

UDC 376.1-056.2/3:373.3.5

ANALYSIS OF APPROACHES TO THE PROBLEMS OF INVOLVING PEOPLE WITH DISABILITIES IN EDUCATION

L. L. Tupyshak, Yu. V. Shepita, A. M. Syvak

*Ukrainian Academy of Printing,
19, Pid Holoskom St., Lviv, 79061, Ukraine*

The article is dedicated to a thorough analysis of the current state of using interactive teaching technologies for individuals with special educational needs in the field of inclusive education. Three key aspects are examined: scientific-theoretical approaches to involving individuals with health impairments, the use of information and communication systems in inclusive education, and legislative and normative-legal principles in the inclusion system. The analysis of conceptual approaches to inclusive education reveals a variety of theoretical foundations and strategies aimed at creating an open and accessible learning environment.

The analysis of the use of information systems in inclusive education identifies significant potential for these technologies in supporting individuals with special educational needs. It is established that the implementation of modern information systems can contribute to individualized learning, progress monitoring, facilitating access to educational resources, and educational integration of each learner to unfold their potential in the student environment.

Further analysis of legislative and normative-legal foundations of inclusive education underscores the importance of legal regulation in this area. Normative acts define the rights and obligations of participants in the educational process, creating a foundation for barrier-free access to education. The research results provide a rationale for further studies, emphasizing the importance of conceptual, technological, and legal aspects of inclusive strategy. The paper outlines directions for future research and development of inclusive education, taking into account modern approaches and technologies.

Keywords: *inclusive education, interactive technologies, special educational needs, information and communication systems, conceptual approaches, legislative foundations, normative-legal aspects, student environment, individualized learning.*

Problem Statement: The research is dedicated to the genesis of scientific-theoretical approaches to the issue of involving individuals with disabilities in the educational space. The current state of inclusive education poses a task for the academic community to conduct a retrospective analysis of the evolution of theoretical concepts formulated in this context. The chosen topic emphasizes the relevance of studying the origins and development of theoretical approaches to the integration of individuals with disabilities into the educational process.

The aim of the article is to explore the evolution of scientific-theoretical concepts that define the issues of inclusive education and the involvement of individuals with disabilities in the educational space. The goal is to unravel the genesis of ideologies and approaches that have shaped and continue to define the interaction between individuals with special educational needs and the educational environment.

Presentation of the main research material. The development of the Concept of Inclusive Education has necessitated addressing crucial issues related to ensuring the right to quality education for children with special educational needs. In Ukraine, the priority direction in education development is not only the preparation of educated individuals and qualified professionals capable of creative work, professional development, and the mastery and implementation of modern technologies but also the support and provision of accessibility to the inclusive educational process [1]. The constant aspiration for the modernization of the educational system has led to the emergence of new and improved innovative technologies, previously used, and their implementation in the education of learners with special educational needs [1, 2]. The development of education based on the principles of continuity, accessibility, and individual focus shapes a conceptually new model – open education. Openness in education is its ability to provide an open space for personal development, making the educational system accessible to the interests and needs of individuals, as well as the demands of society. Various educational technologies in contemporary education assist in rationalizing the learning process and achieving higher results in pedagogical activities. Therefore, ensuring accessibility and the development of the inclusive educational process will partially address social issues for specific population categories, such as individuals with special educational needs, and enable them to acquire knowledge despite limitations. Inclusive education serves as a crucial element in a society that aims to be accessible and open. It reflects social maturity and a readiness to embrace the diversity of human existence. The primary goal of inclusive education is to create conditions for socialization, learning, communication, and self-realization for individuals with special educational needs (SEN).

The principle of inclusive education involves the integration of all participants in the educational process into educational and social life from the outset and to an equal extent. The environment of inclusive education is created to enable everyone to lead a full social life, actively participate in the community, and contribute to mutual interaction and assistance within a shared community. Inclusive learning, in turn, means ensuring equal access to quality education for people with special educational needs. This requires the application of person-centered teaching methods, taking into account the individual characteristics of each person [3]. Special attention should be given to the form of teaching, the use of information technologies, and the design of individual educational trajectories to ensure accessibility and development of the inclusive educational process.

The term “individuals with special educational needs” includes people with sensory impairments, such as speech, vision, or hearing disorders, as well as those with musculoskeletal problems. Unfortunately, this category also includes individuals who have lost their ability to work or suffered injuries due to the ongoing war in Ukraine. For

adults with special educational needs, state providers of adult education create necessary conditions for them to obtain education or undergo requalification [2-3].

