

An inclusive preschool education as the basis of inclusion in the system of education

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Abstract – Presented inclusive education in public administration education as a necessary element for the development of inclusive education. The importance of multilevel support and assistance during educational process in the redevelopment of the school, classes, programs and activities in order to all students without exception trained and spent time together is discussed.

Key words – Inclusive education, inclusive education, public administration.

I. Introduction

In the development of the government education system for persons with special needs, clearly stands out in Western countries inclusive form of education, which is the origin and formation stage in Ukraine.

Since the 90's. 20. top model of governance in respect of persons with special needs, inclusion determined, based on recognition and respect for individual human differences and provides for the continuation of the relative autonomy of every social and social group.

II. The problem of inclusion in Ukrainian schools

The essence of inclusion revealed in its conception. The basic concept of inclusive education through research analysis of foreign and domestic scientific works were selected:

- recognition of equivalence of all students and teaching staff for society;
- increase the degree of participation of pupils in education and extracurricular activities and the simultaneous reduction of commuting students;
- changes in the policies of the institution, practice and school culture in order to bring them into line with the various needs of students who are studying in this school;
- overcome barriers to quality education and socialization of all students, not just students with disabilities;
- Analysis and study attempts to overcome barriers to acquire knowledge in secondary schools for certain categories of students;
- the reforms and changes to improve the situation of social protection for all students;
- belief that the differences between pupils - a resource that promotes pedagogical process, not obstacles to be overcome;
- recognition of the rights of children to education in school, located in a residence;
- improve the situation in schools in general for students and for teachers;

- recognition of the role of schools not only in improving the academic performance of students, but also in community development;

- partnerships between schools and local communities;
- recognition that inclusion in education - is one aspect of inclusion in society. [3]

The composition of inclusive education include inclusive education and inclusive education in schools. Explore inclusive education in isolation, without taking into account the process of inclusive education is impractical because inclusive education is the first step in the process of state administration inclusion and allows early child with special needs to be included in the learning environment, and will enable the early stages of a child with special needs be included in the learning environment, given the fact that 24% of children with disabilities from 3 to 6 years are educated and trained in preschool institutions [1] in the "Concept of inclusive education" emphasizes that inclusive education in Ukraine has introduced since from pre-schools where the educational activities especially the younger generation [3]. Therefore, we should pay attention to the concept of inclusive education, which V. Boyko treats as "purposeful development of each individual growing, regardless of psychophysical development as a unique human individuality in terms of inclusive society" [1]. However, this definition is incomplete because it is too generic and does not include or includes indirectly pedagogical component of interaction between teacher and participant inclusive process. Therefore, under the inclusive education we understand the activity that occurs in different situations, interaction between teacher and students in the psychological-pedagogical and social support of their educational, gaming, labor, permits and other types of activity and communication, to develop the individual or separate individual qualities of each member of the group or class, which included children with special needs. In Ukraine, the practice of inclusive education came earlier than inclusive education. Thus, a child who has limitations in health, by attending regular kindergarten, the end does not always find a place with favorable conditions to continue schooling. Therefore, training, education, acquisition of social experience, solve social and educational problems of young pupils in inclusive educational environment ensures their successful socialization [2]. However, for the successful education of preschoolers and primary school children are necessary conditions for their involvement in the school, where he has created inclusive educational environment.

The process of inclusive education of preschoolers and primary school children in inclusive educational environment covers all areas of a child in school, that is socially determined. However, experience shows that to date in the public consciousness prevailing misconceptions about inclusive education. Hence, the implementation conditions of inclusion needs to break stereotypes and mastering new forms of work by all parties to the educational process. In this direction works the Ministry of Education, which offers to spend in schools "Lessons of kindness" on "Look at us as equals",

aimed at drawing public attention to the problems of the disabled and forming positive public opinion tolerant attitude to children with special needs, the destruction of psychological, physical and social barriers that exclude or limit their participation in complete life-giving activity. Such measures are important in human centric state educational policy and should not be a one-time action, but a lengthy process that involves overcoming stereotypes and sometimes incorrect perceptions of students with disabilities, creating a positive, caring attitude which is oriented to mutual assistance.

Using social triggers that are trigger community response to the problem, will focus on the educational environment to overcome the problem of inequality between "normal" students and students with disabilities. Obvious examples of social Trigger is a subject "Ethics" and elective courses "Basics of Christian Ethics" curriculum which recommended the Ministry of Education and Science of Ukraine, which focuses on basic Christian values as love of God and neighbor, compassion, gentleness, patience, meekness etc. Using these "triggers" conditioned by the need to ensure not only quality conditions in the environment, but also to overcome the psychological barrier between the students. In this context, the issue of humanization, including humanization of education flow out of the formation of social trigger "individual responsibility before God for their own behavior," which can enable to minimize the psychological barriers in communication and improve the relationship between students. This trigger, according to Emile Durkheim, establish and maintain a "social community", forms the ideals that promote social development and integrates state in a moral community - church anyone who follows them. And interaction with civil society organizations, a common class work, flexible schedule - to help teachers better understand the interests and needs of children, and help ensure that children with disabilities receive needed services and support.

Working with these children shows that each of them can adapt to society, enjoy a full life in the circle of family, peers, friends, that successfully socialize. Thus, the public administration inclusive education of persons with disabilities provides for the creation of appropriate conditions for their full development and personal development.

If forced implementation of inclusive education "from above" there is a danger of imitation "inclusion", it risks becoming a popular trend without a deep qualitative changes in educational process, that is, for reasons of unavailability fiction educational institutions obviously. This will discredit itself certainly noble, the idea of inclusion.

Considering the aspects of inclusive education should focus on its main principles: architectural accessibility of educational environment; introduction of special technologies, adaptive technical training, availability of learning and educational services, combining traditional and innovative approaches to learning; individualization and adaptation of curricula, teaching materials, textbooks incl nosology people with disabilities; creating an enabling environment for adaptation, self-determination and self-realization; socio-psychological and medical and physical rehabilitation, and more.

Foreign economists, educators and sociologists have shown a higher economic efficiency and social inclusion: budget special educational institution is several times the cost of training a child with special needs in preschool education.

Given the defined mechanisms for implementing inclusive education in the education system of Ukraine, which in its essence and activity characteristics should provide inclusive education process in all educational levels. Among them we have identified the following: legal, organizational, managerial, economic, educational, informational, psychological, social, medical rehabilitation, technical, architectural.

Conclusion

The main idea of public education management is to consolidate the efforts of educational and scientific community and the public administration system to ensure the competitiveness of the system of science and education, through the creation of a system of inclusive education and training to improve the mobility of human capital of people with disabilities in the European labor market.

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