Methodological aspects of exclusion and inclusion at the stage of entry into the issue of diversity

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Abstract. This article reflects the current understanding of the processes of exclusion and inclusion of the national higher school, the results of a sociological study of students' heterogeneous groups of Berdiansk State Pedagogical University in the framework of the joint European project "Initial and further education and training for educationalists and managers in education in the field of diversity", design of resources, conditions for teachers' training. Empirical data form the basis for the development of inclusive educational space a model of the University and the Strategic plan for the development of inclusive education in the region.

The conceptual idea of the study: in contrast to the traditional ideas prevalent in the national and foreign pedagogy, which limit the inclusive education only to the integration of persons with disabilities into the cultural and educational environment of an institution, we propose a vision of inclusive education as providing equal participation in the educational space of various heterogeneous groups: individuals with disabilities, gifted persons, migrants, socially vulnerable groups of population, representatives of national and religious communities, etc.

The research methodology involves the analysis of scientific literature, legislative and normative documents; sociological research; qualitative and quantitative processing of empirical data; modeling of inclusive educational space of a University.

Key words: exclusion, inclusion, diversity, inclusive educational space of a University, strategic plan for the development of inclusive education in a region.

Introduction

The relevance of study. Actual problems of modern higher school include problems resulting from socio-political, socio-economic processes, the emergence and escalation of inter-ethnic and international conflicts, problems of representatives of heterogeneous groups' integration.

Education, as an integral part and necessary condition of human life, is the most sensitive to the effects of globalization and modernization. Globali-

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zation nature of the world led to the merger of life and value meanings both of individuals and civilizations.

It is the civilizational dimension where problems of communication of various social groups and communities, including the problems of their coexistence in the educational space gain a special status. It is therefore important to understand the different processes and phenomena in a single continuum of the education system's functioning of objectively existing social, ideological, material, and psychological conditions influencing processes of identity formation and professional development. Global changes in the modern world reveal serious contradictions in all spheres of social life, strengthening mutual confrontation with global trends of integration and disintegration, unity and diversity. They appear quite clearly in the marginalized and socially unprotected groups of the population.

In the conditions of a globalized world the civilization, as well as its carriers must be protected from leveling and even disappearance. For this, the society has developed special protection mechanisms, primarily supporting the trends of localization and identification. In the context of identity formation there are two main ways of identifying it: protection, aimed at isolation from the influence of negative processes, and social design as an adaptation to new and quickly changing realities (Balcerowicz L., 2005).

The issues of social diversity, inclusion and tolerance have become extremely acute for different countries of the world; they touch the fundamental components of a human: health, labor, the intellectual and social capital. A special place among them belongs to education, as it is the appropriate level of education and culture that can provide self-affirmation and self-realization of personality, a decent job, successful socialization. One of the urgent problems of education in Ukraine with a complex structure of stratification is the development and improvement of the system of quality education provision at all levels for the population, including persons with disabilities, migrants, refugees, socially vulnerable groups, representatives of ethnic and religious minorities that has claimed the search of ways and resources for their solution, the development of international cooperation forms in this area.

The current situation requires the development and implementation of alternative models of the through education system, awareness of a diversity issue as a given one, as an important socio-political and educational issue which must be solved in a wider philosophical and pedagogical vision of inclusive education.

And as the answer to this question is the implementation of a joint European project TEMPUS-IV "Initial and further education and training for educationalists and managers in education in the field of diversity" (2013–2016), for realization of which 20 universities of Western and Eastern Europe were involved.

From the point of view of ideology of the project the concept of "inclusion" is interpreted much broader and beyond the scope of inclusive education in relation to persons with "disabilities" and is defined as "the process of seeking and responding to the needs' diversity of all learners through increasing participation in teaching, cultures, communities, and reducing *exclusivity* in their learning" (Певзнер М. Н., Петряков П. А., Ширин А. Г., 2014, с. 27).

Purpose of the study: to design inclusive educational space of a University and the Strategic plan for the development of inclusive education in the region based on the analysis of social nature of the exclusion phenomena and of inclusion in the context of diversity, generalization of sociological researches results of students' special educational needs, that is of different heterogeneous groups' representatives.

The research methodology involves the analysis of scientific literature, legislative and normative documents in the context of diversity, inclusive education, higher education; a sociological study of special educational needs of students — representatives of different heterogeneous groups; qualitative and quantitative processing of empirical data; modeling of inclusive educational space of a University.