Today, the state actively supports and encourages the continuous development of individuals, particularly through lifelong learning. Fostering in adults a conscious need for continuous learning, a culture of informal and non-formal learning, is a strategic task for achieving the country's sustainable development goals. The tasks of state policy in the field of adult education include encouraging adults to acquire new or enhance previously acquired competencies or requalify.

Educational practice offers various approaches to organizing learning for this category of people, including attending special educational institutions [3]. This implies a shift in the learning process to create conditions for inclusive learning for everyone, regardless of their needs, and includes the right to lifelong learning.

The inclusive approach emphasizes not only equal opportunities in education but also the opportunity to learn together and go through all stages of socialization on equal terms. In inclusive education, there is no clear boundary between "ordinary" and "special" because each person is unique with their own needs. The main goal of inclusive education is to equally involve everyone in educational activities and create conditions for the joint learning and development of all participants in the educational process [4].

Individuals with special educational needs should benefit from inclusive education as it allows them to develop their individual strengths and talents, embrace all learners into the education system and society, work towards achieving personal goals, and cultivate a culture of respect and belonging to the educational process [5, 9]. Organizing educational activities for individuals with special educational needs requires educators to be innovative, highly competent, possess unconventional thinking, and develop inclusive competencies.

Interactive technologies in higher education have the potential to fully support the development of learners, taking into account their individual characteristics as subjects of cognitive activity, and are implemented within a person-centered approach.

Interactive learning is based on communication and interaction, realized through technologies, methods, and organizational forms [6, 17]. It contributes to the formation of subject-specific skills, the development of life values, the creation of a collaborative and interactive atmosphere, as well as the development of communicative qualities of the individual. Interactive learning involves simulating real-life situations, making informed decisions, and collaboratively solving problems based on the analysis of learning situations [8, 18].

This requires mentors to use problem situations, organize the learning space appropriately, provide motivational support for joint activities, adhere to the rules of educational cooperation, and use communicative methods and techniques.

It is important to consider the individual characteristics of people with special educational needs during inclusive education. Developing individual educational trajectories that take into account the level of development and correspond to their needs is a crucial part of this process, as it adapts information to a level that individuals can comfortably comprehend [5, 9, 12, 18].

The implementation of an innovative approach in pedagogical activities addresses many relevant issues and requires the consideration of several methodical specifics, such as the application of problem situations, motivational support, the use of communicative methods and techniques, the organization of an effective assessment system, and the development of self-analysis and self-control skills [18].

New approaches in education should become a significant factor in positive changes, and the use of information technology allows for the involvement of a larger number of education participants with lower costs, meeting the requirements of social justice for all population groups. It opens broad prospects for improving the quality and accessibility of education, relying on equal access to information and educational services and promoting full and fruitful social integration [19].

Conditions for education in an inclusive environment include the individualization of educational tasks, the activation of independent cognitive activities of learners, and a differentiated and individualized approach. Scientific and pedagogical staff require special training, skills, and the ability to use IT and implement software tools in educational activities. Therefore, the use of information systems in inclusive education is a key element, contributing to the creation of accessible and effective educational environments.

Information technologies assist in personalizing learning by providing individuals with special educational needs access to resources adapted to their characteristics. The application of special programs, web resources, and interactive platforms enables effective communication and interaction between teachers and students, facilitating learning in various formats. Information systems play a crucial role in creating a barrier-free environment in inclusive education, allowing everyone to develop their potential, regardless of individual characteristics.

Today, many citizens of Ukraine face barriers in realizing their rights, accessing public services, and participating fully in cultural, political, and social life. These barriers exist in various areas, including access to public and residential buildings, education, and employment [17-19].

The absence of a barrier-free environment not only creates problems for many Ukrainians but also leads to a general deterioration in the well-being of each individual. Problems exist in general access to infrastructure (both physical and digital), such as difficult access to public transport, lack of access to information, websites, and applications for the relevant category of citizens, societal non-acceptance, and barriers in access to education and employment. Additionally, there is insufficient statistical data, making it challenging to accurately determine the number of individuals facing various barriers and complicating the process of forming and implementing state policies to eliminate these barriers [3].

