

# Practices of Inclusive Education in the Modern Innovation Space

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## Summary

The article considers inclusive education, which is the basis and most effective form of obtaining high-quality education for people with special needs. The main principles of inclusive education are highlighted. Interaction between students with special educational needs and other children in inclusive classes contributes to the establishment of friendly relations between them. In the humanistic interpretation, the goal of special education is to include a person in broad social relations, taking into account his personal development and individual needs. The problem of inclusive education in the modern innovation space is considered. The main goal of inclusive education is to eliminate any discrimination in the educational process, ensure the accessibility of education for all, and the achievement of this goal can be organized in different ways, which is observed in the educational systems of different countries. The tasks that require influence from the state education management system in organizing the education of children with special needs are highlighted. The article examines the experience of teaching children and young people with special psychophysical development in European countries. It is proved that in the vast majority of European countries, inclusive education is the main form of education for people with disabilities. The results of the analysis of the experience of introducing inclusive education in developed European countries make it possible to assert that in European countries special educational institutions function and provide assistance to children with disabilities, but they are not segregative cells. The "borders" between special and general education are transparent, implicit, and democratic countries promote the values of civil society, the ideas of equality, tolerance, and inclusion.

## Keywords:

*inclusive quality education, modern innovation space, Education, development, special education, special needs, European countries.*

## 1. Introduction

The problem of inclusive education in the modern innovation space is of particular importance due to the fact that the integration of people with special needs into the socio-cultural and general education environment is extremely relevant today. Insufficient development of this pedagogical problem, an increase in the number of children with psychophysical development disorders who do not have the opportunity to receive psychological and pedagogical support, correctional and rehabilitation assistance, insufficient level of culture and education of teachers and parents, lack of basic material base, low financial condition of families, unsatisfactory educational and methodological support (curricula, manuals, textbooks, guidelines, etc.) determine the processes of rethinking society's attitude to people with special needs.

In different countries of the world, inclusion is seen as a process of recognizing and responding to the diverse needs of all students, and allows them to actively participate in the process of acquiring knowledge in cultural and social life. Considering modern research materials of Ukrainian and foreign scientists, we found that inclusion creates favorable conditions for equal participation of people with special educational needs (physical, mental, social, emotional) in the general education system, for individual choice and receiving special services, as well as adaptation, rehabilitation and socialization of those who need it. Within the framework of an inclusive model in the innovation space, with the involvement of all students in all areas of education

and school life, regardless of individual characteristics or differences, all students study together in ordinary schools, classes, actively adapting and changing. Today, special education needs changes and modifications of content in the innovation space, structure, quality, technologies, approaches and strategies in the context of inclusion, taking into account the needs of all children who are eager to learn [9].

At the present stage, the idea of educational inclusion in the innovation space becomes of meaningful importance and turns into an important problem of modern scientific and pedagogical research. It combines the concepts of complexity, objectivity, consistency and is defined by scientists and practitioners as a model for organizing the process of special education in a general education school. At the beginning of the XXI century, the practice of teaching on an inclusive basis is gaining a certain development, since according to many scientists, the highest stage of integration processes in the educational space is inclusive education, which is now defined as the most popular and important innovative educational movement. Taking into account the reform of the modern educational sector, this problem is gaining special weight and relevance today [18].

**Our goal is** to explore the theoretical foundations of inclusive education in the modern innovation space.

## 2. Analysis of recent research and publications

Pashchenko O., Hrytsenko I., Sofiy N. made in the manual an overview of the main international documents in the field of protection of the rights of persons with disabilities, analysis of the main national legislative and regulatory documents on their compliance with the basic principles of an inclusive model of education at the level of vocational education and other related issues in the field of protection of the rights of people with disabilities [14].

Kuchai O., Shynkaruk V., Bida O. presented special education with a system of differentiated training, which is carried out in educational institutions and institutions of innovative type: rehabilitation, health-improving, social-pedagogical and psychological, medical and pedagogical centers [9].

