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Analysis of the Key Theoretical Frameworks of the Organization of Inclusive Education in a Preschool Establishment

Abstract

The article substantiates the peculiarities of the organization of inclusive education in preschool establishment. The author focuses on theoretical and practical research, in which the preschool stage of childhood is considered in the context of the problem of reforming the preschool education system within the framework of inclusion. The purpose of the presented article is a theoretical substantiation of the key theoretical and practical frameworks of the organization of inclusive education of children with special educational needs in a modern preschool establishment. The following research methods are selected: theoretical (study and analysis of pedagogical and psychological literature; legislative and normative documents; systematization, classification, terminological analysis; generalization of existing pedagogical experience) and empirical (pedagogical experiment; observation; pedagogical interpretation of research results). The methodological basis of the study is the activity approach in the process of personality development, conceptual provisions on the specifics of the organization of the educational process of children with special educational needs. According to the results of the presented research, the attitude of the participants of the educational process to inclusion, selection of content and methods of education, taking into account the individual characteristics and abilities of each child, has changed; the essence of interaction with children's parents; interdisciplinary interaction of all teachers. The author sees prospects for further research in the introduction of inclusive learning technologies into the practice of preschool education.

Keywords: Inclusive Studying, Principles of Organization of Inclusive Education in a Preschool Educational Establishment, Organizational and Pedagogical Conditions of Inclusive Education in Preschool Establishments.

Introduction

The humanistic nature of public consciousness changes the attitude towards people with special educational needs. One of the priorities of state policy is to create conditions for their comprehensive education, adequate condition and health in particular.

Therefore, the relevant problem for the development of a modern education system is the introduction of inclusive education.

In the world educational practice, the term "inclusion" (the word originates from English) is the process of real inclusion of all citizens, who have difficulties in psychophysical development, in active social life. It involves the development

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and application of such specific solutions that will allow everyone to participate equally in public life (Poroshenko, 2019).

The inclusive education in preschool is especially important. After all, it is at the preschool age that the personality begins to form, the initial conditions of the future educational activity of a child, which actively acquires cultural skills and abilities, are created and the active development of its cognitive abilities takes place.

Preschooler children who need correction of psychophysical development adapt to life in general education establishments better than in special establishments. The difference in gaining social experience is especially noticeable. Under certain conditions, the development of preschool children with special educational needs can equalize or approach the level of development of healthy peers.

But, in the modern educational space there are contradictions between:

- Stereotypical approaches to the organization of the educational process in all segments of education and the demand of society in regard to the education of persons with special educational needs;
- Practically undeveloped mechanism for the implementation of inclusive education of preschoolers, who need correction of psychophysical development, and the organization of a special type of preschool educational establishment, where inclusive education would be implemented;
- The traditional process of studying in preschool educational establishment and search for new ways of organization of the education for children with special educational needs; development of scientific and theoretical foundations of its components.

To resolve these contradictions, of course, there is a need for academic research that would scientifically substantiate the key theoretical frameworks: purpose, organizational and pedagogical conditions, principles of inclusive education in preschool; creating an inclusive educational environment for the development of each pupil, taking into account his or her individual cognitive abilities.

The methodological basis of the research is the activity approach in the process of personality development (Vygotskiy, 1983); conceptual provisions on the specifics of the organization of the educational process of children with special educational needs; philosophical basics of the specifics of teaching children with special educational needs in the system of inclusive education.

The theoretical basis of the study is: the conceptual provisions of humanistic pedagogy

on the social values of the individual, the inclusion of each child with special educational needs in the educational space, enshrined in the Convention on the Rights of the Child (November 20, 1989); conceptual provisions of the Salamanca Statement on the Education of Persons with Disabilities (June 7-10, 1994); Law of Ukraine "On higher education" (January 17, 2002), state regulations "On the creation of an inclusive educational environment in preschool educational establishments" (Letter of The Ministry of Education and Science of Ukraine No. 1/9-348, June 25, 2020).