Therefore, the primary task is to support a continuous readiness to apply IT through the development of a comprehensive knowledge system regarding the use of IT, the ability to form skills and competencies for individuals with special educational needs, and personal motivation to use IT in lifelong education. In inclusive education, the use of information and communication technologies (ICT) can be directed toward achieving three main goals [18-19].

Compensatory goals: Using ICT as technical support allows for support and partial compensation of the natural functions that students with special needs lack. This applies not only to learning but also to interaction and communication, enabling them to fully engage in the educational environment [19].

Communication goals: The use of assistive devices and software, as well as alternative forms of communication, facilitates and enables communication for students with various types of functional limitations. This creates a convenient and adapted environment for interaction and communication in each case [17-19].

Educational Goals: The use of ICT contributes to differentiation, satisfaction of individual needs, and personal development of people with special educational needs. It helps to reveal their abilities and ensures full inclusion, integration into educational and social environments [3].

Assistive and compensatory technologies encompass tools and resources that enable learners with special educational needs to interact effectively both in education and in social settings. Hardware and software solutions aimed at supporting inclusive education currently leave much to be desired, and in this context, web service providers play a significant role, actively working on adapting their platforms for easier use by people with special needs.

Among the major technological corporations making a substantial contribution to this process, Microsoft, Google, Facebook, and Youtube can be highlighted. They develop and distribute informational resources, taking into account the needs of individuals with special educational needs. For instance, utility programs for the Windows operating system have special shortcut keys, a virtual keyboard, a word prediction feature, and settings for using them as sound alerts or screen indicators.

In the communication sphere, web service providers such as Viber, Facebook, Telegram, WhatsApp, and Skype take measures to ensure maximum accessibility of their services for users with special needs. It is important to note that the majority of these services support voice and video calls, and their interfaces are adapted for optimal screen reading [20].

The use of messengers to support the educational needs of students involves various types of educational and methodical work, ranging from the publication of educational and organizational information to online streams in real-time. Specialized educational groups in messengers can bring together the student community and facilitate effective online communication with instructors [20].

However, for the successful utilization of these resources, it is crucial to consider the information competence and culture of all participants in the educational process, the readiness to use personal mobile devices for learning, the availability of ICT infrastructure, and systematic updates of software and hardware. Social networks such as Facebook, Twitter, YouTube, and others can become effective tools for educational communication with individuals with special educational needs [20].

The use of social networks in education for individuals with disabilities is a promising and effective direction. Since 2011, Facebook, in partnership with the American Foundation for the Blind, has expanded the capabilities of its platform for people

with various disabilities. As blind and visually impaired users do not use a mouse, they can easily navigate the service using hotkeys. This functionality is also beneficial for individuals with different motor impairments and traumatic disorders. Additionally, Facebook continually enhances its tools, taking into account the needs of users with disabilities. Furthermore, using augmented reality technology, software has been developed to provide short textual descriptions of photos that can be read aloud. Although this feature is currently adapted only for the English language, Facebook plans to expand its support to other languages [6, 7].

Regarding the video hosting platform YouTube, it actively supports inclusive education by providing services for hosting special video content. Videos such as audio descriptions make educational material more accessible for individuals with visual impairments. Adapted short films like “Touch and See” and audio descriptions like “Fox Mykyta” are important resources for people with visual impairments. YouTube, especially with the use of subtitles, can improve the understanding of video material, enhance literacy, and support the concentration of attention for students with special needs. The use of subtitles also contributes to the development of vocabulary and other non-academic skills [5, 8, 9, 20].

Moreover, the email section proves to be an effective communication tool to promote inclusive education. With its capabilities, it facilitates productive dialogue, group mailings, and the transfer of large amounts of data, making it an integral part of the educational process [11, 20].

Among the opportunities offered by ICT resources, it is crucial to understand the correlation of issues that require correction, relying on methods and methodologies applied to address them [18].

Therefore, the use of ICT services enables [2-5]:

- Effectively utilize modern information technologies in the educational process;
- Execute specific tasks and actions sequentially and systematically;
- Foster interest and achieve positive emotions in the process of education.

Information and communication technologies play a significant role in addressing the priority tasks of providing accessible education, upbringing, and development for students with special needs [12-20]. Their use as technical support, for compensatory, communicative, and didactic purposes contributes to overcoming the digital divide, improving the learning level in school subjects, enhancing student motivation for learning, expanding the scope of independent activities, and increasing self-esteem among students.