Kolupaeva A., Taranchenko O., considering that differentiated teaching is a specific approach based on the use of various methods, offer teachers to vary their application, differentiating the content of educational material, the process of teaching the material that is being studied and/or the products of students' educational activities [6].

Prodius O. conducted a study of the experience of teaching children and young people with special psychophysical development in Europe and concluded that in the vast majority of countries, inclusive education is the

main form of education for people with disabilities. He noted children with special educational needs have the opportunity to receive education both in special educational institutions and in mass-type institutions. The modern world educational process is distinguished, on the one hand, by the variability of education systems, their structure, and the definition of ways to solve specific problems. On the other hand, it traces a number of general trends, one of which is the implementation of inclusive education [15].

Lukina T. and Shoshova A. proposed the following tasks that require influence from the state education of management system on the organization of education for children with special needs. Regulatory and legal regulation of the process of introducing an inclusive form of education; updating the requirements for the material and technical support of an educational institution where inclusive education is implemented. Adapting the educational process to the needs of children, including those with special needs; establishing specific psychological, medical and pedagogical support for children with special educational needs and features of cooperation with parents [12].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. discoveries that the practice of multimedia technologies in the educational process of higher education institutions lets to move from a passive to an active way of realizing educational activities, in which the student becomes the main participant in the learning process [7].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. demonstrate the educational objects of multimedia learning technologies and analyzes prospective directions of using multimedia technologies in the training of future specialists [17].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N., Necheporuk, Y., & Rezvan, O. study the fragment of multimedia education in the progress of the information culture. The information range is skilled both as a separate sector of the economy and as a factor in the innovation of education [10].

## 3. Research methods

To solve research tasks and achieve a certain goal, the following methods of scientific search were used: theoretical (analysis of philosophical, sociological, historical, pedagogical, psychological literature), which allowed us to justify the initial provisions of the study. Interpretative and analytical method, based on which sources were studied using synthesis, analysis, systematization and generalization. Empirical (observation, analysis of activity results) in order to identify the level of inclusive education in the modern innovation space; specifically scientific (analysis and generalization of

modern foreign approaches to the organization of inclusive education in the modern innovation space. Search (formulation of conclusions, identification of progressive ideas in the education systems of different countries); a method of comparative historical analysis that allowed us to identify trends in the development of inclusive education in the modern innovation space.

#### 4. Results and discussion

The term "inclusive education" was first mentioned in the Salamanca declaration on principles, policies and practices in the education of persons with special needs, which was adopted at the World Conference on education of persons with special needs in June 1994. This document was the first international document that emphasized the need for educational reforms in the direction of inclusive education.

The appeal to all governments stressed that, from the point of view of policy and budget allocations, the priority should be to reform the education system, which would allow all children to be educated, despite individual differences and difficulties. To this end, it is necessary to legally recognize the principle of inclusive education, which is that all children are in regular schools, except when it is impossible to do otherwise. To encourage the exchange of experience with countries with an inclusive education system; to promote the participation of parents, communities, public organizations of persons with disabilities in the planning and decision-making processes related to the satisfaction of special educational needs. To promote in every possible way the development of strategies for diagnosing and identifying special needs in children, as well as to develop scientific and methodological aspects of inclusive education; considerable attention should be paid to the preparation of teachers for work in the inclusive education system.

Inclusive education is based on an ideology that not only eliminates any discrimination against students with special learning needs, but also creates appropriate conditions for obtaining high-quality education for such children. Inclusive Education recognizes that all children can fully learn, and their distinctive features are worthy of respect and are a source of learning experience for all participants in the educational process. Inclusion in education involves the development and implementation of a wide range of learning strategies for a more flexible response to the diverse needs of students, which will ensure equal opportunities for obtaining quality education in all types of educational institutions. [14].

Today requires moving in the direction of implementing international practice to increase the number of general education institutions that are ready to provide educational services to children with special needs. In solving complex

and multifaceted tasks of Inclusive Education, an important role is assigned to the teacher, since it is he who directs the educational process, systematizes, concretizes the content of cognitive material, looks for the most rational ways to master children's skills necessary in independent knowledge, forms the necessary skills, providing opportunities for personal disclosure of each child.

