

SOCIAL-PEDAGOGICAL MODEL OF INCLUSIVE EDUCATION

Olena Budnyk

Professor (Pedagogical Sciences) at the Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID ID 0000-0002-5764-6748
E-mail: olena.budnyk@pu.if.ua

Hryhorii Vasianovych

Professor (Pedagogical Sciences) at the Department of Humanities and Social Work,
Lviv State University of Life Safety, Ukraine
ORCID ID 0000-0002-2346-193X
E-mail: wasianowych@ukr.net

Tetyana Blyznyuk

Assistant Professor (Pedagogical Sciences) at the Department of Pedagogy of Primary
Education, Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID ID 0000--0002-0558-2201
E-mail: tetyana.blyznyuk@pu.if.ua

Abstract. The article outlines the theoretical and practical aspects of designing a model of social-pedagogical activity for effective introduction of an inclusive form of education. The authors substantiate the strategic tasks that today are facing the world education community. The theoretical basis for realization of the model of social-pedagogical activity in the educational space is recognition of the formation of a new philosophy of inclusive education. It involves a considerable change in social perceptions and stereotypes regarding the treatment of people with special educational needs; as well as the creation of a corresponding regional social infrastructure and an inclusive developing educational environment. Practical aspects of social and pedagogical activity are represented through their directions and content in the conditions of an educational institution with inclusive (integrated) education. In the paper, the authors emphasized the necessity of introducing innovative educational technologies into the practice of inclusive education, creation of emotional and psychological comfort in work with students with special needs.

Key words: people with special educational needs, social and pedagogical activity, inclusive education, inclusive developmental, educational environment, philosophy of inclusive education.

INTRODUCTION

Socio-pedagogical problems and efficiency of their solutions for the implementation of inclusive education have received special attention in the XXI century. Integration of countries into the world (European) educational space requires humanization of interpersonal relationships in society, modernization of educational systems with a view to providing quality services for different categories of students, including those with specifics of mental or physical development.

In Western European systems of general secondary education, despite their diversity, integrated and inclusive education of children with special needs has been defined as the main form of education since the 1960s and 1970s. These countries have long ago lost their totalitarian regimes and have considerable progress in inclusive practice development, clearly outlining the prospects for solving urgent pedagogical and social problems.

Inclusive education in the Nordic countries (Sweden, Denmark, Norway, Iceland and Finland) is one of the most valuable areas of education and social policy. The introduction of inclusive education in a comprehensive process in Scandinavia dates back to the second half of

the 20th century, when special education has become unable to meet all the requirements of a healthy society with equal opportunities for everyone. However, in the majority of the countries special education is still an alternative form of education for children with special needs who cannot attend secondary schools because of the specific reasons of health (N. Andriichuk, p. 98).

From the overview of National Education of UNESCO program "Education for All – 2015" we can learn that in Lithuania "all children and the youth with special education needs should have a possibility to study in different types of schools and in a favorable learning environment following formal and non-formal curricula" (UNESCO Program Education for All 2015 (2014)).

The questions of the organization and development of inclusive education in different countries were studied by V. Blándul, A. Bezpalko, V. Bondar, A. Bradea, D. Cameron, D. J. Chambers, L. Cook, M. Friend, A. Kolupayeva, S. Main, J. Njelesani, P. Sarah, A. Shevtsov, M. Shved, N. Hui, D.A. Hurley-Chamberlain, C. Shamberger, E. Vickery and others.

Today we have the problem of not accepting all people as "equal" by our society. There are certain stereotypes due to various differences (gender, health characteristics, national characteristics, etc.). This issue is typical of most post-Soviet countries. For example, according to N. Artyushenko, in the territory of the former Soviet Union, about 60% of teachers and 67% of parents are not ready to integrate children with disabilities to study at a secondary school. As a result, more than 90% of children with disabilities experience a moral discomfort, a negative attitude towards those with a typical development level. Although 93% of these students are positively or respectfully treated in a single team of "special" children (N. Andrushchenko, p. 80).

