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## The role of inclusive education in the personal growth of a child with special educational needs

### Роль інклюзивної освіти в особистісному зростанні дитини з особливими освітніми потребами

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#### Abstract

The article shows the role and proves the importance of inclusive education in the personal growth of a child with special educational needs. Definition of concepts: "inclusive education", "inclusive learning", "inclusion", "integration", "special needs". The goal of educational inclusion is written. The conditions under which training should be carried out in an integrated environment are defined. The main principles of inclusive education are highlighted. The content of the concept of inclusive education and its main democratic ideas are considered. The need for education in inclusive educational institutions is shown: for children with special educational needs, for other children, family members, and society. The need to introduce ICT in the education of children with disabilities has been

#### Анотація

В статті показано роль та доведено важливість інклюзивної освіти в особистісному зростанні дитини з особливими освітніми потребами. Дано визначення понять: «інклюзивна освіта», «інклюзивне навчання», «інклюзія», «інтеграція», «особливі потреби». Виписано мету освітньої інклюзії. Визначено умови, за яких має здійснюватися навчання в інтегрованому середовищі. Виокремлено основні принципи інклюзивного навчання. Розглянуто зміст концепції інклюзивної освіти та її основні демократичні ідеї. Показано необхідність навчання в інклюзивних освітніх закладах: для дітей з особливими освітніми потребами, для інших дітей, членів родин, суспільства. Доведено необхідність впровадження ІКТ в освіту дітей з інвалідністю

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proven to help modernize and innovate the learning process, which will enable the educational process to become effective, high-quality and interesting, and help the teacher create equal conditions for every child in the classroom. The main ways of using ICT in inclusive education are outlined. The fundamental principle of inclusive education has been clarified. The main characteristic of an inclusive school is singled out - the ability to meet the educational needs of all students, that is, to be effective.

**Keywords:** inclusive education, inclusive learning, personal growth, the child with special educational needs, teacher's pedagogical skills.

### Introduction

Currently, the education of children with disabilities is one of the topical and debatable problems of modern education. Obstacles to children receiving a quality education are numerous restrictions, one way or another related to the social inequality of disabled people. The existing system of special educational institutions for children with disabilities is currently undergoing major changes and in many respects is on the verge of its reduction. Most likely, the growing trend to eliminate the differences between the general education and the special school will prevail. In this regard, the role of inclusive education is increasing, which can significantly reduce the processes of marginalization of children with disabilities and contribute to the expansion of access to education for them. Thus, such children will be created more favorable conditions for their social adaptation.

In connection with the declaration of a clear goal of the social development of the individual - the creation of a "society for all", the development of modern society requires respect from humanity for human diversity, compliance with the principles of security and solidarity, which leads to the protection and full inclusion in society of all layers of the population, and in particular persons with health disabilities (Kolupaeva, 2014). Therefore, today the problem of education of children and youth with special needs is gaining wide relevance. The system of inclusive education is aimed the implementation of the principles of an individual approach to all participants of the educational process in a sustainable system of education, democracy, humanism, justice, especially the increased interest in children.

для допомоги осучаснення і інноваційності процесу навчання, що дасть можливість освітньому процесу стати ефективним, якісним та цікавим, допоможе вчителю створити рівні умови для кожної дитини у класі. Накреслено основні шляхи використання ІКТ в інклюзивній освіті. З'ясовано фундаментальний принцип інклюзивної освіти. Виокремлено головну характеристику інклюзивної школи – здатність задовольняти освітні потреби всіх учнів, тобто бути ефективною.

**Ключові слова:** інклюзивна освіта, інклюзивне навчання, особистісне зростання, дитина з особливими освітніми потребами, педагогічна майстерність педагога.

The modern global development of education for children with special needs is characterized by the personal growth of a child with special educational needs and the dynamic development of an inclusive form of education. The problem of increasing the role of inclusive education in the personal growth of a child with special educational needs is constantly at the center of attention of the world, the state, and scientists who take care of the educational problems of children and youth with psychophysical disorders (Golyuk, 2018).

The system of inclusive education is a complex but effective process that requires patience, awareness and common interest from society. The result of the implementation of this system is the realization of human rights, raising the social level of the country.