Appropriate training of educators to work with children with special needs should be a key factor in promoting inclusive education. Today, the question of a teacher who would understand the specific problems of such children is problematic. The result will be satisfactory only if the relevant specialists – rehabilitation teachers, speech therapists, practical psychologists, social educators, doctors, etc. – work together with the teachers in the same team. Working in groups with an inclusive form of education gives a qualitatively new incentive to self-improvement of the teacher, because he has the opportunity to deepen his knowledge about the patterns of children's development, to develop his own positions on the effectiveness of educational technologies. This work forms a new understanding of the problems of lagging children in the teacher, reveals to him the strategy and tactics of psychological and pedagogical support for these children [4].

The main state educational institutions for children with special psychophysical development are special preschool institutions, general education boarding schools, educational, rehabilitation centers, and special classes at these institutions. Special educational institutions for children with special psychophysical development implement programs of primary, basic and secondary (full) general Education compiled because of the state standard of special education. The structure of special (inclusive) education in Ukraine is represented by eight types of special institutions for children with hearing impairments, hard of hearing, visual impairments, visually impaired, severe speech disorders, mentally retarded, musculoskeletal disorders and mental retardation. [3]

Inclusive education is the basis and most effective form of obtaining high-quality education for people with special needs. However, this form of education is limited to the predominant coverage of children with psychophysical development disorders of preschool and primary school age, with the current urgent need for its widespread introduction into higher education institutions. The development and practical implementation of ways to introduce inclusive education in integrated educational institutions corresponds to modern progressive global trends in providing high-quality higher education for young people with special needs, the course adopted in Ukraine for the introduction of integrated education and areas of activity in the development of the system of inclusive education for students [19].

In Ukraine, the model of inclusive education began to gain importance mainly on the initiative of public organizations. Today, there are relevant institutions in a number of regional centers of our state. One of the first such educational institutions, established in Kiev in 2005, with the aim of providing parents with information support to meet their professional growth in defending the rights and interests of children with special educational needs, assessing needs and ensuring the provision of educational, social and other services to families of children with special educational needs. This educational center implements a personality-oriented, inclusive approach to the education and development of children from birth to ten years. The purpose of the center is to provide parents with information support to meet their professional growth in defending the rights and interests of children with special educational needs. The center works to ensure that parents receive a wide range of services directly at the educational institution where their children study. Its resources are aimed at stimulating equal rights of students and their multidimensional participation in the life of the group, and at developing the necessary communication skills for all children.

Ukraine cannot blindly copy the experience of other countries due to different economic, ethnographic conditions and different mentalities; it creates its own path for the development of inclusive education. In our country, the beginning of the integration processes of "special children" into the mass school system began in the 90s of the last century. In 2001, the Ministry of Education and Science of Ukraine, the Institute of special pedagogy of the APN of Ukraine and the All-Ukrainian Foundation "step by step" launched a scientific and pedagogical experiment "social adaptation and integration into society of children with special psychophysical development by organizing their education in general education institutions". The main purpose of which is to develop and implement a mechanism for integrating children with special psychophysical development into general education institutions, early integration of these children into the social environment, taking into account their typological and individual characteristics. But finally, inclusive education has been supported by the legislative framework of Ukraine since 2010, when the law of Ukraine "on General Secondary Education" was amended, according to which general education institutions could fully create special and inclusive classes for teaching children with special needs [5].

In Ukraine, inclusive changes in education have been particularly actively introduced over the past 5-8 years. Accordingly, the classical school is also changing. It becomes inclusive, that is, one that focuses on any child with any educational needs. The teacher becomes the driving force that makes it possible to introduce this form of education into the practice of general education schools.

In fact, the effectiveness of the inclusive education process as a whole depends on how creatively and professionally the teacher approaches the problem of educating "special" students in an inclusive classroom. [2].

