

CHAPTER 2. INNOVATIVE AND MODERN FOUNDATIONS OF PEDAGOGY AND PSYCHOLOGY

2.1. Inclusive Education of Children With Intellectual Disabilities in the Context of Ensuring Their Right for Quality Education

In the context of the current historical changes in the country, we are witnessing the implementation of more reforms in the field of education than have been carried out since Ukraine's independence. And one of them is the introduction of inclusive education, which brings us closer to the European principles and standards of life chosen by the people of Ukraine. After all, the level of consciousness of the nation and the degree of development of the society in which we live is determined by the level of support, humanism and tolerance towards people with developmental disabilities.

Every person, regardless of their health status and the presence of a psychophysical disability, has the right to receive an education of the same quality as a person with normal development.

This principle is reflected in numerous international documents and is implemented in the organisation of inclusive education to ensure that children with special educational needs have the right to choose an educational institution and form of education at their place of residence, and the state guarantees the provision of all the necessary conditions for this.

Inclusive education *is a system of educational services based on the principle of ensuring a child's fundamental right to education and the right to study at the place of residence in a general education institution.*

The United Nations Convention on the Rights of the Child, ratified in Ukraine by a resolution of the Verkhovna Rada in 1991, as an internationally recognized legislative act, immediately imposes requirements on each state to bring its national legislation into line with this 'universal constitution of the rights of the child'. Ukraine, as a sovereign state, a member of the United Nations, is making progress on this path. In recent years, the state's support for children with psychophysical developmental disorders and the promotion of an inclusive, harmonious educational space have been intensifying.

A study of international experience in the rehabilitation of children with physical or mental disabilities shows that the realisation of their right to education and the maximum development of their abilities is of particular importance for the full life of such children and the well-being of society.

The Law of Ukraine 'On Education' guarantees access to education for all and gives parents the right to choose educational institutions, educational programmes, types and forms of education for their children.

Inclusive education has become one of the most important topics in Ukraine in recent years. The Ukrainian government has passed laws and developed programmes aimed at developing inclusive education in the country. However, inclusive education in Ukraine has its own peculiarities.

A number of prominent Ukrainian scholars have explored the role of inclusion in general and inclusive education in terms of helping children with special educational needs and humanising society as a whole.

Inclusive education for children with psychophysical developmental disorders in foreign countries and in Ukraine is analysed in detail in the research of A. Kolupaieva, S. Mironova, V. Hladush, V. Syniov, and I. Kuzava.

In her monograph, A. Kolupaieva conducted a study of historical and scientific approaches to the process of involving people with disabilities in the general education space; analysed international and Ukrainian legislation on the organisation of education for this category of people; revealed the peculiarities of introducing inclusive education in the national education system.

I. Kuzava substantiated the methodological foundations of the conceptual framework of inclusive education in preschool; conducted an experimental study of the peculiarities of the readiness of subjects and objects of inclusive education; outlined the essence of modern technologies for the practical implementation of the inclusive education system aimed at correcting the development and socialisation of preschoolers with psychophysical developmental disorders.

V. Gladush analysed the introduction of inclusive education in the educational system of Ukraine. He provided statistical data on the development of inclusive education in Ukraine in recent years, critically analysed the problems inherent in the current situation that need to be addressed, and convincingly formulated promising areas of pedagogical activity and psychological support for inclusive education of children with special educational needs.

The world experience of correctional and rehabilitation work with children with physical or intellectual disabilities proves that ensuring their right to education and maximising their opportunities is crucial for the full life of this category of children and the well-being of society. Solving this problem. New, non-standard, innovative approaches are needed to address these issues.

The modern education system is becoming more and more mobile, more open to international experience. Therefore, the issue of the optimal choice of the form of education for children with special educational needs (special (special school, educational and rehabilitation centre), integrated, inclusive, individual forms), as well as raising the level of professional competence of teachers, is becoming crucial today.

In Ukraine, the right to education for children with special educational needs is enshrined in law and provides them with the opportunity to receive education in all educational institutions and to receive psychological, pedagogical, correctional and developmental assistance.

Inclusive education is not only a change in pedagogical approaches, the use of new methods and the placement of children with special educational needs in general education institutions, but also a means of socialisation and integration that will help them find their own place in the human community. Pre-school and, especially, general education institutions are trying to meet the needs of all children, making the necessary changes to curricula and seeking new resources to ensure equal opportunities for all

children. It is through inclusive education that children with developmental disabilities can feel part of society, find friends and adopt generally accepted behavioural patterns.

