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PSYCHOLOGICAL AND PEDAGOGICAL CHALLENGES OF INCLUSIVE EDUCATION IN THE MODERN REALITIES OF UKRAINE

Abstract. *The purpose of the article is to study the main psychological and pedagogical challenges that arise in the process of implementing inclusive education in modern conditions of Ukraine and to determine their impact on the quality of the educational process, outline ways to overcome difficulties taking into account the needs of children with special educational needs, teachers and parents. The **research methodology** is based on the integration of systemic, competency-based and personally oriented approaches that provide a holistic understanding of inclusive education as a multifaceted educational phenomenon. A set of theoretical methods (analysis and synthesis of scientific literature, comparison and generalization of domestic and foreign experience) was used, which made it possible to identify key trends, contradictions and prospects for the development of inclusive education. The use of statistical data allowed us to identify the dynamics of the formation of an inclusive educational environment in the conditions of modern socio-political realities of Ukraine. The **scientific novelty** lies in clarifying the content of the psychological and pedagogical challenges of inclusive education in the conditions of martial law and social transformations in Ukraine, as well as in the systematization of Ukrainian and foreign experience through the prism of an integrated approach to providing support for pupils (students) with special educational needs. **Conclusions.** Overcoming the psychological and pedagogical challenges of inclusive education in modern realities requires the modernization of the educational space, the introduction of innovative approaches and the creation of an effective system of psychological support. Solving these problems is possible only with interdisciplinary cooperation and consolidated support of the state, communities and the scientific and pedagogical community.*

Key words: *children with special educational needs, teachers, inclusive education, psychological and pedagogical challenges, education, modernization of the educational space.*

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ВИКЛИКИ ІНКЛЮЗИВНОГО НАВЧАННЯ В СУЧАСНИХ РЕАЛІЯХ УКРАЇНИ

Анотація. *Мета статті* полягає в дослідженні основних психолого-педагогічних викликів, що виникають у процесі впровадження інклюзивного навчання в сучасних умовах України та визначенні їх впливу на якість освітнього процесу, окресленні шляхів подолання труднощів з огляду на запити дітей з особливими освітніми потребами, педагогів і батьків. *Методологія дослідження* ґрунтується на інтеграції системного, компетентнісного та особистісно орієнтованого підходів, що забезпечують цілісне осмислення інклюзивного навчання як багатогранного освітнього феномену. Використано комплекс теоретичних методів (аналіз і синтез наукової літератури, порівняння та узагальнення вітчизняного й зарубіжного досвіду), які дали змогу визначити ключові тенденції, суперечності та перспективи розвитку інклюзивної освіти. Залучення статистичних даних дозволило виявити динаміку становлення інклюзивного освітнього середовища в умовах сучасних соціально-політичних реалій України. *Наукова новизна* полягає в уточненні змісту психолого-педагогічних викликів інклюзивного навчання в умовах воєнного стану та суспільних трансформацій в Україні, а також у систематизації вітчизняного й зарубіжного досвіду крізь призму комплексного підходу до забезпечення підтримки здобувачів освіти з особливими освітніми потребами. **Висновки.** Подолання психолого-педагогічних викликів інклюзивного навчання в сучасних реаліях потребує модернізації освітнього простору, впровадження інноваційних підходів і створення ефективної системи психологічного супроводу. Розв'язання цих проблем можливе лише за умови міждисциплінарної співпраці та консолідованої підтримки держави, громад і науково-педагогічної спільноти.

Ключові слова: діти з особливими освітніми потребами, педагоги, інклюзивне навчання, психологічні та педагогічні виклики, освіта.

Problem statement. Inclusive education in Ukraine is gradually transforming from an innovative pedagogical initiative into an integral component of the national educational policy, which guarantees the realization of the right of every child to equal access to quality education regardless of the features of his psychophysical development or health status. At the same time, modern social realities, in particular, a full-scale war, economic instability, internal displacement of the population, changes in the organization of the educational process, significantly complicate the implementation of an inclusive model of education. In such conditions, rethinking the

psychological and pedagogical principles of inclusion and finding effective mechanisms to support all participants in the educational process becomes particularly relevant.

