Terms of the professional language of Inclusive Education

Términos del lenguaje profesional de Educación Inclusiva

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ABSTRACT

Inclusive education is a special system of educational services that aims to ensure equal access to education for every child, regardless of their special abilities, psychophysical development and individual needs. The purpose of this study is to clarify the main terms of the professional language of inclusive education. The research was conducted on the basis of the use of general scientific and special methods that are used in modern science, as well as the method of descriptive analysis with a review of scientific literature. It is argued that inclusive education emphasizes the value of each child's personality, thereby guaranteeing equal treatment of all children in educational institutions, but creates special conditions for children with special needs. The author singled out the fundamental terms of inclusive education, which should include: integration, inclusion, mainstreaming, and carried out a conceptual analysis of their content.

Keywords: inclusion, inclusive education, terms, professional language.

RESUMEN

La educación inclusiva es un sistema especial de servicios educativos que tiene como objetivo garantizar la igualdad de acceso a la educación para todos los niños,

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independientemente de sus capacidades particulares, desarrollo psicofísico y necesidades individuales. El propósito de este estudio es aclarar los términos principales del lenguaje profesional de la educación inclusiva. La investigación se realizó sobre con el uso de métodos científicos generales y especiales que se utilizan en la ciencia moderna, así como el método de análisis descriptivo con revisión de la literatura científica. Se sostiene que la educación inclusiva enfatiza el valor de la personalidad de cada niño, garantizando así un trato igualitario para todos los niños en las instituciones educativas, pero crea condiciones específicas para los niños con necesidades especiales. El autor destacó los términos fundamentales de la educación inclusiva, que deben incluir: integración, inclusión, y transversalidad. Además, realizó un análisis conceptual de su contenido.

Palabras clave: inclusión, educación inclusiva, términos, lenguaje profesional.

INTRODUCTION

Today, educational transformation processes integrate a large part of reforms aimed at the implementation of inclusive education. The direction chosen by the Ukrainian state to create decent learning conditions for children with disabilities is a step towards the implementation of European principles and living standards. Inclusive education is one of the main directions of reforming the education system in many European countries, the purpose of such training is aimed at realizing the rights to education of persons with special needs. At the UN International Conference on Education, Science and Culture "Inclusive Education: The Way to the Future" it was noted:

> Implementation of inclusion in the educational sphere is not a secondary, but a central issue for ensuring high-quality education and creating more inclusive societies. Education is widely seen as a means of developing human capital, increasing economic performance, strengthening individual capacity, and expanding the boundaries of choice for exercising the freedoms of citizenship. Education contributes to the development of the ability of a

person or a group of persons to make their own decisions and create their own destiny. In addition, education is an important means of overcoming marginalization for adults and children, increasing their potential to gain opportunities to participate more fully in the life of their communities (Vasilyeva, 2021, 23).

The priority of inclusive education today lies in the transition to its international legal obligations, which provide for the obligation of the state to provide inclusive education at all levels on the basis of equality of opportunity. In the paradigm of this transition, there is a departure from the medical model of human perception to a social one, which will shift the emphasis from the limitations of life activities, differences to the adaptation of the socio-cultural environment to human needs. That is, a person who has barriers in functioning due to health disorders, cultural or social differences, may become a full-fledged member of society under the condition of proper support, which should compensate for these barriers.

The Salamanca Declaration (1994), adopted by representatives of governments and 25 international organizations at the World Conference on the Education of Persons with Disabilities in 1994, is based on the universal right to education to ensure this right for all, regardless of individual differences, and gives a broad understanding of the term "persons with disabilities". Verovckina Ja., Liubarets V. (2020) opinion that it applies to all children and young people whose needs depend on various physical or mental limitations or learning difficulties caused by cultural or social factors.

At the same time, despite the constant development of international understanding of the values and goals of inclusive education, in particular in the course of learning foreign languages, it should be noted that attempts to fully integrate it into the educational process are still incomplete. In addition, today there is a lack of clarity in the interpretation of defining categories, in particular "inclusive education", "inclusive learning", "students with special needs", "inclusive class", etc. In particular, in order to understand the problems associated with the adaptation to the educational process of inclusive education, the main

terms of the professional language of inclusive education, which form its foundation, should be researched. The interpretation of these concepts in the future should form a single dictionary of terms, which is a confirmation of the innovativeness of the problem under study.

