

HIGHER EDUCATION AND INCLUSIVE EDUCATION IN TECHNICAL UNIVERSITIES OF UKRAINE: WAYS OF DEVELOPMENT

Kateryna Tuliakova

Candidate of Pedagogical Science, Associate Professor at the Department of English Language for Humanities, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Ukraine
e-mail: tuliakova.kateryna@gmail.com, orcid.org/0000-0002-4380-1161

Summary

The article defines the inclusive education in National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. The requirements for inclusive education are presented. The present study was aimed to investigate the self-realization of the individual, as a future component of success. The author proposes to consider inclusive education as one in which: 1) people of different age groups; 2) people who speak different languages; 3) people who have different types of perception of information. The principles that will provide an analysis of the components of strategic planning and help in addressing issues of inclusive education in particular are explored.

The paper outlines the selection of tasks on a certain topic. Each task takes into account the psychological characteristics of the types of perception.

Keywords: self-realization, development, strategy, personal characteristics, special needs.

DOI <https://doi.org/10.23856/5214>

1. Introduction

Examining the indicators of the world through the prism of higher education, we can say that the potential of higher education in Ukraine is not fully involved in social and economic life. The overall ranking of “The Good Country Index” in 2020 represented Ukraine in 76th place among 153 countries.

At the same time, there is a high percentage of the population of Ukraine with higher education – 82.7%, according to this indicator, Ukraine in the “Global innovative index 2020” took 14th place out of 131.

The Law of Ukraine “On Higher Education” (2014) establishes “... the basic principles of the functioning of the higher education system ... with the aim of self-realization of the individual, meeting the needs of society, the labor market and the state in qualified specialists”.

Thus, to fill in this gap, the author conducted this study to explore the inclusive education and find out the specific features. It aims to find answers to the following questions:

- 1 – How was the inclusive education helpful for students?
- 2 – What were the instructional benefits they gained?
- 3 – Do students think the inclusive education is appropriate?
- 4 – What were the challenges they faced during the study?

Self-realization of the person, as a future component of success, is possible provided if the individual characteristics are taken into account during the educational process in higher school. The functioning of the higher education system in accordance with the Law of

Ukraine, cited above, should clearly identify possible ways to take into account the personal characteristics of future professionals in order to further their development.

2. Analysis of recent research and publications

The problem of development and implementation of inclusive education is the subject of research of many Ukrainian scientists: Prodius O. analyzes the status of the main models of inclusive education in European countries (*Prodius, 2019*). Tripak M. defines sources of financing for an inclusive university (*Tripak, 2017*), Fedulova L. proposes a set of Inclusive innovations (*Fedulova, 2016*).

There are many articles which describe inclusive education in different countries in International Journal of Inclusive Education. There we can find different points of view: Alnahbi G., Resch K., Schhwab S. reason the scientists into understanding of inclusive education with the educational opportunities to all students, not only those with a disability (*Alnahbi G., Resch K. & Schhwab S., 2021*). Forlin C. and Chambers D. take cognizance of learners with disability in Australia; Taneja-Johanson S. gives a review of education in Sweden; Madar N. K. and Danoch A. define an inclusive education in Israel etc.

Analyzing the work of researchers devoted to this problem, we can conclude that inclusive education in Ukraine appears in a much narrower sense.

Thus, the research questions focused on understanding of inclusive education as one that aims to meet the individual professional needs of future professionals. There are different types of learning needs. They can be grouped into categories according to cognition needs, social and emotional needs, communication and interaction, sensory and physical needs etc.

Inclusive education is presented not only for people with special needs.

3. Discussion

We propose to consider this type of educational process as one in which:

- 1) people of different age groups;
- 2) people who speak different languages;
- 3) people who have different types of perception of information.

We consider inclusive education in the context of the principles proposed by Yu. Vitrenko and V. Vorona (*Vitrenko & Vorona, 2020, p. 4*) for strategic planning of higher education development, namely:

- 1) integrity;
- 2) objectivity;
- 3) scientificity;
- 4) availability.