The organization of the educational process using platforms such as Microsoft, Google, Facebook, and YouTube aims to include all learners, including those with limited capabilities, in the educational and social environment [6,7]. The use of messengers (Viber, Facebook), social networks, and email contributes to creating constructive dialogue so that students with special educational needs can effectively share information and work collaboratively. Thus, it is important to continually develop and improve information and communication technologies to support inclusive educational activities

The basis for transforming the education system and developing inclusive education lies primarily in international documents, such as declarations and conventions adopted

by the United Nations (UN), which has been a recognized international legislator in the field of education for over half a century. In Ukraine, the Concept of Inclusive Education Development has been developed in accordance with the Constitution and laws of Ukraine, international treaties of Ukraine, the consent to the binding nature of which has been given by the Verkhovna Rada of Ukraine, and other regulatory legal acts regulating relations in the field of education, social protection, and rehabilitation of persons with disabilities. By joining major international agreements on human rights (UN Declaration of Human Rights, UN Convention on the Rights of Persons with Disabilities, Convention on the Rights of the Child), Ukraine has committed to respecting universal rights, including the right to education for children with special educational needs [4].

In the Laws of Ukraine “On the Basics of Social Protection of Disabled People in Ukraine,” “On State Social Standards and State Social Guarantees,” “On Child Protection,” “On Social Services,” “On the Rehabilitation of Disabled People in Ukraine,” the provision of educational, medical, and social services to persons with disabilities, including children with special educational needs, is regulated [10, 11].

In accordance with the Constitution of Ukraine and legislation in the field of education, rehabilitation, and social protection, the state must ensure the accessibility of quality education at an appropriate level for children with special educational needs, taking into account the abilities, opportunities, desires, and interests of each child through the implementation of inclusive education.

It is important to note that Ukraine, as one of the founding members of the UN actively participating in its activities since 1945, implements international norms, including those adopted by the UN, by incorporating them into national legislation in accordance with the Constitution of Ukraine and the Law of Ukraine “On International Treaties of Ukraine.” According to the Constitution of Ukraine, international treaties for which the Verkhovna Rada of Ukraine gives consent to obligations become part of domestic legislation [12].

According to the Law of Ukraine “On International Treaties of Ukraine,” international treaties related to human rights, including the right to education, require ratification through the adoption of a relevant law, which must include the provisions of the text of the international treaty [13].

According to the UN Charter, the UN General Assembly conducts research and makes recommendations, including those aimed at supporting international cooperation in the field of education. The UN, including UNESCO, works to address international issues in the field of education, contributing to the eradication of illiteracy and the improvement of the quality of education, including the development of inclusive education [5, 14].

The right to education is recognized as one of the fundamental human rights by the UN and enshrined in key documents, including the Universal Declaration of Human Rights. This document asserts the right of every person to education, which must be free and compulsory at the elementary and fundamental levels, and also provides the right to technical, professional, and higher education, ensuring equal access for all [14-15].

The principles of the Convention against Discrimination in Education, adopted by the UN on December 14, 1960, are based on the principles of the Universal Declaration

of Human Rights. According to this Convention, the term “discrimination” encompasses any form of inequality, exclusion, limitation, or preference based on race, color, sex, language, religion, political or other opinion, national or social origin, economic status, or birthplace, with the aim of violating equality in the field of education [14-15].

Article 1 of the Convention clearly defines discrimination as the absence of access to education, limitation of education, and the preservation of separate systems of education or institutions. According to this document, states are obliged to implement policies to ensure equal opportunities in education, including making primary education compulsory and free and providing equal conditions for learning in all state institutions (Article 4) [15].

The Declaration on Education for All is reflected in the draft of the Law of Ukraine “On Adult Learning and Education.” The document creates conditions for effective collaboration among all stakeholders with the aim of realizing the right of an adult to education throughout life to meet their personal needs, taking into account the priorities of social development and economic demands. The key emphasis is that education is a fundamental right for all individuals, including those with physical limitations. International commitments and declarations establish standards and principles that form the basis for the development of national education systems aimed at ensuring equal opportunities, compulsory education, and free education for all population groups [15].