The most important psychological challenge of inclusive education remains the formation of an environment in educational institutions that is based on tolerance, empathy, and mutual respect for individuals with special educational needs (SEN). Despite progress in regulatory and legal support (Convention on the Rights of Persons with Disabilities; Law of Ukraine “On Education” dated 05.09.2017 No. 2145-VIII; Law of Ukraine “On Amendments to Certain Laws of Ukraine

Regarding Access of Persons with Special Educational Needs to Educational Services” dated 06.09.2018 No. 2541-VIII; Law of Ukraine “On Complete General Secondary Education” dated 16.01.2020 No. 463-IX; National Strategy for the Development of Inclusive Education for the Period Until 2029), cases of stigmatization are still recorded, and there is limited awareness among teachers and students about the specifics of individual disorders and developmental difficulties. This, in turn, leads to secondary psychological traumatization of children with SEN and prevents their full socialization [10; 11].

In conditions of armed conflict, the problem of the psycho-emotional state of children who have experienced traumatic events deserves special attention. Some of them, despite the lack of formal disability status, show persistent symptoms of post-traumatic disorders, which objectively require the use of inclusive support strategies. This necessitates the need for flexibility in adapting the educational environment to the new and often dynamic needs of students.

We share the opinions of Best UPSC IAS Coaching and Free Study Materials [InsightsIAS as for approaches to developing schools without

barriers where the authors underline the following ideas? Which we can also use in our country

Solutions to deal with these issues:

- Policy level:
 - Actualizing the zero-rejection policy in schools (e.g., as is done in Sarva Shiksha Abhiyan);
 - Infrastructure should include: Equitability, Usability, Durability, Affordability, Cultural adaptability, and Aesthetic appeal.
- Institutional Level:
 - Awareness and sensitization programmes for children, parents, and caregivers;
 - Training trainers for upskilling of school faculty and special educators;
 - Technical training for local government departments;
 - A co-learning platform for knowledge-sharing between all.
- Civil Society and organizations:
 - UN-Habitat India: ‘Leave No One Behind’ Project (main pillar of Accessible India Campaign (Sugamya Bharat Abhiyan));
 - ICT Solutions to Support Universal Design for Learning;
 - Storybooks in local spoken and sign languages [1].



Pic. 1. The ABC of Inclusive Education [1]

Analysis of sources and recent research.

Modern Ukrainian scientific discourse is largely focused on the analysis of psychological and pedagogical challenges that accompany the implementation of inclusive education. A significant contribution to the development of correctional pedagogy and special psychology was made by such scientists as V. Zasenکو, L. Prokhorenko, V. Bondar, V. Zolotoverkh, S. Kulbida, I. Sokolyansky, M. Suprun and O. Shevchenko. The research of I. Demchenko, A. Kolupaeva and O. Taranchenko is devoted to the issues of inclusive didactics and the organization of psychological and pedagogical support for teachers in the process of interaction with students with special educational needs. In the foreign scientific space, the works of T. But and M. Ainskou, who developed one of the key

tools for the development of inclusive education – the “Inclusion Index”, deserve special attention. S. Christensen’s research focuses on the mechanisms of psychological support for students in inclusive classes, while S. Peters analyzes the features of implementing inclusive education in crisis situations and armed conflicts.

The purpose of the article is to analyze the main psychological and pedagogical challenges that arise in the process of implementing inclusive education in modern conditions of Ukraine, to determine their impact on the quality of the educational process and to outline ways to overcome difficulties, taking into account the needs of children with special educational needs, teachers and parents.

Presentation of the main material



Pic. 2. Inclusion is [7]

Among the common pedagogical difficulties in implementing inclusive education, one should highlight the lack of teachers’ readiness to work in an inclusive space. Despite the presence of mechanisms for team interaction (psychological and pedagogical support, teacher and child assistant), a number of problems are observed in practice, namely:

- lack of specialists in rural communities and frontline areas;
- insufficient number of methodological and didactic materials adapted for working with children of different categories;

– excessive workload of pedagogical workers, which complicates the implementation of an individualized approach to education.

An additional complexity is the procedure for assessing the educational achievements of children with SEN. Traditional methods do not always allow for an objective reflection of the dynamics of their development, which can lead to formal assessment without taking into account individual progress.

Despite the above challenges, the institutional base of inclusive education

in Ukraine demonstrates the potential for sustainable development. For example, the functioning of Inclusive Resource Centers (IRCs), the creation of online psychological support services, the development of adapted distance platforms, as well as mobile psychological and pedagogical groups in communities – all this indicates the presence of positive trends.