Literature Review

The preschool period plays an important role in the formation of individual, is sensitive for the formation of its primary worldview, identity, the development of social attributes. At this time, the initial conditions for the future educational activities of the child are created; there is an active development of its cognitive abilities.

In Ukraine, the problems of the organization of inclusive education in preschool establishments are studied by such scientists as L. Budiak, O. Kovshar, I. Knyazheva, O. Kolupaieva, I. Kuzava, M. Poroshenko, K. Suiatynova, O. Samsonova, T. Soloviova, S. Sorokoumova, N. Shmatko and others. According to scientists, the preschool period is necessary for provision of immediate comprehensive care to the child in the sensitive period of its development. The earlier we start working with a child who needs correction of psychophysical development, the higher his or her chances of adaptation and socialization in society.

Thus, the relevance of the problem led to the choice of the topic of our article: "Analysis of the key theoretical frameworks of the organization of inclusive education in preschool establishment".

The tasks of the research:

1. Analysis of the phenomenon of "inclusive education of preschool children";
2. Highlighting the principles of inclusive education of preschoolers;
3. Substantiation of organizational and psychological and pedagogical conditions of the organization of inclusive education in a preschool establishment;
4. Definition of the concept of "inclusive education in preschool establishment".

Methods

The research methods are the following:

- Theoretical: study and analysis of pedagogical and psychological literature on the problem of research; legislative and

regulatory documents; systematization, classification, terminological analysis;

- Empirical: pedagogical experiment; monitoring the activities of teachers, children and their parents; surveys, questionnaires, interviews (teachers, parents, children, managers);
- Diagnostic: testing, conversation, observation, pedagogical interpretation of research results.
- The experimental research was conducted on the basis of preschool educational establishments of Kryvyi Rih city (Preschool Educational Establishments No. 241, No. 82, No. 15).

The study involved 94 children, 23 of them with special educational needs, parents of children and 21 teachers (teachers-educators, speech pathologists, psychologists).

Results

The system of modern inclusive education includes establishments of preschool, general secondary, vocational and higher education; provides not only the active inclusion and participation of children with special educational needs in the educational process of the general education school, but also, to a greater extent the restructuring of the entire educational process as a system in order to meet the educational needs of all children.

Inclusive education implies a willingness to teach every child, regardless of the presence or absence of physical or mental disabilities, and to the maximum extent corresponds to the curriculum of the establishment or group that the child would attend in the absence of any disabilities (Rogers, 1994).

The main feature of inclusive education is the change of views, beliefs, philosophy, mentality of all participants of the educational process: children, parents, teachers, which is important for creating an optimal comfortable environment in the educational establishment.

Inclusive education places the educational system and the functioning of the educational establishment before serious challenges, mobilizes the coordination of team work, improvement of programs and teaching methods, stimulating the development of the competence of teachers and other specialists.

The research issue has been properly reflected in various scientific sources.

The analysis of theoretical and practical research shows that the inclusion of children with special educational needs in the general education establishments changes, above all, the attitudes of adults towards children - creates the same conditions for each of them, taking into

account their individual characteristics (Kolupaieva, 2012).

Thus, Kalinina (2007) states in her research that inclusive education contributes to the normalization of the life cycle and education in accordance with individual capabilities and educational needs for children with special educational needs in preschool age; grow of confidence to oneself and the future; opportunities to change public opinion together with their healthy peers; gaining tolerance of parents and children in regards to joint learning with people who have disabilities.

Vygotskiy (1983) also pointed out the need to include children with special educational needs among ordinary children:

It is extremely important from a psychological point of view not to lock abnormal children in special groups, but to practice their communication with other children as widely as possible; ... the rule according to which we, for the sake of convenience, select similar collectives of mentally retarded children is deeply anti-pedagogical. In doing so, we not only go against the natural tendency in the development of these children, but, more importantly, we deprive the mentally retarded child of team cooperation and communication with others, enhance rather than alleviate the closest reason that causes the underdevelopment of its higher functions.