The purpose of the scientific article is to conduct a comprehensive analysis of scientific views on the terminology of the professional language of inclusive education, and to systematize them to form a single terminology base.

METHODS

The methodology of the scientific article is chosen taking into account the purpose and tasks, object and subject of the research. In order to reveal the main issues, the authors used general scientific and special methods that are used in modern science. A comparative analysis of the scientific literature revealed the meaning of such basic concepts as "inclusive education", "inclusive learning", "students with special educational needs", "special needs", and highlighted the development of scientific views on certain problems of their development and formation. The method of comparative analysis was used to identify similarities and differences in the scientific understanding of the terms of inclusive education. The system-structural method was used to systematize the obtained results and formulate the main conclusions of the scientific research.

RESULTS

Inclusive education in the study of foreign languages involves the creation of conditions that allow all students, including those with special educational needs, to effectively master language skills. This process, in turn, requires appropriate adaptation of teaching methods, educational materials, and assessment of learning outcomes, depending on the educational needs of such students, as well as providing the necessary support for each student.

In addition, it is important today to systematize the terminology of the professional language of inclusive education in order to increase the effectiveness of the implementation of inclusive education in the educational environment, ensure unity and consistency in the use of terms, and form a single terminology dictionary. Systematization of the relevant terminology will create a clear and understandable terminology base, which is the basis for quality

communication between professionals and effective implementation of inclusive practices in education. To this end, a comprehensive study of scientific works related to the definition of the main concepts of inclusive education should be carried out to identify the main ones that will form a single terminology base.

The analysis of international acts in the field of inclusive education, as well as scientific sources, shows the existence of a number of approaches to providing education to children with health disabilities. At the same time, the terms "inclusion", "inclusive education" and "inclusive pedagogy" remain the subject of disputes among scientists today, and there is currently no unified approach to their definition.

Thus, Peters (2007) considers inclusive education both as a philosophy and as a practice. According to the scientist, the philosophy of inclusive education is based on the right of all people to quality education with equal opportunities - one that develops their potential and respects their human dignity. Other scholars recognize inclusive education as the right of all children to access, attend, participate, and succeed in their local mainstream school, shifting the focus away from labels, diagnoses, and special conditions for some students, with the goal of providing them with a quality education (Kielblock and Woodcock, 2023). In its general expression, inclusion is a way to achieve general improvement of education systems (Ainscow 2020).

The same concept is supported by Spanish scientists Pérez-Pedregosa, A. Belén (2023), which defines inclusive education, in the context of a paradigm whose task is fair and quality education for all students, regardless of their individual characteristics, and which eliminates any forms of discrimination and harassment.

If we talk about the terminology of the specialized language of inclusive education, then in our opinion, its terminology system contains both interdisciplinary and branch terms. Individual scientists, as N. Migai, T. Kamyshov (2023) belong to its composition:

> "Own professional terms that arose specifically within the scope of inclusive education (for example, tutoring support, inclusive schooling); basic terms that are borrowed from the terminology that forms the foundation of this field of

knowledge (terms of special pedagogy – special education teacher, sign language, early intervention strategies); terms from related fields (pedagogy – teacher training, child-centered philology, pre-teaching specialized vocabulary, medicine – disability, impairment, hard of hearing, physical and mental disabilities, psychology – child-centered psychology, developmental psychology); general scientific terms that have the same meaning in different fields of knowledge, but their meaning is clarified and acquires additional connotations in a specific field (American sign language, individual education program (IEP Team), education for all-together) (p. 10)".

In our opinion, this systematization of the terms of the professional language of inclusive education is of interest and can be taken as a basis for the formation of a terminological base.