However, Ukraine has made some progress towards providing educational services to people with disabilities; but overall, the level of inclusive inclusion is still rather low. For example, "In 2015/2016 school year, only 2,720 children with special educational needs studied in inclusive classes - only 5.8% of the total number. Most of these children (32.6 thousand people) continue to study in special boarding schools. In general, more than 50 thousand children with special educational needs are still out of high-quality education and socialization" (Inclusive education, website of the Ministry of Education and Science of Ukraine).

Many difficulties arise in educational practice, when there is a transition from medical to social work with children with disabilities. Therefore, in this article we will consider some theoretical and practical aspects regarding the creation of a model of social-pedagogical activity in educational institutions with an inclusive form of education.

RESULTS AND DISCUSSION

Theoretical aspects of social and pedagogical activity

In present conditions, it is important to develop a model of social-pedagogical activity of the school regarding provision of services for children with special educational needs.

Essential characteristics of the model in the scientific literature is defined as "an imaginary or materially implemented system that reflects or reproduces the object of the research ... and is able to change it so that its study gives new information about this object" (Encyclopedia of Education, p. 516). In relation to our research object, the model of social-pedagogical activity is a set of theoretical and technological principles that serve as a guide for the teacher in his practical work. "The criteria of the truth of the model are also the possibility of its transformation into other models (deduction), and the withdrawal of new images from it - a proactive reflection of new manifestations of the essence," as proved by practice (M. Obukhovsky, p. 49).

The model of social and pedagogical activity in the context of inclusive education contains two mutually related components: internal and external.

The socio-pedagogical orientation of the secondary education institution in providing appropriate education services for the children in an inclusive form involves various aspects of

activity - diagnosis, social upbringing, protection of the child's rights, psychological counseling of the family, etc. At the same time, the external component of this model creates opportunities for applying knowledge, skills and abilities acquired in the school, values, experience of emotional attitude to the world, creative activity in real life, and pro-social activity. Thus, it is a question of pedagogical attitude to the social environment surrounding schoolchildren, which is intended to harmonize the influence of various factors of socialization on the process of formation of the individual, in particular, students with peculiarities of psychophysical development.

The inclusive approach involves creating conditions in society in order to meet the special needs of each person for quality education. It is important that these features are not perceived "as an exceptional phenomenon, destined", since the presence of one or another violation does not predetermine the marginality of the human way of life. The basis of the inclusive model of social behavior is autonomous participation in social activities, establishment of a system of social contacts, accepting of each individual by the society (I. Dubkovetska, O. Budnyk, S. Sydoriv; p. 100).

Among the strategic objectives, facing the world educational community today is the issue of providing high-quality education for people with special educational needs, in particular:

- provision of proper conditions for the introduction of an inclusive form of education in educational institutions of different levels;
- expanding the practice of inclusive and integrated education in preschool, general and non-school educational institutions for children and young people who need to correct physical and / or mental development;
- development of a method for early detection and diagnostics of children with special educational needs;
- improvement of the special educational institutions network, creation of new models and forms of organization of education for people with special educational needs;
- improvement of educational, methodological and logistical support of educational institutions providing educational services for children and young people with special educational needs;
- preventive work of teachers to overcome prejudices and discrimination of students with special educational needs, forming tolerant, socially positive attitude towards them from peers and school teachers;
- introduction of programs for the upgrading of teachers and teachers' assistants to work in an inclusive educational environment;
- provision of architectural, transport and information accessibility of such establishments for various categories of children with peculiarities of psychophysical development;
- mastering social and pedagogical techniques and developing strategies for relevant activities using community partnerships.

In the countries such as the United Kingdom, the United States, Canada, Finland, etc., these issues are not as acute as in the post-soviet countries, where inclusive education only makes the first steps towards its implementation.

The research shows that the Icelandic system of the inclusive education greatly differs from Swedish and Norwegian. Usually all children there study at regular schools. Special education in these countries is represented by three schools: one for students with significant deviations and the two others for students who have problems with behavior (N. Andriichuk, p. 103).