Properly organized joint learning creates conditions for gaining the most valuable and important experience of emotional and evaluative attitudes, interaction, mastering of various ways of work in the process of joint activities for each child. In addition, the common form of knowledge gaining expands the boundaries of interaction of preschoolers who have special educational needs with the environment, including them in active work and communication, which contributes to their successful development. However, the most important thing is that the children, parents, teachers learn to perceive everyone as he or she really is within the framework of an inclusive education. After all, as practice shows, joint learning creates the initial conditions for the formation of a new society – tolerant one; the one being able to understand and accept everyone (Kalinina, 2007).

Supporters of inclusion note that the placement of children with developmental disorders in educational establishments will eliminate negative stereotypes, and personal contacts will contribute to the formation of a positive attitude towards people with special needs. Among the difficulties of inclusive education is the likelihood that children will not be sufficiently prepared to the perception of their peers with special needs. Moreover, the

treatment of children with developmental disorders may be even worse than that of children with physical disabilities (Townsend; Wilton; Vakilirad, 1993).

The experience of educators-practitioners shows that the inclusion of children with special educational needs in groups of healthy peers requires early diagnosis, special training, maximum correctional psychological and pedagogical support, parental assistance, as well as appropriate equipment, special means of rehabilitation. Adults (parents, family members, teachers) should have comprehensive information about the child's health, psychophysical characteristics, pace and level of general development. Pedagogical diagnostics should analyze the peculiarities of the child's development, identify its potential, inclinations and interests that can be used as support links in the development and implementation of corrective and developmental influences. The use of methods of pedagogical diagnostics in the teaching and education of children contributes to the timely detection of their difficulties, purposeful analysis of behavior and activities, establishing the causes of developmental disorders, selection of correctional influence means.

The issues of principles of organization of inclusive pedagogical process, education and development of preschool children with special educational needs were studied by: I. Kuzava, O. Mamicheva, E. Panasenko, Kh. Burtseva, L. Hanzeruk, I. Voloshyn, A. Shevtsov, O. Ilina. The scientists highlight the following principles of building an inclusive educational process in the preschool establishment:

- Principle of scientific approach: the use of theoretical and methodological basics of inclusive education with reference to the best practices of preschool and special pedagogy and psychology, development of program and methodological tools, analysis and monitoring of learning outcomes and upbringing of children.
- Principle of systemic approach: ensuring equal access to quality education of children with special educational needs, implementation of individual educational route of the child taking into account new forms of preschool education and continuity between educational levels: early care - preschool education - general secondary education.
- Principle of variability, correctional orientation: the organization of the educational process in combination with correctional and developmental work.

- Principle of individualization: the implementation of personality-oriented individual, differentiated approach;
- Principle of social responsibility of the family: interaction with the families of pupils, family participation in the educational process.
- Principle of interdisciplinary interaction: coordination of actions of different specialists and services in order to optimize the process of preschool education (Kuzava, 2013).

The national scientists (Budyak, 2009; Kolupaieva, 2012) have determined the conditions for effective provision of inclusive education for children with special needs:

- Early detection of defects in development and correctional work from the first months of life;
- Correct diagnostics of the child's development and taking into account its abilities;
- Psychological readiness of the child and his parents to joint learning with healthy peers;
- Development of methods of exchange education depending on the type of dysontogenesis;
- Close cooperation with parents, providing them with the necessary minimum of defectology knowledge, psychotherapy and counseling;
- Appropriate training of teachers of general education schools;
- Creation of a special educational environment (necessary equipment, security regime, etc.);
- Preparation of children with the normative level of development to interact with peers who have psychophysical disorders;
- Providing psychological and pedagogical support for inclusive education.

