Implementation of the principle of awareness in the process of mastering educational knowledge by students with special educational needs in the conditions of the New Ukrainian School

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Abstract

Relevance. The examination of the principle of awareness in the process of teaching students with special educational needs in the framework of the New Ukrainian School is necessary since this principle is responsible for the transition to personality-oriented learning. For students with special educational needs, awareness of their own learning is key to understanding their strengths and weaknesses and solve individual problems.

Purpose. The main purpose of this study is to analyse the main aspects of implementing the mindfulness principle in inclusive education within the New Ukrainian School.

Methodology. The study employed categorical analysis and generalisation to address key aspects and challenges of inclusive education within international pedagogical theory. It also utilised legal document analysis and the method of systematisation.

Results. Inclusive education, a key aspect of problem solving, has different definitions, but all focus on accessibility for all children. It is recorded that awareness in the process of learning by students is a pedagogical approach that emphasises the importance of self-awareness and active understanding of the learning process on the part of students. Four principles of inclusive education in the New Ukrainian School are identified, which contribute to the awareness of educational material by students with special educational needs.

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Conclusions. Inclusive education in Ukraine is supported by a robust legislative framework, ensuring equal access to education for individuals with special needs with the emphasis on interactive learning, practical application of educational material, social integration, and personalized support. The main practical substantial aspect of this study is to inform teachers about the legislative and programmatic nuances of inclusive education, aimed at maximising its effectiveness.

Keywords: inclusion; competence; interactive learning; practicality; social integration; personal support.

Introduction
The study on the principle of awareness in the process of teaching students with special educational needs in the framework of the New Ukrainian School is relevant for two main reasons. Firstly, the introduction of the New Ukrainian School provides for the transition to an educational approach focused on the development of the student’s personality, where much attention is paid to the individual needs and interests of each child. An important value for students with special educational needs is awareness of their learning process, allowing them to better understand their strengths and weaknesses and define their educational goals and objectives. Secondly, students with special educational needs have individual-specific features of cognitive development, which can make it difficult to assimilate educational knowledge. Mindfulness of learning allows them to compensate for these characteristics and achieve academic success. In addition, the examination of the experience of implementing the principle of awareness in the process of mastering educational knowledge by students with special educational needs can contribute to the development of effective teaching methods and technologies for this category of students.

Over the past three years, Ukrainian researchers have actively considered the problems of inclusive education in the context of the New Ukrainian School. Thus, researcher O. Ponomarenko[1] notes that the concept of the New Ukrainian School emphasises the importance of the educational process as an integral part of the overall educational process focused on universal values, in particular, moral, ethical, and socio-political. These approaches pose new challenges for the modern teacher, and an essential aspect of his professional development is the awareness of values, in particular, inclusive one. These values include equality, objectivity and justice, human rights, participation, respect for diversity, community and cooperation, sustainable development, nonviolence, trust, honesty, courage, joy, compassion, hope and optimism, beauty, and wisdom.

Based on the analysis of the inclusive component of the New Ukrainian School, researchers H.I. Lemko and B.B. Sukhai [2] define specific practical advice for teachers. If there is a child with special educational needs in the classroom, it is important that the teacher considers the following key aspects for successful inclusion. The teacher should provide additional support from the teacher’s assistant. An individual development program should be created for the child with special educational needs. The specifics of organizing the physical environment need to be considered. Cooperation with other specialists, in particular with a speech therapist, practical psychologist, and special teacher, is crucial. Understanding the specifics of cooperation with the parents of a child with special educational needs is also essential.

In addition, researcher L. Lavinenko [3] identifies four key components of inclusive education in the face of the challenges of the New Ukrainian School. Firstly, it is a team approach, where effective cooperation between teachers, specialists, parents, and students determines the successful implementation of an inclusive educational model. Secondly, it is important to meet the individual needs of children, including the development of individual curricula, the implementation of specific tasks in them, and the necessary adaptations and modifications. Thirdly, creating a positive atmosphere in the children’s environment is defined as a critical component of inclusive education. Fourthly, effective cooperation between teachers and families of children with special educational needs is important for the successful implementation of inclusive programmes.

Within the framework of the Ukrainian scientific and pedagogical discourse, the problems of teacher competence were quite actively considered. Thus, researcher N. Fihol [4] described inclusive teacher competence as the level of knowledge and skills required to perform professional functions in the context of inclusive learning. The author identified several components of inclusive competence. The motivational component determines the direction, system of motives, needs, and values of the teacher’s personality. The cognitive component contributes to the integrity of ideas about social and pedagogical activities and the development of cognitive experience. The reflexive component manifests itself in conscious control of the results of professional actions and awareness of the basics of their activities. The operational component determines the ability to perform specific professional tasks of social and pedagogical activities and apply ways to support the inclusion of children and youth with special needs in a general education institution.