The model of social and pedagogical activity in the conditions of inclusive education is designed taking into account the partner interaction of all the participants in the educational process – students, teachers, social pedagogues, practical psychologists, parents, speech therapy teachers, medical workers, as well as public representatives. At the same time, the choice of directions, content and methods of social and pedagogical activity, dynamic design of optimal

forms of interaction between subjects of the inclusive process involves interaction with social infrastructure, central and regional (municipal) bodies of legislative and executive power.

The main theoretical basis for the implementation of the model of social-pedagogical activity in the educational space is the formation of a new philosophy of inclusive education, which involves a change in social perceptions and stereotypes regarding the treatment of people with special educational needs.

Romanian scholars argue that society is still prone to a segregationist approach to education for children with disabilities. In Romania, as well as in Ukraine, the problem of training teachers of special education / inclusive education is also acute. That is, it involves the formation of professional psychological, pedagogical and methodological competences that allow them to effectively implement an individual approach to work with students with special needs (V.C. Blândul, A. Bradea, p. 337). At present, the Ministry of Education and Science of Ukraine is actively implementing the national project "Inclusive education – the level of consciousness of the nation" for the formation of a new philosophy on inclusion.

Integration of persons with peculiarities of psychophysical development into educational institutions is defined today as an important task of providing quality education for all citizens, creating conditions for inclusive education. According to foreign scholars (S. Main, D.J. Chambers, P. Sarah), in the inclusive process, traditional views and beliefs regarding training of people with disabilities, their perceptions in society are of great importance. According to the research, the efficiency of inclusive education in various Canadian provinces is not always high. Most citizens of the country approve the idea of inclusion; understand the importance of socialization of persons with physical and mental disorders in educational institutions, and the formation of a tolerant attitude towards them. However, a significant proportion of people still support traditional segregation approaches to teaching children with mental-psychological disorders (W. E. Lyons, S. A. Thompson, V. Timmons).

The conceptual foundations, normative and legal basis of inclusive education in most countries are developed at the state level. However, in some aspects there are problems with its practical implementation, establishing cooperation and coordinating the work of educational institutions of inclusive orientation (pre-school, general education, college, university). In many countries, especially Eastern Europe, there is a number of difficulties in implementing these tasks because of the inability of the modern school to timely and adequately respond to transient changes - to introduce new content of education, innovative technologies, new strategies of pedagogical interaction based on personally oriented learning.

The next aspect of social-pedagogical activity under inclusive conditions is the regional (municipal) social infrastructure (educational institutions, family social service centers, young parents' communities, centers for social and psychological rehabilitation for people with functional limitations, clubs at their places of residence, etc.). Thus, psychological and pedagogical support for children with special educational needs should not be limited to the educational space of the educational institution, but widely distributed throughout the social infrastructure of the neighborhood, government agencies, families, and the street.

Finally, the effectiveness of implementation of the model of social-pedagogical activity on the introduction of inclusive education is the creation of an inclusive and developing educational environment - a unified system of continuous qualified psychological, medical and pedagogical support for the education of people with special needs (from preschool institutions, leisure centers, schools, to institutions of higher education).

In creation of this environment gender representations that characterize the mentality of a particular people occupy a significant place. Yes, today there is no doubt that every person has the right to education. However, still many children with disabilities in low and middle-income countries remain deprived of educational opportunities. According to research data (N. Hui, E. Vickery, J. Njelesani, D. Cameron, 2017), gender and disability are the main factors influencing inclusive education. For example, in Western and Eastern Africa (Guinea, Sierra Leone, Nigeria, Zambia, etc.), gender representation often does not allow a child to acquire education because of

a violation of her mental, intellectual or physical development. According to the results of studies, cases of social isolation in the educational environment were more frequent than boys and girls with disabilities. Among students with disabilities, girls are more susceptible to mental illness due to social bias in their educational potential. They are more likely to be sexually abused. So, for the effective implementation of inclusive education, the creation of a safe school environment for all students is crucial, as well as the elimination of gender stereotypes for the education of children with special educational needs (N. Hui, E. Vickery, J. Njelesani, D. Cameron).

