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FEATURES OF THE ORGANIZATION OF ECO-PSYCHOLOGICALLY SAFE INCLUSIVE EDUCATIONAL ENVIRONMENT IN EDUCATIONAL INSTITUTIONS

У статті розкрито екопсихологічну безпечність інклюзивного освітнього середовища як стан середовища вільний від зовнішніх проявів психологічного насильства у взаємодії, котрий сприяє задоволенню основних потреб у особистісно-довірчому спілкуванні, створює референтну значущість середовища й забезпечує психічне здоров'я здобувачів освіти. Метою статті є обґрунтування сучасних наукових досліджень щодо організації екопсихологічно безпечного освітнього середовища для дітей з особливими потребами в умовах ефективної сучасної інклюзивної освіти. Зазначено, що психологічна безпека дітей в навчальних закладах обумовлюється власними характеристиками індивіда й значною мірою залежить від нього самого, забезпечуючи мобільність реагування на небезпеку в умовах відсутності чи запізнювання відповідної соціальної допомоги. Сучасний вчитель має бути одночасно наставником, координатором, менеджером, психологом, спостерігачем. Саме тому викладачу необхідно зосередитись на інклюзивних цінностях, побудові комфортного середовища для кожного школяра.

Серед методів дослідження виокреслено аналіз та дослідження змісту, принципів, сутності та особливостей інклюзивного розвитку здобувачів освіти в навчальних закладах перебувають в центрі наукового пошуку багатьох країн та міжнародних інституцій, серед яких Організація економічного співробітництва та розвитку (ОЕСР), Програма розвитку ООН (ПРООН), Європейська комісія, Міжнародний валютний фонд (МВФ), Всесвітній економічний форум (ВЕФ), Світовий банк, Міжнародний центр політики інклюзивного зростання, що сприяло психодіагностичним вимірам дослідження.

У висновках розкрито компоненти професійної компетентності щодо організації екопсихологічно безпечного освітнього середовища для дітей з особливими потребами, серед яких такі як когнітивний, організаційно-діяльнісний, мотиваційно-ціннісний та рефлексивний компоненти. Зазначено, що спільна робота вчителя має поширюватися як на батьків дітей з обмеженими можливостями, так і на батьків здорових дітей, впродовж якої і формується толерантне ставлення до дітей з особливими освітніми потребами та екологічна безпека освітнього середовища навчальних закладів.

Ключові слова: інклюзивне навчання, діти з особливими освітніми потребами, освітнє середовище, навчальні заклади, професійна компетентність.

The article reveals the eco-psychological safety of an inclusive educational environment as a state of the environment free from external manifestations of psychological violence in interaction, which contributes to the satisfaction of basic needs in personal and trusting communication, creates the referential significance of the environment and ensures the mental health of the students of education. *The purpose of the article* is to substantiate modern scientific research on the organization of an eco-psychologically safe educational environment for children with special needs in the conditions of effective modern inclusive education. It is noted that the psychological safety of children in educational institutions is determined by the individual's own characteristics and largely depends on him, ensuring the mobility of responding to danger in the absence or delay of appropriate social assistance. A modern teacher must be a mentor, coordinator, manager, psychologist, and observer at the same time. That is why the teacher needs to focus on inclusive values, building a comfortable environment for every student.

Among the *research methods*, the analysis and research of the content, principles, essence and features of the inclusive development of students in educational institutions are at the center of scientific research of many countries and international institutions, including the Organization for Economic Cooperation and Development (OECD), the United Nations Development Program (UNDP), European Commission, International Monetary Fund (IMF), World Economic Forum (WEF), World Bank, International Policy Center for Inclusive Growth, which contributed to the psychodiagnostic dimensions of the study.

The *conclusions* reveal the components of professional competence regarding the organization of an eco-psychologically safe educational environment for children with special needs, including cognitive, organizational-activity, motivational-value, and reflective components. It is noted that the joint work of the teacher should be extended both to the parents of children with disabilities and to the parents of healthy children, during which a tolerant attitude towards children with special educational needs and environmental safety of the educational environment of educational institutions is formed.

Key words: inclusive education, children with special educational needs, educational environment, educational institutions, professional competence.

