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The collective monograph offers a description of sustainable development in the context of knowledge management as a competitive advantage. The authors of individual chapters chose such a point of view on the topic that they considered the most important and specific for their field of study, using the methods of logical-semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. Theoretical and applied problems of knowledge management and competitive advantage are investigated in the context of economics, education, culture, politics and law.

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ONLINE LEARNING IN FINE ARTS FOR INCLUSIVE EDUCATION

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ABSTRACT

As of late, a network of educational institutions is arising in Ukraine and universally, introducing inclusive education programs for children with atypical development, who need help in obtaining education, correction and finding prospects for integration into society. Today, the number of such children is increasing, so it becomes an imperative to form conditions for them to receive a qualitative education. Online learning can become an integral part of shaping the educational and correctional space for children with special needs. This will allow such children to learn the basics of fine arts and effect their creative potential. The peculiarities of psychological and pedagogical influence of graphic activity on the development and professional growth of students with special needs have been proved by scientists, which greatly contributed to the promotion of methods of online teaching of fine arts in schools and universities. Such training is recognized as one of the important means of correction. It was also noted that art is an important factor in mental development and cognition of the world. In the modern conditions of technological innovations, it is important to introduce modern graphic computer programs and skills of using them into the educational process of fine arts. The introduction of modern innovative technologies is aimed at improving creative skills of students, developing their skills of independent creative work. Application of computer graphics programs becomes especially useful for the implementation of creative projects. Modern graphics computer editors for various graphics systems enable to create and improve images.

Keywords: *online education, children, students, inclusive education, fine arts, innovative technologies.*

INTRODUCTION

Studies in the field of development of mental processes of children with intellectual disabilities have shown that drawing, as a form of activity, includes many components, and in this regard it should be considered an important factor in the formation of personality.

It is no coincidence that drawing was regarded by researchers in various aspects as a means of both pedagogical influence, and psychological and pedagogical development of the child. According to the research by L. S. Vygotsky [15], S. L. Rubinstein [20], A. N. Leontiev [13] and other prominent domestic psychologists, the child's psyche is most actively developing and rebuilding in the creative process. Drawing as a form of activity includes many components of mental processes and in in this regard it should be considered as an important factor of formation of the person. K. D. Ushinsky [24], a famous teacher in the former Russia, urged that education should be based on the direct perception of children, rather than on abstract ideas and abstract words: «To develop students' thinking, it is necessary, above all, to form their ability to observe. This requirement of didactics is very important, because a child thinks in shapes, colors, sounds, feelings in general ...».

Academician V. M. Bekhterev wrote that «a child's drawing is an objective witness to the manifestations and development of the child's psyche. «...» [4].

«However, in the early stages of the formation of special pedagogy, drawing was not considered a means of multifaceted development of mental activity of the child. It was considered mainly as a means of charitable influence on the general condition of children with developmental abnormalities and, in particular, on their emotional and motion-and-motoric sphere. Psychological and pedagogical study of the peculiarities of the graphic activity of mentally retarded children by scientists has greatly contributed to the scientific substantiation of methods of teaching drawing in a special school. Teaching children to draw has been recognized as one of the important means of correction. It was also noted that art is an important factor in the child's knowledge of the surrounding world» [4]. The exceptional importance of drawing classes was emphasized by other specialists.

It is important to study the features of modern online teaching of fine arts as a form of activity that includes many components of personality formation and is a means of psychological and pedagogical education of a child.

1. ONLINE LEARNING IN FINE ARTS.

The development of the information space in society causes changes in almost all spheres of life: from politics and government to education and culture. The availability of information and communication technologies (ICT) dramatically changes the way we work and simplifies the processes of acquiring knowledge, sharing experiences and interacting between people. Interstate and intercultural borders become more transparent in the virtual world of computer networks. The transition to the information society radically changes the usual principles: receiving more and more information from various sources, we must constantly review our ideas that are formed in the mind to meet the needs of reality [6]. The need to form in the younger generation the skills of independent, critical thinking, social adaptation and orientation in the information space puts forward new demands to the content of education, updating and modernization.