In the article, we considered the following main questions:

1. Professional competence of the teacher for the development of inclusive education
2. Ideology of inclusive education
3. Conditions of inclusion for the highest possible results for all education seekers
4. Conditions under which the personal growth of a child with special educational needs should be carried out, his education in an integrated environment.
5. The main ways of using ICT in inclusive education for the personal growth of a child with special educational needs
6. Advantages of inclusive education

## Literature Review

O. Pashchenko, I. Hrytsenok, & N. Sofiy (2012) proposed conceptual aspects of inclusive education and analyzed laws related to issues of the international legal field on ensuring inclusive education in the educational space of all strata of the population of this category of educators. They revealed the importance of the role of the leader in the organization and implementation of inclusive education in an educational institution. Developed practical recommendations for all participants of the educational process to facilitate the creation and development of an inclusive educational environment in an educational institution.

V. Babii (2018) proved that the basis of inclusive education is the principle of ensuring the right of all children to education and the right to receive educational services at their place of residence. Therefore, the goal of an inclusive school is to provide inclusive education as a system of educational services, while adapting the physical environment, involving parents, using the resources available in education, creating educational programs and plans, improving methods and forms of education, attracting specialists according to the needs of each child to provide special services, to ensure tolerant relations in the educational environment.

A. Kolupaeva (2009) made a theoretical and methodological justification of inclusive education and developed its conceptual foundations. Proved that the education of children with special needs is based on pedagogical principles, aimed at meeting the needs of children, clarified the role of inclusive education, which is a necessity for society and ensures a high level of learning in education.

N. Hlavatska (2018) proved that the use of information and communication technologies plays a large and necessary role in the introduction of inclusive education can become a positive factor in significant changes in the education of children with special needs.

**The purpose of the article:** to show the role of inclusive education in the personal growth of a child with special educational needs.

## Methodology

The following research methods were used to achieve the goal:

- general scientific (analysis, synthesis, generalization, comparison) - to characterize the source base of the researched problem, to clarify the terminological field of research;
- theoretical - for conceptualization of philosophical and psychological-pedagogical scientific literature; study of documents in the field of education, Internet resources, work experience of leading scientists;
- systematization, interpretation of philosophical-pedagogical, psychological, methodological sources - to clarify the essence of key concepts;
- comparison and generalization to highlight the conditions under which inclusive education should be implemented in an integrated environment.

During the implementation of the specified research methods, we were guided by the following methodological principles and provisions:

- the principle of the unity of external influences and internal conditions, based on which the directions of development of a child with special educational needs are determined by transferring the methods of cognitive activity from the plan of social consciousness to the plan of individual one;
- the principles of the development of creative thinking, which is necessary for the development of inclusive education in the personal growth of a child with special educational needs, for improving the quality of education and the development of a teacher;
- general psychological and pedagogical principles of the functioning of the inclusive education system: the unity of the universal and national, democracy, humanism, humanitarianization, and creativity to ensure the creative freedom of the individual in social activities;
- the principle of determinism, according to which the psyche of a person in an inclusive environment;
- provisions and principles of development of critical thinking;
- theories of social groups for the study of the problem of functioning in society, the community, social groups of inclusive education, and the environment, taking into account the following criteria: personal qualities, nationality, gender, age, culture and language, economic level, lifestyle, place of residence, social relations, interests, needs, etc.;

- provisions regarding the activity and development of inclusive education;
- the concept of cultural and historical development, the central position of which is the formation of the psyche in the process of activity;
- the theory of internalization is responsible for the individual's assimilation of the social experience of social methods of development of inclusive education, the activity of an individual in the process of ontogenetic development of a person, where the psychological characteristics of an individual are formed;
- conceptual approaches to the development of the personality of a child with special educational needs in the process of socialization and the inclusive space of education, as a subject of his life activity;
- theories of the development of personal needs;
- conceptual principles of the system of continuous modern inclusive education;
- theories of professional training of specialists that contribute to the development of inclusive education in the personal growth of a child with special educational needs;
- the provision of the competence approach in the system of training specialists, which contributes to the development of inclusive education in the personal growth of a child with special educational needs;
- provisions on the content and structure of competence of a child with special educational needs;
- theories of media education for the development of inclusive education;
- theories of the development of the professional competence of teachers in the system of methodical work at the level of an educational institution;
- the project of human activity, pedagogical and psychological structure of a teacher's activity, model of socio-pedagogical activity, and system-role model of the development of inclusive education in the personal growth of a child with special educational needs.

