

Inclusive Education as a Condition for Innovative Activities at Higher Education Institutions

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Abstract: This study discusses the activities of higher education institutions in the context of inclusive education as an innovative approach. The introduction of inclusive education in the modern higher education system is highly important. The existing specialised education system is undergoing changes resulting in new requirements for work with people with special educational needs in various areas. The purpose of this study is to consider the mechanism of implementation of inclusive education in the activities of higher education institutions, which ensures accessibility and requires high-quality education, in particular, taking into account the educational needs of every individual. The problems of the educational process faced by the students are analysed in detail. This study justifies the necessity of introducing inclusive education in modern educational systems, describes positive experiences of some higher education establishments, provides a step-by-step analysis of the introduction of inclusive education in higher education institutions in Ukraine and defines promising areas for its implementation. This study's theoretical and methodological basis included the works of the world's leading scientists and a regulatory framework for inclusive education. The article presents students' attitudes to the implementation of inclusive education. To achieve these objectives, the analysis of the latest research on the implementation of the right to education of persons with special educational needs was carried out. The study results showed a positive attitude towards inclusive education and joint education of people with special educational needs. The study found that inclusive education requires more time and effort to organise the educational process. The introduction of inclusive education elements can increase the efficiency of this process. The effective use of the methods to implement inclusive education in higher education institutions contributes to achieving its goals and results. The introduction of inclusive education provides an effective operational analysis of training quality for students with special educational needs and educational process adjustments, which ultimately creates a management system.

Keywords: People with special educational needs, individualised education, differentiation of educational process, reforming, quality assessment of higher education.

INTRODUCTION

Constant reforms and innovation are required to ensure a qualitative increase in the efficiency of processes or products in any industry. Considering innovations in education, we understand that innovations are implemented to improve the educational process, quality of knowledge and professional competencies of future graduates. Every educational innovation, especially a large-scale implementation, requires proper and complex training of all educational process participants, students, teachers, and higher education institutions' educational environment. The authors of this study discuss this matter using one of the most relevant innovations in education – inclusive education. The introduction and implementation of inclusive education have been highlighted in current scientific research in various fields, confirming the relevance and timeliness of this issue.

The study method consists of the analysis and summary of legal documents in the field of education in Ukraine, reference and educational publications, press materials, as well as research by the scientists whose authority and scientific reputation are recognised by the scientific community due to the highest level of research of inclusive education at school and higher education institutions, including D. Adams, A. Kolupaieva, N. Sofii, Y. Naida, O. Danilavichute, M. Vorslei and others [1-12].

Based on the analysis of the materials mentioned above, the authors of this study conclude that inclusion must begin at a preschool level because the sooner children with different special educational needs begin to interact, the faster they adapt and exercise the right to participate in all government programs. The problem that slows down the process of inclusion in educational institutions is the physical accessibility of educational institutions for students with special educational needs, the excessive burden on teachers with additional requirements for adaptation and modification of the educational process and the need for professional development of teachers.

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Teachers experienced in teaching in the framework of inclusive education policies note that there are no problems in the education of students with special educational needs, provided that their physical, social and psychological needs are met. To work in inclusive education, teachers are required to take professional training courses [13, 14].

The next aspect that needs to be transformed is a barrier-free environment, which implies creating necessary conditions for the movement and accommodation of students with special educational needs and the organisation of their stay and study in educational institutions. Visual, audio and tactile means of information must be provided in an educational institution for students with different needs; ramps, elevators, and wide doors should be provided for the convenience of the students; special places should be organised in classrooms [15]. A current objective is to introduce an inclusive education approach to the higher education system. An inclusive approach should bring an impetus to the higher education system to individualise the educational process and improve the quality of educational services. It is impossible to allow a student to feel uncomfortable in the team and during the educational process.

In conclusion, innovations in education are implemented to improve the quality of education, to achieve effective and stable results. After all, a reckless implementation of any innovation in education may not meet the expectations, bringing disappointment or leading to contrary results instead of the planned improvement. Inclusive education goes through the implementation stage; it is based on the discrimination-free ideology, creating special conditions for higher education. Currently, the following forms of education for students with special educational needs are used [16]:

1. differentiated training (training of students with speech, hearing or vision disorders, musculoskeletal or mental problems, as well as mental retardation, in special institutions);
2. integrated training in special groups;
3. inclusive education, when students with special educational needs study together with ordinary students.

