

## VI. INFORMATIZATION AS A VECTOR OF GLOBALIZATION



### INCLUSION IN PRE-SCHOOL EDUCATION ESTABLISHMENTS AND ITS POSSIBILITIES FOR INFORMATIZATION OF MODERN SOCIETY

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**Summary.** The article highlights the relevance of the problem with informatization as a vector of modern society globalization and, as a consequence, the necessity of inclusive education for vulnerable categories of children. The significance of the inclusion phenomenon in the conditions of various social institutes, in particular, establishments of pre-school education, is presented. The commitment of society to enable every child, regardless of his/her needs and other circumstances, to fully realize the potential, bring him/her benefits and become a full its member is determined. The role of inclusive groups' educators of pre-school education establishments is revealed, who deeper understand the individual needs, differences and peculiarities of children, which ensure the process of more effective cooperation with all participants in the educational process.

**Keywords:** inclusion; society; informatization; pre-school education establishments.

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In today's conditions, the problem of informatization as a vector of globalization of modern society becomes very actual, which leads to a steady increase in the number of children who need special education and upbringing. At the core of inclusive education there is no discrimination against the younger generation and equal treatment of all people, but special conditions must be created for children with developmental problems, children of migrants, etc.

The teaching of such children is based on the principles of balanced pedagogy, which implies the diversity of people as a natural phenomenon. Due to the restrictions on communication, self-service, and movement their development largely depends on meeting their needs by other people, which is a multifaceted process of social-pedagogical integration and inclusiveness, in particular. Education for children with developmental problems, migrant children is one of the most important tasks for Ukraine and its social institutions, pre-school establishments, in particular, that enable the creation of an inclusive environment, where everyone can feel the need for his/her existence [2].

So, all establishments of the pre-school, secondary, vocational, and higher education systems should be inclusive, that is, ensure maximum participation in the educational process for all their participants, including children with special needs. In Ukraine, inclusive education is still at an early stage, and inclusive ed-

educational establishments are called those in which children with disabilities develop in inclusive classes/groups [3].

In inclusive classes (groups), children with special needs are included in an educational process that is continuous, which increases the participation of each child in the educational process and reduces the cases' number of exclusion from it. Pre-schoolers comprehend the basics of independent life, learn new forms of behavior, communication, interaction, and learn to identify activity, initiative, consciously make choices, reach agreement in solving problems, and make independent decisions. The society is obliged to give every child, regardless of his/her needs and other circumstances, the opportunity to fully realize the potential, bring him/her benefits and become a full its member [5].

Inclusiveness is the process of ensuring and increasing the degree of individuals' participation in public life, and the inclusive approach in the education system is in the fact that education establishments of different types should be open to all children, regardless of their physical, intellectual, social, emotional, linguistic or other characteristics [2, p. 54].

Inclusive education is carried out in an institution that provides the system of necessary educational services, in particular: adapts curricula and plans, physical environment, methods and forms of education in accordance with the needs of children with different nosologies, uses existing community resources, engages parents, co-operates with specialists for provision of special services [1].

Supporters of joint education distinguish the following positive aspects of inclusive education in pre-school establishments:

- the stimulating influence of more capable peers through targeted communication, that is, improving the cognitive, motor, linguistic, social, and emotional development of children;
- the opportunity to get acquainted with life in a wider range, that is, children have the opportunity to establish friendly relationships with healthy peers who play the role of models for them and to participate in public life;
- mastering of new skills and abilities is functional;
- training is conducted with the focus on the strong qualities, abilities and interests of children;
- the possibility of revealing humanity, compassion, mercy, tolerance in real life situations, which is an effective means of moral upbringing of pre-schoolers;
- educators of inclusive groups better understand the individual peculiarities of children;
- educators master various pedagogical techniques that enable them to effectively promote the development of children, taking into account their individuality;
- specialists (doctors, specialist teachers, other specialists) begin to perceive children more holistically, and also learn to look at life situations through the eyes of children [3; 4, p. 5–6].

Consequently, the educators of inclusive groups in pre-school establishments understand the individual needs, differences and peculiarities of children deeper, which provide a process for more effective cooperation with all participants in the educational process. Prospects for the development of inclusiveness in pre-school establishments – providing quality education for all pre-school children, and a comprehensive educational establishment must create the appropriate conditions and environment for the informatization and individualization of the educational process in the conditions of modern society globalization.

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