1. Social exclusion and inclusion in the context of diversity: terminology field of study

A significant part of people in different periods of life is faced with physical, mechanical, social, psychological and other barriers that exclude them from social functioning. This phenomenon in the scientific lexicon is defined by the term "social exclusion" and is often used in relation to the process of marginalization, causes and consequences of access limitations to basic social institutions of society.

In scientific and political discourse social exclusion (lat. exclusio — exception) is the process of the social objects deprivation from the prestigious, socially-accepted values. The terms "social exclusion", "victims of exclusion" were introduced into scientific discussion in 1974 in France to refer to socially vulnerable layers of the population. Above all, mentally and physically dependent people, disabled people, single parents, orphans, deviants, maladaptive people, marginalized, and marginal persons were meant (Бородкин Ф., 2000, с. 5-16).

The analysis of scientific articles devoted to the problem allows allocating two basic approaches to the interpretation of the social exclusion concept:

1 French approach that focuses on social solidarity, integration (inclusion), which requires recognition and respect for the rights of all minorities, that do not violate the integrity of the community;

2 Anglo-Saxon approach, declaring individual freedom, equal rights for all citizens and is understood as a free choice both between individuals and between an individual and society (Колупаєва А. А., 2006, с. 39-45).

During the second half of the twentieth century, the term "social exclusion" was widely distributed in the Humanities in most European countries, encouraging the creation of a number of international documents, concepts: the European Social Charter (1965), the European Concept of Social Exclusion (1984). The European Parliament has also authorized special programs to combat social exclusion in Europe, with clearly defined conditions, because of which people are suffering exclusion. Among the priority factors of exclusion in

the European concept are: disadvantage in terms of education, skills, employment, housing, financial resources, etc. (Європейська політика і соціальне партнерство в ЄС, 2012).

In the context of modern concepts of alienation in education the social exclusion is understood as "diploma exclusion" which means the process of exclusion of children, teenagers and even adults from the education system and socially preferred forms of adaptation to life. A personality, marginalized or not included in the socio-cultural process of development and formation for a variety of reasons, feels the constriction, limitation in time, in procedural and communicative aspects (Шмидт В. Р., 2006).

We'd like to represent our own view about the relationship between social exclusion and educational space, representing the subjective-objective picture of social reality through abstract and formal requirements, norms that exist in social reality. In accordance with the classical definition of exclusion, society is a certain social space, in the center of which there are members of the society, forming a "mainstream" (confident, adaptable, recognized, outsiders). In the next concentric circle there are the ones who were discriminated for different reasons from the viewpoint of implementation of these rights (unconfident, inadaptable, not enjoying their rights or not knowing how to defend them). And finally, on the periphery of social space there are those who are the object of multiple discrimination (disadaptants, insiders, personalities excluded from social groups). In fact, it is this part of social space that will correspond to a state of social exclusion and falling out of the educational environment.

Teaching experience allows us to speak about the social exclusion situation in the student's environment when, for various reasons, there's no motivation for studies and acquisition of a profession, participation in student activities, extracurricular activities, volunteer movement, and where the missing classes multiply, etc. As common reasons for this situation is the mismatch between expectations and perceptions with the real picture of learning process, the misalignment of needs: the needs that are relevant to the student are not satisfied or they are not satisfied at all. An alternative to the situation of exclusion is inclusion in the new understanding as a modern and realistic way of solving this problem.

2. Sociological research in the framework of the project TEMPUS-IV

With the aim of identifying the priority needs of students-representatives of various heterogeneous groups and their satisfaction, minimization of the conditions, causes of social exclusion, exclusion from the educational space in the framework of joint European project TEMPUS-IV "Initial and further education and training for educationalists and managers in education in the field of diversity", the sociological study was conducted by the working team of the project in 2016.

The *aim* of the study was to obtain analytical information about the number of heterogeneous groups of students and their specific needs in the partner universities of the project to develop software and other educational resour-

ces in the field of preparation and further training of teachers and educational managers to work with heterogeneous groups and organizations.

Tasks of the study: 1) determination of the number of the following groups of students: young people — inophones (migrants), gifted young people (3 subgroups: intellectually gifted, artistically gifted and gifted in sports), young people — representatives of socially vulnerable groups, young people with disabilities (persons with disabilities); 2) development of diagnostic tools to determine the educational needs of special groups of students for the above mentioned heterogeneous groups: selection and justification of the parameters and indicators of the research, development of a tool for indicators' measuring; 3) collecting survey data, identifying the specific educational needs of the study subjects; 4) analysis and synthesis of the research results.

The main problem of the research was to investigate what features of the educational needs of students' special groups were, and to what extent the subjects of the educational process are oriented to satisfy these needs for inclusive education, appropriate services and conditions of education.