To remove the barriers to education, integration and inclusion are correctly considered two stages of the same process, where the presence and full

involvement in the education system is ensured. First of all, it is necessary to make the system flexible enough to meet different requirements of people. It is necessary to radically change the attitude to the diversity of human society and consider special educational needs as a means of personal fulfilment in society and improvement of public relations at the country and world level, rather than a source of difficulties [17-19].

MATERIALS AND METHODS

This study is based on the general humanistic educational paradigm, which directs the teacher to create equal prospects for the realisation of the abilities of each student. The study's theoretical basis was the works of the scientists who implement an axiological approach to inclusion. It examines the values that express the internal basis of the subjects, students in particular, their attitudes towards inclusive education in general and people with special educational needs. The modern scientific literature analyses various aspects of society's attitude to people with special educational needs. Inclusive education is discussed in the format of the inclusive educational environment. Several articles are devoted to the problem of accessibility and a barrier-free environment for students with special educational needs [20].

Since inclusive education implies that the student should not adapt to the system, but, on the contrary, the system should be adapted to the student's needs, it should be realised that inclusion in education covers both students with special educational needs and all students. In this regard, there are studies of the most important aspect of inclusive education, i.e., the inclusion of students with special educational needs in a team. Special scientific attention is paid to the problem of inclusion in higher education, where the issue is a joint education of students with special educational needs and students without special educational conditions. Specialists are particularly interested in research on students' attitudes towards inclusive education, as the idea of inclusion is now becoming key to the development of the modern education system and future professional activities. Most of the studies note a significant social and psychological distance between the participants of the educational process [21-23].

This study was conducted in two stages. At the first stage, the article deals with the meaning of Inclusive Education and Innovation concepts. The requirements

for access to education for students with special educational needs are determined; improving the quality of education of students with special educational needs and creating the necessary conditions for success in a social adaptation by all students, regardless of individual characteristics, is discussed. In accordance with the objectives of this study stage, the analytical method, which is the most common and universal method used by scientists during research, was used. In the process of theoretical understanding of the studied subject, the analysis method provides an opportunity to decompose the phenomenon into its components and consider them according to various criteria corresponding to the purpose set by the scientist [24, 25]. At the second stage, a method of statistics and comparison was used. The purpose of this method is a comparative analysis based on the statistical process and comparison, which involves studying the need for changes and the probability of success as a result of these changes.

This paper presents the results of the empirical study, which examined educational conditions and a degree of awareness of teachers and professionals of educational organisations in inclusive education. The authors describe the stages of the study, present the results and a detailed analysis of scientific sources. According to the study results, conclusions made on the need to create special conditions for the introduction of inclusion in higher education institutions and the lack of readiness of teachers to implement all provisions of inclusive education [26], which is one of the key obstacles to the creation of an inclusive environment. The article provides recommendations to employees of educational organisations to create conditions for inclusive education, adequate to the needs of students with special educational needs. According to the authors, creating a psychologically comfortable environment and ensuring a sufficient level of competence of teachers and professionals of educational institutions are the most important inclusive conditions of the environment [27].

RESULTS

The introduction of inclusive education in the educational environment allows every child with mild psychophysical, physical or intellectual disabilities to become a productive member of society. After all, practice shows that children with mild disabilities have particular development features; if they are not integrated into the environment or not included in social projects, they may develop a number of secondary

health disorders, often mental (nervous breakdowns, irritability, aggression, apathy etc.). Healthy educators under such conditions will gain experience of interaction with children with special educational needs, which will promote the development of tolerance, sensitivity, mercy, compassion, patience, mutual assistance and other moral qualities. Thus, the organisation of inclusive education is a form and a method of personal fulfilment of children with special needs, development of their unique personalities, development of their creative potential and a desire for independent cognitive activities [28-31].

Over the last decades, most countries in Western and Central Europe have undergone radical changes in legislation, understanding and assurance of high-quality education for children with special educational needs. Along with Ukraine's choice of an independent and democratic direction of social development, our country's recognition of the UN Convention on the Rights of the Child in 1991, attention to the quality and accessibility of education for children with special educational needs has increased. Thus, the UN Convention on the Rights of the Child states that "...all children have the right to education, consequently, the right to progress" [32]. Notably, with the development of a democratic society, which guarantees the right of every citizen to take part in the life of this society actively, comes a new understanding of such concepts as "disability", "developmental disabilities", "integration", etc. At present, all the terms mentioned above for children are inferior to the new one – "children with special educational needs", which applies equally both to severe and moderate disabilities.