In addition to the educational component of the inclusive education, there are also areas of professional employment, integration into society, and so on. Such education should be based on the principles of universal access to scientific knowledge, common striving for development and self-improvement. An important principle of the transition to more informal forms of learning is the desire to learn and do so naturally, with greater freedom of access to scientific sources.

The development and implementation of the principles of humanism and openness in education contributes to social progress and comprehensive intellectual and spiritual personality development. Responding to the needs of the individual and society as a whole

brings us closer to the establishment of an educational paradigm, which is the need to ensure equal access to quality education for everyone, regardless of personal limitations.

«Failure to get an education deprives people with disabilities of the opportunity to get a profession, a decent salary and public recognition. The World Bank estimates that 20% of the world's poorest people have different forms of disability. The level of literacy among people with special features of psychophysical development (in the global dimension) is only 3%, and unemployment – 80%» [23]. A partial solution to these social and educational problems is possible by increasing accessibility of ICT for certain categories of the population, introduction of open access repositories with educational and scientific content, which will provide alternative ways of acquiring knowledge despite time or space limitations [20].

The national system of special education can no longer fully meet the demands of society and needs a comprehensive overhaul. ICT can be a significant factor in positive changes, as their use allows to attract more participants in education at lower costs, opens wide prospects for improving the quality of education, its accessibility for people with mental and physical disabilities, promoting equal access to information and educational services. It becomes possible to meet the demands of social justice for all groups of the population, full social integration.

In the historical context, the development of society and social attitude to the problems of disability in Ukraine underwent stages related to the prevalence of one of three paradigms:

- guardianship (providing basic elementary care aimed at supporting basic life functions);
- social exclusion – segregation of persons with disabilities (their isolation within special institutions);
- social inclusion – integration of persons with disabilities into society as its equal members [22, p. 116].

From the 60s to the 90s of the twentieth century, the concept of integration (or normalization) is becoming widespread in Ukraine, as in many countries around the world, defining the policy towards the people with special needs for physical development (SNPD). During this period, the process of integration of children with developmental disabilities into the environment of peers becomes the norm. Integration in this context is seen as a process of assimilation that requires a person to accept the norms characteristic of the dominant culture. This concept is based on the idea that:

- a) the life and way of life of persons with special needs for physical development should be as close as possible to the conditions and lifestyle of the society in which they live;

- b) the society must change its attitude to the people with SNPD and ensure the protection of their rights and interests;
- c) the society should determine the ability of persons with SNPD to master various activities;
- d) the persons with SNPD must accept the conditions and lifestyle of the society in which they stay and adapt to them.

The concept of normalization also means that: 1) a child with SNPD has common needs for all children, the main of which is the need for love and the environment that stimulates his/her development; 2) the child should lead a life as close to «Normal» as possible; 3) every child may study, regardless of how difficult are the developmental disabilities, so everyone should have equal access to education services» [20].

The normalization consisted of new ideas that opened wide prospects for people with SNPD, based on education and training in accordance with the established cultural norms of the society in which they live [19].

At the same time, the normalization of life did not mean that a person with SNPD becomes «like everyone else», i.e. a person without violations. It meant that a person's life becomes normal, as that of other members of society. The normalization of life, as a principle of correctional and educational work, does not aim to change the individual, but corrects the influence of the external environment on his/her behavior and life. One of the most important tasks of normalization is to teach a person to use the means of interaction and communication that correspond to his/her individual characteristics.

Modern researchers emphasize the need to introduce humanistic, personality-oriented, humanitarian approaches in education. The humanization of education means respect for the individual, trust in him/her, acceptance of his/her personal goals, requests and interests; creating favorable conditions for the disclosure and development of her abilities and talents, a full life at each of the age stages for his/her self-determination. The essence of the pedagogical process of humanized education is the development of personality.

Today it is necessary to pay attention to the professional skills of a teacher of fine arts as to the implementation of the pedagogical process in the context of online teaching of pupils and students with special features of psychophysical development, substantiation of the methodological principles and pedagogical conditions for the effectiveness of the process of such training.

The peculiarity of the individual trajectory of development will depend on the teacher, on his willingness to cooperate with students with specific psychophysical development. That is why it is important for the teacher to realize the need to master the

knowledge of organizing the inclusive education, cognitive, professional and humanistic values.

