APPROACHES TO THE DEFINITION OF BASIC CONCEPTS OF INCLUSIVE EDUCATIONAL PARADIGM IN THE UKRAINIAN SCIENTIFIC DISCOURSE

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ABSTRACT

The article deals with approaches to the definition of basic concepts of inclusive educational paradigm in the Ukrainian scientific discourse, as it is important for inclusive education implementation in Ukraine. It is identified by such terms as "inclusion", "integration", "habilitation", "adaptation", "segregation" and "exceptions" which are scientifically justified in the article.

The concept of "exclusion" and "inclusion" was brought to life as a result of the change in the key social paradigms in the world at the end of the 20th- beginning of the 21th century. The concepts of integration and inclusion (which were often not differed and combined before) have become the key terms of pedagogical and sociological discourse in Ukraine.

We consider the inclusive education to be the initial stage of broader forms of integration of people with different physical, financial and social opportunities. We relate the concepts of inclusion and integration as partial and general. Inclusion and exclusion are the forms of different concepts of integration according to the principle of inclusion/exclusion. The concepts of habilitation and adaptation are intermediate social differences between people with different individual abilities, gender, racial, cultural, or other characteristics, processes of integration itself.

As prospects for further researches we offer a study of psychological and mental, social and organizational conditions of implementation of inclusive education in higher education systems of the European Union countries.

KEYWORDS

Exclusion, abundance, habilitation, adaptation, inclusion, social inclusion, inclusive education.

INTRODUCTION

At the present stage of development of international standards in the field of human rights, the main idea is participation of each person in public life based on equality and without discrimination. The demands to the quality of education set by modern society assumes the satisfaction of educational needs of each individual, including persons with disabilities. These disabled persons shouldn't be separated from the usual social environment, family, and friends.

The principles of accessibility and satisfaction of special educational needs of persons with functional disabilities have become the cornerstone of inclusive education. Now the educational system is based

on the principle of ensuring the fundamental right of children to be trained in secondary schools at the place of residence with the appropriate psychological, educational, corrective and rehabilitative support.

The analysis of works of contemporary Ukrainian scholars indicates significant interest of researchers to the theme. Scientists have analysed various aspects of integration of persons with disabilities in the educational environment: social, psycho-educational support and assistance of such individuals in the process of education (I. Zvereva, Y. Bohinska, N. Golovko, I. Ivanova, Y. Kazakova, O. Kuprieieva, L. Shipitsyna, I. Loshakova, M. Tavakalova, I. Tsymbaliuk et al.); social rehabilitation, as part of the integration process (M. Czaikovsky, N. Morova); features of the relationship between students without limited functionality and students with limited functionality, socio-psychological aspects of integration (T. Dobrovolska, N. Shabalina, T. Komar, W. Mayboroda et al.); social and pedagogical work with children and students (O. Bezpalko, I. Zvereva, A.Kapska, G. Laktionova); their socialization (J. Rogalska, S. Savchenko); the content and direction of social work (V. Beh, I. Lerner, M. Lukashevych, I. Myhovych, O. Pesotska, V. Polischuk, T. Semyhina); how to work with different groups of people in different societies (O. Vakulenko, O. Karpukhin, N. Komarova, I. Trubavina); integration of persons with disabilities into society in social (I. Katkova, V. Kuznietsov, S. Sarycheva, O. Chaban, T. Yaraia) and psychosocial (O. Asmolov, I. Rasiuk, M. Semaho, O. Usanova) aspects; characterization of technologies of social and educational work (Yu. Bohinska, R. Vainola, L. Zavadska, N. Zaveryko, et al.); the study of the peculiarities of the process of teaching students with special needs (V. Zasenko, I. Ivanova, K.Kolchenko, P.Talanchuk, S. Yablochnikov).

However, despite a large number of scientific papers in the field of inclusive education, the problem of definition of the basic concepts of modern inclusive education paradigm still needs special attention and further research work.

Thus, the purpose of the article is to define the basic concepts of the inclusive education, their models and ways of implementation.

RESEARCH

In scientific discourse the term "inclusion" is used alongside with the terms "integration", "habilitation", "adaptation" and the complementary antonyms "segregation" and "exclusion". Implementation and types of inclusion are important concepts in the introduction of inclusion into social and educational sphere.

After the establishment of democratic systems in most western countries in the field of sociology the key paradigms have changed. In the 80-ies of the XX-th century, the ideas that have spread in other European countries (such as antithetical concepts of "exclusion" and "inclusion"), replaced the traditional but outdated notions of "poverty", "exclusion from society" and "abundance", "social inclusion".

The European Union began to develop new concepts (exclusion – inclusion) as a basis of solution of social problems, diseases and poverty. Unlike previous simplistic concepts of "poverty", "exclusion" and "abundance", "social inclusion", new multidimensional concepts focused on a wide range of problems including not only the vital needs of specific segments of society, but also philosophical, social and political position of groups of population and the position of authorities to them have appeared.