Research methods: collection of statistical data on the number of special groups of students, questionnaires, quantitative and qualitative analysis of the results.

Research tool — a specially designed questionnaire.

Subject of research: educational and social needs of students' special groups; ideas of students' special groups about opportunities to meet their educational needs (attitude to mutual learning, awareness about inclusive education, educational needs of students, social needs, types of possible educational support, organizational and pedagogical requirements, educational and methodological needs, logistics needs, expectations related to future education).

Let's reveal the results of the survey in Berdiansk State Pedagogical University (Ukraine), which was an official participant of the project TEMPUS-IV. The study included 860 students from different faculties, 486 of which were identified as representatives of the diagnosed heterogeneous groups. Quantitative analysis of the respondents is represented by the following types of samples: 40% — gifted young people; 27% — young people with disabilities; 22% — inophones; 11% — young people — representatives of socially vulnerable groups of the population.

The conducted analysis of the study results on the scales of needs' denominations of student youth confirms the diversity of the educational and social needs of students' different groups. The needs in recreation, in health preservation, in considering religious beliefs, maintaining relations with national culture, and overcoming the language barrier have the least preferences among the students. This choice is interpreted as a predictable and happy one.

The method of ranking the educational and social needs of students in heterogeneous groups let identify the following priority training needs and conduct the qualitative analysis: the need for pedagogical support in special learning environments, quality education, organizational and informational support. The priority social needs include: the need for social contact, approval, recognition, and social status.

The comparative analysis of the educational needs of heterogeneous groups has shown that the following groups need satisfaction in pedagogical support:

young people — representatives of socially vulnerable groups of the population (37%), gifted young people (23%), inophones (21%), young people with disabilities (19%). The category of gifted young people has the greatest need in special education (48%), it's followed after the degree of preference by young people — representatives of socially vulnerable groups of the population (19%), inophones (17%), young people with disabilities (16%). The following groups have a priority need to obtain a quality education: inophones (50%), gifted young people (22%) young people — representatives of socially vulnerable groups of the population (20%), young people with disabilities (8%). Organizational and informational support is needed by young people with disabilities (48%) young people — representatives of socially vulnerable groups of the population (34%), inophones (18%).

Thus, the priority educational needs among all respondents, as well as after the degree of importance of this need among the other needs' sets of this category of students is as follows: inophones — the need for quality education, talented young people — the priority is given to the need for special learning environments, for groups of young people-representatives of socially vulnerable groups and for those with disabilities among the priority educational needs is satisfaction of the need for pedagogical support.

A comparative analysis of the social needs of heterogeneous groups has shown that in the satisfaction of needs in social communication gifted young people are more in need (36%), later on after the degree of preference are inophones (29%) young people- representatives of socially vulnerable groups of the population (28%), young people with disabilities (7%). The approval and recognition is needed in the first place by gifted young people (60%), by young people-representatives of socially vulnerable groups of the population (38%) and by inophones (2%). Satisfaction of the need for social status is experienced by the representatives of the category of gifted young people (49%), young people with disabilities (24%) young people-representatives of socially vulnerable groups of the population (27%).

Thus, the matching, the comparison of empirical material obtained during the sociological research allowed to perform more precisely the preferences, values of heterogeneous groups representatives of Berdiansk State Pedagogical University, to test the research hypothesis and to make sure about the need to design and develop inclusive educational environment, the corporate culture of a heterogeneous community, intensify teachers' and educational managers' training to work with heterogeneous groups and organizations.

The results of the sociological research allow us to design inclusive educational environment of the University (on the example of Berdiansk State Pedagogical University), the strategic plan for the development of inclusive education in the region, the strategies for networking in territorial educational community, they are as well put in the basis for the development of educational modules, courses, oriented to the priority needs of these groups of student's community, suggesting the formation of a new pedagogical vision of the nature and organization of inclusive education to meet the current needs of pluralistic society.

3. The inclusive educational environment of the University

Modern life places special demands on the quality of educational services in a higher education institution and while training competitive specialist, which is largely ensured by the minimization of conditions of exclusivity, adaptation, and inclusion of the student in the educational process. Successful adaptation depends on the ability of educational systems to be more flexible and responsive to the needs of students. In terms of implementation of such approaches the role of a teacher changes — from the source of ready-made knowledge to an educational manager, consultant, proofreader, editor, and of a student, from receiving knowledge to creating something new, to a realizer of personal ideas, inclinations. In this context it is important to choose such a pedagogical approach that would best satisfy the needs of students in self-realization, creativity, quality of pedagogical support, approval, recognition, overcoming language barriers, etc., to create conditions that are optimal for achieving not only academic success but personal success as well.