When teaching fine arts, in the process of conducting theoretical and practical distance learning, the teacher must focus efforts on the formation of professional skills, abilities and talents of learners in artistic activity, namely:

Therefore, the teacher must have the following arsenal of skills: ability to set goals: to determine the educational, upbringing and developmental purpose of such classes of fine arts, of individual classes, educational activities; motivate activities during the lesson through the introduction of various techniques; diagnostic ability: the ability to determine, in the process of conducting classes in fine arts, the age-related and individual characteristics of students; the zone of their actual and immediate development, the level of educational opportunities; the level of formation of personality qualities; ability to predict: the ability to model the learning system in online learning classes in fine arts; individual development trajectory; content and attractiveness of the task; constructive ability: the content of constructive skills in such training in fine arts is the ability to build the structure of classes of different types for different-age categories, select effective methods and techniques, visual aids and equipment; transform the content of education into an accessible, attractive form for learners; use modern pedagogical technologies; develop plans of classes of fine arts, programs of interaction with learners; develop programs of individual professional growth in visual literacy; information ability: the ability to select the desired content of education from textbooks, manuals, periodicals, electronic media for the implementation and promotion of educational, developmental and pedagogical knowledge of fine arts.

The essence of the information ability is the ability to organize one's own time. It is advisable to distribute the time of online learning in fine arts; effectively use pedagogical drawing with the help of computer programs; organize learners for performance of creative educational tasks, direct their independent cognitive activity, independent creative work at classes on fine arts; explain the content of tasks and instruct learners on how to perform those tasks in a fine arts lesson; effectively combine different types of learning tasks according to age and abilities; manage individual, pair, group, collective and frontal online work of learners during classes; communicative ability: the communicative ability is featured by the ability to establish contact with learners, colleagues, parents; build relationships on the principles of humanism, tolerance and respect; inspire confidence of students, their parents, colleagues; build effective interaction; highlight the main points in the training material; master the pedagogical techniques in the classes of fine arts; control and evaluation ability: knowledge and ability to provide control over the work of learners in fine arts, monitor and account for their individual professional growth and advancement on

their own trajectory of development; ability to keep electronic journals of training; stimulating-corrective ability: the stimulating-corrective ability is featured by the ability to notice and approve the successes and achievements of learners in art classes, use verbal assessment, means of moral encouragement; analyze the successes and shortcomings of one's own activities, the activities of learners; make the necessary adjustments to one's own activities, the activities of learners in the process of studying fine arts.

The teacher must also comply with the following conditions:

- professionalization of the pedagogical process, the teacher's own example;
- building humane psychological and pedagogical relationships;
- maximum use of the content of psychological and pedagogical disciplines;
- combination of traditional and innovative teaching methods and technologies;
- providing professionally valuable motivation;
- systematic monitoring of training;
- creating a situation of success, reflection.

Therefore, it is important for teachers to clearly define and understand the components of readiness for the online teaching in art, to work with learners with peculiarities of psychophysical development in the conditions of inclusive education – motivational, meaningful and professional. Thus, by using different types of educational activities of students, it is possible to create conditions for quality teaching the basics of fine arts, as the basis of inclusive education is an ideology that denies any discrimination in education, provides an individual attitude to all learners with special needs.

The online learning of drawing has been recognized as one of the important means of correction. It was also noted that art is an important factor in the child's knowledge of the world around him. Depictive activities require the child to show versatile qualities and skills. In order to draw an object, it must be well considered to determine its shape, structure, characteristic details, color, position in space. The requirement to convey in the picture the similarity with the depicted object makes the student notice such properties and features in it, which, as a rule, do not become object of attention at passive supervision. During purposeful drawing classes, students begin to make better comparisons, easier establish similarities and differences between objects, the relationship between the whole and its parts.

Mastering the skills of drawing contributes to the implementation of sensory education. This is achieved by students carefully studying the size, color and structure of objects. At the same time visual, motor and muscular-tactile analyzers are included in work. As a result of learning, fuzzy, amorphous, poorly differentiated perceptions of children gradually become clear, specific, skillful. In the process of well-organized online

learning activities, students develop watchfulness, imagination, visual memory, fantasy. They form and refine many ideas that serve as a basis for the acquisition of knowledge obtained in the general learning process. This stock of creative imagination allows students to better understand and depict the world around them.