Introduction. The development of modern Ukraine and integration into the European space greatly influence the formation of the educational policy of our state. A psychologically safe environment in an educational institution is one of the conditions for full mental and personal development of schoolchildren. The formation of such an environment in the team determines the psychological and pedagogical conditions for the implementation of the protection of children from all forms of eco-psychological and physical violence, a respectful attitude towards each student. In society, unfortunately, there are a sufficient number of examples of the negative impact of external conditions on the child's personality, which causes emotional tension and a decrease in the effectiveness of the child's socialization.

In Ukraine, it is important to constantly support children with special educational needs as one of the most vulnerable categories, in particular, providing them with the necessary psychological corrective and developmental support, maintaining emotional stability. The priority task of educational institutions is the formation of an eco-psychologically safe educational environment aimed at ensuring emotional well-being through direct communication with each child, the use of diagnostic techniques in working with students, the disclosure of ways to create a resource state, careful attention to the needs and feelings of students. The formation of a psychologically safe and comfortable educational environment is one of the urgent problems of modern education.

Peculiarities of the development of mental processes in children of different ages and categories, the mechanisms of formation of social and communicative activity in children with special needs have been studied in the scientific works of foreign and Ukrainian scientists. The concept of a teacher's readiness for professional activity and its assessment is reflected in the works of S. Alyokhina, M. Alekseeva, E. Agafonova, K. Durai-Novakova, Yu. Kalichak, A. Kolupaeva, L. Kondrashova, S. Myronova, V. Molyako, O. Moroz, V. Slastonina, H. Trotsko, S. Chupakhina, M. Sheremet, O. Shpak and others [1–4].

Peculiarities of professional training of teachers for psychological and pedagogical interaction with students with special educational needs are substantiated in scientific findings (I. Vizniuk, Ya. Tsekhmister, O. Dzekan, S. Dolynnyi, O. Fomin, N. Fomina, N. Ordatii, V. Humeniuk, N. Rokosovyyk, O. Vytrykhovska, A. Paslawska, O. Bielikova, A. Polishchuk, I. Radziievskaya). The problem remains the peculiarities of diagnosing the mental development of children with special educational needs, their integration into a safe educational environment of a school, as well as obstacles to the occurrence of bullying in their environment [1, 2].

The **purpose** of the article is to substantiate modern scientific research on the organization of an eco-psychologically safe educational environment for children with special needs in the conditions of effective modern inclusive education.

Experimental part. At the current stage of development of the education of children with special educational needs, the creation of an inclusive educational environment has become a priority. In such an environment, all children study together according to general educational programs adapted to the needs of such a child, and experience a full-fledged social life. Children with special needs have limited opportunities to quickly react and process information from the surrounding space, therefore an important condition for the existence of a comfortable educational environment for them is reliable psychological safety and reduction of the consequences of psychological trauma [4, p. 18].

Analysis and research of the content, principles, essence and features of inclusive development of students in educational institutions are at the center of scientific research of many countries and international institutions, including the Organization for Economic Cooperation and Development (OECD), the United Nations Development Program (UNDP), the European Commission, International monetary fund (IMF), World Economic Forum (WEF), World Bank, International Policy Center for Inclusive Growth, which contributed to the psychodiagnostic dimensions of the study. Thus, one of the key priorities in the economic growth strategy "Europe 2020" (Europe 2020) is precisely inclusiveness [1, 3].

The Ministry of Education and Science of Ukraine has developed a priority project in the field of psychological assistance and psychosocial support for participants in the educational process 'Strategy for ensuring mental health in the field of education at all levels' with the support of UNESCO, the United Nations Children's Fund (UNICEF) Representation in Ukraine, the LEGO Foundation, etc., which provides for the further development of the system of psychological assistance and psychosocial support at all levels of the education system. Implementation of the project should ensure the improvement of the psychological climate in the educational environment; to increase the awareness of students on how to act in emergency and crisis situations; reduce cases of bullying among participants in the educational process [4, p. 17].

Children with special educational needs (SEN) are persons who need additional permanent or temporary support in the educational process in order to ensure their right to education (paragraph 20 of part one of Article 1 of the Law of Ukraine 'On Education'). [3, 4].

