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## **INCLUSIVE COMPETENCE AS A PHILOSOPHY OF MODERN EDUCATION**

Education as a process reflects the stages and specifics of the development of the educational system and undergoes certain transformations in the process of evolution. Inclusive education as special education for people with special educational needs is not left out. The basis for the formation of the concept of *inclusive education* is the postulate that education is a basic human right and that it creates the basis for a fairer society. The starting point for the development of inclusive education is considered to be the «World Conference on Education for All» in Thailand in 1990, the purpose of which was to provide people with special educational needs the opportunity to realize their education. But the main impetus for inclusive education is considered to be the adoption of the «Declaration on principles, policy and practice in special needs education» in 1994 in Spain. This document called on states to create «schools for all».

Inclusion refers to «the act or practice of including and accommodating people who have historically been excluded (because of their race, gender, sexuality, or ability) » (Definition of INCLUSION, б. д.). The concept of *inclusive education* was formed thanks to the belief that every person has the right to gain an education regardless of their individual characteristics. Extending inclusion to people with disabilities in educational institutions is not only a reflection of the times, but also one step towards ensuring the full realization of human rights to receive accessible education. Regardless of social status, physical and mental abilities, inclusive education provides an opportunity for each individual to satisfy his or her need for

development and equal rights to receive an education adequate to the level of human development.

In the context of inclusive education, the requirements for the established system of professional competences of teachers are increasing. Inclusive education primarily includes the improvement of pedagogical methods, taking into account the diversity of the student contingent, seeing individual differences not as a problem that needs to be solved, but as a new opportunity to enrich the educational process (Лященко, 2021, 399). The concept of inclusive competence comes to the fore, which is understood as a set of abilities of a teacher to create conditions for realizing the educational needs of students with limited health opportunities and disabilities; to model an inclusive educational environment; to apply technologies and methods that provide solutions to all problems of education and upbringing of this category of applicants; to project the trajectory of self-development, self-education, as well as the process of development of students in the conditions of the functioning of the inclusive education system.

One of the main beliefs of scientific and pedagogical workers who provide educational services to people with special educational needs is that the difference between people is a normal phenomenon and that the learning process should adapt to the person with disabilities, and not the person should adapt to the pace and nature of training. The main task of inclusive education is accessibility to education in institutions of higher education, where special conditions and methods are created for the education of persons of this category. Solving this task helps to cope with discriminatory views of society. Inclusive education gives all students the opportunity to fully participate in the life of the collective of the institution of higher education.

Effective implementation of the inclusion of an individual in the environment of an educational institution seems almost impossible without specialized psychological and pedagogical support for both the inclusive process and individual structural components. After all, there are many problems on the way to the implementation of

inclusive education, such as: rejection of persons with health disabilities; difficulties in understanding and implementing approaches to the education of persons with health disabilities; problems of social and psychological adaptation of persons with health disabilities. Inclusion takes into account both the needs and the special conditions that the learner and the teacher need to succeed. In the context of inclusive education, it is necessary to accept and consider each person as a full member of the team.

Inclusive education is a philosophy, and the teacher is the main condition for the successful implementation of inclusive principles and their implementation in pedagogical practice. Thus, a teacher's professional confidence, emotional and motivational readiness to work in conditions of inclusion largely depend on the help of specialists and the administration of the educational institution. Therefore, the importance of properly organized work on preparing an educational institution for the implementation of an inclusive process cannot be underestimated. It is necessary to develop complexes of individual adaptive programs, conduct research related to the dynamic assessment of psychological parameters of the process of inclusion in the educational institution and in the education system as a whole.

## REFERENCES

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