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KAPITEL 6 / CHAPTER 6⁶
**INCLUSIVE EDUCATIONAL ENVIRONMENT OF THE EXTENDED DAY
GROUP IN THE CONTEXT OF PROBLEMS, CONTRADICTIONS AND
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Introduction

The topic of inclusive education is one of the most topical in the Ukrainian educational community and a leading direction of the state's educational policy. Despite the full-scale armed aggression of the Russian Federation against Ukraine, the reform of inclusive education continues along with the definition of new priorities and tasks for the further development of education in Ukraine. This is also due to a number of international legal obligations of Ukraine, which stipulate the duty of states to provide inclusive education at all levels, without discrimination and on the basis of equal opportunities. After all, one of the key prerequisites for the existence of a fair, peaceful and sustainable global society is education, the purpose of which is to ensure full-fledged, inclusive quality education and to promote all opportunities for such education throughout life.

Inclusive education in Ukraine began to be implemented in 2009 primarily through legislative changes. This is evidenced by a number of laws, orders of the Cabinet of Ministers and orders of the Ministry of Education and Science of Ukraine, which regulate the organization of inclusive education, namely: The Law of Ukraine «On Education» [9], the Law of Ukraine «On Comprehensive General Secondary Education» [10], the Concept development of inclusive education [13], the Concept of the New Ukrainian School [14], the Procedure for Organizing Inclusive Education in General Education Institutions [18], and the Regulation on the Inclusive Resource Center [20], On Approval of the National Strategy for Creating a Barrier-Free Space in Ukraine for the Period up to 2030 [22], On Approval of the National Strategy for the Development of Inclusive Education for the Period up to 2029 and Approval of the Operational Action Plan for its Implementation for 2024-2026 [23].

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Today we can already say that Ukrainian inclusive education is focused not only on the active inclusion of children with special educational needs (hereinafter – SEN) in general secondary education institutions, but also gradually changes the emphasis in the system of mass education and the educational process in order to ensure the educational needs of all categories of education seekers. In particular, the National Strategy for the Development of Inclusive Education for the period until 2029 states: «The paradigm of modern Ukrainian education involves a departure from the medical and the transition to a biopsychosocial model of human perception» [23].

The authors of the article also consolidate the opinion of foreign scientists G. Kayili & S.S.Y. Dogru, who note: «Inclusive education is a special education program that provides support services to people with special educational needs to continue education at all levels together with peers» [4].

6.1. Inclusive education in modern scientific research.

It should be noted that thanks to domestic and foreign scholars, there is a sufficient theoretical and practical basis for solving the problems of inclusion. International experience is important in matters of inclusive education. M. Ainscow, M. K. Barnes, L. Barton studied the history of the development of inclusive education.

M. Ainscow, J. Andrews, N. Brazil, T. Booth, J.M. Deppeler, D.H.P. Harvey, J. Lupart, C.F. Webber, L. Jackson, M. King-Sears, T. Loreman, D. McGee-Richmond, T. Mitchell, A. Ford raised general theoretical problems of inclusive and integrated education. M. Ainscow, K. Rabb & J. Andrews, L. Barton, L. Florian, P. Cooper, B. Jacobs, J. E. Talbert & M. W. McLaughlin paid attention to the peculiarities of the training of teachers of inclusive schools abroad.

The scientific achievements of Ukrainian scientists are no less valuable. The aspect of professional training of specialists in inclusive education deserves special attention. General organizational pedagogical aspects are presented in the works of L. Budyak, I. Dmitrieva, S. Kalaura, A. Kolupaeva, T. Sak, N. Sofiy,



I. Shorobury. The theoretical and methodological principles of professional training of specialists of higher educational institutions were reflected in the works of A. Aleksyuk, Yu. Boychuk, V. Kushnir, O. Polishchuk. Scientists R. Horbatiuk, T. Gura, O. Guziy, O. Dubaseniuk, S. Sysoeva drew attention to the state of professional training in higher educational institutions.