To begin with, we should consider the basic terms of inclusive education, which include: integration, inclusion, and mainstreaming. At the same time, it should be noted that against the background of the general terminological expansion of the English language, this terminological vocabulary has been used quite widely in Ukraine in recent years, however, sometimes with rather contradictory appropriateness and relevance. Referring to the definitions given to this concept by recognized American, Canadian and European scientists in the field of "Education for All" J. Andrews and J. Done (2019), it is worth noting that these terms are used in foreign practice as close in terms of content and concept, but not identical (Kolupaeva, 2009). In addition, the term "segregation" should also be added to such terminology. In order to carry out their correlation, we will analyze the definitions of these concepts presented in scientific research and reference literature.

Thus, the terms "integration" and "inclusion", although they are somewhat synonymous concepts, have a significant difference in their definitions. From the point of view of sociology, the integration of a child into a regular educational space means the preparation of the child himself for life and work in a team, on the other hand, inclusion involves the adaptation of society, schools and their general educational philosophy to coexistence and

cooperation with children with special needs (Boyko, 2012).

Thus, integration involves only the adaptation of the surrounding physical environment for children with special educational needs. That is, it means ensuring the availability of educational facilities, the placement of such children in classes, often with some adaptations or special services. The negative is that within the framework of integration, children with special educational needs may remain separated from the educational process, due to the fact that their needs are not fully taken into account.

In contrast to integration, inclusion involves a more complex and in-depth approach, which includes not only the adaptation of the external environment for children with special educational needs, but also their complete, in particular, socialized inclusion in all aspects of the educational process. The term "inclusion" literally means "inclusion" or "joining". The advantage of inclusion is that it aims to ensure the equal participation of all students in the educational process, regardless of their individual characteristics, and to create an environment where every student feels accepted and valued.

Instead, the term "segregation" is the opposite in meaning to the first two, as a type of discrimination, in which there is a separation of those social groups that stand out from the general population on various grounds. Such a policy, as evidenced by the scientific investigations of A. Kolupaeva (2013), was characteristic of Soviet times. In this case, we are talking about children with special educational needs, who were brought up in special educational institutions, which were separated from social life and were closed boarding schools. Today, this method of teaching children with special educational needs is absolutely unacceptable and can be used in countries with totalitarian or authoritarian regimes.

Another widely recognized term is "mainstreaming", which means joint extracurricular work, which is carried out with children with special educational needs and their peers, and promotes the establishment of social contacts (Davydenko, 2014). From the point of view of Canadian and American scientists, mainstreaming defines a whole stage in the development of educational trends regarding the education of children with special needs in North America at the end of the 20th century and is mainly

associated with the spread of the functioning of special classes in mass schools, when social contacts, establishing relationships of children with features of development and their healthy peers took place outside of school hours. However, it is also pointed out that these relationships were short-lived and limited (Kolupaeva, 2009).

Thus, in contrast to mainstreaming, in which the main emphasis is placed on the inclusion of children with special educational needs in joint lessons in general education classes with other children, using minimal adaptation of the environment and an individual approach, inclusion involves the full inclusion of children with special educational needs in general education process, to ensure equal opportunities in education and social adaptation.

The following defining terms in inclusive education are the interpretation of "special educational needs", "persons with special educational needs", without establishing which it is impossible to determine the categories of persons who need to create appropriate conditions for obtaining education in the conditions of inclusive education and language, methods and ways of communication and training of such persons.

The most common and acceptable standard definition of "special needs", in particular in the countries of the European Community, is presented in the International Standard Classification of Education (2013), persons whose education requires additional resources have special educational needs. Additional resources, at the same time, can be: staff (to provide assistance in the training process); materials (various teaching aids, including auxiliary and corrective ones); financial (budget allocations for obtaining additional special services).