The development of children's perceptions, ideas and other mental processes is impossible without the active participation of thinking. The role of drawing in the development of perception of space and spatial representations should be especially emphasized. In the course of artistic activity the student is forced to perform a number of intellectual operations: to comprehend the structure of the visually perceived object, to outline the sequence of drawing, to compare the drawing with the object, to compare parts of the drawing with each other, etc.

Analysis, synthesis, comparison, planning and some other mental actions ensure the correct execution of the task. Purposeful drawing classes actively contribute to aesthetic education. The concrete and practical nature of classes creates favorable conditions for the mobilization of positive opportunities for mentally retarded children, which allows to have their emotions and intellectual activities more successfully managed.

A full perception of the world around us is necessary to prepare a person for life, for socially useful work. To form an aesthetic perception is possible only at a certain level of development of the ability to analyze. We are talking about the level at which a child is able to clearly imagine the object as a whole and mentally highlight its individual properties. Various exercises performed by students at online learning classes are aimed at the development of such an analytical perception. Particular attention is paid to instill the skills to determine the most characteristic features of a subject: structure, shape of parts, colors, position in space. To do this, visual perception in the initial period of training is augmented by other analyzers, including touch and motor sensitivity.

Classes in fine arts allow you to quickly determine the state of motor skills of the student, his leading hand, the degree of coordinated action in performing a creative task. With the help of graphic tasks it is easy to establish how independently the student differentiates geometric figures of different shapes, finds figures of the same shape but different size and color, correlates the object of the image with one or another form.

Well-chosen visual aids cause positive reactions in children. Their use provides an interested attitude to work and thus increases the efficiency of the educational process. It should be emphasized that perception acquires an aesthetic character only in cases when students learn to rejoice in connection with the perception of artistically made product, feel admiration and pleasure. Such emotional experiences promote the development of intellectual regulation of senses, give them the right direction. As a result, the aesthetic perception of paintings, patterns, products of applied art is formed. The clarity and

specificity of the educational material, which represents a certain aesthetic value, in combination with the emotional nature of such learning, exacerbate the feelings of students, especially the sense of color, color combinations, rhythmic constructions. A well-developed sense of color is the basis for the development of the ability to consciously perceive the richness of colors in nature, in the surrounding reality. The better students can distinguish colors and shades of color, the more fully they can feel the joy of looking at beautiful color combinations in household items and works of art. Aesthetic feelings and experiences become more stable and meaningful. Of particular importance for the development of aesthetic perception and aesthetic feelings is a systematic online demonstration of paintings, sculptures, products of folk artists, toys, etc. At the initial stage of learning, students get acquainted with illustrations in children's books.

The aesthetic impact of colorful, elegant pictures is undoubtedly great. Aesthetic perception presupposes the presence of interest not only in the content of the work of art, but also in the means of image. Through images of art it is possible to show children the richness and variety of shapes and colors of the world around them. Composition is of great importance for understanding the artist's plan. The characters, arranged in a certain way, can emphasize the main idea, which facilitates the perception and understanding of the image.

The online classes in fine arts positively affect the development of emotional and aesthetic perception of senior schoolchildren and university students. Through regular classes, they are able, in particular, to determine the main idea of the work of art, understand the relationship between the characters, describe the depicted action. Under the guidance of a teacher, they can compare one picture with another, conduct a comparative analysis, identify the pictorial means used by the artist. Senior schoolchildren (students) start to have favorite paintings and preferred artists. Yes, acquaintance with art expands their horizons, teaches to see and experience the beautiful. Perception of works of art affects emotions, increases receptivity and activity, leaves a noticeable mark in minds of children.

2. INTRODUCTION OF MODERN GRAPHIC COMPUTER PROGRAMS.

The computer naturally fits into the process of training contemporary artists, being another effective technical means to significantly modernize the process of artistic learning. The use of such forms and methods of work enables one to be actively involved in the creative process, helps to implement the latest solutions through using certain technical means. Such involvement of computers in the process of artistic activity allows the original idea to be enriched, and, as a result, become more expressive.

