

PEDAGOGY

Didactic principles of inclusive education arrangement at higher educational institutions of Ukraine

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Abstract. It has been stated at the article that arrangement of inclusive education for student with special needs is based on introduction of systematic, individually-oriented and competency-based approaches. Specific didactic principles of inclusive education's arrangement have been stated. Educational methods, mostly corresponding to aforesaid principles were defined. Peculiarities of inclusive education forms were noted. Importance of informational and communicational tools, used while working with students, having special needs was highlighted.

Keywords: education, inclusive education, student with special needs, didactic system, higher educational institution.

Introduction. Development of modern high school education is to greater extent determined by its humanistic orientation. As per humanistic paradigm main education's value is the personality with its abilities and interests. For people with special needs it means that while getting education abilities of their physical health is no longer key and certainly not limiting factor any more.

Analysis of statistic data, presented in National Report On status of disabled people in Ukraine (dd. 2013) allows speaking of trend towards growing number of disabled people in higher educational institutions of Ukraine. One of the reasons for such growth is the exemption of certain privileges for people with disabilities while entering higher educational institutions. If within 2007/2008 academic year 12262 disabled students studied in higher educational institutions of I-IV accreditation levels, thus in 2012/2013 academic year their number used to be 1,5 time more (18825 disabled students). Hereby the problem of providing disabled people with the opportunities of higher education getting along with other nationals becomes more vital in Ukraine.

Scholars see the way of this problem solving in introduction of inclusive education – such educational system, ensuring realization of citizens' basic right for education owing to creation of proper learning conditions at general higher educational institutions [5; 8; 10].

Materials and methods. Inclusive education becomes more widely recognized as the most optimal and perspective model for disabled students studying [11]. Inclusive education is based on the ideology, excluding any discrimination and providing equal access to educational services for all people by creating recouping conditions for people having certain health problems. Each person is recognized as such to be respected in view of its uniqueness, availability of individually pertaining needs and abilities. Diversity is sustained and viewed as the resource of experience enlargement but not as a problem [2].

Effectiveness of inclusive education at higher institutions greatly depends on determination and awareness of key methodological approaches to such educational process arrangement. Thus A. Kukuev states that methodological approach means certain theoretical structure and is characterized by availability of the following features: basic concepts, used in educational practice; principle being assumptions of educational activities; techniques and methods of educational process [9, p. 8]. Various educational approaches are defined: systematic one, structural one, activity-based, holistic

one, creative one, subject-subject, differentiated, individual, person-centered, competency, axiological, communicative, situation-based, paradigmatic, socio cultural, etc.

Education at high school, being task-oriented, systematic and consistent process subjects to certain system of principles, adherence to which ensures its effectiveness. Educational principles are governing ideas, basic concepts, defining content, forms and methods of educational activities. Fundamental didactic principles in high school pedagogic are the following ones: scientific principle; systematic and system-based principle; principle of theory-practical combination; principle of education activeness and self-sufficiency; principle of education consciousness; principle of education's affordability; principle of strong knowledge, abilities and skills; principle of visual aids-based learning; principle of personalization and collective nature of education; principle of scientific and learning processes integrity [13, p. 86].

The method of training is a way of collated interconnected teacher-student activity, aimed at achieving high school goals. Pedagogic is aware of various methods of education classification. In particular, based on the knowledge source verbal, visual, practical methods are distinguished (D. Lordkipanidze, E. Holant, N. Verzilin, S. Chavdarov, etc.). Depending on didactic objectives teaching methods are split into those, aimed at knowledge getting, skills formation, application of acquired knowledge and skills, creative activities promotion, consolidation, validation of knowledge and skills (M. Danilov, B. Yesipov). Classification of teaching methods in terms of independent cognitive activity presumes explanatory-illustrative, reproductive, partially retrieval, research methods, method of problem-based material studying (I. Lerner and M. Skatkin). Y. Babanskii classifies teaching methods based on holistic approach.