The creation of an inclusive educational environment in an educational institution is the organizational and methodological basis for the effective implementation of inclusion. Therefore, we define such components of the formation of this medium (O. Budnyk, 2015, pp. 73-74):

- *socio-psychological* (taking into account individual psychological peculiarities of development and stereotypes of behavior of a pupil who needs correction of physical and (or) mental development; propagation of moral and ethical norms in social and communicative activity of a person with a group; adequate attitude towards positive or negative phenomena in behavior around, forming a tolerant interaction of classmates with a child with special educational needs, etc.);
- *informational* (availability of modern normative and legal and methodological support of the inclusive process, creation of the system of electronic teaching of students with peculiarities of psychophysical development, experience of use of educational resources of online learning, etc.);
- *cultural and educational* (pedagogical competence of participants in the educational process in the inclusive school, covering the content, forms, methods, means, innovative technologies, etc.);
- *material and technical* (availability of modern multimedia means of training, audio and video products in accordance with the needs of the child with disabilities, adaptation of the physical environment of the school, taking into account elements of aesthetics and requirements of accessibility in the interior of the educational institution, etc.).

Practical aspect of social and pedagogical activity

In the socio-pedagogical activity of the institution of secondary education with inclusive education, we distinguish the following directions:

- provision of a social and educational environment aimed at compensating for the adverse experience of socializing students with special educational needs in school conditions, providing teachers with comprehensive assistance in creating the appropriate conditions for their adaptation (socialization);
- study of modern socio-pedagogical researches in order to identify students' social and personal problems requiring correction of physical and (or) mental development, psychological, medical and pedagogical diagnostics of physical, mental and social health of students;
- socio-pedagogical prevention and rehabilitation of non-adapted and socially depressed children; implementation of a system of preventive influences on the prevention of non-social behavior;
- advisory assistance to parents of “problem” children;
- work with gifted children, in particular those with special needs;
- organization of sporting-recreational, leisure and other types of socially active activities of schoolchildren;
- social educational activities in promoting healthy lifestyles, raising the pedagogical culture of the parental community.

In accordance with certain directions, we will outline the indicative content of social and pedagogical activities in an educational institution with an inclusive form of education (Table 1).

Table 1

Indicative content of socio-pedagogical activity: inclusive practice

SOCIAL AND PEDAGOGICAL ACTIVITIES IN CONDITION OF INCLUSION	Identification of children who need to correct physical and / or mental development.
	Adaptation of the social and educational developmental environment to ensure equal access to education, including children with special educational needs, who study at school. Prevention of school disadaptation (correction of social motivation of learning, emotional perception of students and class, individual possibilities, identification of conflict situations in microsystems, etc.).
	Study of the content and features of the teacher's work in the inclusive classes (familiarization with the regulatory framework, didactic-developmental and logistical support of the school, etc.)
	Psychological and socio-pedagogical support of pupils with special educational needs and their parents.
	Mastering social and pedagogical methods for effective socio-cultural education and development of children, taking into account their individuality in inclusive classes.
	Development of strategies for social and pedagogical activities with the use of potential resources and community partnerships.
	Preventive work of the teacher to overcome prejudices and discrimination of students with special educational needs, formation of tolerant, socially positive attitude towards them from peers and teachers of the school, provision of special services in accordance with the educational needs of children.
	Involvement of students with special educational needs and their parents (guardians) in active socially significant activity in the microenvironment of the school.
	Creation of conditions for self-development, self-realization of deviant children among peers, prevention of negative influence of mass culture, stereotypes of non-social behavior, interpersonal conflicts in the educational process; assistance in realization of social needs in conditions of social disorganization; assistance in overcoming social infantilism through the formation of skills of socially positive activity, formation of a students' civic position.
	Social-pedagogical support of gifted students with special educational needs; discovery of their abilities, inclinations, talents; development of cognitive interests and opportunities (academic, psychomotor, intellectual, artistic, creative, leadership), discovery of explicit and hidden giftedness; implementation of an individual approach in the educational process, the choice of effective developmental technologies in dealing with talented and gifted students with peculiarities of psychophysical development.
	Development and implementation of special socio-cultural animation programs for organizing leisure activities for students with special needs in the micro society. Creation of an educational and cultural environment at school, organization of social and pedagogical cooperation with out-of-school, recreation centers and volunteer organizations.
	Psychological-pedagogical diagnostics of parents for identifying (rebuilding) their social and educational potential and typical difficulties (mistakes) in the upbringing of children with peculiarities of psychophysical development. Prevention of non-constructive pedagogical influence and various forms of

violence against children with disabilities. Increasing the level of pedagogical culture of the family, social-pedagogical counseling of parents (guardians), assistance to families of “risk groups”.
--