As you know, modern graphics computer editors for different graphics systems allow you to create and edit images. This involves selecting the right graphic tools, setting their size, choosing colors, creating and erasing the executed drawings.

Students' interest in mastering graphic and multimedia environments is natural and should be used to increase creative growth. Implementation of individual and collective projects in the environment of modern graphics and multimedia systems is one of the ways of practical realization of personality-oriented training, creation of favorable conditions for realization of creative ideas.

Creating a drawing in a modern graphics system is very different from the traditional drawing. Drawing «by hand» in a bitmap graphics editor resembles drawing on paper. Therefore, the process of creating an image in a modern multimedia environment can be considered graphic design and modeling. Combining different types of information (text, image, sound, animation), multimedia systems allow you to freely model phenomena and events.

Working with computer graphics is one of the most common areas of work for modern professional artists. No modern art or multimedia program is complete without computer graphics.

There are three types of computer graphics today. These include: bitmap graphics, vector graphics and 3D graphics. They differ in the principles of image formation when displayed on a monitor screen or when printed on paper.

The bitmap graphics are used in the development of electronic (multimedia) and printed publications. Illustrations made with the bitmap graphics are rarely created manually using computer programs. Scanned illustrations prepared by the artist on paper or photographs are more often used for this purpose. Nowadays, digital photos and video cameras are widely used to input bitmap images into a computer.

Most graphic editors designed to work with bitmap illustrations are more focused on processing rather than creating an image.

Software tools for working with vector graphics are designed primarily to create illustrations and less for their processing. Accordingly, the work with fonts and various geometric elements is easier to solve by means of vector graphics. At the same time, there are examples when highly artistic works are made by means of vector graphics. Though, this technique is extremely complex.

The use of the latest computer technology is a prerequisite for training a graphic artist. Effective work with Adobe programs expands the range of graphic effects, as well as provides additional opportunities for creative activities of students. The ability to use a computer professionally greatly simplifies the artist's work and improves the quality of the graphic material.

The use of computer design technology to perform graphic projects requires certain conditions for the computer class. To improve the learning process, you need to have a special software that can only be installed in powerful modern computers. Large, calibrated monitors are required, as well as additional equipment, such as color printers, scanners, digital cameras, and Internet access.

Skills of correct preparation of creative projects allow to demonstrate creative discoveries, original decisions, professional skill, and to gradually disclose the degree of readiness of the student to become an expert. During the practical classes the student must acquire skills related to the design of a compositionally integral work of art.

Further research and project practice will expand the idea of figurative and morphological transformation as a means of solving design problems due to the increased topicality herein of such a project category as an image that will enrich the concept of modern creative activity.

Working in graphic and multimedia environments helps students to master the technological, rational methods of building compositions, without which quality training is impossible. The skills acquired in the process of studying such technologies will, of course, be useful in the further professional activity of a young specialist in fine arts.

CONCLUSIONS

Thus, we can say that, for aesthetic education and creative activity of pupils and students with the needs of inclusive education, the online learning in fine arts is of great importance. Active application of such methods promotes direct mastering of graphic exercises, formation of abilities and practical skills, namely: to transfer color, rhythm, symmetry, composition. This enhances the process of perception of beauty and contributes to the accumulation of aesthetic impressions.

Learning fine arts affects emotions, teaches to see and experience the beautiful, leaves a noticeable mark in the mind.

In process of the general development and in connection with practicing drawing, many forms and properties of what is represented become a sample of beautiful and attractive for the learners. Engagement of the student and awareness that he can draw an interesting object, perform rhythmic constructions, convey beautiful color combinations, carefully fill a sheet of paper with decorative elements – all this has more advantages than simply contemplating objects or samples. The use of the system of educational and correctional activities during the online learning, in turn, helps students to some extent to overcome the shortcomings of emotional and aesthetic development and realize their creative potential to integrate into society.

Summing up the importance of using graphic computer programs in education, it can be stated that it promotes the development of spatial thinking, figurative vision (imagination), develops a sense of harmony, enriches the student with knowledge, improves skills. At the same time, the latest computer technology is a prerequisite for online training in the preparation of learners with inclusive education needs, which also contributes to the fullest use of their creative potential and professional development.

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