## Results and Discussion

### 1. Professional competence of the teacher for the development of inclusive education

The main link in the organization of inclusive education, in the development of inclusive education, is the teacher. To work with such a

category of children with special educational needs, it is necessary to carry out a diagnosis of the child's needs and capabilities, to competently evaluate and write individual training programs aimed at the development of inclusive education, and to abandon collective methods. To carry out such work, a teacher must know teaching methods in inclusive education aimed at a child with special educational needs, possess deep knowledge of all disciplines and also know methods of working with children with special psychophysical development. The professional competence of a teacher for the development of inclusive education involves the formation of an active life position of this category of persons, their adaptation, readiness for continuous education, etc. The inclusive approach includes opportunities to change the educational situation, to promote the development of inclusive education, and to create new ways and forms of organizing the educational process, taking into account the individual differences of children. In particular, the teacher must acquire a set of professional qualities that will allow him to contribute to the development of inclusive education, to implement inclusive practice (Kuchai et al., 2019).

To be a highly competent teacher, one must have a high level of competence, which means possessing professional skills, abilities, and knowledge, as well as navigating difficult situations and making optimal decisions regarding the improvement of the development of inclusive education, where primary importance should be given to professional and civil responsibility. Therefore, the personal growth of a child with special educational needs depends on the teacher and his professional readiness to work in an inclusive environment. The pedagogical skill of the teacher is also of inestimable importance, which depends not only on the quality of the learned material of a child with special educational needs but also on the comfort of the individual's stay in an inclusive environment (Kuchai et al., 2019a).

For the success of inclusive education, conceptual, that is, the most important conditions for admission to it are taken into account. The competence of a teacher in the field of inclusive education, the development of inclusive education, knowledge, and abilities that are important for effective innovative activities as an organizer and executor of inclusive education programs for children with special educational needs, as well as ways of thinking, civic qualities, moral and ethical values, worldview and professional values, which determine the

teacher's ability to carry out professional activities at a certain level of the child's education. The process of inclusive education contributes to the development of inclusive education and gives relevance and necessity to the formation of the competence of a teacher of an inclusive class (Golyuk, 2018).

In the educational sphere, an important quality of educational equality is the introduction of inclusion. This is a necessary issue for creating inclusive societies and ensuring high-quality education (Kuchai & Kuchai, 2019).

Inclusion in education by scientists on an international scale is often considered as the content of the educational process of children with special educational needs, which takes place in the general education system; as a reform that encourages and supports the work of student groups.

The goal of educational inclusion is to eliminate the child's social isolation and support a child with special educational needs in personal growth.

## 2. Ideology of inclusive education

The ideology of inclusive education is based on:

- elimination of discrimination against education seekers with special educational needs;
- creation of appropriate conditions for obtaining quality education for such children.

Inclusive education:

- provides opportunities for all children to learn fully, especially taking into account their characteristics, which are perceived by peers with respect. Ordinary peers who are participants in the educational process gain educational experience for themselves and are assistants in the educational space for children with special needs;
- provides a flexible response to the needs of students;
- provides equal opportunities for obtaining quality education in all educational institutions;
- is a process of the continuous search for better ways of educational activity;
- called to coexist tolerantly and learn qualitatively together in a group with children with special needs and learn endurance and mutual help from them;

- aimed at collecting, evaluating, and summarizing information to plan positive changes for improving practical skills and updating the policy of their application (Budnykv et al., 2022).

### 3. Conditions of inclusion for the highest possible results for all education seekers

Inclusion creates conditions for the highest possible results for all students of education:

- conditions of participation (participation means the quality of the transfer of experience in the educational institution, which requires listening and taking into account the opinions of the students of education);
- conditions of a presence (presence means the place of educational space for education seekers, regularity of visiting the educational institution);
- achievement conditions (achievement refers to the results of monitoring activities, in particular: tests, exams, and carrying out an effective educational process based on educational plans, and programs) (Boychuk et al., 2021).

Inclusion pays special attention to those students who are at risk of exclusion from educational activities or low success. Therefore, with such an approach, it is necessary to conduct monitoring observations of groups of children who, according to the results of monitoring studies, most belong to the "risk groups". For such categories of education seekers, there is a need to apply measures to ensure their presence in the educational environment, participation in the educational process, achievements in the education system, and personal growth of a child with special educational needs (Pashchenko et al., 2012).

- personal growth of a child with special educational needs;
- development of the child's abilities;
- normal development, which is not a generally accepted "norm";
- a functional approach to training and treatment;
- participation of parents in the education and treatment of children;
- creation of a support system;
- meeting special needs (Kolupaeva, 2012).