The basic principle of inclusive education is:

-all children should be educated together whenever possible, regardless of any difficulties or differences that exist between them;

-educational institutions should recognise and accommodate the diverse needs of their students by providing different types and paces of learning;

-ensuring quality education for all through the development of appropriate curricula, organisational arrangements, teaching strategies, use of resources and partnerships with their communities;

-children with special educational needs should receive any additional assistance they may need to ensure their success in the learning process. They are the most effective means of guaranteeing solidarity, participation, mutual respect and understanding between children with special needs and their peers.

Undoubtedly, the introduction of inclusive education has many advantages and is a progressive form of organising the educational process.

For children with special educational needs:

-targeted communication with peers improves children's cognitive, motor, language, social and emotional development;

-peers play the role of models for children with special educational needs;

-mastering new skills and abilities is functional;

-learning is based on children's strengths, abilities and interests;

-children have opportunities to build friendships with healthy peers and participate in community life.

For other children:

-Children learn to naturally accept and tolerate human differences;

-children learn to establish and maintain friendships with people who are different from them;

-children learn to cooperate;

-children learn to behave in a non-standard way, to be creative, and to empathise with others.

For teachers and professionals:

-Teachers in inclusive classrooms have a better understanding of the individual characteristics of students;

-teachers master a variety of pedagogical methods, which enables them to effectively promote the development of children, taking into account their individuality;

-professionals (doctors, special educators, other specialists) begin to perceive children more holistically and learn to look at life situations through the eyes of children.

Without questioning the need to introduce inclusive education, participants in the educational process should be prepared for the various difficulties that will inevitably be overcome.

When it comes to developing an inclusive culture in educational institutions, it is first and foremost important to create an environment in which diversity is respected. This includes respect not only for physical diversity, but also for the diversity of ideas and opinions, cultural, historical and religious backgrounds, and personal traits.

Components of creating a culture of inclusiveness in an educational institution.

Respect for the individual.

An inclusive culture means respect for every person, regardless of their physical or mental-emotional development. This respect is manifested in the adaptability and flexibility of the space (e.g. colours, comfortable and functional ramps, lifts, furniture, etc.) Respect for the individual is fostered in an environment where the problem is not a child with special educational needs who cannot, for example, move around the school in a wheelchair, but rather the lack of adaptability of the school or the institution's unwillingness to provide quality educational services to such a child. In times of war, it is also worth paying special attention to children who have lost their homes and loved ones because of the war. The material should be adapted so as not to traumatise children when studying the topics of 'my family', 'my apartment' or organising family trips with parents. Mentioning one's own home, room, relatives, etc. can be traumatic for the child's psyche.

Respect for cultural and religious experiences.

In order to respect cultural and religious diversity, you need to know it. This can be done by studying the traditions of ethnic groups living in the area where the school operates, celebrating holidays together and learning about their traditions. In this way, the school will set an example of a tolerant environment that is enriched by learning about different cultures.

Respect for the family.

All families are respected and valued, regardless of race, colour, language, religion, political or other beliefs, citizenship, social origin or property status. Everyone has equal rights and freedoms. Fostering a sense of belonging Every child should feel wanted and valued, and have a clear and stable sense of 'their' school, where they are safe, comfortable and engaged. To ensure this, educational institutions should pursue a policy of unconditional pedagogical support for students in the learning process and promote a psychologically comfortable environment that is tolerant of violence.

Sensitivity to the emotional state of children and teachers, understanding of emotions and the ability to control them.

The issue of sensitivity to the emotional state of children and teachers, especially in wartime, is an important aspect of building an inclusive culture in schools. First and foremost, it is the task of educational leaders to know, understand and take into account the traumas and losses faced by participants in the educational process.

Content of education.

All school students study according to the educational programme of the educational institution. However, it is important to organise the educational process with a focus on each individual child. By taking into account the child's educational needs, adapting and/or modifying the school's curriculum, it will be possible to achieve the maximum realisation of the child's potential and ensure the progress of his or her

development. In this process, it is important for teachers to think through the content of educational materials, homework, and classroom discussions in order to avoid creating additional traumatic situations for students.

Creating a non-discriminatory space.