Ukraine's ratification of the UN Convention on the Rights of Persons with Disabilities and approval of the State Target Program "National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities until 2020" put higher education institutions to several tasks: to ensure openness and accessibility to education for people of any age, in any health or financial situation; to eliminate any manifestations of discrimination; to create equal opportunities for high-quality education; to introduce inclusive education at all levels. Approved on October 1, 2010, by Order No. 912 of the Ministry of Education and Science of Ukraine, The Concept of Inclusive Education defines the goal, objectives and principles of development of inclusive education, ways of its implementation in secondary schools and expected results from its implementation. At the same time, the

provisions of the Concept relate mainly to secondary education and do not take into account the specifics of higher education [33].

Inclusive education, which is intensively entering the practice of a modern educational institution, raises many complex questions and new challenges. The world practice of inclusive education has a rich experience and legislative consolidation, while the Ukrainian experience is just beginning to develop [34]. According to the ideal requirements, inclusive education is a process of development of modern education, which provides access to education for everyone, regardless of the specifics of development. Inclusion implies creating a moral, material and pedagogical environment adapted to the educational needs of any person. Such an environment can be created only in close cooperation with parents and in a close-knit team process of all participants in the educational process. People who are ready to change must work in such an environment. Using the joint efforts of teachers of higher education institutions and special educators is the most effective way to meet the special educational needs of students in inclusive education. The rich experience of teachers of correctional educational institutions is the source of methodological assistance for inclusion [35].

The purpose of inclusive education is the conscious mastery of knowledge, skills and abilities, obtaining a certain level of education and achieving accomplishment. The main objectives of inclusive education are: education at the appropriate level for students with special educational needs in the environment of healthy peers in accordance with the State Standard of Higher Education; implementation of the principle of "learning to live together", which is implemented on the provisions of humanistic pedagogy, ensuring the diverse development of children and realisation of their abilities; creation of educational and correctional environment to meet the educational needs of students with special psychophysical features; creation of a positive microclimate in a secondary school with inclusive education, development of active interpersonal interactions of students with special educational needs with other students, providing differentiated psychological and pedagogical support for students with special educational needs; providing counselling support to families raising children with special educational needs, involving parents in the development of individual aspects and curricula [36].

The principles of inclusive education include a certain system of basic requirements for the learning process, which will ensure its effectiveness. The basic requirements for inclusive education are determined by the fact that all students should study together whenever possible, despite certain difficulties or differences between them. Higher education institutions must recognise and consider the diverse needs of their students by agreeing on different types and rates of learning. Higher education institutions must provide quality education for all by developing appropriate curricula, taking organisational measures, developing teaching strategies, using resources and partnerships with their citizens. Students with special educational needs should receive any additional assistance they may need in the learning process. Inclusive education is the most effective tool that guarantees solidarity, complicity, mutual assistance, understanding between students with special needs and their peers.

Modifications of the educational process change the nature of learning by editing the educational task's content or conceptual complexity. That is, when using different types of adaptation, the content of training remains unchanged, and when using modifications, it usually changes. In some cases, modifications may be necessary to give a particular child an opportunity to participate in classroom activities. Modifications can be made by reducing the content of the material to be mastered, reducing the requirements for participation in the training, or modifying textbooks. Such approaches can affect the integrity of the studied material, but they will help convey the key ideas to the student [37].

Recommendations necessary for the organisation of the educational process in higher education institutions include:

- construction of an individual educational trajectory of training;
- provision of electronic textbooks and introduction of distance educational technologies;
- inclusion of the educational program of specialised adaptation disciplines in some disciplines for additional individual correction of violations [13];
- the ability of a higher education institution to provide students with the opportunity to master the educational program in full. These may be disciplines of the socio-humanitarian cycle, professional profile, and disciplines for correcting

communication skills by mastering a special information-compensatory technique for receiving and transmitting educational information. Educational institution independently determines a set of these disciplines, based on the specific situation and individual needs of students with special educational needs.