We consider *the eco-psychological safety of an inclusive educational environment* as a state of the environment free from external manifestations of psychological violence in interaction, which contributes to the satisfaction of the basic needs in personal and trustful communication, creates the referential significance of the environment and ensures the mental health of the students. The psychological safety of children in educational institutions is determined by the individual's own characteristics and largely depends on him, ensuring the mobility of responding to danger in the absence or delay of appropriate social assistance [2, 4].

The readiness of teachers to form an eco-psychologically safe inclusive educational environment is defined by us as psychological and pedagogical support of children with special educational needs in training sessions, seminars, lectures, councils on overcoming prejudiced attitudes towards these persons; in the formation of motivation and active interaction in the context of building constructive cooperation in perceiving them as full-fledged people with the destruction of various stereotypes and myths regarding their discrimination and stigmatization [2, 3].

The teacher's readiness to create a safe educational space is characterized by the formed components, which scientists include [4]: *professional and psychological readiness* (S. Alyokhina, M. Alekseeva), *social readiness* (V. Khytryuk), *motivational component* (S. Alyokhina, M. Alekseeva, V. Khytryuk, Yu. Shumilovska), *value component* (O. Samartseva), *activity and cognitive component* (Yu. Shumilovska), *information-competence and operational-action components* (V. Khytryuk).

The teacher's activity in working with students with special needs is aimed at achieving the *main goal* - preparing the child for independent life, i.e. promoting his socialization.

An eco-psychologically safe educational environment in an educational institution can be created by a teacher who: possesses a complex of anatomical-physiological and psychological-pedagogical knowledge; understands the strategy and tactics of behavior of children with special needs; uses effective pedagogical technologies for teaching and educating different categories of participants in the educational process; understands the features of inclusive pedagogy; knows the methodology of tutoring, coaching, etc.

Proponents of joint education define the following positive priorities of inclusive processes in an environmentally safe educational environment of institutions [1, 3]:

- stimulating influence for the development of abilities in children with special needs;
- the possibility of presenting life values in the priorities of their own experience mastered by them;
- development of non-standard thinking and communication skills in interpersonal interaction;
- the possibility of showing compassion, humanity, mercy, tolerance in the context of real life situations as an effective means of moral education.

Inclusive education is a system of educational services based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, which involves the education of a child with special educational needs, in particular a child with psychophysical development, in the conditions of a general educational institution. Inclusive education provides access to education for children with special needs in general schools through the use of teaching methods that take into account the individual characteristics of such children. Inclusive education is based on an ideology that excludes any discrimination against children; ensures equal treatment of all people, but creates special conditions for children with special needs. The knowledge and skills acquired outside of society could not help children with special educational needs to fully adapt in society, prepare to overcome inevitable life difficulties, and, therefore, fully realize themselves as equal and full-fledged members of society. In inclusive classes, children with special needs are included in the educational process. They understand the basics of independent life, learn new forms of behavior, communication, interaction, learn to show activity, initiative, consciously make choices, reach agreement in solving problems, make independent decisions [2, 4].

Inclusion is based on the concept of "normalization", which is based on the idea that the life and lifestyle of people with disabilities should be as close as possible to the conditions and lifestyle of the entire community. The principles of "normalization" are enshrined in a number of modern international legal acts: the UN Declaration on the Rights of the Mentally Retarded, the Declaration on the Rights of the Disabled, the Convention on the Rights of the Child, and others. In particular, the UN Declaration on the Rights of the Mentally Retarded is the first regulatory and legal document regarding the recognition of persons with psychophysical development disorders as a socially full-fledged minority in the social sense, in need of social and legal protection.

This significantly reduces the danger of developing snobbery in them in the understanding of their otherness and exclusivity, the disappearance of fear in overcoming obstacles and realizing one's own dreams. However, there are difficulties with inclusive education that disorganize children with special needs, in particular [3, 4]:

- heterogeneity of the contingent in the team, there are some problematic situations (the possibility to study with healthy students reduces the level of success of the latter, slowing down personal growth);
- learning difficulties, caused precisely by the conditions of competition, in the context of which they do not receive the necessary attention;
- the participants of the educational process have a moral dilemma in organizing work with successful children and persons with inclusive needs (who of them deserves more attention during education);
- after all, the country needs citizens who have the ability to develop intellectual potential.