Accessibility, barrier-free and safe educational space characterise the degree to which a school is adapted to the needs of children. After all, it is the school that should do everything possible to make the child feel comfortable, independent and not in need of additional assistance by eliminating areas that can be excluded, such as high thresholds, narrow doors, lack of handrails, ramps and classrooms not on the ground floor. The main task of schools in this area is to provide an environment where children with special educational needs feel safe and can work at their own pace and ability, and to ensure communication with other children in the team.

Support for all.

Inclusion means access to education, socialisation and individualisation. Therefore, creating an individual support model for each student can help educational institutions provide quality education and prevent children from being overwhelmed or falling behind in the classroom.

Ensuring a comfortable psychological environment.

Teaching children with special educational needs in the classroom does not require changes to the curriculum or the curriculum. At the same time, the psychological comfort of children is facilitated by the adaptation of the learning space, materials and an individual approach based on the needs of a particular child. A comfortable psychological environment is an environment of coordinated cooperation, partnership and tolerance to bullying/harassment and discrimination. **Encouraging children to take responsibility for their own learning.**

Encouraging children to be motivated to learn, to follow through and to take responsibility for their own decisions helps to develop perseverance and responsibility. Success in empowering students and children to take responsibility for their own learning is considered successful. Consider the needs of learners and ensure that they know, accept, understand and progress towards their ultimate goals at different stages of learning. A culture of inclusion in schools promotes positive student development, prepares students for a diverse world, and helps create a community where all students can fulfil their potential and succeed.

Encourage helping others.

Ordinary acts of kindness, such as opening the door for a mum pushing a wheelchair, helping a child with SEN get ready for class or starting a conversation with a shy classmate, are simple things that can help foster a culture of tolerance and communication. Teachers and parents should motivate children to do the same:

- enable students with special educational needs to participate in groups and activities;
- share their knowledge and skills and teach each other;
- participate in the arrangement of educational space with due regard to the special needs of children;
- advocate for the rights of classmates with special needs when they face discrimination and abuse.

Use of correct designations and terminology.

An inclusive culture in an institution is also reflected in the language used. It should always be remembered that we are talking about a person, not their characteristics. Therefore, the correct use of names and terminology speaks about the culture of the institution even before the child enters the physical environment.

Most children with special needs are in the preschool age group together with their peers, while the smallest proportion of integrated students with special educational needs are in the senior grades. Analytical data shows that the attitude of teachers in educational institutions to working with students with special needs largely depends on their experience, level of professional training and proper support from the administration and parents of students. The least willing to integrate students with special needs are teachers in educational institutions when it comes to emotional or behavioural disorders.

A study of the experience of educating children with special educational needs in European countries shows that in most of them inclusive education is the main form of education for people with developmental disabilities, while they have the opportunity to receive education in both special educational institutions and general education institutions.

The main humanistic experience of democratic education is that special institutions function and provide assistance to children with psychophysical disabilities, but they are not segregated locations. The boundaries between special and general education are transparent, as the values of civil society are promoted, based on the ideas of equality, tolerance and inclusion.

According to Professor Stangvik S.: 'The process of inclusion has several stages: from overt or covert resistance, through passive perception to active acceptance. Today we are approaching the final stage. However, it took about 20 years to get there.'

Instead, for many years in Ukraine, the majority of children with special educational needs were educated in special general education institutions, and the traditional system of special education was quite comprehensive. At the present stage, the decrease in the number of students in residential institutions is explained by the fact that children with developmental disabilities are studying in inclusive education institutions together with their peers.

A basic requirement for the success of inclusive education in any institution is the cooperation of teachers with parents, doctors and other specialists to identify the needs of a child with developmental disabilities, develop high-quality curricula based on information about the development of students, appropriate professional training of teachers and their continuous professional development. The educational institution should create conditions for all children to feel valued and to take an active part in all school affairs. The active participation of parents in the educational process is an extremely important condition for establishing partnerships and organising joint teamwork.

Parents should be the main link in the team. **According to A. Kolupayeva, there are three main models of teamwork:**

- *Multidisciplinary model:* the child and family are in the centre of attention, but specialists do not contact each other, there is no interaction between team members, research and services are isolated;
- *Interdisciplinary model:* the focus is on the child and family, but professionals are more connected to each other;
- *Transdisciplinary model:* the child and family are at the centre of attention and there is a strong relationship between them and professionals. There is also a mixed approach, in which the child is seen in a holistic way, i.e. all achievements and services are fully integrated.

The most appropriate approach to working with children with special needs is a multidisciplinary approach, which involves effective information sharing between team members and a sense of shared responsibility for the overall outcome. All team members should actively cooperate in the development of the child's individual educational plan.