Higher education institutions independently choose teaching methods based on their accessibility for students with special educational needs. The choice of teaching methods is determined by the content of education, the level of professional training of teachers, methodological and logistical support and peculiarities of the perception of educational information by the students [38]. Students should be provided with printed and electronic educational resources in forms adapted to their health needs. Selection and development of educational materials should be carried out, considering that the material was presented in different forms. The use of technological means of e-learning, allowing the reception and transmission of information in an accessible form depending on the nosology. When developing educational sites, it is necessary to ensure that the content meets the needs of the largest number of students. It is necessary to make content available to a wide range of users with special educational needs, such as visual impairments (blind and partially sighted), hearing impairments (deaf), musculoskeletal disorders, speech disorders, mental disorders, and various combinations of multiple and combined disorders.

Students are provided with educational and methodological resources in forms adapted to their educational needs. Selection and development of educational materials should be carried out to provide this material in various forms so that students with hearing impairments receive information visually, students with visual impairments – audibly. Providing a combination of online and offline technologies, individual and collective forms of work in the educational process are carried out using distance educational technologies. The main form of distance learning is an individual form of learning. The main advantage of individual learning is that it allows you to individualise the content and methods of learning completely. Distance learning should also provide opportunities for communication with the teacher and other students, which helps to develop the ability to work in a team. An effective form of online classes are webinars, which can be used for virtual lectures with the possibility of interaction of all participants in

distance learning, seminars, presentations and presenting thesis [39].

Education of students with musculoskeletal disorders involves the use of computer systems and operating systems, adapted for use by persons with musculoskeletal disorders, allowing the input-output of information in the accessible forms for these persons: for example, special software. For people with somatic diseases caused by various physical disorders resulting from a psychological disorder or trauma, it is sufficient to provide the educational institution with ergonomic requirements for educational materials. This allows students to choose a more comfortable version of the educational task. For example, choose the type, font size of printed text, change the colour of the text, change the brightness, contrast and size of graphic files in the text. Based on the above, functions of innovative technologies in inclusive education are as follows [40, 41]:

1. compensatory: technical support to facilitate reading and writing;
2. didactic: teaching support in the application of innovative technologies in order to create an appropriate educational environment and educational resources;
3. communicative: communicative support for participation in network interaction systems.

The introduction of innovative technologies in the educational process, embodied in a comprehensive combination of means of communication in information interaction, creates preconditions for developing open education. The use of innovative technologies in inclusive education increases the efficiency of the organisation of cognitive activity of students during the educational process, which is based on computer possibilities of maximum individualisation of the learning process while maintaining its integrity through continuous development of educational programs. Innovative technologies in inclusive education offer the following prospects:

- creation of a single educational environment;
- effective interactions between all subjects of the educational process;
- improved methods, content and organisational forms of education associated with the requirements of modern society for the level of individual education and its features;

- maximum knowledge of the intellectual potential of the learner, development of skills for the independent acquisition of knowledge and implementation of various types of independent activities related to the understanding of information [42-44].

Modern educational institutions that implement the ideas of inclusive education are becoming innovative, as the learning process is based on original pedagogical ideas and innovative technologies, which is the embodiment of new educational practices in inclusive education. Thus, it can be argued that the use of innovative technologies in the education of people with special educational needs is effective concerning the rapid integration of a person into society by development of his communication skills and development of a certain level of education through variability in the use of information technology. Determination of the main directions of innovative activities in education should be based on the idea of the important functions of the educational system in society and comprehensive analysis of the current problems in this area. In this regard, the ability of the educational system to respond quickly and flexibly to the demands of society, taking into account the main trends of its development, is of high importance.

Innovative activities in education can be attributed to the project if, in addition to uniqueness, purpose, and timing, it also has such sufficient features as a clearly defined goal, coordinated implementation of interrelated goals, and a project team of specialists in different areas. Innovations in education allow the creation of new or modernisation of existing educational technologies, products, equipment, teaching aids and educational tools, structural and infrastructural innovations in the field of education, as well as provide new educational services and train professionals in demand on the labour market and the future society. The realisation of the rights of persons with special educational needs to education is associated with a number of problems related to the reform of the education system and social policy in this area, with the strengthening of the social function of education and increasing opportunities for the implementation of various approaches to high-quality education.

The introduction of inclusive education as an innovative process can improve the management of this process. The application of management methodologies to implement inclusive education in

higher education institutions contributes to the achievement of project goals and results. According to the level of social significance, an innovative project to implement inclusive education is considered a modernisation project.