According to I.R. Rossikhina, the undifferentiated or overlapping concepts associated, firstly, with the usage of the concept of inclusion in the metalanguages of various sciences and in sociological practice, and secondly, with the fact that the concept of inclusion is often reduced to the educational problems of children with disabilities are the main problems of pedagogical and sociological discourses on inclusion.

In fact, this term is the key to a new social and educational policy, which involves reformation of society, which would strongly support the diversity (physical, cultural, racial, etc.) of the members of social relations and the educational process as well. Inclusive education is the first step of broader forms of integration of people with different physical, financial and social opportunities into a full life: "The aim

of inclusive education is to eliminate social exclusion, resulting from negative attitudes to diversity, from the point of view of race, social status, ethnicity, religion, gender or ability. The starting point of this notion is belief that education is one of the fundamental human rights and the foundation of a just society".

An important issue is the correlation between the concepts of inclusion and integration, which are often used in scientific and practical discourse either as synonymous or opposite categories. By the definition of V. Yarska, the term social inclusion is the notion of a democratic society in which the inclusion of an individual or a group of individuals into a broad society aims at involving them into the whole cultural process. Instead, the definition of integration by Stuttgart professionals G. Endruvait and G. Trommsdorf who rely on the structural and functional concept of T. Parson is the most complete. The philosophical concept of integration according to T. Parson has two definitions:

a) the process of adapting the system to the environment;

b) the attempt of balancing the system with the help of its constituents.

Thus, the German researchers focus on the sociological meaning of the term integration. According to it integration is the inclusion of the new elements in the system. After the inclusion these elements acquire the properties of the system and do not differ from the others.

So terminologically, the concept inclusion is a narrow and one-sided process with a semantic meaning "extraneous", while integration is a two-way process in the dyad "element – system" and thus more natural. I.R. Rossikhina in this regard stresses that inclusion is a process that occurs with individuals or social groups, and integration takes place in a society: "The integration may due to inclusion but not vice versa. This means that social inclusion is a relatively subordinate notion regarding to the social integration".

The term "social exclusion" as opposite and yet complementary to the concept of "inclusion" became widespread in the political and scientific environment of the UK. It is the concept of social exclusion of certain segments of the population. A.A. Litvinova, summarizing the views of Giddens, indicates that exclusion is a mechanism for separation of groups from the general social flux that threatens social solidarity and extends in the range of hierarchy from the top ("elite, voluntary self exclusion") to the base – cultural and structural exclusion of the lower strata of population.

The term "social exclusion" is associated with the concept of "segregation" (the opposite – "desegregation"). In accordance with the provisions of Salamanska declaration, segregation is the result of differences between people concerning their individual potential, gender, racial, cultural and religious differences. That does not allow people to be fully involved in social groups during the educational process. The researchers who base their ideas on the generalizations of N. Luhmann indicate that inclusion and exclusion are the forms of integration in today's society: "The worst possible scenario is "that the society of the next century will take the mat code inclusion / exclusion. This would mean that some people are personalities and others – only individuals; some will be included in the functional systems, while others will be excluded from them, being Creatures who are trying to survive until tomorrow. Care and neglect will be on the opposite sides of the border, and a close connection of exclusion and free link of inclusion will delineate doom and luck and the two forms of integration will be completed: negative integration of exclusion and positive integration of inclusion".

Adjacent concepts of inclusion as noted by M.N. Malofieiev, R.P. Domenshtein and L. M Shipitsyna are habilitation and adaptation. They are explained as intermediates and processes of actual integration of people with disabilities in society. Unlike rehabilitation, habilitation is creating new opportunities in a society that would enable the personality to be realized. As a result of oriented pedagogy the personality is to engage those properties and functions that are naturally inherent in a person without disabilities.

Adaptation and adaptive learning as concepts related to inclusion were initiated in the works of A. Disterveg and J.A. Komensky as a pedagogical implementation of natural feasibility of a human.

These concepts are developed in the context of this problem by Russian scientists O.A. Tikhonova, A.S. Hranytska, E.A. Yamburg and others and are considered as active interaction of a child with environment in a way that the child achieves his maximum self-identity. The environment is adjusted to knowledge, skills and abilities of a student. Integration is the final step in the processes of habilitation and adaptation when man and society are mutually adapted to each other, society provides all necessary facilities and individuals fully realize their intellectual and emotional potentials. Another key issue related to the introduction of inclusion is implementation and its mechanisms. The basic contradiction is to determine the mechanisms for the implementation of inclusive education and integrated socialization of citizens with disabilities. Synergistically, these mechanisms have to include educational reforms, legal support and policy of the Governments.

The discussion of government officials and theorists of the educational sector in the UK as a country that stands at the forefront of reforms in the area of inclusion can serve as an example for solving the problem. The study of these principles reveals that the UK government "considers the problem of inclusive education mainly in the specifics of functioning of school. Accordingly, the responsibility for solving the problem lies with the teachers". Teachers report that this approach is somewhat simplistic: "A number of obstacles to the effective implementation of inclusion in practice relates not only to the government and local authorities activities but to school work as well".

