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Svitlana Fedorenko,

Doctor of Sciences in Education, Professor,
Professor of the Department of Philology and Translation,
Kyiv National University of Technologies and Design

PRICIPLES AND APPROACHES TO INCLUSIVE EDUCATION

The global inclusive practice of education began in the 70s of the XXth century with the development of educational projects at the legislative level and the introduction of educational opportunities for people with disabilities. In the 1980s, the economic benefits of inclusion, advantages, benefits and advantages were studied. In the 1990s, inclusion gained popularity due to publications on the problem of insufficient awareness of parents of disabled children, the activity of disabled adults, and the protection of people's rights.

Today, inclusive education is a part of general education that implies access to education for all people, in terms of adaptation to their different needs, and also ensures access to education for people with disabilities. Disabilities are part of human diversity, and people with disabilities are a heterogeneous group [2, p. 8]. Careful planning and implementation of inclusive education can improve academic outcomes, promote social and emotional development, influence students'/children's self-esteem and their relationships with peers. In practice, inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality the universal right of all to quality, appropriate and relevant education. Furthermore, achieving educational progress is possible by developing what an individual is capable of, rather than what they are incapable of.

Nowadays, there are several approaches to the inclusive education, which are as follows:

- expanded access to education for students/children with disabilities;
- mainstreaming – communication between disabled students/children and their peers outside of university/school/kindergarten;
- integration – meeting the needs of disabled students/children in the education system;
- inclusion, which is the inclusion itself, i.e., the redevelopment of premises for the special needs of such students/children.

Inclusive education ensures that all learners can live, learn, and interact together. It gives all learners the opportunity to learn about and accept each other's abilities, talents, and personalities and needs. It allows them to develop friendships that help build social competence and confidence in their ability to interact with each other and with the world around them. They learn that all people are part of their community and develop a sense of belonging [1; 3]. In addition, learners with disabilities who are educated with their peers are much more likely to become productive members of their societies.

Inclusive education is based on the understanding and recognition that [1]:

- the education system should respond to the needs of learners, rather than learners adapting to its requirements (because the «problem» of exclusion is in the system, not in the person or their characteristic);
- learning begins at birth and continues throughout life, including education at home and in the community, in formal, informal and non-formal conditions. It also covers a wide range of community initiatives, including, for example, community-based rehabilitation programs;
- the inclusive educational process is a dynamic process that constantly evolves according to the local socio-cultural as well as the global context;
- all differences based on age, gender, ethnicity, language, health state, economic status, religion, disability, lifestyle and other forms of difference are respected.

Therefore, inclusive education aims to empower communities, systems and structures to combat discrimination; it celebrates the diversity of today's world, promotes participation and overcomes barriers to education and participation for all. It is part of a broader strategy to promote inclusive development of societies, with the

aim of creating a world of peace, tolerance, sustainable use of resources and social justice, where the basic needs and rights of all are respected.

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