Note that in solving these problems, tutoring is a fairly common practice in general secondary education institutions of Ukraine, when there is always a mentor next to the child who understands his needs, which allows the teacher to focus directly on the learning process. Some private schools in Ukraine have successfully introduced tutoring, but the main drawback of such a system is that not every family can afford such services [2, 4].

It is worth emphasizing the need to introduce an individually differentiated approach to almost every child with special educational needs (individual development programs (IDP) or individual educational plans (IEP)); provision of high-quality psychological and pedagogical, correctional and

rehabilitation support for children with special needs; work with parents. Note that the joint work of the teacher should be extended to both parents of children with disabilities and parents of healthy children, during which a tolerant attitude towards children with special educational needs is formed [1, 3].

Every child is unique in their own way, and every child's needs are specific. A child with special educational needs at the current stage of the development of society is considered as a person who has the same rights as others, but due to the peculiarities of individual development, he needs to form a special environment and provide special educational services.

Educators create an environment that stimulates the child's interest in knowledge, promotes learning, helps cooperation and the development of independence. They organize physical space and learning resources in a way that ensures safety and efficiency, and create and maintain a positive context for child development where children feel safe, secure and can enjoy playing and learning. In addition, the educational environment should provide a balance between organization and variety, between the opportunity to work independently and with other children, practice existing skills and master new ones.

This is achieved when there is a wide variety of educational materials and they are organized in such a way that they are accessible to the child; when there are places to work alone and with other children; when there are familiar and new materials. Educators arrange the group room, choose educational materials, plan the day's schedule, and most importantly, establish a sincere atmosphere of support in everything that happens in the group. A relationship of respect, sincerity, humor and fun is extremely conducive to this. An atmosphere of mutual respect should prevail in the group - both among educators and among children.

According to the European experience, the psychological readiness of the teacher of the inclusive class is determined by the following components of professional competence: cognitive, organizational-activity, motivational-value and reflective components (Table 1) [1, 3].

Analyzing the current state of inclusive education (Table 1), it is worth noting only about it as an innovative process that makes it possible to educate and raise children with various special needs. This direction has a strong influence on the development of the educational process itself and significantly changes the relationship between its participants. An important factor in the success of inclusive education is teachers' understanding of the deep needs of children with special educational needs. Under such conditions, the teacher will provide them with a psychologically safe educational environment in which the child will feel comfortable and his learning will be more effective. Also, for successful inclusive activities, the teacher must have communicative competence and communication skills regarding cooperation with families and conflict resolution, reduce the psychological distance between parents and the teacher, take into account their wishes and recommendations, and plan the implementation of joint activities of multidisciplinary specialists and parents.

Results and their discussion. A psychologically safe and effective educational environment, according to researchers, is formed by the teacher following certain methodological recommendations [2, 3]:

— Presentation of material during the lesson should be slow, clear, and sequential, with attention to speech pauses.

— In accordance with the principle of diversity, the teacher uses reference charts, tables, pictures, and effectively utilizes modern computer technologies (ICT) throughout the learning process.

— To assess learning achievements, the teacher prepares tasks in such a way that they are always visible to the students, since it is difficult for them to perceive auditory information.

— For better comprehension of educational material, it is advisable to divide it schematically into separate blocks, using illustrations for each block.

The components of professional competence in organizing an eco-psychologically safe educational environment for children with special needs

Components		Characteristics
1	2	3
Cognitive	Knowledge	Regularities and peculiarities of children's development and the educational needs in different age groups
		Modern approaches and methods of organizing the educational process in conditions of inclusion
		Principles of creating an inclusive educational environment according to the requirements of universal design
		Developments in the implementation and monitoring of IDP regarding the methods of differentiation and adaptation of the content of standard educational programs
Organizational and operational	Skills	The organization of effective joint work with the family of a child with SEN
		Work in a team regarding the psychological and pedagogical support of a child
		Tolerant relations with children with SEN and development of IDP
		Eliminate obstacles in the education of children with SEN
		Assessment of special needs and capabilities of children
		Adaptation and modification of the content of educational plans and programs in accordance with the characteristics of the child's development
		Organization of an inclusive educational process in the formation of knowledge, skills and abilities of children with SEN
Motivational and valuable	Skills	Design the child's individual educational trajectory
		Ability to learn and develop children with SEN
		The use of auxiliary educational technologies, including differentiated learning methods
		Ensuring equality of the right to education for all applicants
		Understanding the indivisibility of education regarding the quality of education
		Conducting corrective and educational work with children
Reflective	Settings	Humanity in relationships with children of various categories
		Ability to self-development and self-improvement, professional growth based on reflection of one's own activity
		Ability to control, plan and organize pedagogical activities
		The ability to be pedagogically sensitive in pedagogical activities to the child's behavior and general condition
		Pedagogical tact, consistency, empathy and exactingness towards the students
		Persistence and patience in achieving the set goal