Another researcher, G. Sudareva [5] analysed teacher competencies according to the new professional standard, focusing on soft skills that reflect the components of inclusive teacher competence. Emotional and ethical competence is the ability of self-motivation to perform professional actions based on a set of values, needs, and motives that correspond to the goals and objectives of inclusive learning. Predictive competence is the ability to anticipate possible changes in the content, structure, and organisation of the educational process. Continuous professional development is the ability to evaluate one’s own work and view communication with others as a source of learning and inspiration. Social competence is the ability to establish interpersonal interaction between a teacher and children with special educational needs and their parents. Partnership with participants in the educational process is the ability to be an effective communicator, including verbal and nonverbal communication and responding to
various communication needs of students, parents, and other specialists.

Researchers O. Obraztsova and T. Tyapko [6] developed a recommendation list for teachers in classrooms with children with autism spectrum disorders. Giving each child the opportunity to work at their own pace is a top priority. Individualisation of the pace of work becomes a key condition for psychological comfort. Regular changes in activities in the classroom help to relieve tension and increase the attention of all children. Creating conditions for an autistic child to adapt to inclusive learning is essential. The use of visual material helps to facilitate the process of memorisation and organisation of thinking.

I. Matiushchenko and I. Omelianovych [7] examine the problem of promoting social and psychological adaptation of students with intellectual disabilities. Researchers rightly highlight that developing empathy can help improve students’ interpersonal relationships and reduce their level of maladaptation. Thewh, according to the authors, this problem requires further thorough research in both theoretical and practical aspects. In the study of V.M. Syniov et al. [8], the issue of social and labour adaptation of mentally retarded young people after graduation is examined. The authors note that with a mild degree of mental retardation, children have a fairly optimistic prognosis for adaptation to adulthood and work. However, the authors emphasise the need for constant attention and assistance from state and public organisations, social services, employers, and educational institutions to support post-school adaptation.

In their paper, T. Franchuk and S. Myronova [9] examine the relationship between the development of inclusive education and the formation of an inclusive environment. The necessity to strengthen integration processes in the system of modern professional training of specialists to ensure their ability to create an adequate inclusive environment is noted. The study by O.P. Khokhлина [10] presents the results of a theoretical assessment of the developmental features of children with moderate mental retardation. In particular, the state of development of their cognitive, emotional-volitional, personal fields, practical activities, and self-service is analysed. Based on this, the main directions of pedagogical work with such children are determined, which should be based primarily on training social and everyday skills and promoting social adaptation. The data presented in this study may be useful for understanding the specific features of implementing the mindfulness principle of learning for students with moderate mental retardation.

It is noted that in the modern Ukrainian scientific and pedagogical space, little attention is paid to the principle of awareness in the framework of inclusive education in the New Ukrainian School. A substantial part of scientific papers focuses on the general provisions of inclusive learning. The specific aspect of awareness in obtaining knowledge by students with special educational needs does not have an analytical base. Therefore, the purpose of the study is to determine the basics of implementing the principle of awareness in inclusive education in the New Ukrainian School. The implementation of the goal involves solving the following tasks:

1. Identify the main content of inclusive education in pedagogical theory, considering the polyvariability of interpretation of the phenomenon.
2. Highlight the legislative implementation of inclusive education in modern Ukraine.
3. Reveal the programme methods of implementing the principle of mindfulness in the conditions of a New Ukrainian School with inclusive education.

**Materials and Methods**

The method of categorical analysis and the method of generalisation were used to fix the main aspects and problems of inclusive education in pedagogical theory within the framework of international trends. The method of categorical analysis allowed analysing the content of text sources from the standpoint of the categories that determine the subject of the study – inclusive education and inclusion. One of the important problems identified through categorial analysis is the discrepancy in the interpretation of the concepts of “inclusive education” and “inclusion”. Different definitions of these terms suggest that different authors and researchers have their own understanding of the essence of these concepts. The variability of definitions was recorded not only in various papers but also in individual studies. Continuing the theoretical analysis by generalisation, the main goal was to identify a common feature of inclusive education among the various definitions determined by categorial analysis. This method allowed systematising and summarising the data obtained, identifying the main idea of inclusive education. Thus, generalisation has helped establish a common principle that is typical for different concepts of inclusive education.

When highlighting the legislative implementation of inclusive education in modern Ukraine, the method of analysing legal documents was used. This method allowed obtaining information about the legal regulation of inclusive education in Ukraine, namely, what rights and guarantees students with special educational needs have and what measures are being taken to implement them. The method of analysing legal documents has become an effective tool for examining the legislative framework on inclusivity in modern Ukraine. The analysis of legal documents allowed determining what rights and guarantees are granted to students with special educational needs in the framework of inclusive education. Four regulatory documents were analysed: Convention on the Rights of Persons with Disabilities [11]; Law of Ukraine No. 875-XII “On the basics of social protection of persons with disabilities in Ukraine” [12], Law of Ukraine No. 2145-VIII “On education” [13] and Resolution of the Cabinet of Ministers of Ukraine No. 957 “On approval of the Procedure for the organisation of inclusive education in institutions of general secondary education” [14].

