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INCLUSIVE EDUCATION IN SPIRITUAL DIMENSIONS

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ІНКЛЮЗИВНА ОСВІТА В ДУХОВНИХ ВИМІРАХ

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Dynamic changes in modern life caused by information technology transformations and the global pandemic, on a global scale intensified the reappraisal of values regarding the harmonious coexistence of mankind with nature, the humanization of interpersonal relationships, the determining role of positive spiritual and moral processes in any kind of social activity with a leading role of humanistic spiritually-oriented inclusive education.

The quality of inclusive education teaching practices can be ensured by spiritually mature for professional activities teachers who are ready to confront the threats of an unstable world and innovatively solve pedagogical problems for individual and collective merit. In this regard, it is important to give priority to the development of a holistic humanistic system of pre-service primary school teachers training.

Taking into account that the main causes of pedagogical failures are the prevalence of rational-pragmatic determinants of educational practices efficiency evaluation and lack of understanding of deep content of pedagogical activities, we consider it relevant to design and implement didactic systems for basic skills development of pre-service teachers in combination of pedagogical, psychological and philosophical knowledge about ways to spiritualize the educational process.

The driving force of scientific research has also been the proven belief that students of the XXI century and society expect from the pedagogical community, above all, the manifestation of high selfless teacher's love, which is expressed in benevolence, empathy, acceptance, ability to find constructive solutions for various problem situations.

In a recent study famous Polish scientist Ioanna Glodkowska (2020) defined the main issues of educational changes aimed at building a comfortable school for everybody. The socially inclusive culture positive with understanding and respectful attitude to others is the background for such kind of school where inclusive education combines children with special educational needs and their peers in a common cognitive process. It is crucial to build schools where acceptance and respect constitute inalienable rights in order to ensure that different students can be present and participate in the joint process of teaching and learning. This complex educational model requires the convincing of all its subjects (students, parents, teachers, other specialists, and local

communities) that differences have a significant educational and social value, and that they make our coexistence more meaningful» [1; 34].

The author's concept of defining ways to spiritualize didactic systems of pre-service teachers training with focus on inclusive education combines the ideas of noospheric pedagogical education, the principle of cord-centered educational practices, virtualization of educational activities and ensuring sustainable autonomous personalized professional development. To characterize the noospheric approach to the implementation of pedagogical education, we clarify the essence of the concept of the noosphere in accordance with the views of the eminent scientist and philosopher Vladimir Ivanovich Vernadsky (1863–1945). According to Vernadsky's original theory, the appearance of a man on Earth ushered a qualitatively new stage in the evolution of the planet, during which the biosphere would gradually transform into the realm of the Mind – the so-called «noosphere» (in Greek – mind, spirit), in which a man will become the main life-giving power[2]. One of the key ideas underlying V. Vernadsky's theory of the noosphere is that a person is a part of the nature and it is obvious that the influence of the biosphere is reflected not only in the living environment, but also in the flow of human thoughts. But not only nature affects mankind, there is also a feedback. And it is not superficial, which would reflect only the physical impact of mankind on the environment, it is much deeper. V. Vernadsky saw the inevitability of the establishment of the noosphere, which was prepared by both the evolution of the biosphere and the historical development of mankind. He noted that the capabilities of a person with his mind and technology are so great that a person can interfere in the course of geological and chemical processes on Earth and even change their natural direction. Mankind must realize its power and role in the biosphere and then a new stage of its development will come. Scientific ideas and human activity have changed the structure of the biosphere, untouched nature is rapidly disappearing, new ecosystems and landscapes are emerging.

Among the components of the noosphere there are the anthroposphere (cluster of people as organisms), techno sphere (cluster of man-made objects and natural objects changed as a result of human activities) and socio sphere (cluster of social factors typical for this stage of society and its interaction with nature).

The growth of purposeful influence of people on the system man – society – nature occurs in accordance with the law of V. Vernadsky on the union of actions and ideas of mankind [2]. The noosphere, ideally, is improved by the joint efforts of people in the interests of both humanity as a whole and each individual.

The concept of the noosphere is useful for a better understanding of the process of personal development and should be decisive for the formation of a spiritually oriented education system.

Inclusive education is of particular value to humanity, as it aims at creation of schools, learning environments where everyone, regardless of character, abilities, physical attractiveness, physical health, ethnicity, religion, wealth and social status, is aware of their own uniqueness. and the uniqueness of others, has the right to a happy life and satisfaction of their own cognitive needs through positive interaction with others. The implementation of inclusive education should have a positive impact on the development of civilization. The effective implementation of inclusive education requires spiritually developed teachers – leaders of change.

Thus, the spiritual dimensions of the preparation of pre-service primary school teachers for inclusive education should be provided:

– development of noosphere education of students (awareness of the potential of their own thoughts, emotions and feelings in educational processes, understanding the essence of the relationship between the individual and the biosphere and society, directing their actions to preserve and develop life in its diversity);

– implementation of cord-centered education;

– using methods of activating different types of virtualization of educational content and educational activities;

– focus on learning autonomy.

Teacher training for inclusive education should be aimed at developing spiritual values and integrate the knowledge of spirituality, the biosphere, the social environment and their interrelationships. If we want to improve education, we need to make efforts to spiritualize the content and learning process of pre and in-service teachers.

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ROLE OF DIGITAL TOOLS IN SUPPORTING INCLUSIVE EDUCATION

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РОЛЬ ЦИФРОВИХ ІНСТРУМЕНТІВ В ПІДТРИМЦІ ІНКЛЮЗИВНОЇ ОСВІТИ

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The development and implementation of the principles of democracy, humanism and openness in education contributes to social progress and comprehensive intellectual and spiritual development of the individual. Responding to the needs of the individual and society as a whole brings us closer to the establishment of an educational paradigm, which is the need to ensure equal access to quality education for each individual, regardless of his/her characteristics and limitations.

According to the World Bank, 10-12% of the world's population belong to the category of people with mental and physical disabilities. At the same time, the number of children under the age of 16 who fall into this category is estimated at 140-165 million people. 62 million of them are children of primary school age. They face many barriers to education, which means that school attendance rates and the percentage of those who have successfully completed their studies are much lower than their peers. Of the 75 million children worldwide who did not attend school, a third were children with disabilities. In developing countries, exclusion from the education system is much more significant for people with mental and physical disabilities, of whom about 97% can neither read nor write.

The World Bank estimates that 20% of the world's poorest people have various forms of disability. The level of literacy among people with disability (in the global dimension) is only 3%, and unemployment – 80% [1].