To ensure the sustainable development of inclusive education, it is necessary to focus on solving three fundamental tasks:

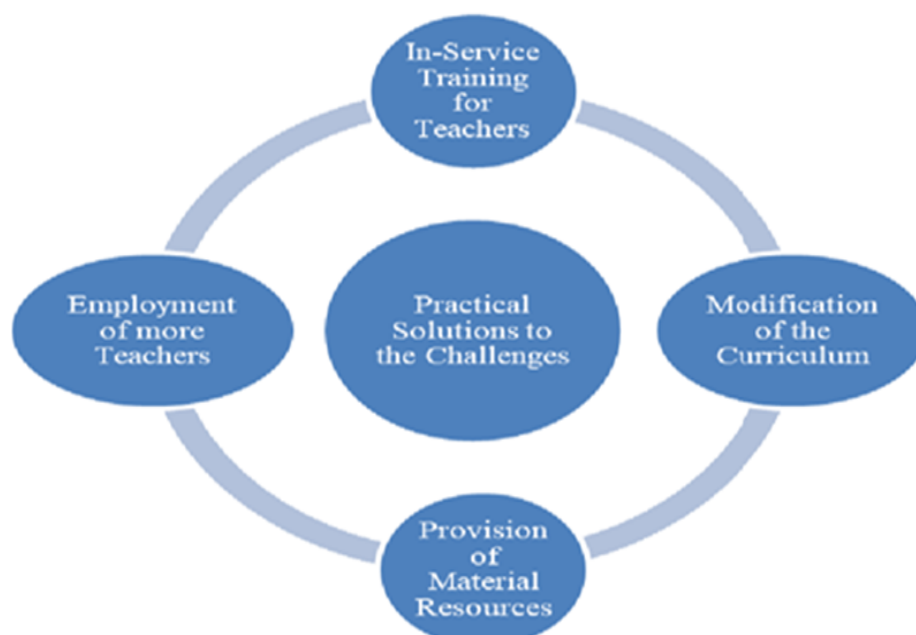
1. Increasing the level of psychological competence of teachers through the

implementation of regular training programs, supervision and professional mentoring;

2. Creating an adaptive educational space that takes into account both the physical and psycho-emotional needs of all students;

3. Involving parents in active cooperation with the teaching staff to form an inclusive culture in the educational institution.

Analyzing the experience of implementation of inclusive education in Nairobi, Kenya our colleagues Osuji Gregory Ekene and Everlyn Oluoch-Suleh underline practical solutions to such challenges. These solutions are presented in the following way [4].



Pic. 3. Practical Solutions to the Challenges [4]

In the modern educational process, it is worth noting the problem of teachers' biased attitude towards inclusive education. This attitude often takes the form of hidden stereotypes, resistance to change, devaluation of the educational opportunities of children with special educational needs, and reluctance to organize education in an inclusive classroom. Teachers' biased attitude towards inclusive education is often due to a number of objective and subjective factors. Among the most common reasons, the following should be highlighted:

- insufficient professional training of teachers to work in an inclusive educational environment;
- psychological unpreparedness to adapt the educational process, which is associated with

fear of the complexity of organizing educational activities for children with special educational needs (SEN);

– lack of positive experience or previous negative experience of interacting with children with SEN;

– emotional burnout syndrome, which provokes defensive behavioral reactions in the form of denial of the need for change or avoidance of an inclusive approach.

The analysis of empirical research by A.A. Kolupaeva, O.M. Taranchenko, indicates a close connection between the teacher's emotional attitude towards inclusion and the level of its actual implementation in secondary education institutions. At the same time, bias is almost

never manifested in an open form, but is often manifested in latent manifestations of pedagogical discrimination, in particular due to:

- reluctance to involve students with SEN in group forms of educational activities;
- deliberate underestimation of educational expectations for such students;
- avoidance of developing differentiated tasks or individualized approaches to learning [12].