The implementation of the right to equal opportunities for education by individuals with disabilities and the recognition of an integrated educational environment are defined by the Standard Rules on Equalization of Opportunities for Persons with Disabilities, adopted by the United Nations General Assembly on December 20, 1993. Rule 6 of these standards specifically pertains to the field of education and establishes “principles of equal opportunities in the field of primary, secondary, and higher education for people, youth, and adults with disabilities.” According to this principle, the education of individuals with disabilities must be compulsory and an integral part of the general education system. The state is obliged to ensure flexible educational programs, high-quality teaching materials, and improve the training of educational personnel [12-15, 16].

An innovative approach to inclusive education was introduced at the World Conference on Education for Persons with Disabilities, held by UNESCO in Spain in the city of Salamanca from June 7 to 10, 1994. The outcomes of the conference led to the adoption of the Salamanca Declaration and the Framework for Action on Education for Persons with Disabilities. These documents define inclusive education and establish guiding principles for its implementation at the national level [13-15].

The key principle of the Framework for Action is that “educational institutions should welcome all people, regardless of their physical, intellectual, social, emotional, linguistic, or other characteristics.” Inclusive education is considered a space where diverse individuals, including those with special educational needs, learn together or through their individual educational trajectories. It is important to recognize and accommodate different needs of students through the development of appropriate educational plans and teaching strategies, the creation of the necessary organizational structure to promote inclusive education in the academic environment, the formation of inclusive competence in

educational process participants, and coordination of efforts of all structural units to create appropriate conditions to meet the educational needs of learners with special educational needs and ensure quality education. Inclusion is not limited to providing quality education for all people; it also contributes to changing discriminatory views, creating a favorable atmosphere in communities, and promoting the development of an inclusive society. The main idea is that all individuals intending to pursue education should learn together whenever possible, taking into account their characteristics and challenges.

The Constitution of Ukraine, adopted after the declaration of Independence of Ukraine, enshrines the principles of equality and accessibility to education. In particular, Article 21 of the Constitution guarantees the equality in dignity and rights of all citizens, while Article 53 establishes the state's obligation to ensure the accessibility and free nature of education at various levels [11]. This reflects a significant step in the development of the educational system, aiming to create equal opportunities for all citizens, including those with special educational needs.

Ukraine, relying on international norms and recognized standards, actively promotes inclusive education, which entails equal opportunities for all citizens, including people with special educational needs (SEN). Ukrainian legislation defines the inadmissibility of restrictions in providing educational services based on characteristics such as gender, religious beliefs, ethnic and social origin, including health-related features. For the societal model of coexistence, inclusion, particularly inclusive education, is considered the most acceptable. Since 2010, Ukraine has actively made changes to the education system to ensure inclusive learning. The ratification of the UN Convention on the Rights of Persons with Disabilities in 2009 was a crucial step in guaranteeing the rights of people with SEN to quality education [7]. Amendments to laws and the introduction of new regulatory acts have allowed for the provision of education and the creation of special conditions for individuals with SEN [17].

In the modern education system of Ukraine, inclusive education becomes a strategic direction of development in the context of European standards. Legislative changes adopted in 2017 entrenched the rights of individuals with SEN to inclusive education, defined and guaranteed the individual needs of people with SEN, and provided definitions for key terms related to inclusive education. Initiatives such as the scientific-practical project "Inclusive Education – the Level of Nation's Consciousness" testify to the growing understanding of the importance of inclusive education in Ukraine [8]. State-level measures include improving legislation, organizing inclusive classes, training educational personnel, and creating a database for tracking people with SEN [8]. Overall, Ukraine is moving towards creating an accessible and inclusive education system that considers the needs of all citizens, ensuring equal opportunities for education and development. Numerous documents outline specific strategies, approaches to teaching, and directions for the development of inclusive education.

In summary, contemporary legislation in the field of inclusive education in Ukraine defines guarantees for equal access to quality education for people with SEN. Reforms cover various levels of education, including preschool, general secondary, extracurricular, and higher education. The paths to realizing the right to equal opportunities for education

for individuals with special educational needs, as well as interdepartmental integration, are crucial elements of the strategy for the development of inclusive education in Ukraine.

Conclusions. Thus, the analysis of conceptual approaches to inclusive education has revealed a diversity of theoretical foundations and strategies aimed at creating an open and accessible learning environment for all education seekers. A crucial determinant of the effectiveness of inclusive education is not only the existence of concepts but also their practical implementation in real educational institutions.

The analysis of the use of information systems in inclusive education has uncovered significant potential for these technologies to support individuals with special educational needs within the structure of inclusive learning. The implementation of modern information systems can contribute to individualized learning, progress monitoring, facilitating access to educational resources, and the educational integration of each learner to unfold their potential in the student environment.

