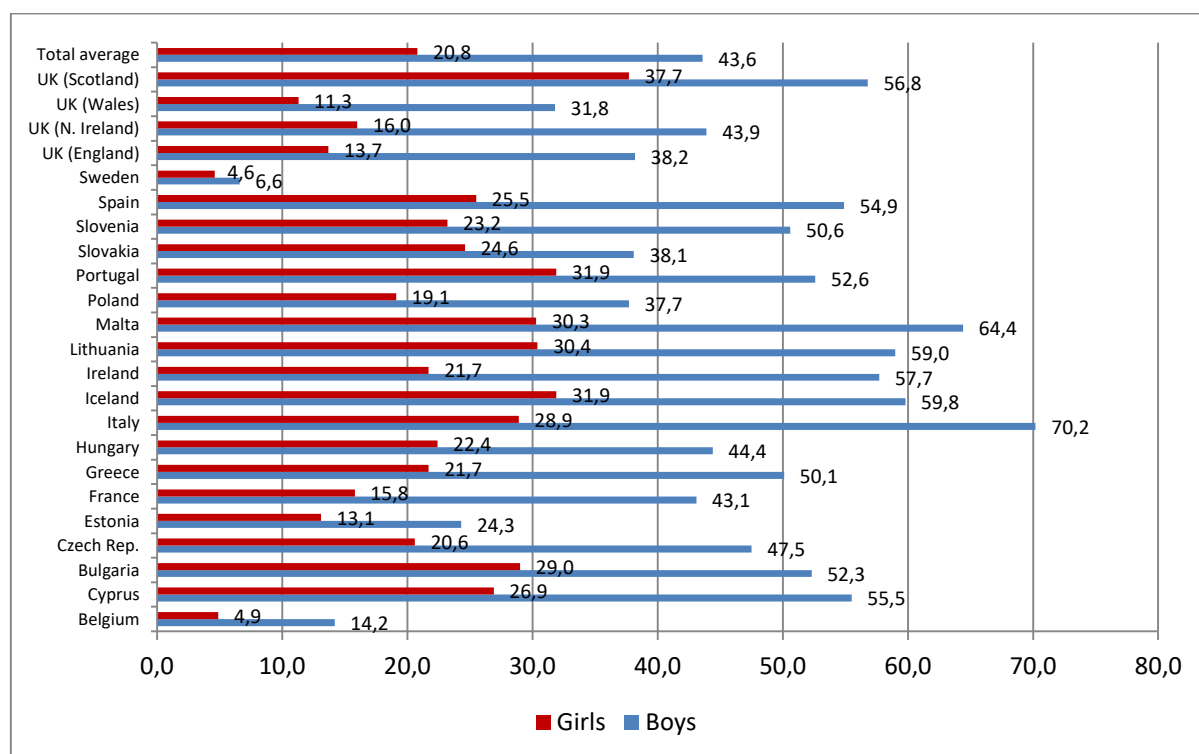
Figure 3. Level of involvement of children with special needs of preschool age in inclusive education depending on gender (2018, %)



Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020).

Thus, among girls with special needs of preschool age, 22,3% were involved in an inclusive environment in 2018 (the minimum value is typical for the Czech Republic – 6,0%, and the maximum - for Lithuania – 35,9%), among boys this indicator was 48,3% (the minimum value is typical for the Czech Republic -13,7%, and the maximum - for Portugal – 72,3%). This dynamic is the result of the fact that in the general structure of children with special needs, who belong to the preschool age category, a larger share was occupied by boys – 68,42%, respectively, girls – 31,58%.

Figure 4. Level of involvement of children with special needs of school age in inclusive education depending on gender (2018, %)



Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020).

The data in Table 4 show that in the structure of children with special needs of school age there is a tendency of a higher share of boys involved in inclusive education than girls. Accordingly, the share of boys in the overall structure of children psychophysical disabilities was 67,68% in 2018, respectively, girls – 32,32%.