The systematisation method was used to reveal programme methods for implementing the mindfulness principle in relation to a New Ukrainian School in the context of inclusive education. This method involved examining curricula, guidelines, and other programme documents related to the education of students with special educational needs. The systematisation process included examining the content of programmes and methods that contribute to the conscious assimilation of knowledge by
students with different educational needs. In particular, instructions for teachers on the use of individual and adapted approaches in teaching and the availability of recommendations for the development of metacognitive skills and personal growth of students were examined. During the systematisation, the interaction of the principle of awareness with the general ten competencies of the New Ukrainian School was formed: communication in the state language, communication in foreign languages, mathematical competence, competence in natural sciences and technologies, information and digital competence, the ability to learn throughout life, initiative and entrepreneurship, social and civic competence, awareness and self-expression in the field of culture, environmental literacy, and healthy life.

Results
Problems of inclusive education in modern pedagogical theory and international trends in understanding inclusion

Education systems around the world face a major challenge – ensuring that all children have access to education. This problem is particularly relevant in countries with low levels of economic development, where millions of children do not have the opportunity to receive formal education. In contrast, in countries with high levels of development, many young people drop out of school without proper qualifications or are sent to special institutions separate from general education. Others are faced with the choice to stop learning, believing that the lessons have no practical importance for them. Now, the global education system is increasingly interested in the idea of making learning more inclusive and fair [15]. In this context, the inclusion of persons with special educational needs in the educational process is an important problem. The supranational level of analysis of inclusive education is to identify different variations in the perception of the phenomenon. After all, the model of understanding inclusion and inclusive education directly affects the practical level of implementation. In other words, how a given concept can be understood directly affects the totality of actions to implement its content aspects.

Researcher L. Florian [16] notes that inclusive education does not have a single clear definition, meaning it can take different forms in different contexts. One approach to understanding inclusive education is to consider it as a place focusing on getting education for children with special needs. By this definition, inclusive education requires all children to attend regular schools. Another definition of inclusive education sees it as a process focusing on how children with special needs learn. According to this approach, inclusive education means that all children should have access to quality education that considers their individual needs. The third approach sees inclusive education as a value, emphasising the importance of all children learning together. According to this definition, inclusive education involves creating an educational environment that values diversity and includes all students. Researchers K. Göransson and C. Nilholm [17] identified four different concepts of inclusive education:

1. Inclusion of students with disabilities in regular classes: this concept aims to actively include students with special needs in regular classroom instruction together with their peers.
2. Responding to the social/academic needs of students with disabilities: this approach focuses on meeting the social and academic needs of students with special needs by providing them with appropriate support.
3. Responding to the social/academic needs of all students: this concept considers inclusive education as a strategy to meet the social and academic needs of all students, regardless of their status or special needs.
4. Community building: this concept defines inclusive education as the process of creating a community where diversity is considered a value, and students interact and learn together, promoting mutual understanding and tolerance.

It is noted that the essence of inclusion largely depends on various national and international contexts. This means that the concept of inclusion continues to open up opportunities in education and society, in general, to identify and counter discrimination and alienation at the international, national, and local levels. Different countries and cultures can identify different options for inclusive education, considering their unique socio-cultural, economic, and political conditions. This allows considering the diversity of needs and requirements of students in different parts of the world. Therewith, inclusive practices can reflect common values and principles aimed at creating a fair and equitable environment for all participants in the educational process. This approach allows inclusion to act as a tool to counteract social dissociation and contribute to building a society where everyone, regardless of their characteristics or needs, has the opportunity to receive a quality education and feel included in public life [18].

Researcher K. Messiou [19], after analysing international trends, identified six different approaches to understanding inclusion:

1. Inclusion related to disability and “special educational needs”. This approach focuses on providing education for children with disabilities or other special educational needs. The need for children traditionally excluded from the education system is considered.
2. Inclusion as a response to disciplinary exceptions. This approach aims to prevent children with problematic behavior from being excluded from school. It emphasises the importance of creating an inclusive environment and the value of diversity.
3. Inclusion in relation to all groups vulnerable to exclusion. This approach sees inclusion as a means of providing education for all children, considering those who are vulnerable to exclusion on various criteria such as poverty, race, ethnicity, and language barriers.
4. Inclusion as a school promotion for all. This approach sees inclusion as a means of creating an accessible and inclusive school for all children. It emphasises the importance of revising the education system to ensure equity for all students.
5. Inclusion as “Education for all”. This approach sees inclusion as part of a global movement to expand access to education for all children. It emphasises the
importance of international cooperation to achieve the goal of “Education for all”.