Government activities in the implementation of inclusion in the British educational system is a political process: "The British government has shown that the problem of inclusion is a political issue". Another source indicates, "At a certain level it is a key component of the government's planning".

Between 2000 and 2013, the UK Government develops the policy of implementation of the inclusion of a top-down implementation basis. This approach has led to many barriers that prevented children with special needs to receive education in secondary schools. At the beginning of the XXI century, the Labour government regarded inclusion as "ensuring a situation, where educational conditions offered to children the opportunity to discover their full potential".

However, in practice, government initiatives of inclusion of all children in the general system remained unfulfilled. This is evidenced, in particular, in the report of Minister of Education D. Blunkett concerning the assessment of the National Curriculum of 2000. "... Education of children with disabilities ...is vitally necessary in establishing a fully inclusive society ... We owe it to ... all children to develop their full potential and create the conditions for their active civil position and economic contribution on their part" [D.Blunkett 2003].

As you can see, D. Blunkett is considering inclusion in terms of economic benefits. Inclusion of this approach provides for "equal opportunities for all" (a route to equality of opportunity for all) by supporting" a productive economy and sustainable development" (a productive economy and sustainable development).

English teacher, specialist on inclusion A. Hodkinson believes this interpretation of inclusion cynical: "Educational policy according to this approach does not care about personal potential and is based on functional motivation [D. Blunkett 2003].

The study of the mentioned problems reveals that the second obstacle to the successful implementation of inclusion is the curriculum and approaches to learning that are promoted by the government within the British education system.

By implementing personal approach to education, the government attempted to introduce an inclusive component. However, this approach is not consistent with other approaches, such as, for example, selective education which was declared in the Government's information document or national curriculum or strategic directions in British education which primarily aimed at teaching literacy and the ability to count.

British teachers believe that rather than promote inclusion, the executive branch is doing its best to convince the public that schools in the UK are not able to practice implementation of the basic principles of inclusion. National curriculum and strategies are a "straitjacket" that only hinders the implementation of inclusion.

Former Education Minister of Great Britain at one time stated "... we must do much more to help children with special educational needs to achieve maximum success. In particular, we must help them to get over the difficulties in schools" [Charles Clarke, 2004].

J. Allan believes that by this statement the government clearly recognized the fact that "the implementation of inclusion rests on the shoulders of schools by introducing a reporting system (a regime of accountability)".

Researchers consider that a regime of accountability should be regarded as one of the major obstacles facing the implementation of inclusive education. Reputation and funding of British schools depends primarily on learning outcomes.

According to British teachers, the main danger lies right here. By including factors of inclusion to the academic accountability of schools, the latter will do everything possible to prevent children's education whose low educational achievements and behaviour can reduce academic performance. In addition, experts believe that government activity is insufficient for successful implementation of inclusion. On the one hand, the "officials have committed to the implementation of inclusive component and increase of the number of children with disabilities in general education schools". On the other – stopped "full inclusion". J. Todd believes that the British government thus stands for "selective inclusion" (inclusion by choice). The idea of "selective inclusion" dominates in the research works of English teachers, where it is proved that there is a certain percentage of children with disabilities who do not want to study in general secondary schools. M.Varnock and R.Baiers believe that narrow specialization of schools should be viewed as a "more productive and creative interpretation of the ideal of inclusive education for all".

So, at the end of XX – the beginning of XXI century the change of the key social paradigms took place. That brought to life the concepts of "exclusion" and "inclusion", which replaced the old "poverty", "exclusion from society" and "abundance", "social inclusion" respectively. The key terms of pedagogical and sociological discourse are the concepts of integration and inclusion, which often do not differ and are combined. Inclusive education is the initial stage of broader forms of integration of people with different physical, financial and social opportunities. The concepts of inclusion and integration are related as partial and general. Social exclusion is a type of social policy, which is a component of an outdated paradigm and implies a special status of people with disabilities, which leads to segregation – social differences between people with different individual abilities, gender, racial, cultural or any other specifics. Inclusion and exclusion are the forms of different concepts of integration according to the principle of inclusion/exclusion. The concepts of habilitation and adaptation are intermediate social differences between people with different individual abilities, gender, racial, cultural, or other characteristics. The concepts habilitation and adaptation are intermediate processes of integration itself.

CONCLUSION

Habilitation is the process of creating opportunities in the community for the implementation of an individual, whereas adaptation is an active human interaction with the environment, so that both man and environment achieve balance and self-identity. The concept of implementation combines the mechanisms for the introduction of educational and social reforms, legal support and government policy. Important destabilizing factors are obstacles to implementation. For example, in the UK implementation of inclusion is based on the "top-down", principle and leads to a series of contradictions: the discrepancy between inclusion and curriculum, blocking real steps on the part of the executive power, implementation of inclusion by the efforts of schools, spread of "selective inclusion". We view a study of psychological and mental, social and organizational conditions of implementation of inclusive education in higher education systems of the European Union countries as prospects for further research.

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