

**НАПРЯМОК: ІНКЛЮЗІЯ**

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**THE IMPORTANCE OF INCLUSIVE EDUCATION**

Inclusive education – also called inclusion – is education that include everyone, with non-disabled and disabled people (including those with «special educational needs») learning together in schools, colleges and universities.

About 240 million children worldwide live with disabilities (children with poor eyesight or blind, deaf, with dyslexia, wheelchair users, with Down’s Syndrome, with spinal cord injures, etc). Like all children, children with disabilities have ambitions and dreams for their future. Like all children, they need quality education to develop their skills and realize their full potential.

This means that our educational system must adopt to include Disabled people – they should not have to adopt to the system. The education system must recognize that it creates barriers for Disabled learners, for example, if parts of the school are inaccessible. Disabled pupils and students may require adaptations and support to access the curriculum.

Inclusion from early years onwards is essential for Disabled people to have a chance of life equality and the kind of strong social networks that will support them in life and that many non-disabled people take for granted. It’s essential for non-disabled children to grow up with Disabled children, to be friends and understand that they are part of society.

Children with special needs have the right to get the highest quality education which can be delivered by specially trained staff, and the inclusion for all – which represents the idea that all children regarding their diverse needs should have the opportunity to learn together.

Key features of Inclusive education:

1. Generally inclusive education will be successful if these important feature and practices are followed.
2. Accepted unconditionally all students into regular lessons and the life of the higher educational establishment.
3. Providing as much support to students, teachers should ensure that all students can take part in the life of their higher schools.
4. Looking at all students, at what they can do rather than what they cannot do.
5. Teachers and parents have high expectations of all students.
6. Developing educational aims in order to learn together in regular lessons.
7. Having teachers who have knowledge about different ways of teaching so that students with various abilities and strengths can learn together.

8. Having teachers', parents' work together to determine the most affective ways of providing quality education in an inclusive environment.

Inclusive education is very important.

The benefit of Inclusive education:

1. All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community.

2. It provides better opportunities for learning. Students with varying abilities are often better motivated when they learn in classes surrounded by other learners.

3. The expectations of all the children are higher successful inclusion attempts to develop an individual's strengths and gifts.

4. It allows students to work on individual goals while being other students of their age.

5. It encourages the involvement of parents in the education of their children.

6. It fosters culture of respect and belonging. It also provides the opportunity to learn about and adopt individual differences.

7. It provides all children with opportunities to develop friendship with one another.

What is inclusive learning?

Inclusive practice is an approach which recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths as assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience.

Inclusive learning therefore invests in the following principles:

1. Learning is enriched by the varied experiences of students.

2. Accessible learning is relevant and approachable by all students.

3. The curriculum and the means of delivery are both part of this accessibility.

4. Students with full access to learning and teaching are more likely to engage with learning, and to reach their full potential.

Removing barriers to disabled learners we can remove barriers for all, therefore everyone benefits. We must ensure that all students can get equal opportunities to achieve using more flexible methods of teaching, assessment and service provision to cater for different styles of learners.

Inclusive education is the most effective way to give all children a fair chance to continue studying at the higher educational establishment, develop the skills they need to thrive.

Inclusive education means all learners in the same higher schools. It means real learning opportunities for groups who have traditionally been excluded.

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**РОЛЬ КОМАНДИ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ  
ДИТИНИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ  
ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

Психолого-педагогічний супровід – це взаємоузгоджена комплексна діяльність команди фахівців та батьків дитини, спрямована на створення необхідних умов, що сприяють розвитку особистості дитини, засвоєнню нею знань, умінь і навичок, успішній адаптації, реабілітації, її самореалізації та інтеграції у соціум [1, с. 5].

Результативність супроводу залежить від роботи команди [2, с. 46].

Команда – це не лише певна кількість людей, команду характеризують такі риси:

- згуртованість (діють спільно);
- сумісність (задоволеність один одним);
- спрацьованість (максимально можливий успіх);
- спрямованість (загальні цілі, яким підпорядковуються діяльність як групи, так і кожного її члена).

Слабкі сторони одних учасників компенсуються сильними сторонами інших учасників.

Перебування дитини з особливими освітніми потребами без психолого-педагогічного супроводу – є стихійною або формальною інклюзією, яка приносить лише шкоду і гальмує процес адаптації та розвитку дитини [3, с. 68].

Психологічний супровід передбачає не лише роботу з дитиною та створення для неї відповідних умов навчання через розроблення індивідуальних планів і програм розвитку, а й взаємодію з батьками, іншими школярами та педагогами. Тож важливо допомогти дитині з особливими освітніми потребами налагодити взаємодію з усіма учасниками навчально-виховного процесу.