We consider that the choice of these principles will provide a thorough analysis of the components of strategic planning in general and will help in addressing issues of inclusive education in particular.

Participants

There is an example of inclusive education at the Faculty of Sociology and Law of Igor Sikorsky Kyiv Polytechnic Institute. Sixty students in the first year of their study voluntarily took part in the investigation. The investigation was conducted in 2021. The participants were

provided with clear instruction. In the first English lesson, we conduct a test to determine the level of language proficiency. According to the test results, students within one group are divided into subgroups: group A and group B. The next step is the distribution of students within one subgroup according to the peculiarities of information perception. Students are invited to take a test (*What is your VAC*). We propose to consider the graphic image of inclusive education of first-year students of the Faculty of Sociology and Law of Igor Sikorsky Kyiv Polytechnic Institute.

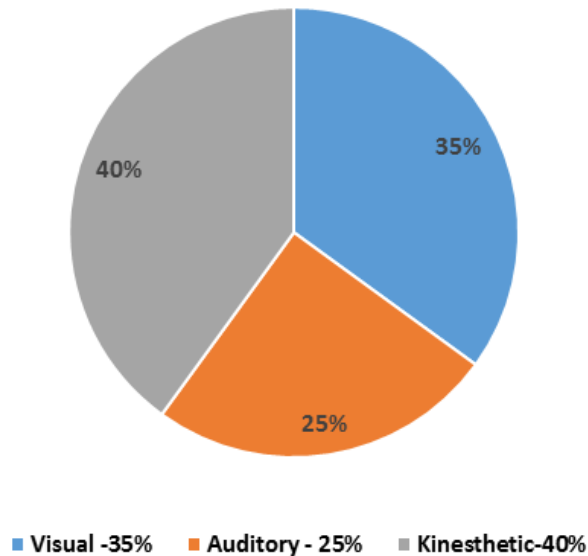


Figure 1. Percentage of students according to the type of information perception

Thus, having determined the type of perception of information, we offer students tasks that correspond to their type and contribute to better learning. A selection of tasks on a certain topic is offered separately for independent work, among which students choose what they like best. Each task takes into account the psychological characteristics of the types of perception. Consider briefly the advantages of each type. The benefits of kinetic (kinesthetic) language learning activities are many: teach gesture and non-verbal communication, activate students' embodied mind, make grammar memorable, change the dynamics of the classroom, build community, and raise students' moods.

Taking into account the specifics of visual perception, we can admit that these type of learners are very imaginative and may come up with lots of ideas and solutions to a problem. They learn words and their correct spelling more easily after seeing them written down.

Auditory learners understand and remember things they have heard. They store information by the way it sounds, and they have an easier time understanding spoken instructions than written ones. Auditory learners have a good memory for spoken information, good public speaking abilities, strong listening skills, unafraid to voice their thoughts.

Teachers can benefit from understanding all the different learning styles, as they will likely have students who fall under each category in their classroom. Being able to identify student's learning preferences, is key to being a good teacher.

Table 1

Learning styles

TIPS FOR LEARNERS		
Visual	Auditory	Kinesthetic
Using visual aids like images, diagrams; to color notes; Write to-do lists/plan.	Ask questions; Participate in discussions	Learn through movement; Be an active participant, than a passive observer when learning.

4. Conclusions and direction for further research

As research shows, we are convinced of importance of inclusive education in Ukrainian universities. Inclusive education should become an essential component of educational process.

To be relevant in the modern age teacher must develop specific personal features by using inclusive education tools. It would be perspective to research the techniques to develop inclusive education in Ukraine. The study of the problems of inclusive education in the modern world of globalization requires analysis of its philosophy and empirical experience of its formation. Inclusive education as a component of general education must be developed and improved. The search for new effective methods of teaching in the field of inclusive education will improve the level of education in Ukraine.

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