6. Inclusion as a principled approach to education and society. This approach sees inclusion as a principle that should guide education and society in general. It emphasises the importance of values such as justice, participation, community, and respect for diversity.

Inclusive education is a complex and multifaceted process that requires considerable effort from all participants in the educational system. There are two key challenges associated with inclusive education. Firstly, there is a lack of consensus on the definition of inclusive education. There are several different definitions of inclusive education that do not always coincide, which can cause misunderstandings and difficulties in implementing inclusive practices. Secondly, there is a lack of attention to the needs of students with different educational needs. Inclusive education is often seen as providing access to education for all students, regardless of their individual needs. However, for the successful implementation of inclusive education, it is necessary to consider the needs of all students and provide them with appropriate support.

The main objective of inclusive education is to improve the quality of education for all students. This can be achieved by developing teachers’ competencies in the field of inclusive education and creating conditions for effective cooperation between all participants in the educational process [20].

Successful implementation of inclusive education requires an integrated approach that encompasses several key elements. These include having a clear concept and definition of inclusive education, involving formulating specific goals, indicators, measures, and outcomes for inclusive education. Understanding existing structural, educational, and cultural issues is crucial for successful implementation. Developing a well-thought-out implementation strategy is essential, which includes a clear plan, evaluation system, and school review process. Additionally, ensuring inclusive education training, sustainable support, and adequate resources for all teachers and school leaders are vital components of this approach. It is important to emphasise that inclusive education is a continuous process of educational transformation that requires constant monitoring and evaluation. Measuring the success of inclusive education should go beyond simply counting students to assess access but should include measuring the quality of education, outcomes, and experience [21].

Thus, inclusive education is a complex and multifaceted phenomenon that can be defined from different standpoints. However, all approaches to understanding inclusion agree that its goal is to ensure access to quality education for all children, regardless of their individual educational needs. In addition, it should be noted that there is no single definition of inclusive education. This means that inclusive education can take many forms in different contexts. However, all definitions of inclusive education emphasise its focus on ensuring access to education for all children. Inclusive education has the potential to improve the quality of education for all students. Inclusive education can contribute to improving students’ academic performance, social and emotional development, and their willingness to live in society.

Inclusive education is an important step in creating a fairer and more inclusive society. Inclusive education ensures that all children, regardless of their individual characteristics, have equal opportunities for success. Therefore, for further analysis based on narrowing the field of problems, it is necessary to move to the national level. This can be implemented by considering laws on inclusive education in the Ukrainian context.

Implementation of the needs of inclusive students in modern Ukraine: Legislative aspect

Ukraine signed the Convention on the Rights of Persons with Disabilities [11]. It reflects a progressive approach to educating persons with disabilities, focusing on their rights and needs. It recognises education as a fundamental right for persons with disabilities, a critical step in ensuring equality and inclusion. Focusing on inclusive education ensures that students with disabilities have access to the same quality of education as their peers without disabilities, promoting equal opportunities and social integration. The convention emphasises the importance of complete human development, self-esteem, and dignity, emphasising the value of each individual. The disability exclusion clause prevents segregation and discrimination by promoting accessibility and equality. Considering individual needs and providing the necessary means of support plays a crucial role in ensuring an effective educational process for people with disabilities. Learning life and socialisation skills promotes greater autonomy and integration into society.

The law also pays attention to the training of teachers and staff, including teachers with disabilities, which ensures that the educational needs of students are effectively considered. Access to higher education and lifelong learning for persons with disabilities ensure they have continuous educational and professional development opportunities. Overall, this law is an important step in ensuring inclusivity and equal opportunities in education for all, regardless of physical or mental characteristics.

The Law of Ukraine No. 875-XII “On the basics of social protection of persons with disabilities in Ukraine” [12], also defines the basic principles of inclusive education in Ukraine, and persons with disabilities are guaranteed equal rights and opportunities to receive education with other citizens. It is particularly emphasised that the state guarantees persons with disabilities the right to preschool education, receiving education at a level that corresponds to their abilities and capabilities. This means that persons with disabilities have the right to receive general secondary, vocational (vocational-technical), higher education in general or special preschool and educational institutions.

Educational institutions provide educational services to persons with disabilities on an equal basis with other citizens, including by creating appropriate personnel and logistical support and providing reasonable accommodation that takes into account the individual needs of a person with a disability. This means that educational institutions must be prepared to provide persons with disabilities with access to education by creating appropriate learning conditions and providing reasonable accommodation. It is also noted that gifted children with disabilities have the right to free education in
music, fine arts, art, and applied arts in general educational institutions or special extracurricular educational institutions. This means that gifted children with disabilities have the right to develop their creative abilities.

