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**INCLUSIVE CULTURE AS A SIGN OF HUMANIZATION OF THE
UKRAINIAN SOCIETY AND PERSONAL AND PROFESSIONAL QUALITY
OF A COMPETITIVE TEACHER**

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Abstract. *The article highlights the scientific researches on the problem of inclusive culture formation both in society and in modern education. The author presents the results of the analysis of successful educational practices in the field of inclusion in different countries of Europe - Netherlands, England, Finland, etc.*

The most recent scientific studies have proved the right to consider contextual approach as constructive one. In a considerable amount of research material, scientists argue for the fundamental importance of stimulating professionals' motivation for social partnership in addressing inclusion issues.

It is proved that further studies of the state and dynamics of the development of inclusive culture can contribute to the formation of positive tendencies for the humanization of the Ukrainian society through its acquisition of more expressive signs of openness to innovations in inclusive education.

Key words: *inclusion, inclusive culture, humanization.*

Introduction. The European integration processes that are currently taking place in the national society are the most clearly defined in the educational dimension. After all, education is the factor that determines the success of a person throughout life. European politics and the education community are pushing for the idea of inclusion, both directly and indirectly reflecting the positive dynamics of humanization of society as a whole and the new emphasis on modern understanding of quality education provided to those who receive formal, non-formal and informal education.

Researchers in inclusive education (M. A. Pastun, A. A. Kolupaieva, V. M. Synov and others), experience of foreign countries in this field (N. M. Lavrychenko, etc.), as well as scholars studying the achievements of classical science (O. Kucherevskyi - the context of the psychological concept of K. Rogers) argue that despite the indisputable constructiveness of the idea of inclusion, the pace of its dynamics and quality are not satisfactory.

This encourages researchers and practitioners of inclusive education to develop scientific and methodological recommendations aimed at deepening systemic perceptions of ways to address the full range of problematic issues. The outlined format of the research becomes especially acute for Ukrainian realities.

The purpose of the article is basing on the results of the analytical work to

highlight some practices of foreign countries that have been successful in the development of inclusive culture, both subjects of the educational process and society.

Materials and methods. To study constructive ideas containing foreign experience of inclusive education, we mainly used theoretical methods (theoretical and methodological analysis, classification and synthesis of scientific sources, comparison and systematization of theoretical and experimental studies), as well as methods of generalizing empirical data research.

Results and Discussion.

Classical educators have convincingly proved the outstanding role of the teacher in the initiation and implementation of innovative approaches in the educational practice (Ya. Komenskyi, K. Ushynskyi, V. Sukhomlynskyi).

The work of «a teacher of German teachers» by A. Dysterveh focuses on the socio-pedagogical meaning of any innovations, namely the embodiment of Socrates' advice that every person has a "sun", just let him shine. It seems expedient to see the constructiveness of an inclusive educational space in the plane of reproduction of such pedagogical practices that make it possible to reach the operational and technological plane of the basic tenet of inclusive pedagogy: «opportunities are limited, talents are limitless.»

We suppose that it makes sense to consider the important priority of the inclusive culture of the modern teacher.

It is the reflection of the experience of teaching in the higher school of the normative course «Inclusive Education» for students of pedagogical specialties (4 ECTS credits) in the curriculum, which has been appropriately tested in the national higher education institutions [5], proves such effective ways and means as the following: tasks-cases (within the educational module «Inclusive education as a sphere of responsibility of the state and civil society»), pedagogical essay (in the perspective of the educational module «State-public management of inclusive education»), development of a portfolio of a child with special educational needs (in the context of the educational module «A child with special educational needs as a subject of inclusive education»), creation of the author's design of the resource room as a component of an inclusive educational environment (within the educational module «Organization of educational process in the dimensions of education»).

It is worth noting the positive social resonance acquired by the practiced component of the Canadian-Ukrainian project «Inclusive Education for Children with Special Needs of Ukraine» [6], and the methodological work of volunteers, whose activities are unified by all-Ukrainian NGOs within the framework of «Programs to promote community activism», «Join us».

In this regard, the interest of those researchers who reflect on one of the key issues of inclusive education is of particular interest: «which of the developed pedagogical technologies should be considered effective?» In this respect, the scientific position of New Zealand researcher D. Mitchell, which is the basis for the approach to lay the idea of strategies [3].