The scientific researches of I. Bzhazhnokova, P. Halperin, L. Shypitsyna, O. Shestakova determine the conditions under which the maximum possible development of a child in the process of joint learning is achieved, namely:

- Early start of correctional work;
- Favorable family environment and close relationship of the educational establishment with the family;
- Use of educational programs and methods that correspond to the age period and the real capabilities of pupils in need of correction of psychophysical development in the preschool establishment;
- Adaptive educational environment (overcoming architectural and social barriers, technical and methodological support);
- Psychological and pedagogical support (individual educational program, individual

and group correctional and developmental classes);

- Transformed methods and organizational forms of education (specifics of adult-child and children's joint activities based on social interaction, the use of alternative methods);
- Scientific and methodological support of educators (advanced training through the active forms of joint pedagogical work);
- Formation of inclusive culture for all participants of the educational process by conducting tolerance classes, thematic classes, involvement and psychological and pedagogical support of parents, etc.) (Shestakova; Sorokina, 2011).

According to O. Pletneva (n.d.), the following conditions should be created for children with special needs in preschool educational establishment:

- Financial and legal support of the process regulated by educational normative legal documents;
- Personnel resources of an inclusive educational establishment, which are specially trained for work with "special" children;
- Material and technical base for creating a barrier-free environment (ramps, lifts, specially equipped toilets, rooms for physical therapy, psychomotor correction, rooms for speech therapy and correction classes, gym, etc.);
- Adapted curricula and classes programs drawn up by specialists, teachers;
- Necessary handouts and didactic material for classes with children.
- Researcher I. Kolupaieva (2012) states that in order to organize an inclusive educational environment in a preschool establishment, it is important to create appropriate organizational conditions:
- Special equipment for education, appropriate didactic material, visual means, special manuals;
- Personnel resources, i.e. the involvement of special experts in the staff;
- Barrier-free environment: ramps, lifts, specially equipped toilets, etc.

The work with both parents of children with special educational needs and healthy children takes an important place among the psychological and pedagogical conditions for the organization of inclusion in the preschool establishment. The main areas of such interaction are:

- Clear understanding of inclusion by kindergarten personnel and parents;
- Regular interviews and consultations with parents in order to take into account their

opinions in organizing the work of the establishment.

Based on the analysis of scientific and theoretical research and practical experience, we have identified the following psychological and pedagogical and organizational **conditions** for the organization of inclusive education of preschool children with special educational needs:

- Creation of an adapted inclusive environment in the preschool establishment, which provides full inclusion and personal self-realization of preschoolers with special educational needs;
- Implementation of accessibility of preschool education for all children;
- Psychological microclimate favorable for the education of children with special educational needs
- Availability of appropriate personnel resources of inclusive education with systematic advanced training; conducting regular trainings on the practice of inclusion of employees of preschool educational establishments;
- Determination of the individual educational path of the child, as well as the organization of correctional work with children through the joint activities of specialists and educators;
- Monitoring the results of inclusive education, which provides a dynamic assessment of the development and education of preschoolers with special educational needs;
- Implementation of individual and differentiated approaches in teaching preschoolers with different levels of development;
- Material and technical equipment of the inclusive education process (availability of ramps; specially equipped places for learning, training and rehabilitation and medical equipment, etc.);
- Work with parents (social and pedagogical counseling, individual conversations, trainings, small pedagogical meetings, etc.);
- Interaction with public organizations;
- Organization of joint activities for children with normative level of development and their peers who need correction of psychophysical development, in order to actively involve them in the life of the children's team of preschool establishment through leisure (walks, sports events, project teams), art (performances, exhibitions, creative competitions etc.), public (making gifts, souvenirs, etc.), labor activity (gardening and landscaping of the kindergarten, etc.).

We believe that only the combination of the above-mentioned conditions will contribute to the

creation of a pedagogically high-quality inclusive educational environment and provide a comfortable stay of preschoolers, ensure the availability of preschool education for children with special educational needs.