Inclusive education is based on the principle of ensuring the basic right of children to education and the right to study at their place of residence. Inclusive education, as a system of educational services, should be provided by an inclusive school – an educational institution that adapts curricula and plans, the physical environment, methods and forms of Education. Uses the resources available in the community, attracts parents and specialists to provide special services in accordance with the needs of each child, and provides a favorable climate in the educational environment.

Basic principles of inclusive learning:

- all children should study together whenever possible, regardless of certain difficulties or differences that exist between them;
- schools should recognize and take into account the diverse needs of their students, coordinating different types and rates of learning;
- providing quality education for all through appropriate educational and methodological support, application of organizational measures, development of teaching strategies, use of resources and partnerships with their communities;
- children with special educational needs should receive additional assistance that they may need to ensure the success of the learning process.

The concept of inclusive education reflects one of the main democratic ideas – all children are valuable and active members of society.

Education in inclusive educational institutions is useful both for children with special educational needs, and for other children, family members and society as a whole. Interaction with healthy children contributes to the cognitive, physical, linguistic, social and emotional development of children with special educational needs. At the same time, children with a typical level of development demonstrate appropriate behavior patterns for children with special educational needs and motivate them to develop and purposefully use new knowledge and skills. Interaction between students with special educational needs and other children in inclusive classes contributes to the establishment of friendly relations between them. Thanks to this interaction, children learn to naturally perceive and tolerate human differences; they become more sensitive, ready for mutual assistance [1; 8].

Every student needs a safe place where he or she can be himself or herself, learn about himself or herself, and take important steps towards his or her own prosperous life. Every child should feel appreciated, listened to, and cared for. Gaining such confidence, he gradually develops, learns responsibility and love for others. Therefore, for teachers, one of the main tasks should be to create an atmosphere of

psychological comfort in the classroom, where with the help of peers and teachers, the child can form a realistic idea of himself and his environment, interact responsibly and constructively with this goal, and form a healthy self-esteem.

Sometimes children with special needs do not respond to certain situations in the same way as others. The environment often understands their behavior incorrectly, condemns it without finding out the reasons. In turn, such strong reactions can negatively affect the child's self-esteem and complicate the process of its inclusion. There are a number of basic principles for understanding behavior, in particular, the following:

- most behavioral responses are acquired, and therefore they can be changed;
- behavior is a person's reaction to their environment;
- any behavior always has a specific purpose;
- behavioral difficulties open up new learning opportunities: on the one hand, they give us the opportunity to learn more about the child, and on the other, they give the child a chance to learn how to better navigate in the team;
- the environment can reinforce problematic behavior;
- behavior is a way of communicating;
- behavioral skills learned in the early stages to deal with various life situations may not be applicable later.

In an inclusive environment, an integrated approach to learning is essential. It also provides for the development of functional, motor, communicative, social competencies and other skills in the process of natural activities that are organized in accordance with the usual daily routine at school or in society.

An interdisciplinary approach to the organization of the educational process means that team members from different professional disciplines share their knowledge and skills (for example, an occupational therapist advises a teacher).

The result of this interaction is a program that is supported by all team members. They help each other implement an integrated approach to child learning.

It is also very useful to agree on a common set of basic principles and adhere to them in the planning and decision-making process.

For example, all students are able to learn if they are provided with adequate support and sufficient opportunities; the task of the training team is to help students achieve the desired educational results; each team member must make a positive contribution; team members from different professional disciplines freely exchange knowledge and experience; the team works in a flexible mode and is always open to innovation and change [13].

The Ukrainian state at the present stage is characterized by a global reform of all spheres of social life. The implementation of an inclusive approach to teaching children with special psychophysical states is considered in the context of prospects and opportunities for further development of the special education system. The leading

directions of the new paradigm of special pedagogy are determined by humanization, fundamentalization and integration. In the humanistic interpretation, the goal of special education is to include a person in broad social relations, taking into account his personal development and individual needs. Today, special education in Ukraine is represented by a system of differentiated education, which is carried out in educational institutions and institutions of innovative type: rehabilitation, health-improving, social-pedagogical and psychological-medical-pedagogical centers [8].