The main purpose of quality assessment in inclusive education is to balance different parameters that help determine this level in quality assessment and point to those aspects of the institution activities that make it difficult to achieve the highest level of competence in education [42]. Currently, the higher education system in Ukraine is experiencing significant changes aimed at the modernisation of administrative and financial mechanisms, implementation of national projects to improve the quality of training of future professionals, with the transition to modern approaches and socio-pedagogical features of teaching people with special educational needs. Education for the less mobile population of the country is an important factor in their socialisation, living opportunities, welfare and inclusion in social life. This is confirmed by the fact that only 20% of people with special educational needs of working age have a permanent job, but among those who received higher and secondary education, the proportion with a permanent job is much higher – about 50% [45].

As a subject of culture, an individual is characterised by social stability, productive inclusion in social and professional life, and psychological comfort. An individual's culture is a qualitative characteristic of the level of development, method and measure of realisation of essential forces and abilities, representing in the process of education development of various spheres of life in the development of social activities and their realisation. The culture of perception, information, processing and implementation in the activities require individual creative thinking and experience of visually impaired students. Personal development of students with visual impairment results in the renewal of their views, feelings and ideas about the world and values in life.

The essence of the health approach is that the pedagogical process focuses on a student with visual impairment and the priority of maintaining his health in education. The main criteria of health are the level and harmony of physical development, functional state of the body, and a degree of stress on regulatory mechanisms, indicating the presence of its reserve capacity and the body's resistance to adverse environmental factors. Therefore, it is no coincidence

that the statute of the World Health Organisation states that the highest level of health is one of the basic human rights. Health is defined as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. Good health is the main value of every person.

Health is a state of balance between the body's adaptive capacity and constantly changing environmental conditions [17]. One of the most important signs of health is the body's ability for self-regulation, which is defined as a conscious influence of a person on his mental phenomena, activities, and behaviour to maintain or change the nature of their course. Human health is formed in several areas that affect the safety of life, self-fulfilment and self-organisation, aimed at a successful existence in the environment. A desire to maintain health, safety, activity and longevity is one of the most important needs and functions of a person at all stages of life. The need for safety, directly following the physiological needs inherent in all living things, is the basis of health, as safety is, above all, a desire to protect their lives and the lives of loved ones to carry out intelligent activities.

This approach serves as a methodological basis for the organisation of the educational process, which determines the content, organisational forms, methods and techniques of health care for visually impaired students. Maintaining health during training of blind and partially sighted students is a purposeful set of pedagogical, psychological, preventive, corrective and other influences on the students, inextricably linked with the tasks of maintaining and promoting health, which determine their social and professional adaptation. An inclusive approach is important in the education of students with disabilities, which involves understanding people with special educational needs and providing services. In line with these needs, through greater participation in the educational process, public involvement and elimination of segregation and discrimination in education, an inclusive approach is a fundamental element of the movement for education for everyone, the main goal of which is to restructure educational institutions according to the needs of people with special educational needs. In this regard, inclusion is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning, cultures and communities, and reducing absenteeism and exclusion [6].

Inclusion as a form of a social approach to people with special educational needs derives from the need

to change the general education system, which eliminates the existing barriers, allowing everyone to be a full participant in the academic and social life of the educational institution. The development of inclusive processes, which equally include people with special educational needs in the education system, creates all the conditions for compensating for a defect and its consequences.

DISCUSSION

One of the main components of socialising people with special educational needs is to ensure their further socially useful employment. Due to the need to obtain competitive professions, a necessary condition is to create a universal barrier-free environment that allows full adaptation of people with special educational needs to the conditions of modern society. Based on the above, the authors conclude that preparing students with special educational needs for professional activities is a continuous, focused, consistent and pedagogically organised process aimed at their well-being, adaptation, re-adaptation and socialisation in the environment [46].

According to A. Yada [19], the subject activity is associated with using certain norms, rules, values, culture, and human life and can reveal the meaning of the life of an individual and society as a whole. At the same time, the activity is multifaceted, and it can act as a way to reproduce social processes, human relationships with the world and a way of self-fulfilment for every individual. However, the system-activity approach in developing professional knowledge should be based on the development of certain functions with the progressive development of others. Thus, touch and hearing allow a blind person to distinguish different properties of objects, which has a beneficial effect on developing creative thinking, logical relationships and other mental functions. In addition, the situational approach plays an important role in working with blind students, which complements the system activity and involves no uniform practical recommendations for all activities. It helps find the right solution in emergencies associated with impaired psychophysical conditions in visually impaired students. Professional training of students with disabilities is based on a person-centred approach, which allows and enables a fuller implementation of internal resources on the basis of mutual assistance and cooperation of the subjects of the educational process. This approach focuses on achieving certain goals, such as developing individual, cognitive, creative and professional abilities in people

with disabilities; identification and use of their individual experience; providing assistance in self-development, self-organisation and self-fulfilment in life [15].