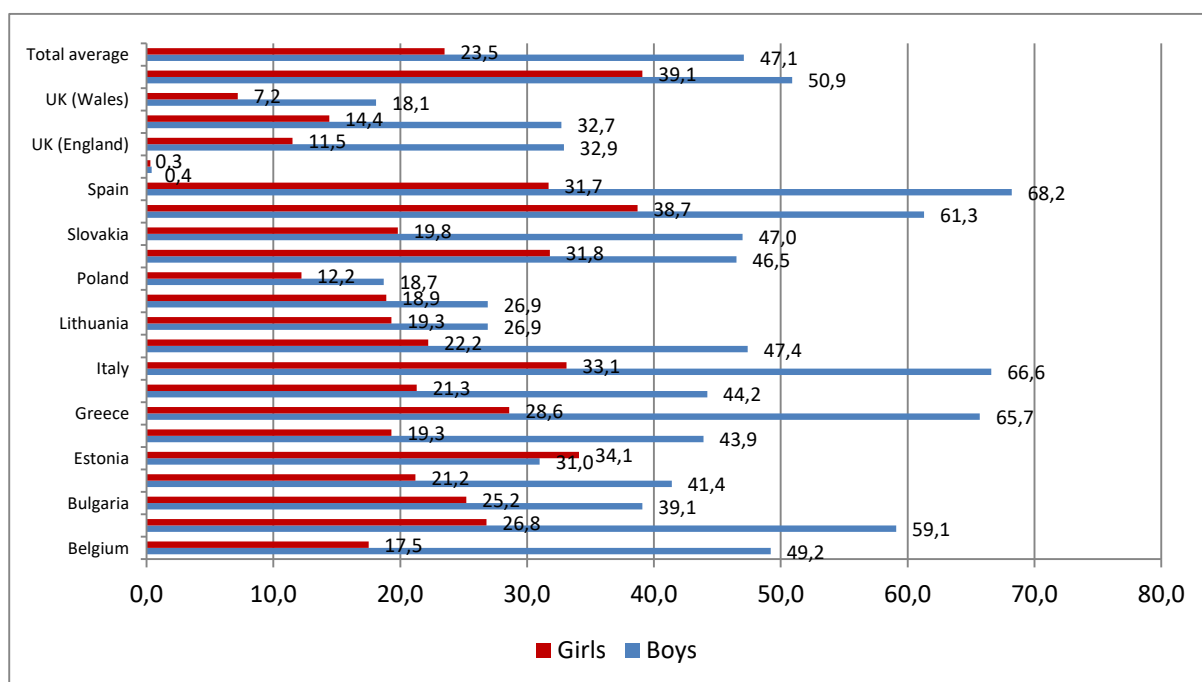


Figure 5. The level of involvement of children with special needs of adolescent age in inclusive education depending on gender (2018, %)

Source: it has been compiled on the basis of analysis and evaluation of public statistical information (European Agency for Special Needs and Inclusive Education, 2020).

According to the data in Table 5, among girls with special needs of adolescent age, 23,5% were involved in an inclusive environment in 2018, and among boys – 47,1%. Accordingly, the share of boys in the overall structure of children psychophysical disabilities was 66,68% in 2018, respectively, girls – 33,32 %.

Thus, the inclusive environment acts not just as an external factor, influencing the lives of children, but as a source of development of all people' principles of equality, regardless of gender or psychophysical characteristics.

4 DISCUSSION

Some modern researchers (Sharma, U., Loreman, T., Forlin, C., 2012) insist that inclusion requires special conditions not only for pupils but also for teachers who should possess special knowledge concerning methods of correcting the psychophysical development of children and have special skills in inclusive education (Coates, J., 2012; Specht, J., McGhie-Richmond, D., Loreman, T., Mirenda, P., 2016).

Other scientific works contain an analysis of aspects of the teachers' organization in the field of inclusive education (Yin, L. C., Loreman, T., Majid, R. A., Alias, A., 2019), and reveal the features of the influence of teachers on the personality formation, including the attitude of pupils to education, career, and crime (Cousins, S. B., 2017). These papers also determine the importance of humanity, humanism and kindness in the nature of teachers in the sphere of inclusive education (Yin, L. C., Majid, R. A., 2018) and scientists, who primarily emphasize the importance of justifying the needs of children with psychophysical, psychological and emotional disabilities, adaptation problems (Arslan, G., 2018).