Therefore, inclusive education creates an educational society that meets the capabilities

and needs of each individual, regardless of psychophysical development; provides a flexible, individualized system of education for children with special psychophysical development. If necessary, training to ensure of a child with special educational needs is provided with "medical-social and psychological-pedagogical support" and takes place according to an individual curriculum (Kolupaeva, 2012).

When implementing an inclusive approach it is worth considering that the individual should not adapt to social, public, and economic relations, and to meet the special needs of each individual, society should create appropriate conditions.

Let's consider the concept of inclusive education, which is the main one in the modern model of personal growth of a child with special educational needs, and education of children with special psychophysical development. Inclusive education promotes recognition that normal development is not a generally accepted "norm"; participation of parents in the treatment and education of their children; development of the child's abilities; meeting special needs; functional approach to treatment and training; creation of a support system. Inclusion is a policy and process that enables, and participation in all educational programs. We improve society to consider people's individual needs, and their adaptation to society, and not the other way around. The concepts of "inclusion" and "integration" are considered as antonyms to "segregation" and mark the corresponding progress in the development of the system of education for persons with disabilities (Lemeshchuk et al., 2022).

4. Conditions under which the personal growth of a child with special educational needs should be carried out, his education in an integrated environment.

Let's highlight the conditions under which the personal growth of a child with special educational needs should be carried out, his education in an integrated environment. This is, first of all:

- the responsibility, the education of the disabled in integrated structures should be entrusted to the bodies of general education;
- education in ordinary schools for the child with special educational needs involves the provision of appropriate support services, additional staff;
- it is necessary to involve organizations of the disabled, and parents' communities in the

process of learning at all levels (Kolupaeva, 2014).

The concept of inclusive education is based on the main democratic idea: all children are active and valuable members of society. Learning in inclusive educational institutions is beneficial both for children with special educational needs and for other children, family members, and society as a whole. Here, the main attention is paid to the interaction of a child with special educational needs with healthy children, which contributes to the social, physical, cognitive, speech, and emotional development of children with special educational needs. At the same time, children with a typical level of development demonstrate appropriate models of behavior for children with special educational needs. This approach aims to promote the personal growth of children with special educational needs, and relationships in the team motivate them to purposefully use new knowledge and skills. Interaction between students with special educational needs and other children in inclusive classes contributes to the realization of tolerant, moral, and friendly relations between them (Babii, 2018).

Today is impossible without the use of information and communication technologies, which open wide opportunities for improving the quality of education, its accessibility, and therefore, without them, there cannot be positive changes in the education of children with special needs. The introduction of ICT in the education of children with disabilities helps to realize the child with special educational needs, helps to make ordinary education high-quality and interesting, more effective, and helps the teacher to create equal conditions for every child in the class (Nikolaesku et al., 2021).

5. The main ways of using ICT in inclusive education for the personal growth of a child with special educational needs

Let's outline the main ways of using ICT in inclusive education for the personal growth of a child with special educational needs, in particular:

- to realize the personal growth of a child with special educational needs, to create compensatory opportunities for children with disabilities (ICT is used for support, technical assistance, replacement of missing natural functions, and partial compensation, which allows students with special needs to fully communicate and interact);

- to create communication projects (software, auxiliary devices, alternative forms of communication that facilitate communication of each type of functional limitation);
- to implement the didactic goal (contribute to inclusion in the educational and social environment, the satisfaction of individual needs, differentiation, personal development of children with special needs, full inclusion (Zaporozhchenko, 2013).

Working with each category of children with special educational needs using ICT can be presented as follows (Khanzeruk et al., 2010).

- in the learning process for children with hearing impairment, it is necessary to speak while controlling facial expressions and gestures, duplicate information on the multimedia board, when explaining the material, additionally accompany it with a display on the screen or computer monitor;
- when analyzing the educational process of children with speech disorders, it should be taken into account that many students have impaired balance and coordination of movements, such children complain of dizziness, nausea, and headaches. Children are prone to emotionally unstable reactions to others, and excessive irritability, and therefore, when using ICT tools, it is necessary to take into account the individual development indicators of each child when choosing exercises, so as not to provoke an unpredictable reaction;
- when working with children with intellectual disabilities, it is necessary to take into account the importance of learning about the surrounding world through perception and feeling, therefore, it is necessary to take into account the insufficient differentiation of visual perception, that is, the images, the exercises that are demonstrated should be carefully selected. Such students remember individual fragments, bright, saturated, unusual images;
- the educational activities of children with musculoskeletal disorders deserve to take into account the pronounced disproportionality and unevenly disturbed pace of development, when using ICT, it is necessary to select appropriate exercises for use and accompaniment of the lesson, etc. (Hlavatska, 2018).