Self-development is a continuous process in which the goals and ways of achievement change during an individual's life. As for the self-development of blind and partially sighted people, achieving the goals becomes a more complex process for them, which highly depends on their ability to control and evaluate themselves in different situations, thus demonstrating mental and moral maturity and culture of thinking. Self-organisation is an indicator of the personal maturity of students with visual impairment, an integrated set of natural and socially acquired properties realised in the implementation of activities and safe behaviour. Self-development of students with special educational needs is self-fulfilment-identifying and developing personal abilities in all activities, including professional ones. In addition, a special role belongs to the culturological approach, which is a method of integrative-systemic organisation of the educational process, which leads to the creation of pedagogical conditions that ensure the development of personality as a subject of culture [3].

The main features of the education system with elements of inclusion are [2], freedom of choice of education forms and type of educational institution; creation of educational conditions for the joint study of students with special educational needs and students who do not have such needs; a combination of general pedagogical methods and methods of special pedagogy.

Modern educational and inclusive policies are based on the development of approaches that positively affect the socialisation of students with special educational needs, including: expanding access to mainstream education, which involves communication between students with special educational needs on holidays, leisure programs; partial integration, which consists of adapting people with special educational needs to the existing education system, which remains largely unchanged, unadapted to them and needs to be changed according to modern requirements. The adaptation-readaptation approach, which helps mitigate the negative manifestations of crises in the adaptation of blind people by creating appropriate conditions for the functioning of psychological processes at the cognitive, emotional, behavioural and semantic levels of their personality, is of particular importance in such

conditions. In the process of adaptation, students with special needs receive the necessary information to optimise the processes of cognition, adaptation to the natural and social environment, external image and inner world, development of the mechanism of reflection and understanding of life orientations associated with entering professional reality.

The key priorities within the motivational approach are to motivate people with special educational needs to maintain health, self-knowledge, self-development, satisfaction with professional choices, and social adaptation. This motivation will be a driving force to overcome obstacles in personal development, future career guidance, and socialisation in general [47]. Implementation of innovative, inclusive education will organise the learning process of students with special educational needs according to the scheme with the possibility of prompt and up-to-date corrective actions directly at the stages of the educational process, rather than at the final results of traditional exams or tests. Such interaction increases the adaptive potential of students with special educational needs and reduces the impact of maladaptation factors. Quality assessment of inclusive education will allow the educational process to follow the following order: planning – learning process – control-analysis [9].

CONCLUSIONS

Summarising the study results, the introduction of inclusive education of students with special educational needs requires the development, first and foremost, of a new state concept of education. In higher education institutions, the needs and desires of such students and their parents regarding inclusive education should be studied; teachers and students should work at the tolerant attitude to this category of students and actively involve them in the life of a higher education institution. It is established that inclusive education is based on the principle of observing the rights of people with special needs and high-quality education at higher education institutions, subject to appropriate organisational support of the educational process.

The introduction of inclusive education is a natural stage in the development of specialised education, which is closely linked to the rethinking of the attitude towards students with special educational needs. The community and the state define their equal rights with other students and opportunities in various spheres of life, including higher education. Inclusive education is a complex process to ensure equal access to education

for students with special educational needs by providing them education in higher education institutions, using personality-oriented teaching methods, and considering peculiarities of the educational activities of such students.

Psychological and pedagogical support of a student with special educational needs in an inclusive environment provides significant help and support to his family. The development of inclusive education is adequate to the socio-cultural level of modern society, which proclaims civil liberties, equal rights, values of human dignity and individuality. Analysis of theory confirms that the introduction of inclusive education as a system of innovative, fundamental and structural activities brings significant transformations to all elements of modern education. Moreover, it decisively optimises and improves the educational environment at the regional and sectoral level and offers sufficient resources to improve quality and increase the effectiveness of education of young people.

ACKNOWLEDGEMENTS

None.

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