In correctional work with children with special needs, it is more correct to evaluate the child's individual achievements in accordance with the set goals than to compare them with the achievements of developmentally typical peers. An important aspect of the correctional component is the process of observing children's development in the dynamics. Analysis of the results helps teachers identify the strengths, abilities and needs of children with special needs. All this is a step towards developing appropriate measures to solve the child's problems. The child is monitored on a regular basis, the results are analysed and further actions of teachers and other specialists are adjusted based on the results of the analysis. Planning individual work with a child is a kind of prediction of the child's area of immediate development.

Since children with developmental disabilities need more time to acquire functional skills, teachers should focus on teaching children with developmental disabilities skills that expand their independence and give them a sense of self-esteem. The primary task of teachers in inclusive classrooms is to promote the formation of a strong children's team. All children, regardless of their health status, should have the same rights and opportunities. An enabling environment encourages all children, regardless of ability, to explore, be motivated and creative, ensuring successful learning and development. A sense of belonging is crucial for children. Therefore, educators should create favourable situations of social relationships for students. By interacting with peers, children develop emotionally and socially and build self-esteem.

Significant progress in the socialisation of children with special educational needs can only be achieved with the active involvement of the family, especially parents. In this regard, the problems of families of children with developmental disabilities are among the most pressing. The Concept of Family and Family Education emphasises that 'a modern family should become the main link in the upbringing of a child, providing him or her with appropriate material and pedagogical conditions for physical, moral and spiritual development'. It is impossible to build a full-fledged national school without the active participation and support of families.

With the recent introduction of inclusive education, which actively involves parents in the educational process, pedagogical theory and practice are increasingly focusing on the study of families raising children with special needs. Experts focus not only on the development of new skills and abilities in children, but also on the family as the main stabilising factor in the child's adaptation. It is from the family that children first get an idea of moral and human values, norms of behaviour and the nature of relationships. In the family, children not only imitate their relatives, but also focus on their social and moral attitudes. That is why the psychological maturity of parents, their ideals and experience of social communication are crucial for the child's development.

The family is the micro-society in which a child's moral qualities, attitude towards people and understanding of the nature of interpersonal relationships are formed. And this fact should not be overlooked either in the diagnosis of children with developmental problems or in further correctional work.

Unfortunately, the conditions of upbringing in modern families are not always favourable for the growth and development of children with mental and physical disabilities. In addition, raising a child with developmental disabilities is a particularly difficult and demanding responsibility. Parents have a responsibility to their children and to society. If a child with special needs is deprived of proper care, his or her personal development is exacerbated and he or she may become a burden to the family and society.

The process of development of children with special educational needs is extremely complex, and the family is their first social and educational institution.

Psychological and pedagogical assistance to parents should be aimed at breaking down unnecessary barriers built by the wounded psyche of parents: 'My child is not like other children, worse'. Such resentment and disappointment will disappear when the child's first successes appear. The role of parents is important when children with special needs are in an inclusive environment. This is due to the fact that parents are partners, active participants in the educational process, who choose the child's future path and ensure his or her first successes.

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2.2. Equine-Assisted Therapy as an Innovative Method Rehabilitation of the Soldiers at Educational and Rehabilitation Institution of Higher Education «Kamenets-Podilskyi State Institute»

ІПОТЕРАПІЯ ЯК ІННОВАЦІЙНИЙ МЕТОД РЕАБІЛІТАЦІЇ ВІЙСЬКОВОСЛУЖБОВЦІВ У НАВЧАЛЬНО-РЕАБІЛІТАЦІЙНОМУ ЗАКЛАДІ ВИЩОЇ ОСВІТИ «КАМ'ЯНЕЦЬ-ПОДІЛЬСЬКИЙ ДЕРЖАВНИЙ ІНСТИТУТ»

Однією з найактуальніших сучасних проблем нашого суспільства є вивчення негативних емоційних станів військовослужбовців учасників бойових дій і розробка на цій основі системи їх соціально-психологічної реабілітації.

Сучасні психологічні дослідження переконують, що військовослужбовці учасники бойових дій практично завжди перебувають у стані фізичного та психічного напруження [8; 11; 16]. Слід враховувати те, що при цьому вони отримують не лише фізичні, а й численні психічні травми. Навіть за відсутності значних тілесних ушкоджень та соматичних захворювань адаптація