We will group the main principles of inclusive education that contribute to the personal growth

of a child with special educational needs: all children, regardless of differences in capabilities, or communication difficulties that exist between them, should study together in all cases; schools should recognize and take into account the possibilities of their students, applying different paces of learning and types of their activities; ensuring quality education thanks to appropriate educational and methodological provision for all categories of children, use of resources and partnership relations with their communities, development of a teaching strategy, application of organizational measures; children with special educational needs, which is necessary to ensure the success of the educational process (Kolupaeva et al., 2010).

The fundamental principle of inclusive education is the need to appreciate the diversity of the human community. When inclusive education fully enters our lives and we do not think that to contribute to social life, every child must become normal. We aim to educate all children to feel that they are the main and necessary part of the whole (Canadian Center for Disability Research, 2012).

The main characteristic of an inclusive school is to promote the personal growth of a child with special educational needs, and the ability to meet the educational needs of all participants in the educational process, that is, to be effective. To implement inclusion in educational practice, teachers must improve and change, understand new ways of organizing the educational process, a new educational paradigm, update the development of educational and methodological support for the educational process, apply modern methods of personally oriented teaching, differentiated adapting education to the individual needs of each student with special educational needs. Cooperation and collegiality are effective and implement inclusive practices. At the same time, teachers are determined to improve, experiment, and take responsibility for the results of their work (Kolupaeva & Taranchenko, 2016).

## 6. Advantages of inclusive education

Let's emphasize the advantages of inclusive education.

Students with special educational needs achieve better academic results compared to their peers in a segregated environment, grow personally, and fully realize their potential in education (Stepanova et al., 2020).

If the presence of children with special educational needs does not affect the improvement of the knowledge of other students, then their academic performance improves. At the same time, the use of various innovative technologies, teaching methods, additional resources for the teacher and assistant teacher, etc., is of great importance. In an inclusive environment, students with special educational needs have the opportunity for personal growth, the development of social, communicative skills, and other forms of adaptive behavior, which gives students with special educational needs more chances for employment and receiving higher wages. Inclusion is more cost-effective than a segregated model of education and helps to reduce the costs of providing support in the community.

Therefore, inclusion is:

- provision of the right to education, provision of education in a non-discriminatory manner;
- the way of personal growth of a child with special educational needs;
- providing educational institutions and all places of education with the status of innovation in providing education by the basic principles of human rights for all children and adults;
- a continuous process of education based on the belief that all people can learn: those with special educational needs, disabilities, ethnicity, geographic location, HIV / AIDS disease, etc.).

Inclusion involves:

- a wide range of actions to ensure the child with special educational and learning needs in formal and other educational environments;
- identification and removal of barriers to ensure participation and learning;
- changes in the innovative educational environment, its modifications in the content and teaching methods, in strategies and plans;
- seeing differences not as problems in education, but as a resource (Pashchenko et al., 2012).

## Conclusions

The process of introducing inclusive education into the educational spectrum of the environment contributes and actualizes the problem of the formation of a teacher's competence in an

inclusive classroom because the quality of the learned material and the comfort of students in an inclusive environment depend on his pedagogical skill and professional readiness.

Definition of concepts: "inclusive education", "inclusive learning", "inclusion", "integration", and "special needs". The goal of educational inclusion is written.

The main positions in inclusive approaches regarding society's ability to create conditions for meeting the special needs of each individual, and promoting individual adjustment to social, public, and economic relations are highlighted.

The conditions and learning in an integrated environment should be carried out have been determined. The main principles of personal growth of a child with special educational needs are highlighted. The role of the concept of inclusive education, which reflects the main democratic idea of the entire society, is revealed: all children are valuable and active members of society.

The necessity of introducing ICT in the education of children with disabilities, which helps the teacher and his assistant to create equal conditions for each child in the classroom. The main ways of using ICT in inclusive education are outlined.

The fundamental principle of inclusive education has been clarified. The ability and the necessity of a teacher to satisfy the educational needs of all students, i.e. to make an effective educational system, which is the main characteristic of an inclusive school, are highlighted. The advantages of inclusive education are shown.

Further research is needed to consider the implementation of ICT in the education of children with disabilities and their impact on the personal growth of a child with special educational needs.

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