Thus, the efficiency of the inclusive process depends largely on teachers. Their beliefs are reflected in attitudes towards students with certain disruptions in development, which greatly affect their willingness to work in an inclusive environment (S. Main, D.J. Chambers and P. Sarah, 2016). “Implementation of technologies of educational integration will make it possible to reconcile the contradictions between equal rights of persons with peculiarities of psychophysical development in choosing a life path, forms of education, educational services and actual inequality of opportunities of various social groups” (A. Kolupayeva, p. 11).

The idea of co-teaching (Co-Teaching) as an educational strategy in the inclusive process is increasingly finding its adherents in scientific publications. Scientists focus on methodological approaches based on the joint teaching activities of teachers in the inclusive educational environment, who jointly plan and develop each component of the lesson, taking into account certain factors. At the same time, the most common practice in school is learning where one teacher develops and conducts a lesson and the other provides an individual support to particular students with disabilities, that is, they carry out appropriate psychological and pedagogical support (M. Friend, L. Cook, DA Hurley-Chamberlain, C. Shamberger). This is usually a teacher’s assistant.

Inclusive education should apply learning strategies that focus on collaborative and student communication in the educational process, and active interaction between teachers and students (V. C. Blândul, A. Bradea, p. 342). After all, the success of the implementation of the model of social-pedagogical activity in the inclusive process depends largely on the coordination of the actions of teachers and teams of diverse professionals (social pedagogue, medical worker, psychologist, speech therapist, educator, etc.). All of them should jointly diagnose the child’s disorder, assess the real condition of her child, taking into account the nosology, develop perspective and short-term individual training plans, arrange additional services and analyze the dynamics of academic achievements of the child with special needs.

At the same time, there are often problems with creating emotional and psychological comfort in working with students with various disabilities in development. “Teachers of students with emotional and behavioral disorders (EBD) face the challenge of managing core academics alongside maladaptive behavior that may be insurmountable without the support of mental health professionals” (William C. Hunter, Susan Elizabeth Elswick, Laura Baylot Casey, 2018).

CONCLUSIONS

Development of an effective model of social and pedagogical activity in the system of inclusive education is possible on the basis of the interaction of various factors, first of all, the proper financing of inclusive education. First, it is about creating architectural accessibility in educational institutions, providing modern correctional and rehabilitation equipment, vehicles adapted for the transportation of students with physical limitations, etc. Another important aspect is the improvement of the normative, legal, and methodological provision of the inclusive process, training of employees for the implementation of the tasks of inclusive education in socio-pedagogical practice.

Today we find particularly relevant formation of positive public opinion, overcoming of gender and mental stereotypes, formation of a new philosophy of education in relation to people with peculiarities of psychophysical development, implementation of educational work among parents about the essence and content of inclusive (integrated) learning, taking into account adaptation issues in inclusive and educational environment for children from socially vulnerable groups (economically, socially, academically or intellectually), etc. (O. Budnyk, 2017). At the same time, this work should not be limited to the educational institution. It is necessary to update

regional (municipal) social infrastructure (centers of social services for the family, for young parents, centers for social and psychological rehabilitation for people with disabilities, etc.).

We consider necessary involvement of mass media and volunteer organizations in such work. It will promote development of a humane attitude towards people with disabilities and their families. It can be fulfilled through outdoor advertising, social videos on television, mass events with the involvement of people with peculiarities of psychophysical development, development of inclusive infrastructure with the aim of successful integration and quality education of people with disabilities in different types of institutions: kindergarten, secondary school, extra-curricular education center, institution of higher education and postgraduate education.