As for the definition of the concept of "persons with special educational needs", in this case it will vary depending on the socio-political system of each individual state. For example, the concept of "cripple" is one of the earliest terms that appeared in the English language in the middle of the 13th century to describe a person with disabilities. Over time, other equivalents appear, such as "invalid" (1630), "disabled" (1630), "valetudinarian" (1703), "handicapped" (1915). With the development in the world of democracy and the popularization of the rights and freedoms of citizens, there is a tendency to replace words that indicate the immediate physical shortcomings of a person (thereby focusing attention on his physical

problems) with descriptive phrases in which the emphasis is on the individual, and not on physical disabilities: "challenged person" (a person with physical or mental problems) (1985), "person with disabilities" (a person with physical disabilities) (from the beginning of the 20th century) (Andriychuk, 2016). It should be noted that the last two English counterparts are considered the most tolerant today and are used in mass media and modern scientific literature.

In addition, the International Standard Classification of Education (2013) offers the following definition of persons with special educational needs, persons with special educational needs are defined by the need to provide additional public and/or private resources for education. This resource-based approach to defining SEN addresses students with a range of learning difficulties.

In modern scientific theory, there is a trend in which the term "children with special educational needs" designates only the category of children with disorders of psychophysical development. This proves that the meaning of this concept is incompletely revealed.

In the opinion of A. Kolupaeva, L. Savchuk (2011) special needs is a term used in relation to persons whose social, physical or emotional characteristics require special attention and services in order to develop their potential. Among them, the scientist included people who have exceptional abilities or talents, as well as children with physical, mental, and social differences. A similar position is also expressed by M. Chaikovsky (2016), who notes that youth with special educational needs are a group of persons with physical limitations who have specific social and psychological traits.

Thus, the term "special educational needs" covers not only the category of children with physical or mental disabilities, but also gifted children and children who have learning difficulties caused by social, economic, political factors, etc. The education of such students also requires a special organization of the educational process in order to reveal their potential and creative self-realization.

When forming the definition of "special educational needs", the following main aspects should be taken into account: description of features, which should be understood as concrete physical, intellectual, sensory or mental features that affect children's ability to learn in the

conditions of a traditional educational program; individual needs that should be taken into account when forming educational programs (can be temporary or permanent, should be subject to adjustment); the need to adapt curricula, teaching methods, materials, environment or provide additional resources to ensure effective education of children with such needs; expanded interpretation, i.e. the concept of "special educational needs" should also cover social, emotional, communicative and behavioral aspects that can affect the child's learning and development; determine their goal - ensuring equal access to education and full participation in the educational process on a level with other students.

In addition, since we are talking about children with special educational needs who may have certain psycho-physiological defects, forming a single system of terms in the professional language of inclusive education, the origin and content of concepts denoting disease syndromes of children with disabilities should also be investigated.

In the terminological system, a group of terms originating from the English language and related to the designation of disease syndromes of children with disabilities and their testing is generally recognized, among which the following should be highlighted:

1. Down's syndrome (John Langdon Down, an English physician, 1866) is a genetic condition caused by the presence of an extra chromosome in a person's DNA;

2. Angelman syndrome (Dr. Harry Angelman, an English pediatrician, 1965) is a chromosomal (neuro-genetic) disorder caused by the absence of a gene. People with Angelman syndrome will have developmental delay, little or no speech, seizures, and walking and balance disorders;

3. Sotos syndrome (Professor Juan Sotos, an American pediatric endocrinologist, 1964) is a genetic disorder characterized by excessive physical growth during the first few years of a child's life;

4. Andersen syndrome (Dr. Dorothy Andersen, an American pathologist, 1938) is an inherited disease. It affects the lungs and digestive system by clogging them with thick, sticky mucus, which makes it difficult to breathe and digest food;

5. Martin-Bell syndrome (R. Martin, J. Bell, American doctors, 1943) is the most common known cause of inherited learning disabilities;

6. Asperger's Syndrome (Hans Asperger, a Viennese psychiatrist, 1940) is a form of autism. People with Asperger syndrome

may have difficulties in social relationships and communicating;

7. Tourette's syndrome (Dr. Georges Gilles de la Tourette, a pioneering French neurologist, 1885) is an inherited neurological (brain) condition that results in involuntary and uncontrollable sounds and movements;

8. Apert syndrome (Eugene Apert, a French physician, 1906) is a genetic disease in which the seams between the skull bones close earlier than normal during prenatal development, affecting the shape of the head and face;

9. Turner syndrome (Henry H. Turner, MD, an American pioneer endocrinologist, 1938) is a chromosomal condition caused by complete or partial absence of the second sex chromosome. Girls born with Turner syndrome typically have short stature and may have a high palate, low-set ears, low hairline, webbed-neck, droopy eyes, broad chest, scoliosis, or flat feet (Hammeken, 2008).

