

*Scientific Bulletin of Chełm*  
*Section of Pedagogy*  
*No. 1/2019*

## UNIVERSAL EDUCATIONAL DESIGN IN AN INCLUSIVE EDUCATIONAL SCHOOL

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**ABSTRACT:** *The urgency of the problem of creating a universal educational design of education in the context of integration of countries into the European educational space is described in the article. The author substantiates the main aspects of the implementation of inclusive education in school practice, in particular the peculiarities of working with children with special needs and their parents. Some pedagogical conditions, on which the effectiveness of creating an inclusive educational environment in primary school are outlined.*

**KEY WORDS:** *children with special needs, inclusive educational environment, universal educational design, primary school*

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## INTRODUCTION

In the process of integrating countries into the European area of education, ideas of humanization and democratization of the social relations of the individual are gaining ground. People with special needs, due to limited opportunities for effective socialization, require the full attention of social institutions of society, psychologists, teachers, correctional educators, etc. In “UNESCO program Education for All 2015. Overview of National Education” stated 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 favored learning environment following formal and non-formal curricula »(UNESCO program Education for All 2015 (2014) [4].

Inclusion is the full involvement of a diverse category of students in all aspects of learning and school life, regardless of the existence of individual differences. This model of learning involves eliminating any form of school segregation, including special schools and classes for those who do not meet the agreed standard of “normality”. [2, p. 10].

During the last decade, domestic scientists, including V. Bondar, O. Budnik, A. Kolupayev, T. Yevtukhova, V. Liashenko, I. Ivanova, O. Stoliarenko, A. Shevchuk, O. Savchenko, and others, have devoted their work to studies of the problem of involvement children with special needs to study in general educational establishments, their rehabilitation and socialization to social norms, as well as the issue of teacher preparation for work in the conditions of inclusion.

Inclusive education provides for creating and maintaining such an educational environment that meets the needs and abilities of each child, regardless of the peculiarities of psychophysical development. Inclusive education, as stated by A. Kolupayeva, is a flexible, individualized learning system local to children with special educational needs in mainstream school conditions [3].

*The purpose of article* is to identify the features of universal educational design in a school with inclusive learning.

## **RESULTS AND DISCUSSION**

Universal design in the field of education - the design of subjects, environment, educational programs and services, ensuring their maximum suitability for using by all persons without the necessary adaptation or special design (Law of Ukraine "On Education", 2017).

According to the principles of universal design, the adaptation of the educational space involves the use of various methods of presenting information, providing students with alternative ways to act and demonstrate knowledge, as well as weighing the interests and motivation of students. With regard to general secondary education institutions, universal design refers to: school design, playgrounds, libraries, teaching methods and assessment of learning outcomes, etc. [1, p. 56].

Inclusion provides for the adaptation not only of schools, in particular their physical environment, but also to a lesser extent the creation of psychological comfort for all students, including children with features of psychophysical development. At the same time, inclusion requires change at all levels of education, from pre-school to primary school. After all, it is a special form of learning that encompasses a diverse contingent of students and differentiates the educational process to meet their cognitive needs. Creating an inclusive education environment in elementary school is a time requirement, a modern trend, which takes into account the best world experience, the realities of the domestic present, which meet the needs of society and provide for the partnership of professionals of different profiles, as well as parents and children.

In line with the Conceptual Framework for Primary Education Reform, "New Ukrainian School" is about creating an inclusive development environment in educational establishments. For this purpose appropriate legal and educational support is provided. In particular, the official website of the Ministry of Education and Science of Ukraine under the heading "Education of children with special needs" contains curricula, programs for children with special needs, who study in general educational institutions of different types, instructional materials, including the organization of inclusive education (<https://mon.gov.ua>). In an inclusive environment, all students learn together in mainstream schools, classes that, in turn, must be actively adapted and modified to meet and satisfy the needs of each student

One reason for the proliferation of inclusion is the inadequate parental attitude towards correctional establishments: it is either biased negatively or expressed in misunderstanding of its necessity. Some parents, while aware of the global trends, insist on the right of the child to be in a regular educational establishment on an equal basis with their peers. At the same time, they do not always understand the essence of inclusive education. True integration and inclusion requires mandatory psychological and pedagogical support of the child by specialists (correctional teacher, practical psychologist, social worker, speech therapist, doctor). Without them, finding a child in a general educational establishment becomes spontaneous, a formality that not only benefits but is detrimental to a student with special educational needs, because without proper corrective assistance, his or her psychophysical development is only complicated.

Today, as the number of children with disabilities increases, the search for new forms of providing them with psychological and pedagogical assistance becomes relevant. The state provides the opportunity for such students to attend an educational establishment of any type, provided that it has the appropriate conditions for correctional work. And this greatly facilitates the process of socializing such children to school, especially when it comes to six-year-old students.

These may include children with complex diagnoses: childhood cerebral palsy, muscular dystrophy, rickets, brain dysfunction, etc. Therefore, it is advisable to create in the secondary school the necessary conditions for the organization of education of children who have limited health:

- organize a corrective group for children with severe speech disorders, open a speech therapy room;
- to form a programmatic, methodological and material base;
- equip separate premises for corrective work (offices of practical psychologist, teacher speech therapist, teacher-defectologist, social teacher, sensor room, etc.) [1, p. 33].

Taking into account the possibilities of a comprehensive educational establishment, O. Budnyk identified the main tasks of joint activity of teachers and specialists in providing assistance to students with disabilities:

- the development of each child's personality, taking into account his or her individual physical and mental capacities;
- implementation of full-fledged social adaptation in the class of peers;
- carrying out corrective-pedagogical, psychological work;
- providing moral assistance and support to the parents (legal representatives) of the child, their counseling on the issues of their upbringing in the family.

## **CONCLUSIONS**

Most students with disabilities can study in general schools, provided they have an inclusive education model. It is important to promote the social, emotional and cognitive development of each student so that he or she feels like a unique, full-fledged participant in social life. It is possible to solve the set tasks only by joint efforts of the pedagogical staff of the general educational establishment, the family is not spontaneous, but purposeful and planned.

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