REFERENCES

- Andriichuk N. (2017). Historical Background of Inclusive Education Development in the Nordic Countries. *Journal of Vasyl Stefanyk Precarpathian National University. Scientific Edition: Series of Social and Human Sciences*. Vol. 4, No. 1, P. 97-104. doi: 10.15330/jpnu.4.1.97-104).
- Artyushenko N.P. (2010). Organizational-pedagogical conditions for the education of children with disabilities by means of inclusive education: thesis... cand.of ped.sciences: 13.00.01 – general pedagogy, history of pedagogy and education. Tomsk. 164 p. (in Russian)
- Kolupayeva A. (2014). Special education in Ukraine and modernization of the educational branch. *Special child: education and upbringing*. №3. P. 7-12 (in Ukrainian).
- Blândul V. C., Bradea A. (2017). Developing psychopedagogical and methodical competences in special / inclusive education teachers. *Problems of Education in the 21st Century*. Vol. 75. No. 4. P. 335-344.
- Budnyk O. (2015). *Inclusive education*. Ivano-Frankivsk. 252 p. (in Ukrainian)
- Budnyk O. (2017). Inclusive education: socio-pedagogical context of the problem. *Education for people with special needs: ways of development: col. Of scien. works*, ed by. V.V. Zsenko, A.A. Kolupayeva. Kyiv: LLC "Our printing house". Issue 13. P. 71-80. (in Ukrainian).
- Dubkovetska I., Budnyk O., Sydoriv S. (2016). Implementing Inclusive Education in Ukraine: Problems and Perspectives. *Journal of Vasyl Stefanyk Precarpathian National University. Scientific Edition: Series of Social and Human Sciences*. Vol. 3. № 2-3. P. 99-105. doi:10.15330/jpnu.3.2-3.99-105.
- Inclusive education. The site of the Ministry of Education and Science of Ukraine. Available: <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya> (in Ukrainian).
- Encyclopedia of Education (2008). Acad. ped. Scien. of Ukraine; chief ed.. V.H.. Kremen. Kyiv: Jurinkom Inter. 1040 p. (in Ukrainian)
- Friend M., Cook L., Hurley-Chamberlain D.A., Shamberger C. (2010). Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education. *Journal of Educational and Psychological Consultation*. Vol. 20. Issue 1: Collaboration in Special Education. P. 9-27. doi.org/10.1080/10474410903535380.
- Hui N., Vickery E., Njelesani J. & Cameron D. (2017). Gendered experiences of inclusive education for children with disabilities in West and East Africa. *International Journal of Inclusive Education*. Available: <https://www.tandfonline.com/doi/full/10.1080/13603116.2017.1370740>
- Lyons W. E., Thompson S. A. & Timmons V. (2016). 'We are inclusive. We are a team. Let's just do it': commitment, collective efficacy, and agency in four inclusive schools. *International Journal of Inclusive Education*. Vol. 20. Ussue 8. P. 889-907. doi.org/10.1080/13603116.2015.1122841.

Main S., Chambers D. J. & Sarah P. (2016). Supporting the transition to inclusive education: teachers' attitudes to inclusion in the Seychelles. *International Journal of Inclusive Education*. Vol. 20. Issue 12. P. 1270-1285. doi.org/10.1080/13603116.2016.1168873.

Obukhovskiy K. (1981). Psychological theory of the structure and development of the person. Psychology of the formation and development of the person. Moscow: "Nauka". P. 45–67. (in Russian).

UNESCO programme Education for All 2015 (2014). Overview of National Education. Lithuania. Available:

https://www.smm.lt/uploads/lawacts/docs/764_f5a0f788b5783d3f016d4b6de00dc418.pdf

William C. Hunter, Susan Elizabeth Elswick, Laura Baylot Casey (2018). Efficient Wraparound Service Model for Students with Emotional and Behavioral Disorders: A Collaborative Model for School Social Workers and Teachers. *Children & Schools*, Vol. 40, Issue 1. P. 59-61, <https://doi.org/10.1093/cs/cdx030>