The examination of legislative and regulatory foundations of inclusive education has underscored the importance of legal regulation in this field. Normative acts define the rights and obligations of participants in the educational process, serving as a crucial basis for creating barrier-free access to education. The research conducted in the article has provided a foundation for further exploration, emphasizing the significance of conceptual, technological, and legal aspects of inclusive strategy. The results of the analysis identify directions for future research and the development of inclusive education, taking into account the latest approaches and technologies.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Проект Концепції розвитку освіти на період 2015-2025 років. URL: www.mon.gov.ua.
2. Проект Закону України від 28.02.2022 № 7039-1. URL: <https://ips.ligazakon.net/document/ЛІ07158А?an=2>.
3. Тополя Л. Інтерактивне навчання у вищій школі з використанням комп'ютерних технологій. URL: www.nbuv.gov.ua/Portal/Soc_Gum/.../040_044_30_2018.pdf.
4. Національна стратегія із створення безбар'єрного простору в Україні на період до 2030 року, схваленої розпорядженням Кабінету Міністрів України від 14 квітня 2021 р. № 366. Офіційний вісник України. 2021. № 36. ст. 2154.
5. Про затвердження концепції розвитку інклюзивного навчання. URL: <https://mon.gov.ua/npa/pro-zatverdzhennya-kontseptsii-rozvitku-inklyuzivnogo-navchannya>.
6. Вишневська К. Імітаційно-рольове навчання як процес підвищення комунікативної культури студентів ЗВО. Педагогіка вищої та середньої школи. Вип. 11. Кривий Ріг : КДПУ, 2019. С. 211–216.
7. Сльникова О. Інтерактивні методи навчання, їх місце у класифікації педагогічних інновацій. Імідж сучасного педагога. 2021. № 3–4 (14–15). С. 71–74.
8. Побірченко Н., Коберник Г. Інтерактивне навчання в системі нових освітніх технологій. Початкова школа. 2022. № 10. С. 8–10.
9. Войцьо І. Особистість викладача та його професійна діяльність у вищій школі. *Humanities science current issues*. 2020. Т. 2. № 34. С. 187–193. doi: <https://doi.org/10.24919/2308-4863/34-2-28> (дата звернення: 14.08.2023).

10. Закони України. tax.gov.ua. URL: <https://tax.gov.ua/diyalnist-/zakonodavstvo-pro-diyalnis/zakoni-ukraini/> (дата звернення: 14.08.2023).
11. Конституція України. Офіційний вебпортал парламенту України. URL: <https://zakon.rada.gov.ua/laws/show/254к/96-вр#Text> (дата звернення: 14.08.2023).
12. Учасники проєктів Вікімедіа. Україна в ООН – Вікіпедія. Вікіпедія. URL: https://uk.wikipedia.org/wiki/Україна_в_ООН (дата звернення: 14.08.2023).
13. Про міжнародні договори України. Офіційний вебпортал парламенту України. URL: <https://zakon.rada.gov.ua/laws/show/1906-15#Text> (дата звернення: 14.08.2023).
14. Статут Організації Об'єднаних Націй. unic.un.org. URL: https://unic.un.org/aroundworld/unics/common/documents/publications/uncharter/UN%20Charter_Ukrainian.pdf (дата звернення: 14.08.2023).
15. Конвенція з подолання дискримінації в освіті. Офіційний вебпортал парламенту України. URL: https://zakon.rada.gov.ua/laws/show/995_174#Text (дата звернення: 14.08.2023).
16. CORE – Aggregating the world's open access research papers. URL: <https://core.ac.uk/download/pdf/159118815.pdf> (дата звернення: 14.08.2023).
17. Міністерство освіти і науки України - інклюзивне навчання. Головна | Міністерство освіти і науки України. URL: <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya> (дата звернення: 18.08.2023).
18. Технологія інтерактивного навчання – Спеціалізована школа I-III ступенів №24 ім. О. Білаша з поглибленим вивченням іноземних мов Шевченківського району м. Києва. Спеціалізована школа I-III ступенів № 24 ім. О. Білаша з поглибленим вивченням іноземних мов Шевченківського району м. Києва. URL: <https://school24.kiev.ua/технологія-інтерактивного-навчання>.
19. Сучасні засоби ІКТ підтримки інклюзивного навчання : навч. посіб. / Гета А. В., Зайка В. М., Коваленко В. В. та ін. ; за заг. ред. Ю. Г. Носенко. Полтава : ПУЕТ, 2018. 261 с.
20. Цифрова компетентність сучасного вчителя нової української школи: 2021 (Подолання викликів у період карантину, спричиненого COVID-19) : зб. матеріалів всеукр.наук.-практ. семінару (Київ, 2 березня 2021 р.) / за заг.ред. О. В. Овчарук. Київ : Інститут інформаційних технологій і засобів навчання НАПН України, 2021. 116 с.