Given that differentiated teaching is a specific approach based on the use of various methods, teachers can vary their application, differentiating the content of educational material, the process of teaching the material that is being studied and/or the products of students' learning activities.

Differentiation is used based on the level of readiness of students, their interest and/or learning characteristics/special needs:

- readiness refers to the level of skills and basic knowledge of the child;
- interest is determined by what can become motivation for the student in learning (for example, how exactly they want to study the educational material);
- features of the student's learning are individual type of thinking, learning style (visual, auditory, kinesthetic), preferences for working in groups (independently, in a small or large group), as well as preferences for the learning environment (organization of the workplace, lighting, noise load, etc.), specific difficulties that the child experiences during learning (attention, memory, motor skills, etc.).

The teacher can differentiate based on any of these factors or in any combination of them.

First of all, the teacher needs to:

- conduct a diagnostic assessment (formal or informal) of the student's readiness level. Teachers can pre-identify students' basic knowledge, interview them, and find out what they already know, as well as what they want to learn on a particular topic;
- students' interest can be determined through a survey (what specific interest they show in a particular topic), as well as by involving them in the lesson planning process and taking these interests into account in the classroom.

Despite all this, the teacher can choose (combine) certain methods and techniques of teaching:

- multi-level tasks are designed to teach students basic skills at various levels of difficulty. The content and objectives of the curriculum remain the same, but the process and / or product change depending on the level of readiness of students;
- "compression" - a change in the study material, taking into account how students performed similar educational tasks before. To do this, first of all, it is necessary to evaluate the student in order to identify the level of knowledge of the material and determine what else he needs

to learn. Then it is necessary to prepare a plan for what the student needs to know, and free him from studying what he already knows; prepare a plan for using time for in-depth or accelerated learning. This and the techniques described above are focused on the level of readiness of students;

- interest centers / groups are created (for younger and older students, respectively) to meet the specific interest of the student and provide an appropriate learning experience. Giving students a choice can serve as a significant motivation for them to learn. These techniques are focused on taking into account the readiness of students and their interests;

- work as part of various groups, depending on the level of complexity of tasks and/or the content of the material (concise, more extensive than in the textbook). Students are grouped according to their level of readiness, based on their interests and/or learning characteristics. Groups can be formed by the teacher or chosen directly by students. This approach allows students to work with different classmates and prevents stereotypical labels ("capable", "lagging", etc.) from being fixed. These techniques are focused on taking into account the specifics of learning and the interests of students;

- "agreements" or "training contracts" are a kind of agreement between a teacher and a student, which defines certain skills that the student must master, as well as necessary for completing the task; at the same time, the student independently determines exactly how he will achieve this and how and when he will complete the task. This approach allows students to work at the appropriate pace, takes into account the learning style of a particular student, motivates them to work independently, master planning and self-organization skills, and avoid the activity of "working out" already acquired skills. These techniques are focused on taking into account the readiness of students and the specifics of their training;

- "choice boards" are a kind of organizers that contain a list of various types of classes (tasks), from which students can choose one or more necessary to master a certain skill (or several different skills) or create an educational product. You can create them to study a particular topic in a specific subject course. These techniques collectively take into account students' readiness, interests, and learning characteristics.

In the process of applying differentiated teaching, it is important that the teacher is an active participant in the process, a mentor who organizes and provides:

- 1) optimal learning conditions, the most favorable learning atmosphere;

- 2) such a way of presenting the topic, which would allow you to attract all the senses and, at the same time, encourage you to activity, would be exciting, not burdensome and not exhausting;

- 3) creative and critical thinking of students, which encourages the assimilation of information;

- 4) assimilation of the material through the game, the possibility of its application in a wide variety of practices, emotionally colored educational and practical situations;

- 5) application of knowledge, ability to connect it with life;

- 6) regular repetition and evaluation in various ways, etc. [6].

The system of inclusive education in Ukraine is undergoing a phase of formation. Its further development depends on the principles of state policy, which, in turn, should be based on the capabilities of the state and local budgets. The approaches to providing educational services for children with special needs used in Ukraine provide for the education of such children in special institutions, which leads to a deep segregation of society and excludes them from active social life.