In Article 20 of the Law of Ukraine No. 2145-VIII “On education” [13], general regulations on inclusive education are provided. The text of the law also specifies three principles that underlie inclusive education: the principles of non-discrimination, considering the diversity of a person, and the effective involvement of all its participants in the educational process. The principle of non-discrimination means that all children, regardless of their individual educational needs, have the right to education on an equal footing. This principle prohibits any discrimination based on disability, race, gender, religion, nationality. In the context of inclusive education, the principle of non-discrimination means that a child with special educational needs has the right to study in a general secondary education institution together with other children. This right cannot be restricted just because the child has special educational needs.

The principle of considering the diversity of a person means that each person is unique and has their own individual characteristics. This principle emphasises the importance of considering the individual educational needs of children in the learning process. Within the framework of inclusive education, the principle of considering the diversity of a person means that an educational institution should create conditions for all children to learn. These conditions should be adapted to the individual needs of each child.

The principle of effective involvement of all participants in the educational process means that all participants in the educational process, including children, parents, teachers, administration, should be involved in the learning process. This principle emphasises the importance of cooperation between all participants in the educational process to ensure the successful education of children. The principle of effective involvement of all participants in the educational process means that all participants in the educational process should understand the need for inclusive education and be ready for it. This principle also means that all participants in the educational process should cooperate to ensure the successful education of children with special educational needs.

Resolution of the Cabinet of Ministers of Ukraine No. 957 “On approval of the Procedure for the organisation of inclusive education in institutions of general secondary education” [14] defines the organisational basis for inclusive education of students with special educational needs in the institutional (full-time) form of education in institutions of general secondary education. It is noted that state authorities, local self-government bodies and educational institutions create conditions for students to receive education on an equal basis with other applicants for education. Also, students with special educational needs can study in inclusive classes that are created in institutions of general secondary education.

The number of students with special educational needs in inclusive classes is determined considering the support levels recommended by inclusive resource centres. A psychological and pedagogical support team is being created for students who need support in the educational process. An individual development programme is developed for each student with special educational needs, which determines the scope and content of the educational process for such a student. Students are provided with psychological, pedagogical, and correctional and developmental services (assistance) in the form of classes in accordance with the level of support and individual development programme. Classes with students with special educational needs can be conducted in an individual or group form. Psychological-pedagogical and correctional-development classes are conducted by specialists from among the teachers of the educational institution, teachers-defectologists, and additionally involved specialists (for example, psychologists).

Thus, Ukraine has a substantial legislative framework that ensures the right of persons with special educational needs to receive education in inclusive conditions. This framework includes the Convention on the Rights of Persons with Disabilities, the Law of Ukraine on the basics of social protection of persons with disabilities in Ukraine, the Law of Ukraine on education and the Law on approval of the procedure for organising inclusive education in institutions of general secondary education. These laws guarantee persons with disabilities the right to education on an equal basis with other citizens, including through the establishment of adequate human resources, logistical support, and reasonable accommodation. Having analysed the legislative framework of inclusive education in Ukraine, for further research, there is a need to consider the programme principles of the New Ukrainian School. Firstly, its potential in the realisation of awareness during the acquisition of knowledge by students with special educational needs.

Programme methods for implementing the mindfulness principle in the New Ukrainian School for inclusive education

One of the important advantages of the New Ukrainian School is the emphasis on the equivalence of key competencies throughout the entire period of study. This means that each field of education has the potential to develop key competencies, and this potential should be used in the process of studying any subject or course. Essential aspects include adopting new approaches to organising educational and cognitive activities. These include changing how teachers interact with the class and ensuring the personal inclusion of all students in mutual communication. It also involves shifting from external motivation to fostering a conscious desire to learn and replacing the reproduction of knowledge with solving creative and practical problems [22].

Researcher L. Vypovska [23] notes that any child, regardless of the presence of a congenital or acquired developmental defect, can, with appropriate conditions and qualified support, become a full-fledged member of society and a self-sufficient person. It can develop spiritually, provide for itself financially, and benefit society. According to the study, a child’s life competence covers various aspects, such as developed sensory experience, needs, abilities, habits, personal qualities, and practical skills. This competence can develop and change with age and life circumstances. Thus, it is important that the education of children with special educational needs is
based on the principles of balanced pedagogy focused on the individual needs of children. Inclusive approaches to education and upbringing are not only useful but also necessary for families raising children with special educational needs. This approach contributes to the creation of a society where every child has the opportunity to develop to the full extent and contribute to the overall success.

The principle of awareness in the process of learning by students is a pedagogical approach that emphasises the importance of self-awareness and active understanding of the learning process on the part of students. The relationship between awareness and competence of students can be considered from two sides. On the one hand, mindfulness contributes to the development of students’ competence. A conscious student has a better understanding of their strengths and weaknesses and opportunities for their development. This allows them to learn more effectively and acquire new knowledge, skills, and abilities. On the other hand, competence contributes to the development of students’ awareness. Competent students have a better understanding of themselves and the world around them. This allows them to evaluate their thoughts, feelings, and actions more objectively.