REFERENCES

1. Proekt Kontseptsii rozvytku osvity na period 2015-2025 rokiv. Retrieved from www.mon.gov.ua (in Ukrainian).
2. Proekt Zakonu Ukrainy vid 28.02.2022 № 7039-1. Retrieved from <https://ips.ligazakon.net/document/JI07158A?an=2> (in Ukrainian).
3. Topolia, L. Interaktyvne navchannia u vyshchii shkoli z vykorystanniam komp'uternykh tekhnolohii. Retrieved from www.nbu.gov.ua/Portal/Soc_Gum/.../040_044_30_2018.pdf (in Ukrainian).
4. Natsionalna stratehiia iz stvorennia bezbar'iernoho prostoru v Ukraini na period do 2030 roku, skhvalenoj rozporiadzhenniam Kabinetu Ministriv Ukrainy vid 14 kvitnia 2021 r. № 366: Ofitsiinyi visnyk Ukrainy, 2021, 36, 2154 (in Ukrainian).
5. Pro zatverdzhnna kontseptsii rozvytku inkliuzyvnoho navchannia. Retrieved from <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-kontseptsii-rozvitku-inklyuzivnogo-navchannya> (in Ukrainian).

6. Vyshnevskaya, K. (2019). Imitatsiino-rolove navchannia yak protses pidvyshchennia komunikativnoi kultury studentiv ZVO: Pedahohika vyshchoi ta serednoi shkoly, 11. Kryvyi Rih : KDPU, 211–216 (in Ukrainian).
7. Yelnykova, O. (2021). Interaktyvni metody navchannia, yikh mistse u klasyfikatsii pedahohichnykh innovatsii: Imidzh suchasnoho pedahoha, 3–4 (14–15), 71–74 (in Ukrainian).
8. Pobirchenko, N., & Kobernyk, H. (2022). Interaktyvne navchannia v systemi novykh osvitenikh tekhnolohii: Pochatkova shkola, 10, 8–10 (in Ukrainian).
9. Voitso, I. (2020). Osobystist vykladacha ta yoho profesiina diialnist u vyshchii shkoli: Humanities science current issues, 2, 34, 187–193. Doi: <https://doi.org/10.24919/2308-4863/34-2-28> (data zvernennia: 14.08.2023) (in Ukrainian).
10. Zakony Ukrainy. tax.gov.ua. Retrieved from <https://tax.gov.ua/diyalnist-/zakonodavstvo-pro-diyalnis/zakoni-ukraini/> (data zvernennia: 14.08.2023) (in Ukrainian).
11. Konstytutsiia Ukrainy. Ofitsiinyi vebportal parlamentu Ukrainy. Retrieved from <https://zakon.rada.gov.ua/laws/show/254k/96-vr#Text> (data zvernennia: 14.08.2023) (in Ukrainian).
12. Uchasnyky proektiv Wikimedia. Ukraina v OON – Wikipediia. Wikipediia. Retrieved from https://uk.wikipedia.org/wiki/Ukraina_v_OON (data zvernennia: 14.08.2023) (in Ukrainian).
13. Pro mizhnarodni dohovory Ukrainy. Ofitsiinyi vebportal parlamentu Ukrainy. Retrieved from <https://zakon.rada.gov.ua/laws/show/1906-15#Text> (data zvernennia: 14.08.2023) (in Ukrainian).
14. Statut Orhanizatsii Ob'iednanykh Natsii. unic.un.org. Retrieved from https://unic.un.org/aroundworld/unics/common/documents/publications/uncharter/UN%20Charter_Ukrainian.pdf (data zvernennia: 14.08.2023) (in Ukrainian).
15. Konventsiiia z podolannia dyskryminatsii v osviti. Ofitsiinyi vebportal parlamentu Ukrainy. Retrieved from https://zakon.rada.gov.ua/laws/show/995_174#Text (data zvernennia: 14.08.2023) (in Ukrainian).
16. CORE – Aggregating the world's open access research papers. Retrieved from <https://core.ac.uk/download/pdf/159118815.pdf> (data zvernennia: 14.08.2023) (in Ukrainian).
17. Ministerstvo osvity i nauky Ukrainy - inkluzyvne navchannia. Holovna | Ministerstvo osvity i nauky Ukrainy. Retrieved from <https://mon.gov.ua/ua/tag/inkluzivne-navchannya> (data zvernennia: 18.08.2023) (in Ukrainian).
18. Tekhnolohiia interaktyvnogo navchannia – Spetsializovana shkola I-III stupeniv №24 im. O. Bilasha z pohlyblenym vyvchenniam inozemnykh mov Shevchenkivskoho raionu m. Kyieva. Spetsializovana shkola I-III stupeniv № 24 im. O. Bilasha z pohlyblenym vyvchenniam inozemnykh mov Shevchenkivskoho raionu m. Kyieva. Retrieved from <https://school24.kiev.ua/tekhnohiiia-interaktyvnogo-navchannia> (in Ukrainian).
19. Heta, A. V., Zaika, V. M., & Kovalenko, V. V. ta in. (2018). Suchasni zasoby IKT pidtrymky inkluzyvnoho navchannia / za zah. red. Yu. H. Nosenko. Poltava : PUET (in Ukrainian).
20. Tsyfrova kompetentnist suchasnoho vchytelia novoi ukrainskoi shkoly: 2021 (Podolannia vyklykiv u period karantynu, sprychynenoho COVID-19) : zb. materialiv vseukr.nauk.-prakt. seminaru (Kyiv, 2 bereznia 2021 r.) / za zah.red. O. V. Ovcharuk. Kyiv : Instytut informatsiinykh tekhnolohii i zasobiv navchannia NAPN Ukrainy, 2021 (in Ukrainian).