We believe that one of the conditions of solving the problem of special needs, self-actualization of a student-representative of any heterogeneous group is the development of inclusive educational space of a University.

The problem of the definition of "educational space" in the last decade has become more and more interesting for scientists and researchers in different fields of science. In one research, this phenomenon is considered at the level of the territory, which often leads to the identification of the concepts "educational environment" and "education system" (A. Liferov, E. Dneprov); in others, it is about the interaction between a child and an adult (I. Frumin, D. El'konin); thirdly, it is seen as the educational environment (T. Borisova, P. Ponomarev); fourthly as an event, as a phenomenon, a development situation (N. Borytko), as the educational system (O. Gugolenko).

M. Gromkova believes that "educational space — a space in which educational processes occur, i.e. the interaction with the surrounding world is implemented and realized. In the pedagogical processes it is specially narrowed, restricted, directed in a certain direction in time (present and history) and event (depending on the content of studies) aspects". The author proposes to consider two planes of the educational space: the external (sociocultural) and internal (personal). Quantitative and qualitative characteristics of the educational space in the educational process largely depend on a teacher, his or her internal culture, outlook, worldview, as well as readiness to implement the interactive, perceptual and communicative functions (Громкова М. Т., 2003, с. 65).

According to M. Korbut, "educational environment" is directly linked to the concept of "educational experience" because the environment is posited as the totality of organizations experience's conditions in education. Environment in this case is not the material conditions but the symbolic field. It is born and functions where there is a communicative interaction between different senses or modes of activity and as a result accumulates this diversity so that each of the participants in the environment is able to change his or her own position and own vision of the situation and to formulate possible new draft of the

description and, therefore, a new design of the situation (Korbut, A. M., 2004, p. 106).

The willingness of the participants in the educational process to adequately respond to the challenges depends largely on the understanding of the processes, factors and their control mechanisms, as processes of globalization lead to rapid social, economic, political upheavals and issues of social stratification, social inequality are beyond the range of interest not only of sociologists, philosophers, and economists.

The diversity of the social environment is stated in the field of sociology (M. Weber, T. Parsons, P. Sorokin and others) in the framework of social stratification theories. The diversity is the basic characteristic of the social structure of society and represents a set of indicators that show the degree of variegation, diversity of society; accentuate the richness of this society's shades.

Education is a process of gradual development and maturation of a person, formation of his personality; in other words, this is a special socio-cultural process of development and formation of personality. The education system enables people to enter the world of contacts with different social parties, thereby creating and accumulating socio-cultural baggage in their life (Инклюзивное образование : проблемы и перспективы, 2014, с. 65-67).

Realization of the goal of inclusive education will claim, in our view, resolving a number of tasks: improvement of regulatory-legal, scientific-methodical, financial-economic support, focused on implementation and support of inclusive education; introduction of innovative educational technologies, models of providing special educational services to persons with special educational needs; formation of the educational-developing environment through the provision of psycho-medical and socio-pedagogical support; ensuring access to social environment, educational space; development and use of special didactic resource and rehabilitation facilities; improving the system of training and retraining of teachers working in inclusive education; communicative function as the main mechanism of the educational environment functioning; the involvement of students' parents with special needs to participate in the training and socialization process.

In numerous international documents the key human rights standards are formulated, including the right to education. The General Declaration of Human Rights, proclaimed by the United Nations on 10 December 1948, focuses on the fact that every person has the right to education, which should be available for him or her.

In the Declaration on the Rights of Persons with Disabilities, proclaimed by the United Nations on 9 December 1975, it's stated that people with disabilities should enjoy all the rights set forth in this Declaration.

The standard rules on the equalization of opportunities for persons with disabilities were adopted by General Assembly Resolution 48/96 of 20 December 1993, proclaimed that States-parties should recognize the principles of equal opportunity in primary, secondary and higher education for children and young people with disabilities.

In the Salamanca Declaration of 1994, adopted at the World Conference on Education of Persons with Disabilities, it's told about the principles of policies and practices in education. The Declaration stated that persons with

special needs in education should have access to education in ordinary schools where conditions must be created on the basis of pedagogical methods and techniques focused on this category of children and their needs. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating a favourable atmosphere in society, building an inclusive society and providing education for all. It is also mentioned that it's necessary to support the education of persons with special needs as an integral part of all educational programmes.

Thus, the right to education is a fundamental human right; the right to education of persons with special needs must be guaranteed without discrimination and any restrictions. States should recognize the principle of equal opportunities in the field of primary, secondary and higher education for children, youth and people with individual characteristics. Integrated educational structures, special educational system should develop in the direction of inclusive model of education.