The New Ukrainian School focuses on the development of ten key competencies that play an important role in the formation of a fully developed personality. The first competence covers effective communication in the state language. Involvement of assistants for individual support of students with special needs during language learning.

Table 1. Programme ways to increase awareness of students with special educational needs based on ten competencies of the New Ukrainian School

<table>
<thead>
<tr>
<th>Scope of competence</th>
<th>Programme ways to increase awareness of students with special educational needs</th>
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<tbody>
<tr>
<td>1. Communication in the state language</td>
<td>Introduction of interactive role-playing games and the use of video materials that stimulate communication in the state language. Involvement of assistants for individual support of students with special needs during language learning.</td>
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<tr>
<td>2. Communication in foreign languages</td>
<td>Organisation of group projects where students can apply a foreign language in practical situations. Use a variety of audio and visual tools to facilitate language acquisition.</td>
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<tr>
<td>3. Mathematical competence</td>
<td>Apply individual teaching methods, such as specific examples and visual tools, to explain mathematical concepts. Use of group projects to encourage collaboration and mutual assistance.</td>
</tr>
<tr>
<td>4. Competence in natural sciences and technologies</td>
<td>Organisation of access to adapted laboratory classes and creation of groups for joint study. Use of technical tools and programmes that help students with specific needs actively participate in experiments.</td>
</tr>
<tr>
<td>5. Information and digital competence</td>
<td>Implement interactive workshops on digital security and use individual programme and computer settings to meet the special needs of students.</td>
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<tr>
<td>6. The ability to learn throughout life</td>
<td>Creation of personalised curricula that consider individual needs and interests. Using electronic portfolios to track personal development.</td>
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<tr>
<td>7. Initiative and enterprise</td>
<td>Organisation of interactive trainings and master classes that promote the development of initiative and creativity. Engaging students in real-world projects where they can take the initiative.</td>
</tr>
<tr>
<td>8. Social and civic competence</td>
<td>Introduction of pedagogical practices that contribute to the formation of empathy and mutual understanding. Creating group projects that promote social skills and collaboration.</td>
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<tr>
<td>9. Awareness and self-expression in the field of culture</td>
<td>Use various forms of artistic expression, such as painting, music, and dance, so that each student can find their own path of self-expression. Organisation of excursions and cultural events.</td>
</tr>
<tr>
<td>10. Environmental literacy and healthy living</td>
<td>Organisation of physical exercises consider account the individual capabilities of students. Conducting educational events about preserving the environment and a healthy lifestyle, using a available formats and tools.</td>
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</table>

Source: compiled by the authors.
The authors identify four main programme principles that have the potential to increase the awareness of students with special educational needs:

1. Interactive learning. This means engaging students to actively participate in the learning process. This principle is important for students with special educational needs, as it helps them better understand the learning material and develop their skills. Using of alternative communication tools, games, simulations, and interactive platforms to encourage each student’s engagement. The main idea is that the training material should be presented in an interesting way.

2. Practicality. The educational material should be related to the real life of students. This principle is essential for students with special educational needs because it helps them understand how learning material can be applied in the real world. Creation of individual practical tasks that consider the abilities and needs of students. The use of specific examples and situations that correspond to real life.

3. Social integration. The learning process should be aimed at developing students’ social skills. This principle is critical for students with special educational needs as it helps them build relationships with others and become full members of society. Organisation of group projects where each student can contribute. Creating a favourable atmosphere for interaction and mutual understanding, considering the characteristics of each student.

4. Personal support. The learning process should be adapted to the individual needs and characteristics of each student. This principle is vital for all students, including those with special educational needs.

Thus, programme ways to increase the awareness of students with special educational needs in various areas of competence of the New Ukrainian School are aimed at improving the quality of material assimilation. However, conscious learning among students with special educational needs is not only a need to assimilate the acquired knowledge but it also concerns understanding why this knowledge is necessary for the student and creating motivation for self-development. The motivational component is crucial for students with special educational needs.

Discussion

The legislative and programmatic aspects of inclusive education in Ukraine are the consequences of the inclusion policy within the overall Ukrainian political context. In this regard, the examination of legislative bases and programme methods essentially reflects the architectonic of inclusive policy in Ukraine. In general, this policy is characterised by gradual development. Ukraine has made a substantial step towards inclusive education by adopting the relevant legislative framework and implementing a number of programme measures.

Researcher B. Byrne [25] examined the right to inclusive education for children with disabilities from the perspective of international human rights law. The author argues that the right to inclusive education is an important achievement that can overcome discrimination and marginalisation of children with disabilities. The author begins by looking at how inclusion discourses formulated through legislation and politics reflect dominant visions of the world. It is noted that early international human rights treaties reflected a discriminatory discourse that viewed disability as an individual deficit or reduced legal capacity. Convention on the Rights of Persons with Disabilities [11] is an important step towards a more inclusive discourse. This article requires state parties to ensure the right to inclusive education for all children with disabilities, regardless of their needs. The author notes that the right to inclusive education has become more focused and clear in legislative terms over time. This, on the one hand, is a positive development, as it strengthens the protection of the rights of children with disabilities. On the other hand, it also creates new challenges for state parties, which must take steps to ensure the realisation of this right.