doi: 10.32403/1998-6912-2023-2-67-174-186

АНАЛІЗ ПІДХОДІВ ДО ПРОБЛЕМАТИКИ ІЗ ЗАЛУЧЕННЯ ОСІБ З ІНВАЛІДНІСТЮ В ОСВІТНІЙ ПРОСТІР

Л. Л. Тупичак, Ю. В. Шепіта, А. М. Сивак

Українська академія друкарства,
вул. Під Голоском, 19, Львів, 79020, Україна
lturuchak@gmail.com

Стаття присвячена глибокому аналізу сучасного стану використання інтерактивних технологій навчання для осіб з особливими освітніми потребами у сфері інклюзивної освіти. Розглянуто три ключові аспекти: науково-теоретичні підходи до залучення осіб з обмеженими можливостями здоров'я, використання інформаційно-комунікаційних систем у інклюзивному навчанні та законодавчі і нормативно-правові засади в системі інклюзії. Проведений аналіз концептуальних підходів до інклюзивної освіти виявив різноманіття теоретичних основ та стратегій, спрямованих на створення відкритого та доступного навчального середовища.

Аналіз використання інформаційних систем у інклюзивному навчанні виявив значний потенціал цих технологій для підтримки осіб з особливими освітніми потребами. Встановлено, що впровадження сучасних інформаційних систем може сприяти індивідуалізації навчання, моніторингу прогресу, полегшенню доступу до освітніх ресурсів та освітній інтеграції кожного здобувача для розкриття його потенціалу у студентському середовищі.

Подальший аналіз законодавчих та нормативно-правових засад інклюзивного навчання підкреслює важливість правового регулювання в цій сфері. Нормативні акти визначають права та обов'язки учасників освітнього процесу, створюючи основу для безбар'єрного доступу до освіти. Результати досліджень обґрунтовують основу для подальших досліджень, акцентуючи на важливості концептуального, технологічного та правового аспектів інклюзивної стратегії. Робота визначає напрямки для майбутніх досліджень та розвитку інклюзивної освіти, враховуючи сучасні підходи та технології.

Ключові слова: *інклюзивна освіта, інтерактивні технології, особливі освітні потреби, інформаційно-комунікаційні системи, концептуальні підходи, законодавчі засади, нормативно-правові аспекти, студентське середовище, індивідуалізація навчання.*

Стаття надійшла до редакції 25.08.2023.

Received 25.08.2023.