Legislative recognition of the right to education of Ukrainian citizens, including those with mental and physical disabilities, is displayed in the current legislation guaranteeing the right to education without discrimination and on the basis of opportunity's equality, provides education at all levels. But the real situation of inclusive education implementation requires a qualitative change both in the existing Special education and in General one as well. Legal regulation of integrated or inclusive education will call for specific changes in legislation.

The policy of inclusion is based on the basic principles: a person's value does not depend on his or her abilities and achievements; everyone is able to feel and think; every person has the right to communicate and to be heard; all people need each other; the true education can only be provided in the context of real relationships; all people need friendship and support; diversity enriches all the aspects of human life.

Based on the above mentioned universally accepted principles of inclusion we formulate the following principles of functioning of the University inclusive orientation: continuity and multi-level; training orientation on the development of a wide range of graduates' competencies, including perception and generation of new knowledge; development of creative thinking, ability to find creative solutions to problems; leadership and social responsibility; interaction and interpenetration of scientific and educational activities of teachers; openness and availability of the University; integration principle of scientifically-educational environment of a University into the state and the international system; principle of compactness, unity of a campus.

Solution of educational tasks of the institutions of an inclusive orientation is based on implementation and adherence to the principles of inclusive education development (*author's vision*): the science that involves the development of theoretical and methodological foundations of inclusive education; program-methodical tools, monitoring and analysis of the results of inclusive education implementation, assessment of technologies' effectiveness used to achieve learning outcomes, conduct of an independent examination; consistency that ensures equal access to quality education for persons with special educational needs, early diagnosis and aid, continuity between levels of educa-

tion: preschool — General secondary education — vocational — higher education; variability that provides the correction orientation, the organization of personality-oriented educational process in the complex developmental work to meet the socio-educational needs, creation of conditions for social, labour rehabilitation, integration into society; the principle of social responsibility in the family provides training, education and development of children; creating conditions for the development of natural abilities; participation in the educational and rehabilitation process; the principle of social partnership with the aim of the process optimization of educational integration of persons with special needs.

Based on the above mentioned, we define the essential characteristics of approaches to the inclusive environment of the University. To build an inclusive society it's necessary to undertake a number of sequential steps: 1) recognition of diversity as spiritual values; 2) to learn how to interact with it; 3) to use diversity as a development resource.

For the educational environment to act as a developing educational environment, during the interaction of its components, it has to acquire *specific properties*: flexibility, meaning the ability of educational institutions to rapid restructuring in accordance with the changing needs of an individual, environment and society; continuity, expressed through the interaction and the continuity of its constituent elements; variation, implying a change of educational environment in accordance with the needs in educational services of the population; integration, providing solutions to educational problems by strengthening cooperation between its member institutions; openness, providing the participation of all subjects of education in management and democratization of training forms, education and interaction; policy on the active communication of all subjects of educational process, carried out on the basis of pedagogical support of a teacher's special position.

Taking as a basis a common definition of "space — many objects that have relationships" educational space is specified as a really existing space-time continuum of educational events' functioning system, a certain objectively existing body of interrelated material, political, ideological, socio-psychological factors and conditions that directly and indirectly interact with a person in the process of formation and development of his or her qualities, skills, attitudes, behavioral orientations (Инклюзивное образование : проблемы и перспективы, 2014, с. 67).

Educational space represents, on the one hand, subjective and abstract, on the other one an objective picture of social reality. It is created on the basis of subjective factuality, that is, subjective values, and also objective (formal) requirements and norms, existing in social reality (I. Surina).

Based on the definition of educational space, peculiarities of its relationship with social space, it can be argued that the educational environment has the following *characteristics*: multidimensionality that includes many indicators that determine the existence of agents, such as: life-world environment, the environment of stay, educational practice, educational and developmental technologies, etc.; diversity — association (on the basis of educational activities) in the same space-time zones of heterogeneous, even dissimilar elements; temporality — organization of time, ability to differentiate time zones: age and regional; relative continuity — existence in a certain time interval; the length is

manifested in a number of educational institutions and the repetition of events, in their zonal prevalence of personal, group and institutional level within the common space; saturation is caused by many events ordered in time and space in the life of the agent related to education, latently containing the value that determines his or her life's path; asymmetry — it is impossible to identify two symmetric subspaces containing similar structural organization and the same exchange networks, which correspond to interactions; assimilativity — acceptance of the minority by the majority in which the minority accepts the values and norms of the majority (dominant culture); complexity — the large number of different elements, orientations for educational, cultural systems, values and appropriate types of social behavior underlying the relations between agents; openness — the presence of permeable, movable, probabilistic boundaries (primarily in the temporal dimension), as well as the ability to exchange information with the public system; nonlinearity — social reality — social space — social life — educational space — the living world.