The effectiveness of the educational and methodological support of the learning process for individuals with special educational needs also depends on the selection and use of personal computers. Researchers argue that computer-based learning tools play a leading role in creating an effective educational environment for this category of educational participants, providing conditions for the implementation of developmental, cognitive, aesthetic, and educational functions of the educational process [4, p. 18].

Computer-based tools are successfully used to explain new material, systematize it, taking into account the individual characteristics of students and their readiness to learn the material. Using special teaching methods for children with special educational needs, teachers effectively employ electronic slides, reference diagrams, educational games, electronic textbooks, and multimedia presentations.

During the use of computer technology, educational material becomes a subject of active engagement for students in inclusive education since it provides an emotional charge for children, allowing them to simultaneously perceive the educational material visually and aurally. Bright multimedia presentations, photographs, tables, and illustrations are used by the teacher as auxiliary means to correct developmental disorders in children and expand the educational space for realizing the potential of each child with special needs.

For example, learners with autism spectrum disorders learn differently: the brain of such a child processes and systematizes information differently. They have fragmentary visual perception, which is usually focused on a certain detail of an object, meaning they require time to grasp the entire object. Such students find it difficult to concentrate their attention during lessons because they cannot sustain it for a long time. Usually, such students slowly "get involved" in the work, they need constant and timely changes in class activities and constant motivation and encouragement from the teacher or assistant. They are prone to sensory overload, have difficulties with multitasking, and find it challenging to perceive any information through listening. However, in a comfortable educational environment, students with autism can be taught to follow order, self-organization, and comfortable being in the group, fostering comprehensive and harmonious development of the personality.

A scientifically based requirement for the work of a teacher in the conditions of an effective educational environment with students with special educational needs is: humanity and respect for students, mercy, empathy, tolerance, encouragement of students, mastery of special knowledge, skills and abilities, formation of the ability of adequate self-evaluation and attitudes necessary for pedagogical activity in an inclusive environment, pedagogical justice and optimism.

Conclusions. The problem of the teacher's readiness to ensure the educational integration of children with special educational needs is characterized as an integrated education, the components of which are: personal and professionally significant qualities of the teacher, his theoretical knowledge and worldview, practical skills, knowledge, attitudes and skills in organizing an educational environment for children with special educational needs. The ability to demonstrate competence in standard and non-standard situations while working with children requires diagnostic, educational and corrective work, a thorough educational and methodological component and effective organization of social interaction between children and parents.

The feeling of inferiority that arises in children with health problems due to a lack of understanding of their problems prevents them from using the opportunities of human life, as a result of which the child develops qualities that prevent effective interaction with the social environment. A high level of personal anxiety can become a serious obstacle for a child with persistent health disorders to form effective relationships with peers and teachers in the learning process and to perceive the educational environment as environmentally safe. Necessary conditions for the formation of an ecologically safe educational environment are effective psychological support, which contributes to the prevention and overcoming of psychological threats, the harmonization of the processes of interaction of the participants of the educational process, their mental health, sustainable personality development; teaching children and young people with limited physical abilities methods of self-regulation, forming in them appropriate psychophysical qualities, the ability to overcome mental stress.

Prospects for further research. Environmental problems currently reflect the real state of psychological safety of students with special needs, which affects the country's standard of living in the organization of national welfare and potential opportunities of the state, and serves as further perspectives in justifying the specifics of training specialists to ensure an appropriate educational environment in the conditions of the modern environmental situation.

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