Thus, inclusive education in preschool establishment is the creation of an accessible educational environment that would meet the needs and capabilities of each child, regardless of the peculiarities of its psychophysical development; individualization of the educational process; adequate selection and adaptation of materials to meet its special needs; active role of teachers and parents as participants in the educational process, ensuring the participation of all children in the life of the establishment.

The study of the implementation of the conditions for the organization of inclusive education in preschool establishment was carried out in several stages:

Stage I – oriented and analytical. At this stage, the study and analysis of scientific sources and regulatory documentation in order to determine the research strategy was conducted, the methodological support of a comprehensive examination of children with special educational needs was analyzed. Statement experiment.

Stage II - diagnostic and implementation. It was directed at theoretical and pedagogical substantiation, development of an algorithm for the inclusion of children with special educational needs in preschool establishments. Educational and methodical, didactic and consultative materials for parents and teachers were created. A formative experiment was performed.

Stage III - transformative, final. Organization of research and experimental work in preschool establishments for the organization of inclusive education (experiment). Clarification and verification of experimental data. Control experiment.

In order to determine the parameters of the effectiveness of the implementation of the conditions for the organization of inclusive education in the preschool establishment, the standards proposed by the International Association Stepbystep were taken (Budyak, 2009). The main ones are:

- Interaction between children and teachers, family participation;
- Planning a child-centered program, using strategies for meaningful learning, preservation of the health and safety of the child;
- A favorable environment for each child.

Relationships in an inclusive group focus on the ability of children to actively, comfortably interact with peers and adults in accordance with generally accepted rules and regulations; take part in joint games and activities.

The evaluation of the interaction between children and teachers took into account the frequency of interaction and its content: the extent to which this interaction is positive, reflects neutrality, objectivity, sensitivity and respect for the individual interests and differences of children.

In relation to the family, the partnership of teachers and parents is evaluated in creating optimal conditions to meet the needs of children in learning and development.

Individual development programs were designed with consideration of the interests and needs of a group of children and each individual child and contained recommendations based on monitoring the child's progress. The selection of different methods and materials should correspond to the level of development of children, stimulate individual development and encourage the socialization of children.

In relation to teachers, it was evaluated their use of knowledge about the development of children, relationships with children and families, taking into account the originality, uniqueness, needs and capabilities of each child; creation of the environment by teachers-educators which provides the maximum opportunities of independence revelation at children, practical mastering of vital skills, interaction among themselves; use of various learning strategies for each child by teachers, systematic monitoring of each child's progress; regular evaluation of the level of their own professional skills, improvement of programs and practices of their work with children.

The attitude of participants of the educational process to inclusion has changed. The number of children in the group who agreed with the statement "I have many friends and they help me" increased from 62% to 77%. There are twice as many teachers who believe that the teaching staff works in cooperation. The number of parents who agree with the statement that teachers try to make their children's education interesting and understandable to everyone has increased from 18% to 71%.

Thus, when including children with special educational needs in the group of kindergarten, it is necessary to pay attention to some aspects: selection of content and methods of education taking into account the individual characteristics and abilities of each child; creation of adult-child and children's community; interaction with children's parents; interdisciplinary interaction of all teachers.

Conclusion

Thus, the analysis of relevant research publications showed that inclusive education is a specially organized interaction of teachers with

children who have psychophysical disabilities and who have normative level of development, which involves the use of organizational and organizational and pedagogical conditions of education.

The inclusive education in preschool establishment is the creation of an accessible educational environment that would meet the needs and capabilities of each child, regardless of the peculiarities of its psychophysical development; individualization of the educational process; adequate selection and adaptation of materials to meet its special needs; active role of teachers and parents as participants of the educational process, ensuring the participation of all children in the life of the establishment.

We see prospects of further research in the introduction of inclusive education technologies into the practice of preschool educational establishments.

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