Based on the analysis of the scientific literature on the problem under consideration we define the inclusive educational environment of the University as a space in which there are social and educational relationships and the relationships of educational process subjects, social phenomenon, educational policy, values, etc., which determine the specificity of the implementation of education purpose, upbringing and comprehensive development of an individual in the heterogeneous society.

In the structure of inclusive educational space of the University we distinguish the following elements: subjects of the educational process (students, teachers, representatives of medical institutions, public organizations, rehabilitation centers, cultural centers of national communities, etc.), regulatory and material support.

The relationship between the subjects of the educational process is aimed not only at meeting the educational needs of inclusive people, but also to promote the formation of active civil position in science, education, culture, sports, skills to adequate broadcast of information and socio-positive communication in an inclusive society, and socialization.

Regulatory support includes, primarily, the implementation of government documents regulating educational process of the University in terms of inclusion (laws, orders, standards, regulations, recommendations, etc.), guidance documents, allowing teachers and staff to work with inclusive people in the special conditions, and internal documents concerning the organization of inclusive education taking into account the conditions and possibilities of each specific University.

Material support involves the segment of material-technical and informational-consulting infrastructure of the University, allowing realizing in practice the idea of inclusive education, for example, special equipment for teaching the hearing impaired, visually impaired, hard traveling, language laboratories, mobile consulting stations, etc.

Let's comment on the project of the inclusive educational environment of the University, for example, the representatives group of gifted young people in the field of literature. By giving priority to the educational and social needs of this students group of Berdiansk State Pedagogical University, namely in quality education, in special education, pedagogical support, social

contact, approval and recognition, social status by a project working group and philologists-volunteers, as one of the areas focused on inclusive education, related services, and support of creative talent it is supposed to use and improve the experience of extracurricular classes, creating the conditions for self-realization in the literary field. In the form of a cultural project, students will have the opportunity to self-realize, for example, in the writing of works in various literary genres in Ukrainian, Russian, English, German, etc. languages, gain the skills of tolerant behavior and communication with writers and poets of the region, country and abroad. It is on the basis of the capability-oriented approach (Capability Approach) that this project will be joined by students from different institutes and faculties of the University: Institute of Social Pedagogical and Correctional Education, Primary Education, Faculty of Computer and Energy Saving Technologies, Physical Education, Physics, Mathematics and Technological Education with different creative abilities and preferences.

Students of different nationalities from different regions of Ukraine are involved in bilingual communication, are attached to the values of the world and national culture by means of the Ukrainian, Russian, English, German, Bulgarian languages and cultures. A student of Computer Technology Faculty can write poetry in Russian, a future social teacher — in English, a primary school teacher composes a fairy tale in German; a student-Bulgarian — in Ukrainian, etc. As a result of participation in this project of teachers-philologists' professional support, approval and recognition after the publication in the student newspaper "University word", the literary almanac, the local press, performances of their works at student parties, and at different events we expect that students' self-esteem will increase, values will be changed, a positive motivation for learning, acquisition of teaching profession, social status of an active individual activity will be formed.

A modern qualified teacher, regardless of involvement in any heterogeneous group, is formed through the development of specific skills, optimal use of personal potential, the ability to manage a diversity of student's composition in his or her future professional activities. This task cannot be solved in one project, so we need a holistic system of logical, thoughtful activities at the level of network interaction of the University with educational, cultural, social institutions, organization of dialogue and cooperation with civil society, formation of regional communities of the social partners on matters of integration in society, the development design of inclusive education in regional communities.

4. Strategic plan for the development of inclusive education in the region

The need for the development and implementation of the Strategic plan of inclusive education development in the region is due to the information and statistical data. According to the Central psycho-medical-pedagogical consultations among children in Ukraine (10.5 percent) 837315 children have disorders of psychophysical development: 246308 (violations of the musculoskeletal device), 240033 (visual impairment), 212704 (speech disorders), 60400 (impaired mental function), 52266 (mental retardation), 22467 (hearing impairment), 3120 (autism), 17 (deaf-blindness).

The development of inclusive education in Ukraine — a complex, multifaceted process, involving scientific, methodological and administrative resources. The implementation of inclusive education requires the creation of appropriate educational space, creation of training programs, providing scientific-methodological and socio-pedagogical support. Pedagogical collectives of educational institutions of all educational levels are in dire need of assistance in the organization of pedagogical process, the establishment of cooperation of all participants in an inclusive process, where the Central figure is a child.