In this regard, there is a need to eliminate the imbalance between the approaches of scholars to minimize discrimination against children, ensuring equal treatment for all, creating special conditions for pupils with special needs and their teachers, and insufficient social and emotional inclusion in the modern society, which becomes the primary cause of problems in mutual understanding of peers (DeVries, J. M., Rathmann, K., Gebhardt, M., 2018a; DeVries, J. M., Voß, S., Gebhardt, M., 2018b; Banks, J., McCoy, S., Frawley, D., 2017). It is also equally important to clarify the features of an inclusive educational environment under the current conditions of functioning of educational institutions, to define the requirements for the competence of teachers and to justify the needs of children with mental and physical disabilities in order to ensure equal access to public goods and education.

Forasmuch as the modern paradigm of the educational environment is based on the idea of creating optimal conditions for individuals with different needs, it is necessary to turn to theoretical approaches and models that are widely used and have positive experience in different European countries in order to find ways to create an inclusive environment. In addition, the basic principle of modern inclusive environment should be differentiation, that is, the educational process should be adjusted by pupils and teachers depending on which way of perception and consolidation of specific educational material is most convenient for them, taking into account the individual differences of children (Tomlinson, C. A. 2017).

The studies of modern authors are aimed at identifying the basic trends in the implementation of inclusive education in various countries of the world, Europe in particular. Scientists have come to the conclusion that inclusive education at the initial stages of formation was used to psychophysically correct children with certain disabilities or development defects, however, currently inclusion is an updated, innovative format of the educational process used in the education of pupils with social-economic, linguistic, cultural, religious or even gender differences or xenophobic manifestations (Loreman, T., Schwab, S., Sharma,

U., 2018). The Convention on the Rights of Persons with Disabilities (United Nations, 2007) has been ratified by most European countries.

The number of students with various differences, including people with disabilities, continues to increase in the context of individual countries of the world, as evidenced by actual statistics in Europe - Statistics of the European Agency for Inclusive Education (European Agency for Special Needs and Inclusive Education, 2020).

5 CONCLUSION

As a result of the study conducted, it has been determined that the formation of an inclusive environment at educational institutions depends on a number of factors:

- firstly, inclusion in education is achieved through the rational distribution of powers between teachers, parents of children with special needs and the public authorities. It should be borne in mind that in the context of the implementation of European policy of social cohesion and trends of decentralization of power, the importance of regulatory functions of local executive bodies is increasing;
- secondly, the model of an inclusive environment should be created on the principle of variability and differentiation. In the process of creating comfortable learning conditions for children with psychophysical disabilities, it is necessary to keep in mind the rights, responsibilities and interests of teachers, as well as ordinary children. Rational differentiation should not violate the social integrity of the educational environment and should be based on the interaction of all participants in the educational process;
- thirdly, insufficient attention is paid to this aspect in many European countries. Further inclusion, in our opinion, should be based on the principles of integration and combination of corrective measures of parents and teachers;
- fourthly, in the process of formation of an inclusive educational environment, insufficient attention is paid to the functions of local authorities. Active decentralization requires changes in the organization of educational institutions by taking into account the peculiarities of the social-economic and demographic situation of the region.

6 PERSPECTIVES

Inclusive education at higher educational institutions of Ukraine is just getting started to be introduced, in contrast to the European system, which has already had fairly thorough research in this area and the experience of teaching “special” categories of students, based on the principles of social inclusion. The Ukrainian system of inclusive higher education pays more attention to training of future professionals, and social inclusion remains out of the attention of scientists and teaching staff of educational institutions. The European systems of higher education, which are engaged in the professional training of students with special educational needs, are key elements of the modern European model of social structure, which turns out to be attractive for countries that have lost their totalitarian regimes, at the present time for Ukraine, with respect to the issues and prospects of solving long overdue pedagogical and social problems.

The Ukrainian higher education system is getting ready to introduce inclusive higher education for students with disabilities, however ignoring such categories as “young people with limited social skills, anti-social behavior, who are serving or have served their sentences in a penitentiary institution and have been in social isolation”. Such young people require full-fledged social rehabilitation and resocialization, which in

turn necessitates the creation of special conditions that would contribute to the successful adaptation of students.

Improving the methodological approaches to inclusive education of applicants of higher education with special educational needs requires further scientific research, as it will optimize the processes of their social adaptation, resocialization and integration in the social environment.

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