The researcher identifies three main challenges facing implementing the right to inclusive education. Firstly, there is a need to change the dominant discourse on disability. Discriminatory discourse on disability is still widespread in society. This discourse can make it difficult to create an inclusive educational environment. Secondly, there is a need to consider the heterogeneity of the group of children with disabilities. Disability is diverse, and children with disabilities have different needs. Inclusive education should be tailored to the needs of different children with disabilities. Thirdly, there is a need to recognise the rights of children with disabilities to choose an educational environment. Some children with disabilities may prefer special education or segregation. State parties must ensure that the right of these children to self-determination is respected. In a study conducted by the researcher, an analysis of legal documents, namely the Convention on the Rights of Persons with Disabilities [11], was used. The author’s study also analysed this paper. However, the emphasis was on the national context. In addition, while it mainly described the general provisions of the document, the researcher also had recommendations for practical activities based on the analysis of the document.

C. Knight and T. Crick [26] conducted a critical policy analysis to examine the situation with the introduction of inclusive education in Wales. According to them, there is a lack of consistency between the policy documents that relate to this area in Wales. This lack of consistency can lead to inequality and privilege in the education of children with special needs. The authors identify two main types of paradigms underlying policy documents on inclusive education in Wales: social paradigms that view disability as a social construct and deficit paradigms that view disability as an individual deficit or limitation. Researchers argue that social paradigms are more inclusive than deficit paradigms. However, they also note that both paradigms are often used simultaneously in Welsh policy documents. This can lead to confusion and inconsistencies in the understanding and implementation of inclusive education. The main difference between the study by the researchers and this one is that the method of analysing legal documents was also used. However, the author’s study worked with the existing legal framework, while the researchers focused on the dynamics of implementing legislative and political decisions.

I. Spandagou [27] examines the issues of inclusive education in Australia, highlighting that despite the importance of this value, it often remains unrealised in the
Australian educational context. The author begins by defining inclusive education as “an education that provides access and participation for all children, regardless of their individual differences”. It expresses the view that inclusive education brings numerous benefits, such as increased academic achievement for all children, reduced learning gaps, increased social competence and self-esteem, and the formation of a more equitable and inclusive society.

The author also analyses the arguments against inclusive education, noting that they are often based on assumptions about the lower effectiveness of inclusive education for children with special needs compared to special education. The author argues that these arguments do not have a proper scientific justification. The conclusion considers the implications for future activities in Australia in the field of inclusive education. The author emphasises that the country should continue to work on the implementation of inclusive education and bridge the gap between inclusion as a broad value and inclusive education as a specific one. The main feature of the study by the researcher is the presence of a predictive component. Meanwhile, this study recorded the current situation and state of inclusive education in Ukraine.

Researchers T. Nevill and G. Savage [28] examine the evolution of federal and national inclusive education policies in Australia from 1992 to the present day, using the concept of “political rationality” to analyse changes in the way of thinking underlying inclusive education policies. The authors distinguish three phases of policy development. Standardisation phase (1992-2007): during this period, emphasis was placed on ensuring equal opportunities for all children, with governments striving to ensure that all children study together in regular classes, except for those children who had the most serious needs. Neosocialisation phase (2007-2013): during this period, attention was paid to developing social skills and competence in all children. At this stage, governments have sought to create an inclusive educational environment for all children, including children with special educational needs. Personalisation phase (2013-today): during this period, the focus is on providing individual education for all children. Governments at this stage strive to ensure that all children receive education that meets their individual needs and interests.

The authors argue that the analysis of these rationalities reveals fundamental changes in the way inclusive education is thought of and reasoned in politics. In the standardisation phase, inclusive education was seen as a way to ensure equal opportunities for all children. In the neosocialisation phase, inclusive education was considered a way to develop social skills and competence in all children. In the personalisation phase, inclusive education is seen as a way to provide individual education for all children. The researchers diachronically analysed the problems of inclusive education in Australia. In other words, their study focuses on the dynamics of political and legal regulation of inclusive education. This is the main difference from this paper, which focused on the current situation of inclusive education in Ukraine.

M. Yavaş Celik [29] explores the complexity of developing and implementing inclusive education for children with special educational needs, especially for children with autism. The author argues that inclusive education has many benefits for this group of children, such as improving academic performance, developing social skills, increasing self-esteem, and reducing the gap in learning outcomes. The researcher examines seven conditions that, in his opinion, contribute to the successful development of inclusive education for children with special educational needs. These conditions include a well-established definition of children with special educational needs, the right to education for this category of children, the support of teaching staff, the availability of support services, the provision of individual learning outcomes, and the participation of parents and mixed classes.