The notion of form in relation to education is used in two cases – as teaching method and as form of educational activity arrangement. Thus, depending on the number of joint activity participants it falls under: individual one, matched one, group one, teacher-up-front one and team one. Under the scope of Tuning project huge amount of organizational forms, widely spread at high school has been analyzed. In particular, a lecture, seminars, practical and laboratory sessions, presentation session, consultation, workshop, students' individual, scientific and research activity, etc [14].

Success of learning process, effectiveness of various methods and approaches' application largely depends on appropriately chosen teaching aids. Teaching aids encom-

pass various teaching tools, used in the system of cognitive activity. Teaching aids include textbooks, handbooks, scientific, nonfiction books, methodological, reference literature, teaching materials, magazines, visual aids and training equipment, models, devices and tools (both drawing and measurement one). Thus, as Z. Slepkan (2005) states, teaching aids are used at high school to intensify and enhance teaching effectiveness from students' side. Meanwhile effectiveness of their usage depends not only on their performance excellence but largely on methodology of their application and teaching materials' content [13, p. 139].

Suggested article is based on the results of such research methods application:

- Examination and analysis of psychologically pedagogic and methodological sources in terms of inclusive education arrangement for disabled students;
- Method of synthesis, being the basis for specific didactic system formation, considering specific features of disabled students studying under inclusion conditions;
- Systematization and generalization of both theoretical and empirical data, related to disabled persons learning.

Results and discussion. Detailed study of inclusive education's nature, characteristics and peculiarities allows summing up that its arrangement shall be first of all based on following methodological approaches realization:

- Systematic (interpretation of learning process as didactic system, consisting of the following governing components as learning objective, content, methods, means and organizational forms);
- Person-centered (recognition of student as key player in learning process, student-oriented education, effort to ensure maximal disclosure of student's abilities, skills and creativity);
- Competency (formation of key and meaningful competencies, presuming development of students' readiness with regards to application of acquired knowledge to solve particular practical tasks in professional and everyday life as well as formation of corresponding motivation affirmations, core values, ethic opinions and beliefs, etc).

Analysis of scientific and pedagogic literature with regards to inclusive education implementation, systematic, person-centered and competency approaches application, detailed study of tutorial practical experience in working with disabled students enables summarization of specific inclusive principles while working with disabled students:

- Principle of education humanization (respect for human rights and freedoms, build-up of tolerant attitude and mutual understanding within learning environment, non-discrimination, recognition of every student's equal value);
- Principle of education's affordability (opportunities creation for learning materials getting in accessible for students formats, considering individual peculiarities of students, having health problems);
- Principle of education flexibility and openness (providing disabled student with the right to choose education forms, methods and tools, system of educational results monitoring, etc);
- Principle of consistency in objectives definition, selection of content, education forms, methods and tools choice;
- Principle of individualization and education differentiation;
- Principle of developmental environment (application of search-based, research and problem-based training methods, promoting activation of self-contained research activity of students);

- Principle of education's professional orientation (correspondence of training's content to students' future professional activity);

- Principle of innovation and scientific orientation (searching, examination and implementation of best examples of domestic and foreign educational practices, build-up of proper inclusive education methodological support base, analysis and monitoring of inclusive education outcomes, assessment of implemented technologies' effectiveness, etc).

The following methods largely correspond to above-defined principles of inclusive education arrangement for disabled students: research method, problem-based method, project-based method, cooperation-based method, case-study method, method of professional situation simulation. Detailed study of pedagogic researches in terms of inclusive education implementation, teaching of people, having health problems makes it possible to state that application of above-stated methods of education will be appropriate, considering the fact that they:

- Are primarily focused on development of student's personality, drawing attention to student's potential not to his disabilities;
- Promote self-contained scientific and educational activity of students;
- Provide opportunity for education individualization and differentiation, satisfying students' special needs;
- Improve students' communication skills and abilities, increasing the possibility of their successful socialization;
- Promote improvement of learning material acquisition, formation of highly professional individual, ensuring graduates' competitiveness at today's job market.