In Europe, the number of children with special educational needs is 15 million. Such children mostly finish secondary school with a low level of qualification and quite often become unemployed or not economically active. If these children do not have a sufficient level of support in educational institutions, their development will be slow, and families will be subjected to a significant burden. The system of inclusive education in many EU countries is formed based on the concept formulated by T. Booth. The scientist defined that inclusive education is a process of increasing participation and reducing exclusion from the culture, curriculum and society of general education schools where children with Special Educational Needs Study. [11].

The study of the experience of teaching children and young people with special psychophysical development in European countries shows that in the vast majority of cases, inclusive education is the main form of education for people with disabilities. However, it is worth noting that children with special educational needs have the opportunity to receive education both in special educational institutions and in mass-type institutions. The modern world educational process is distinguished, on the one hand, by the variability of education systems, their structure, and the definition of ways to solve specific problems. On the other hand, it shows a number of general trends, one of which is the implementation of inclusive education. Since the main goal of inclusive education is to eliminate any discrimination in the educational process, to ensure the accessibility of education for all, the achievement of this goal can be organized in different ways, which is observed in the educational systems of different countries [15].

In European practice, there are several models for implementing the educational policy of teaching children with special needs, which are aimed at overcoming these threats. The results of the analysis of the experience of introducing inclusive education in developed European countries make it possible to assert that in European countries, special educational institutions function and assist children with disabilities, but they are not segregated

cells. The "borders" between special and general education are transparent, implicit, and democratic countries promote the values of civil society, the ideas of equality, tolerance, and inclusion. The educational legislation of European countries recognizes the right of parents to choose an educational institution for their child, regulates the functioning of special and inclusive institutions. Today in Europe, there is a sharp reduction in special institutions in terms of both the number and types of specialization, and there is a tendency to fully switch to teaching children with special needs in inclusive institutions [8].

The analysis of European models of inclusive education proves that there is a lot of positive experience that needs to be adapted for implementation in Ukraine. Researchers name such tasks that require influence from the public education management system regarding the organization of education for children with special needs:

- regulatory and legal regulation of the process of introducing an inclusive form of Education;
- updating the requirements for material and technical support of a general education institution where inclusive education is implemented;
- adapting the educational process to the needs of children, including those with special needs;
- establishment of specific psychological, medical and pedagogical support for children with special educational needs studying in general education institutions;
- features of cooperation with parents raising children with special psychophysical development [12].

The concept of inclusive education reflects one of the main democratic ideas – all children are valuable and active members of society. It is based on the principle of respecting the rights of the child to receive a quality education. The philosophy of inclusive education is based on the belief in the need to change the educational paradigm – reform by combining two traditional systems (special and mass education) into a single educational system. When preparing future specialists for work in a general education institution, it is necessary to focus their attention on the fact that inclusion in school does not occur only by transferring the child to a regular class; it is rather the desired result. [9].

## Conclusions

We agree with I. Sadova [16]. Inclusive education is one of those concepts that requires a change in the established ideas that have been formed over many decades among all participants in the education system. Considering education through the prism of inclusivity means changing the perception that the child is a problem, and moving to the understanding that the education system itself needs changes. Inclusive education will not be built quickly, it is a long-term project that provides, first of all, for the formation of professional and personal readiness of all

participants in the pedagogical process, and in particular teachers to work in inclusive conditions [9].

Therefore, we have considered inclusive education, which is the basis and most effective form of obtaining high-quality education for people with special needs. The main principles of inclusive education are highlighted. The main goal of inclusive education is to eliminate any discrimination in the educational process, ensure the accessibility of education for all, and the achievement of this goal can be organized in different ways, which is observed in the educational systems of different countries. The tasks that require influence from the state education of management system in organizing the education of children with special needs are highlighted. The article examines the experience of teaching children and young people with special psychophysical development in European countries. We see prospects for further research in substantiating models for implementing the educational policy of teaching children with special needs.

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