The conceptual ideas of the Strategic plan of inclusive education development in the region is actualized with the following provision: Ukraine, having ratified international legal instruments (UN Declaration on human rights, Declaration on the rights of persons with disabilities, the UN Convention on the rights of the child, UN Declaration on the rights of persons belonging to national or ethnic, religious and linguistic minorities, etc.), declared to the global community about its liabilities in the area of human rights, including children and young people of different heterogeneous groups.

The formation of mechanisms system for the integration of persons with special needs, migrants, refugees, members of ethnic and religious communities into the society affects the fundamental components of a human: health, labour and intellectual capital. A special place among them belongs to education, as it is the appropriate level of education that can provide a decent workplace, self-assertion and self-realization, successful socialization.

The right to education for citizens of Ukraine, including from among the heterogeneous groups are reflected in the current legislation, based on universally recognized international human rights standards, as articulated in the Universal Declaration of Human Rights (1948), Declaration on the Rights of Disabled Persons (1975), General Assembly Resolution "Standard Rules on the Equalization of Opportunities for Persons with Disabilities" (1993), the Salamanca Declaration (1994).

In Ukraine the right to education without discrimination on the basis of equal opportunities at all educational levels is guaranteed by the laws and normative legal documents: the Constitution of Ukraine, laws of Ukraine "On education" (2014), "About social protection of disabled persons in Ukraine" (1991), "On rehabilitation of disabled persons in Ukraine" (2005), "On protection of childhood" (2001) and others. To implement public policies towards certain categories of children and young people, representatives of heterogeneous groups the Ministry of Education and Science of Ukraine in 2009 created the Concept of development of inclusive education and the following documents were approved: "Action plan regarding the implementation of inclusive education of children with special needs in secondary schools for 2009-2015", "On approval of action plan concerning the introduction of inclusive and integrated education in General schools for the period up to 2020" and so on.

However, the existing system of education in Ukraine at present does not fully provide the accessibility and equality of rights to education by children — representatives of various heterogeneous groups, their socialization. There is an urgent need to reorganize the government policy on the provision of educational services, creation of equal conditions and opportunities for all without exception. This requires the development and implementation of alternative

policies, models of education systems through education and socio-pedagogical support, creating conditions for upbringing and education of these children among their peers, from preschool level until they receive professional training. Inclusion, in the new understanding, is a modern and realistic way of solving this problem.

Despite the difficulties and the ambiguity of the acceptance of this issue by the society, inclusion broadens the circle, opens wide opportunities for adaptation of children in society, their realization and affirmation.

Goal of the Strategic plan of inclusive education development in the region:

- support and promotion of the state policy implementation in the sphere of inclusive education and social acceptance of the problem;
- meeting the needs in basic education for all marginalized groups, the expansion of forms and types of educational institutions, improvement of the conditions of learning, types of support, training;
- involvement of all the individuals into the educational and socializing processes, regardless of age, gender, ethnic and religious affiliation, social status, health, level of intellectual and physical development, educational achievements;
- ensuring equal treatment of all people and the creation of necessary conditions for persons with special educational needs.

Implementation of the goals of the Strategic plan of inclusive education development in the region would require the solution of several ***tasks***:

- improvement of normative-legal, scientific-methodical, financial-economic support, focused on the implementation of inclusive education in the region;
- introduction of innovative educational technologies, models of providing special education services to persons with special educational needs;
- formation of the educational-developing environment through the provision of psycho-medical and socio-pedagogical support;
- provision of barrier-free access to the social environment, educational premises;
- development and use of special educational and didactic support, rehabilitation training tools;
- improvement of training or retraining system of teachers working in inclusive education, intercultural communication.

Expected results:

- the formation of a new philosophy of thinking in society; respect and tolerance toward all people with developmental disabilities and behavior based on the ideology of non-discrimination on any grounds;
- organization of cooperation and constructive engagement of all subjects of the educational and developmental process of the region in the field of inclusive education;
- initiation of children, teenagers, young people with special educational needs and their families to social and educational institutions, involvement in an inclusive process;
- de-institutionalization of the institutions of segregation and social integration of people with disabilities.

Key partners: regional state administration; district state administrations; municipal councils; universities; departments of education (district, city), primary, secondary, non-formal institutions; social and cultural institutions (Centre of social services for family, children and youth, Centre for social rehabilitation of the disabled persons, Center for children and youth creativity; cultural-educational centers of national communities; public organization: international organization "Red cross, Religious mission of the Roman Catholic Church in Ukraine "Caritas-Spes", youth organizations; volunteer organizations; mass media.

