
TECHNOLOGIES OF PRACTICAL OF INCLUSIVE EDUCATION TECHNOLOGIES FOR THE PRACTICAL IMPLEMENTATION OF INCLUSIVE EDUCATION SYSTEMS



Director of the school – Iryna Kuzava, Ph. D. Doctor of Pedagogy, Full Professor of the Pedagogy Department of LUEENU; Head of the research laboratory for special and inclusive education.

Email: Kuzava.Irina@eenu.edu.ua

Areas of scientific research:

- defining the scientific, organizational, pedagogical and methodical principles of inclusive education;
- development of theoretical and methodical approaches to effective implementation and experimental assay of the inclusive education system for people with special needs.

Scientific output of I. Kuzava. More than 80 research papers have been published, including monographs, manuals, and 51 articles in scholarly journals, twelve of which have been published in the scientific periodicals of other countries.

Research supervision of the following Ph. D. theses:

Bovkush K. Development of Readiness in Future Primary School Teachers to Promote Interaction between Pupils in an Inclusive Education Environment (2014).

Kaidalova H. Didactic Conditions for Promoting Tolerance between Primary Students in an Inclusive Education Environment (2015).

Summary. The research of this school is directed toward the theoretical and methodological foundation and the organizational conditions for implementing a system of inclusive education for individuals

with special needs. This includes the principles, goals, tasks, content, methods, criteria and the progress indicators that will have a bearing on the development, adjustment and socialization of the children involved.

An indicator of the effectiveness of a system of inclusive education may be found in the preparedness of both the recipients and the facilitators (the children with special needs on one hand, and the teachers and parents on the other) for the process referred to above which integrates components that are both interconnected and interdependent, and which involve personality and motivation, cognition and content, and activity and behaviour.

The main objectives of inclusive education are the following:

- directing activity towards the formation of a new social philosophy involving a positive attitude with regard to individuals who have disabilities or impaired mental and physical development or disabilities;
- creating conditions for the implementation of central government policies ensuring constitutional rights and state guarantees for children with special educational needs;
- improving patterns of education and of rehabilitation for children with impaired mental and/or physical development or disabilities, by applying innovative technologies based on the experience of

other countries, but which have been adapted to function appropriately in a Ukrainian environment.

Scientific activity of the school. A monograph and doctoral dissertation, “Theoretical and Methodological Background of Primary-level Inclusive Education” by I. Kuzava; approval and coordination of topics for Ph. D. (*Kandydat*) theses by postgraduates K. Bovkush and H. Kaydalova; publication of articles in Ukrainian and foreign profession-related publications, and conferences of various levels.

Members of the School

Kateryna Bovkush, postgraduate in the LUEENU Department of Pedagogy.

Email: kate.bovkush@gmail.com

Area of scientific research: investigating the preparedness of prospective primary school teachers for fostering interaction between pupils in an inclusive educational environment.

Halyna Kaidalova, postgraduate in the LUEENU Department of Pedagogy.

Email: gala396@rambler.ru

Area of scientific research: investigating and analyzing the problem of fostering tolerance among junior pupils in an inclusive educational environment