The author argues that all seven conditions are essential for successful inclusive education but considers mixed classes and the availability of support services for children with special educational needs particularly important. The paper by the researcher, in contrast to this one, concerned a separate group of people with special educational needs – children with autism. Therewith, the researcher presents his own recommendations for successful inclusive education, which brings it closer to the methodology of this study in which the author made recommendations for increasing the level of awareness in the assimilation of knowledge by students with special educational needs.

Research by other scientists shows that inclusive education is an important value that has the potential to improve the quality of education for all children, regardless of their individual educational needs. However, the implementation of inclusive education is a complex task that requires substantial changes in policies, educational practices, and public attitudes. These problems are faced by different countries.

Conclusions

Thus, education systems around the world face serious challenges related to unequal access to education. This issue highlights the importance of making learning more inclusive and fair. Inclusive education is a crucial aspect of addressing these challenges but faces a number of challenges. There is no single definition of inclusive education, and different concepts define it as a place, process, value, or principle. This diversity of approaches can lead to misunderstandings and make it difficult to implement inclusive practices. However, all definitions of inclusive education emphasise its focus on ensuring access to education for all children.

Ukraine has a substantial legislative framework that ensures the right of persons with special educational needs to receive education in an inclusive environment. This includes the Convention on the Rights of Persons with Disabilities, the Law of Ukraine on the basics of social protection of persons with disabilities in Ukraine, the Law of Ukraine on education and the Law on approval of the procedure for organising inclusive education in institutions of general secondary education. These legal works guarantee persons with disabilities the right to education on an equal basis with other citizens, including through the creation of appropriate personnel, material-technical support, and the creation of reasonable adaptation.

Four main programme principles of inclusive education that have the potential to increase awareness in obtaining knowledge of students with special educational needs in the conditions of the New Ukrainian School were
identified. Interactive learning – attracting students to actively participate in the educational process. This principle is important for students with special educational needs, as it helps them better understand the learning material and develop their skills. Practicality – the educational material should be related to the real life of students. This principle is essential for students with special educational needs because it helps them understand how learning material can be applied in the real world. Social integration – the learning process should be aimed at developing students' social skills. This principle is critical for students with special educational needs as it helps them build relationships with others and become full members of society. Personal support – the learning process should be adapted to the individual needs and characteristics of each student. This principle is vital for all students, including those with special educational needs.

Prospects for further research should be focused on an empirical examination of the effectiveness of the programme provisions of the New Ukrainian School for the implementation of awareness of the educational process and knowledge by students with special educational needs. The results of such research will be an important contribution to the development of inclusive education in Ukraine. They will help to improve the programme provisions of the New Ukrainian School and increase the effectiveness of their implementation.

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None.

Conflict of Interest

None.

References

Implementation of the principle of awareness in the process of...


Реалізація принципу усвідомленості в процесі оволодіння навчальними знаннями учнями з особливими освітніми потребами в умовах Нової української школи.

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Анотація

Актуальність. Розгляд принципу усвідомленості в процесі навчання учнів з особливими освітніми потребами в рамках Нової української школи є необхідним, оскільки саме цей принцип забезпечує перехід до особистісно-орієнтованого навчання. Для учнів з особливими освітніми потребами усвідомлення власного навчання є ключовим для того, щоб зрозуміти свої сильні та слабкі сторони та вирішити індивідуальні проблеми.

Мета. Основною метою дослідження є аналіз основних аспектів реалізації принципу усвідомленості в інклюзивній освіті в рамках Нової української школи.

Методологія. У дослідженні використано категоріальній аналіз із узагальнення для вирішення ключових аспектів і проблем інклюзивної освіти в рамках міжнародної педагогічної теорії. Також використано аналіз правових документів та метод систематизації.

Результати. Інклюзивна освіта, ключовий аспект вирішення проблем, має різні визначення, але всі зосереджені на доступності для всіх дітей. Зафіксовано, що усвідомлення в процесі навчання студентів є педагогічним підходом, який підкреслює важливість самосвідомості та активного розуміння процесу навчання з боку студентів. У дослідженні визначено чотири принципи інклюзивної освіти в Новій українській школі, які сприяні усвідомленню навчального матеріалу учнями з особливими освітніми потребами.

Висновки. Інклюзивна освіта в Україні підтримується мічною законодавчою базою, яка забезпечує рівний доступ до освіти для осіб з особливими потребами, та акцентує на інтерактивному навчанні, практичному застосуванню навчального матеріалу, соціальній інтеграції та індивідуальній підтримці. Основним практично-змістовним аспектом даного дослідження є інформування вчителів про законодавчі та програмні нюанси інклюзивної освіти, спрямоване на максимізацію її ефективності.

Ключові слова: інклюзія; компетентність; інтерактивне навчання; практичність; соціальна інтеграція; особиста підтримка.