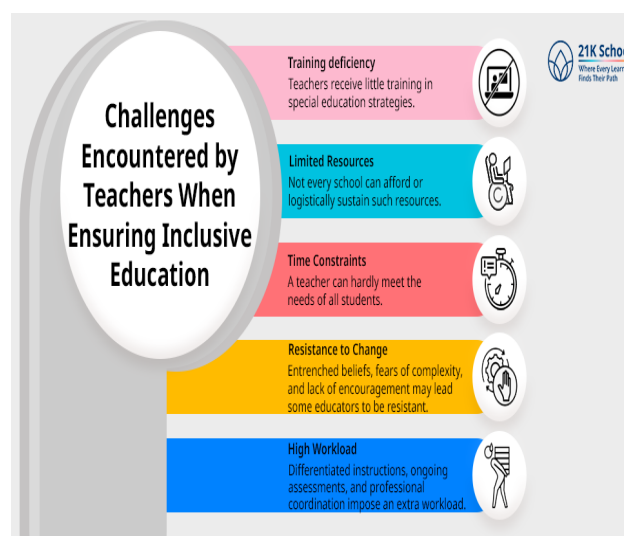
According to L.I. Lavrinenko, the majority of Ukrainian teachers do not have proper psychological and methodological training to work with children with SEN (special educational needs) and conservative pedagogical attitudes and fears of losing control over the classroom are observed. The author proposes the introduction of systematic postgraduate education with an emphasis on the development of inclusive competence [13].

O.G. Bilyuk, R.A. Pryzvanska and I.M. Omelyanovych note that a number of key aspects of the implementation of inclusive education in Ukraine remain insufficiently researched. In particular, the problem of regional differences in the implementation of an inclusive approach is relevant, which is manifested in the variability of pedagogical strategies and the heterogeneity of their impact on educational outcomes and personal development of children with special educational needs. Special scientific attention should be paid to the study of the psychological readiness of all participants in the educational process to work in conditions of inclusion, as well as overcoming persistent social stereotypes regarding people with developmental disabilities. An equally important area of research is the implementation of innovative pedagogical technologies adapted to the needs of students with various forms of disabilities. In addition, the economic provision of inclusive education remains an urgent problem, in particular, the optimization of financial mechanisms for its support in conditions of limited resources, which requires comprehensive scientific justification and modernization [8].

According to T.V. Novikova, a key aspect of preparing teachers to work in an inclusive classroom is a harmonious combination of educational and correctional activities. However,

the majority of teachers of secondary education institutions demonstrate an insufficient level of readiness for teaching in an inclusive environment, which is due to a lack of specialized knowledge and practical experience. A teacher's readiness for effective interaction with children with special educational needs in a general education environment is determined by two main components: professional and psychological. Professional readiness implies the presence of information competence, mastery of modern pedagogical technologies, knowledge of the basics of psychology and correctional pedagogy, awareness of the individual characteristics of the development of children with SEN, as well as the ability to flexibly model the educational process taking into account variable approaches. The teacher's readiness for interdisciplinary interaction and continuous professional growth is also important. Psychological readiness is considered as a complex mental formation that combines functional, operational and personal components of a teacher's activity. It is one of the determining conditions for the success of pedagogical practice in an inclusive educational environment, as it ensures the teacher's ability to emotionally accept a child with special needs, adaptive behavior and constructive interaction [14].

Speaking about teacher's readiness we agree with the scientists and we would like to highlight some challenges encountered by teachers when ensuring inclusive education such as [6]:

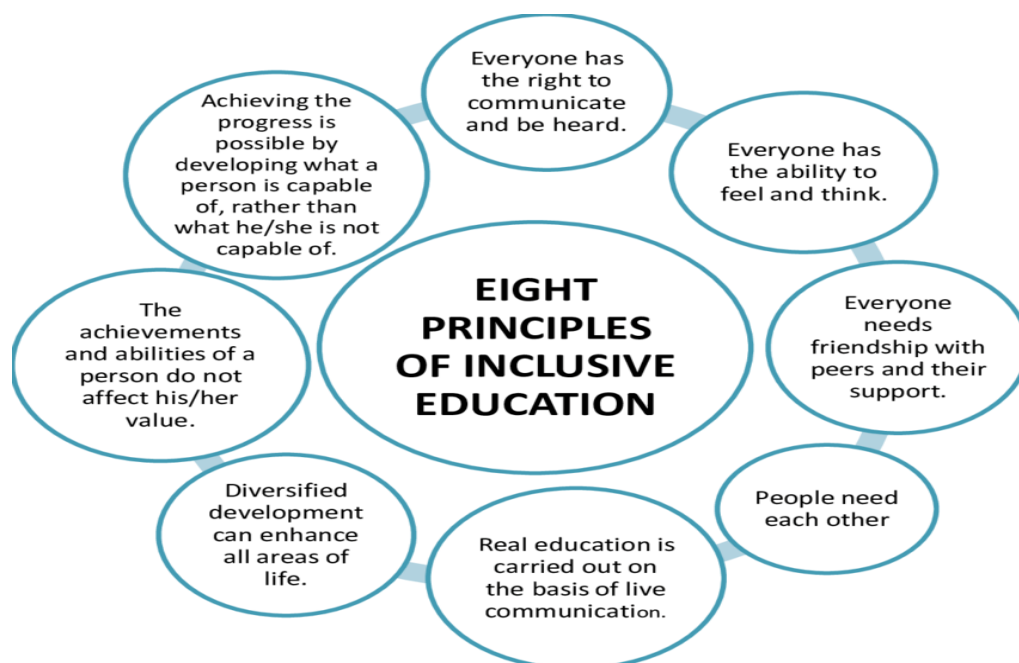


Pic. 4. Challenges Encountered by Teachers [6]

As it was noted by A.G. Efremenko, G.A. Lukanska, Ya.V. Bagno one of the key barriers to the effective implementation of inclusive education in Ukraine remains the insufficient level of resource provision of secondary education institutions. A significant number of educational institutions do not have appropriate technical equipment, specialized teaching and methodological tools, assistive technologies and professional support (in particular, correctional teachers and practical psychologists), which significantly complicates the implementation of an individualized educational approach for children with special educational needs (SEN). Along with this, the modern model of inclusive education requires more active social support

and involvement of the parent community in the process of adapting the educational environment and developing individual educational programs. However, in a number of regions, in particular in rural areas, there is a shortage of qualified teaching staff, a lack of specialized resource rooms and proper infrastructure for the implementation of an inclusive approach. In the context of large cities, inclusive education often faces psychosocial obstacles, manifested in the form of stereotypical thinking, social isolation of children with SEN, as well as insufficient readiness of teaching staff for tolerant and partnership interaction [9].

Also we support our colleagues who underline eight main principles of inclusive education, which are presented below [2].



Pic. 5. Principles of Inclusive Education [2]

It is worth emphasizing that inclusive education in Ukraine is in a dynamic process of development. Its improvement requires systematic monitoring, analysis of the effectiveness of the implemented approaches and adjustment of pedagogical strategies in accordance with the individual needs of education seekers. In this regard, the creation of tools for assessing the effectiveness of inclusive programs, which would allow identifying best practices and identifying current problem areas that require scientific and practical solutions, is particularly relevant.

Effective elimination of manifestations of biased attitudes of teachers towards inclusive education requires comprehensive and systematically implemented measures, including:

1. Targeted professional training and advanced training of teachers, focused on the development of inclusive competence, as well as practical work with children with various types of developmental disorders.

2. Introduction of reflective practices that create conditions for teachers to become aware of their own attitudes, reassess stereotypes and

form a tolerant attitude towards the diversity of students.

3. Institutionalization of mentoring between experienced and young teachers in order to transfer effective experience in an inclusive classroom.

4. Development of an inclusive culture within the teaching staff, which involves the formation of generally recognized ethical norms, the creation of an environment of support and interaction, participation in trainings and teamwork.

5. Active involvement of parents and community representatives in educational activities aimed at raising awareness of the benefits of inclusion and overcoming social prejudices.

In order to support inclusive education The Open University (AIU – Atlantic International University) suggests the following advise, which are presented in the form of infographics [3].



Pic. 6. Supporting Inclusive Education [3]

Conclusions. Thus, overcoming pedagogical prejudice towards inclusive education is not only a psychological and professional challenge, but also an important component of the formation of an inclusive educational space based on the principles of equality, respect and support. In modern conditions of Ukraine, solving psychological and pedagogical problems of inclusive education is closely related to the modernization of the educational space, the

introduction of innovative didactic approaches and the creation of a system of psychological support that covers both children and teachers. An important aspect of the effectiveness of inclusive practices is the interdisciplinary interaction of specialists – psychologists, defectologists, social educators, which provides a comprehensive approach to meeting the educational and socio-psychological needs of students.



Pic. 7. Perspectives [5]

Solving these challenges requires not only the individual efforts of the teacher, but also consolidated support from state institutions, local communities and the scientific and pedagogical community. At the same time, overcoming

challenges is a strategically important task, which involves not only the professional development of teachers, but also the transformation of value orientations in the direction of humanism, tolerance and pedagogy of partnership.

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