Such domestic scientists as: V. Bondar, I. Ivanova, A. Kolupaeva, O. Savchenko, V. Sinyov, O. Stolyarenko, Yu. Tyshchenko, G. Shevchuk, M. Sheremet and others devoted their research to the problem of attracting children with special educational needs to study in institutions of general secondary education. We should mention the theoretical studies on the essence and specifics of inclusive education and the methodological foundations of its implementation in the educational process of general secondary education institutions by such researchers as: V. Boyko, N. Vasylenko, G. Davydenko, M. Zakharchuk, M. Malik, N. Nazarova, K. Ostrovska, O. Rasskazova, T. Skoryk, Yu. Shcherbyak.

The methodological developments of S. Akishyna, L. Budyak, L. Vavina, I. Kalinichenko, T. Skrypnyk regarding the modification of the educational environment in the inclusive conditions of the primary school, the organization of work with parents and specialists to improve the practice of education, upbringing and correction of children's development deserve attention with and without special educational needs.

It is also worth mentioning Professor Iryna Demchenko, who in her dissertation investigated the problem of preparing future primary school teachers for professional activities in the conditions of inclusive education [7].

Therefore, the issue of the inclusive educational environment of the extended day group, which is insufficiently covered in the scientific literature, remains an important aspect of coverage, which led to the preparation of this scientific investigation.

The purpose of the article is to highlight the current state of inclusive education, the features of the inclusive educational environment of the extended day group (hereinafter – EDG), the education of children with SEN in the conditions of inclusive education in the city of Kyiv.



6.2. Analysis of the state of inclusive education in extended day groups.

We have to admit that in Ukraine, the policy of inclusive education is actively developing, educational institutions with inclusive education, inclusive resource centers are being opened, and specialists who can work effectively in an inclusive environment are being actively trained. After all, inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion of all participants in the educational process, as stated in subparagraph 12 of section one of Article 1 and Article 20 of section two of the Law of Ukraine «On Education» [9].

In particular, in the city of Kyiv, we observe a constant growth of general secondary education institutions where children with SEN study. Table 1 shows data from the report «Education of Kyiv» [11].

Table 1 - Information according to the report «Education of Kyiv»

Academic years	2019/2020	2020/2021	Increase in % (for the last year)	2021/2022	2022/2023	Increase in % (for the last year)
Number of institutions of general secondary education	157	205	30%	251	251	-
Number of inclusive classes	558	837	50%	1196	1314	11%
Number of students (persons with SEN)	1018	1403	38%	1907	1963	3%
Number of assistant teacher rates	606	816	35%	1190	1264	6%

In the 2020/2021 academic year, there are 837 inclusive classes in 205 institutions of general secondary education, in which 1,403 children with SEN. Thus, the number of schools increased by 30%, classes by 50%, and students by 38% compared to the previous academic year. 816 rates of teaching assistants have been added to the staff lists of general secondary education institutions, which is 34% more than last academic year. At the same time, 80 special classes have been formed in 18 institutions of general



secondary education, in which 756 people with SEN receive their education.

In the 2021/2022 academic year, 1,196 inclusive classes are operating in 251 general secondary education institutions, in which 1,907 people with SEN. This year, the number of schools increased by 22%, classes by 43%, and students by 36%. 1,190 rates of teaching assistants have been added to the staff lists of general secondary education institutions, which is a 46% increase compared to the last academic year. 79 special classes were formed in 18 institutions of general secondary education, in which 715 people with SEN receive their education.

In the 2022/2023 academic year, 1,314 inclusive classes are operating in 251 institutions of general secondary education, in which 1,963 people with SEN. Indicators of the number of inclusive classes increased by 11%, and the number of students with SEN in them increased by 3%. 1,264 rates of teaching assistants have been added to the staff lists of general secondary education institutions, which is 6% more compared to the last academic year. 69 special classes were formed in 16 institutions of general secondary education, in which 596 people with SEN receive their education. For each student with SEN, an Individual Development Program is developed by the team of psychological and pedagogical support and with the participation of the child's parents, psychological and pedagogical support is provided.

In institutions of general secondary education, in which special and inclusive classes, inclusive EDG have been formed, a safe environment is gradually being arranged, taking into account the individual characteristics of students with special needs. Currently, 178 resource rooms are equipped. Pupils with SEN have the opportunity to rest and develop in a specially equipped educational space, which is divided into zones: psychological relief, formation of self-care skills, other types of activities.

A clear trend is emerging: the number of general secondary education institutions is gradually increasing and the number of special ones is decreasing.