Business strategies. Directions for the development and implementation of the Strategic plan of inclusive education development in the region have identified the following strategies:

Strategy of concentrated growth involves the strengthening of positions of state policy in the sphere of inclusive education, support, and encourage of its implementation at the level of regional legislative and executive authorities. *Planned activities:* promotion of inclusive education in the region; making suggestions about the implementation of inclusive education in the system of educational establishments (preschool, General education, extra-curricular, vocational, higher); initiating the development and implementation of regional social program "Available environment"; creation in higher educational institutions of the region preparatory departments for students with disabilities; the initiation of training and retraining of specialists in inclusive education at the regional courses of teachers' improvement of qualification; assistance to minimize regulatory and bureaucratic barriers to innovations related to the practical implementation of inclusive education in the region.

Strategy of integrated development: increase, merging of structures, organizations working in the field of inclusion. *Planned activities*: establishment of special Funds of the literature on the problem of inclusion in a book (libraries) and electronic (library) format; creation of a regional network of institutions of the inclusive profile (regional methodological center for targeted assistance, the centre of the playing customer support, a lekotek, center for language adaptation, centre for intercultural communication, support laboratory of talented youth; development of socio-pedagogical project "Distance learning of children, students with limited functional abilities" (distance school in Berdiansk, regional resource center for distance learning at the Competence centre for inclusive education of Berdiansk State Pedagogical University).

Strategy of diversification growth: development and introduction of new services for members of heterogeneous groups. *Planned activities*: assisting students with limited functional abilities in learning; training of children with disabilities, parents, teachers to distance learning; provision of relevant literature from the library and electronic funds for teachers, parents, volunteers on the problem of inclusion; organization of summer rest and recreation in an inclusive environment.

Strategy of corporate development: formation of corporate culture, intercultural communication. *Planned activities:* training of teachers implementing inclusive education; development of scientific and methodological materials to support inclusive education: individual plans, didactic material for children with disabilities, recommendations for tutors, teachers; introduction of increa-

sing forms of pedagogical skills in the context of inclusive education: scientific-practical conferences, round tables, seminars; a series of pedagogical workshops on inclusive education; the organization of regional scientific-methodological forum "Equal rights — equal opportunities"; the Days of national cultures of the Ukrainian Northern Azov; the initiation of exhibitions for pupils and students of creative collectives; personal exhibitions of gifted youth; holding webinars and online lectures on the problems of inclusive education.

Strategy of management of educational services involves providing effective management of the implementation of the Strategic plan for the development of inclusive education in the region. *Planned activities:* provision of psycho-pedagogical, socio-pedagogical support of students, students with disabilities, their families; development and implementation of programmes on inclusive education and intercultural communication on the basis of training courses; provision of information and methodological services to clients with disabilities.

Monitoring of educational services in the field of inclusive education. Conduct intermediate and final monitoring of the Strategic plan implementation for the development of inclusive education in the region using the methods of mathematical statistics, publication, factographic; parametric, independent expert evaluation.

On the basis of quantitative and qualitative analysis of the results of the Strategic plan implementation for the development of inclusive education in the region to form proposals for improvement of normative legal and methodical bases of inclusion and offer them to the Department of education and science of Zaporizhzhya Regional Administration for consideration and making necessary decisions.

Conclusions

1. Diversity — the differences between people regarding sex, age, ethnicity, religion, health or disability, the specific characteristics of the individual, etc.

The diversity is manifested not only in social differences but also in the individual psychological characteristics of subjects of the educational environment, which is not an obstacle for its successful operation, but on the contrary fills it with various meanings and strengthens the educational effect.

2. Inclusive education — the process of ensuring equitable participation in the educational space of educational institutions of various heterogeneous groups: individuals with disabilities, gifted, migrants, socially vulnerable groups, ethnic and religious communities, etc.

3. The inclusive educational environment of the University — a space in which there are social and educational relationships and the interrelationships of subjects of educational process, social phenomena, educational policy, values, etc., which determine the specificity of the purpose of education implementation, upbringing and comprehensive development of an individual in the heterogeneous society.

In the structure of inclusive educational space of the University there are the following elements: subjects of the educational process (students, teachers,

representatives of medical institutions, public organizations, rehabilitation centers, cultural centers, national communities, etc.), normative and material support.

4. One of the conditions of inclusive education implementation is the adoption and implementation of the leading ideas of inclusion, inclusive education at the state level, at the level of regions, territorial communities, and micro-societies.

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