

Onishchenko S.,
candidate of pedagogical
sciences, associate professor
(Berdiansk State Pedagogical
University)

PRINCIPLES FOR ORGANIZING INCLUSIVE EDUCATION

Inclusion is the full inclusion of children with different abilities in all aspects of school life. The organization of inclusive education involves real adaptation of the school space to meet the needs and needs of each child, to respect and appreciate the differences. At the same time, this means that inclusion requires the provision of a child with various support opportunities in the classroom and special assistance or organization of training outside the classroom, if necessary.

Inclusion immediately considers each child, without exception, as part of the school system. That is, for children with special educational needs there is no need for special adaptation. One of the goals of inclusive education is that any general educational organization should be ready to accept children with various opportunities. This requires changes in the structure, in the work of the school, in the views of teachers and others.

Mandatory elements of inclusion include:

- inclusion of all children with different abilities in such a general education organization that they could attend if they had no deviations;
- lack of selection of children, training in mixed groups;
- children with special educational needs are in classes according to their age
- coordination and interaction of resources and teaching methods
- An effective educational process is the school's working style, decentralized learning models are a priority.

To succeed, teachers must be highly motivated and qualified professionals. This emphasis is recognized as extremely important by almost all specialists, since high qualifications and motivation of teachers are necessary to implement one of the main goals of inclusion - the implementation of effective training. At the same time, improving the quality of education through the development of innovative educational activities is the main goal in the activities of each school and each teacher.

Inclusion is especially successful where every teacher understands and demonstrates the effectiveness of teaching practices in collaboration and teamwork.

Thus, the indicated features, the necessary resources for the inclusion of children with disabilities in the general educational process are planned to be taken into account and used when designing the model of the Center for Inclusive Education with the aim of successfully organizing inclusion.