6.3. Features of the educational environment of the inclusive extended day group.

The inclusive EDG is no exception and also actively functions in the education system of the city of Kyiv and is an organic component of the inclusive educational environment. After all, in accordance with the Law of Ukraine «On Education» [9], the Law of Ukraine «On Comprehensive General Secondary Education» [10], the Procedure for Organizing Inclusive Education in General Secondary Education Institutions [18] and item 7 The procedure for creating groups of extended day in general schools and communal institutions of general secondary education [19] for persons with SEN who study in inclusive classes of institutions of general secondary education can be organized by the work of the inclusive EDG.

Therefore, a regular EDG will become inclusive if a person (persons) with SEN are included in its composition.

Officially, such groups became operational in September 2018. However, it should be recognized that there is no official quantitative data on inclusive EDG in the mentioned report. Maybe there wasn't enough time to analyze such information, or maybe «COVID – 19» and the state of war in Ukraine got in the way. Despite this, we note: since inclusive EDG are formed for persons with SEN who study in inclusive classes of general secondary education institutions, we understand the dynamics of the situation.

The organization of the educational process is carried out taking into account the peculiarities of the educational and cognitive activities of persons with special educational needs, IDP (individual development programs), IEP (individual educational plans, if available) and recommendations of IRC (inclusive resource center) [20].

Several specialists accompany the educational activities of students with SEN in the inclusive EDG. Usually, in addition to the teacher of the EDG, a teacher's assistant, a psychologist, and correctional teachers work with the child.

Therefore, one of the important issues of creating an inclusive educational environment in the EDG is the level of readiness of teachers to work with children with



SEN. The study, which was conducted in April 2024, was devoted to the study of problematic issues and current areas of professional development of teachers in working with children with SEN. It was found that the majority of teachers rate their own knowledge in the field of inclusive education quite highly. 70% of teachers have a high level of internal motivation to work with children with SEN, 24% – external positive and 6% – external negative motivation. Among the problems, educators (about 70%) note the difficulties associated with establishing social interaction with the participants of the educational process and internal barriers, and 30% – difficulties that arise due to inconsistencies in organizational issues. Among the directions of their professional improvement in this area, teachers consider the following to be relevant: methodical (35.4%), psychological knowledge and skills (41.8%), knowledge of regulatory and legal support of inclusive education (22.5%) [17].

Interaction of all specialists and cooperation with parents of children with SEN, who are actively involved in the educational process and work with teachers on the basis of cooperation, trust, tolerance and understanding, is an integral component of a successful learning outcome and a comfortable stay in an inclusive EDG.

Today, there is already a successful experience when the parents of such children get jobs as assistants in order to be with the child as much as possible and help him master his studies as professionally as possible.

So, it can be noted that the development of an inclusive educational environment in the inclusive EDG is ensured both by organizational measures (creating new classes, opening positions of assistants), and by improving the qualifications of teachers.

But it should be recognized that the inclusive EDG still has many difficulties on the way to its formation, including the professional unpreparedness of the teaching staff to work with children with special educational needs, the architectural inadequacy of the buildings of general secondary education institutions, and the insufficient level of education. Development of the regulatory and legal framework, insufficient funding, academic overload of educational programs that are difficult to adapt to the educational needs of the specified category of children, insufficient level of methodological support, negative attitude of some teachers and parents to inclusive education. This



state of affairs can be explained primarily by the fact that the inclusive EDG is still developing, and the listed topical issues can become topics of further scientific research.

Conclusion.

The creation of a favorable inclusive educational environment, the introduction of innovative models of social assistance and support for persons with SEN are among the most urgent issues of education development in Ukraine.

Therefore, we must state: adaptation of persons with SEN to study in educational institutions is a long and complex process caused by certain objective difficulties of a socio-psychological, pedagogical and professional nature. One of the priority tasks of the social policy of the state today is to protect the rights of children with SEN to receive quality education through the creation of an inclusive educational environment, in particular, an inclusive EDG.

Based on analytical data and the results of modern research, it can be noted that the progressive development of an inclusive educational environment continues, which is expressed in an increase in the number of inclusive classes and the number of students with SEN. The number of assistants increases, the professional skill and motivation of educators who work in EDG with children with SEN increases.



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