Specific form of inclusive education is application of remote learning elements. Necessity of remote interaction between teacher and student is firstly linked with students' health problems, regular medical treatment and examinations, resulting in classes' absence. The use of remote learning technologies promotes realization of individualization and education differentiation principles, allowing to structure individual-based learning path and ensuring flexibility of educational process for disabled students. In I. Delyk's opinion, implementation of remote learning presumes creation of special conditions that would allow to set off health problems for every disabled student, maximally bringing technical and technological educational means closer to his individual capabilities. Dealing with each category of students, depending on their physiological, psychological, intelligent peculiarities, abilities of computers usage, information perception and transmission capabilities, intensity of cognitive functions and teacher-student interaction capabilities has certain specific character [3, p. 32].

Information and communication technologies play key role in the arrangement of inclusive education at higher educational institutions. Thus, T. Hasselbring and C. Glaser note that tutor at lecture-hall is not always able to pay enough attention to each separate student, while information and communication technologies provide disabled students with the ability to equally participate in practical, searching, research and simulation activity, corresponding to their needs and abilities [6]. Research of B. Hemmings et al. states that the most effective way of working is in small groups of students, but it is not always economically beneficial for educational institution. That's why special sites are created for such students, containing e-books, accessible for additional examination or review [7].

One of the most complicated problems disabled students face with in course of education and further professional activity is the problem of information exchange. It has two sides: from one side providing students with accessible data, from other side – providing results of students' activity in widely adopted form. Afore-stated problem became more acute due to the increasing speed of information update, more stringent requirements for fresh data exchange. According to V. Shvetsov and M. Roshchina information technologies themselves are the tools that will provide reliable and prompt data exchange with other people [12, p. 212].

Education's affordability, in particular, for disabled people can be largely ensured by using adaptive informational technologies in educational process. It can be Braille display that will allow displaying information in the form of Braille point code, adapted mouse or keyboard, touch screen; software for text scoring from the monitor screen (JAWS, Virgo), voice recognition, scanning and symbols optical recognition, image zooming on the monitor (ZoomText) and so on.

The use of computer technologies with adaptive technologies-based software, access ensuring to global Internet-network greatly expands the capabilities of disabled students with regards to application of information resources, enhances interaction with other people via online chatting, etc. C. Dunn et al. state the need of so-called Universal Design Learning [4]. Universal Design Learning makes provisions for alternative methods of educational information's introduction to ensure its accessibility for all students. Significance of flexible information resources, having wide range

of their adaptation capabilities towards students' needs is also emphasized by L. Claiborne et al. [1].

Conclusion. Organization of inclusive education for students with disabilities in higher educational institutions is based on the implementation of the systematic, individually-oriented and competency approaches. The essence of such learning lays in the systematic nature of the educational process, its focus on the individual student, implementation of personalization and differentiation principles, building activity-based learning process. The forms, methods and technologies, used to teach students with special needs should help in formation of corresponding core and subjective competencies. Didactic principles of inclusive education for students with disabilities are the principle of education humanization, the principle of educational services' affordability, the principle of education flexibility and openness, consistency principle, the principle of individualization and differentiation, developmental environment principle, the principle of professionally-oriented education, innovation- and scientific-based principle. The following training methods greatly correspond to afore-said principles: research method of training, problem-based method, project-based method, cooperative learning method, case-study method, method of professional situations' simulation. While arranging inclusive education it will be useful to apply information and communication technologies making learning process for disabled students more flexible and individually-oriented and providing data accessibility, facilitating the perception of educational material, etc.

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Дидактические основы организации инклюзивного обучения в высших учебных заведениях Украины

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Аннотация. В статье выяснено, что организация инклюзивного обучения студентов с ограниченными возможностями основывается на внедрении системного, личностно ориентированного и компетентностного подходов. Сформулированы специфические дидактические принципы организации инклюзивного обучения. Определены методы обучения, которые в наибольшей степени соответствуют указанным принципам. Отмечены особенности форм организации инклюзивного обучения. Подчеркнуто значение информационно-коммуникационных технологий в обучении студентов с особыми потребностями.

Ключевые слова: обучение, инклюзивное образование, студент с особыми потребностями, дидактическая система, высшее учебное заведение.