Therefore, it is advisable to consider the criteria for classification of pedagogical technologies of inclusive education: cognitive, behavioral, contextual. So, when it

comes to strategies of pedagogical technologies of inclusive teaching, according to D. Mitchell it is necessary to distinguish: joint group training, mutual learning, social skills training, self-regulatory training, formative assessment and interrelation of technologies of alternative communication, technology of teamwork. We believe that this position can be of interest not only to scholars but also to practitioners, since it encourages the professionals to inclusive education.

It should be noted that Izmail State University of Humanities, the leading state educational institution of the Danube Region, has had some experience in initiating regional events aimed at developing inclusive culture. This is a forum for educational leaders in innovation in inclusive education, trainings, webinars and more.

Summarizing the experience, it can be noted that there is still a lack of awareness of specialists in fruitful foreign inclusive practices.

This aspect is worthy of researchers' attention, because it will serve as an appropriate scientific generalization in various dimensions.

For example, in terms of content load of teacher's assistant and child's assistant (experience of Norway), understanding of «adaptation to each and every one» (experience of Finland), etc.

Let us dwell in details on some of the practices of inclusive education that have developed abroad, in particular those that have been covered in editions indexed in Scopus database over the last three years.

The analysis of the scientific foundation allowed us to outline a number of generalizations. First, we note the research activity on the issue, which reflects some of the characteristics of educational entities in inclusive educational settings.

Thus, it has been experimentally established that there is a special development and evaluation of tablet PC applications promote emotional self-regulation of children with special educational needs; it is a resource of effective support for a categorical student [4].

Aiming at assessing the behavioral difficulties of the children of 5-15 years old (who study in 305 primary and secondary schools in England and who have special educational needs), the following risk markers were established: male gender, bully status and recognition, free nutrition, reduced educational achievement [12].

It is appropriate to add to this the results of a study by German scholars on the importance of special educational needs for children with special educational needs (to obtain higher health and well-being), which is related to the necessary and sufficient level of inclusive culture of the educational institution [9].

Second, in the process of improving the regulatory mechanisms of implementation, foreign researchers focus on the crisis phenomena that characterize the modern family as a social institution.

Researchers studying the effectiveness of the recent reform of special education legislation in Greece stress the advisability of including children with special educational needs in the traditional school education process. As a result of holding special seminars with the main teachers of schools and pre-school educational establishments, the possibility of significant enhancement of their inclusive culture was established [7].

This allows us to state the current dynamics of increasing society's attention to

the problems of inclusion, as well as the constant search for vectors of enrichment of signs of humanization of the legislation of European countries.

Third, despite the general recognition by the pedagogical community of Finland's successful inclusive practice, researchers continue to explore the resources to improve it.

Thus, by examining the intentions of students of the metropolitan region (respondents of 13-16 years old) on the feasibility of isolating inclusive and traditional education classes, the scientists concluded that the idea of inclusion is attractive, while maintaining the need for more effective measures aimed at developing the inclusive understanding of the basis of self-development of inclusive culture of teachers. [14].

In this perspective, the effects of the 2014 reform in the Netherlands have attracted research attention [14].

The idea here is to equalize funding (as an incentive) to improve education in specialized institutions and demographics (as trends in population decline); the benefits of an inclusive approach to balancing the challenges of today and improving educational practices have been identified through research.

Fourth, the review of some of the metrics that currently reflect the problematic field of research on inclusive processes allows us to state the efforts of researchers to use the resources of the contextual approach [10].

In this perspective, in our view, it is advantageous to differentiate research where the issues of inclusive culture are explored in the context of the environmental model of Bronfenbrenner.

Conclusions. The distinguished scientific achievements of researchers of inclusive culture and society, and subjects of inclusive educational process, testify to the expansion of scientific ideas about the phenomenology of inclusion.

It has been found that there is a significant impact on the development of inclusive education policies, which dominate at the state and society levels.

The most recent scientific studies have proved the right to consider constructive in this plane contextual approach. In a considerable amount of research material, scientists argue for the fundamental importance of stimulating professionals' motivation for social partnership in addressing inclusion issues.

Further studies on the state and dynamics of inclusive culture development can help to shape positive trends in the humanization of the Ukrainian society by acquiring the most expressive signs of openness to innovation in inclusive education.

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