Analyzing the structure of such terms in this way, it should be stated that they consist of two components: first, it is the lexeme "syndrome", which has a general meaning, and the proper name, which denotes surnames or male names (in particular, scientists who obviously invented these diseases and started their names). At the same time, the key component of the specified term combination is the lexeme "syndrome", which is common to all, and its meaning is clarified precisely with the help of its own name.

Thus, we can talk about the existence of English-language terminology and the formation of an English-language terminology system in the field of inclusive education, which includes not only purely specialized units for the designation of specialized concepts of inclusive education, but also basic terms borrowed from special pedagogy, related fields, general scientific terms.

In addition, the analysis of the positions of foreign scientists and practitioners testifies to the relationship between the ideas of inclusive education and socio-cultural activities. Thus, J. Corbet points out that in the case when the educational environment of the school claims to become inclusive, there is a need to study certain sociocultural groups. As noted by scientist J. Corbet (1999): firstly, the personal beliefs, insecurities and fears of education workers regarding the abilities and characteristics of students with SEN; secondly, the prejudice of

children with normalized psychophysical development in relation to peers with SEN; thirdly, tolerance for the unification of those groups of students who are a socio-cultural minority. Each of the aspects identified by J. Corbet (1999) represents a problem, the solution of which provides the socio-cultural environment of inclusive education.

In the writings of a number of foreign researchers, it is noted that inclusion contributes to the development of sociocultural competence of students with special educational needs (Parsons, Fitzsimons, Schoon 2022), accommodate children with disabilities in regular schools (Wendelborg, 2010), while students in grups (classes) formation of a tolerant attitude towards individuals with various differences in development (Bond, Castagnera, 2006; Kam Pun Wong, 2008). At the same time, sociocultural competence is understood by the authors in many ways - as social, emotional, cognitive and behavioral skills, which are necessary for a student for successful social adaptation.

Sociocultural competence in inclusive education is an important aspect that contributes to the creation of equal opportunities for all participants in the educational process, regardless of their sociocultural background, nationality, language, religion or other differences. Its main principles should be based on the following key points: knowledge and understanding of diversity; empathy and tolerance; intercultural communication; adaptation of educational materials; involvement of the community in the educational process.

English pedagogues Bond and Castagnera (2006) note that the effectiveness of inclusive education is achieved thanks to the use of diverse methodical support for students with SEN. This support involves in the educational process not only students with normal psychophysical development of the teacher, but also a tutor ("Class-Wide Peer Tutoring" (CWPT) and "cross-age Tutoring"). "Tutoring over the class" assumes that any student can become a tutor for a while. Educational workers describe four types of relationships that will contribute to effective support and interaction in the classroom: demand, acceptance, refusal and assistance. In turn, "cross-age Tutoring" consists in the fact that the role of an accompanying person is given to an older student (Kam Pun Wong, 2008).

Developing the idea of the need for various methods of support and different

strategies for organizing inclusive education, American researchers V. Volonino, N. Zigmond (2014) offer several options for joint education. These authors believe that the success of inclusion is ensured due to:

Provision of a specially trained teacher and, if necessary, an assistant teacher of inclusive education accompanying these students; "distributive learning space", in which students with special education can move from one teacher to another in order to master different educational programs; "parallel learning", which requires pedagogical workers to jointly draw up a plan of educational activities; "alternative training", which provides for the possibility of intensive training of students with SEN in conditions of a smaller number of them per one pedagogical worker, while another works with a large group; "team teaching", in which teaching staff take turns in conducting individual classes (p. 292).

Some Spanish scholars also add to inclusive education the efficient and effective implementation of the most avant-garde new technologies, such as the introduction of robotics in educational centers (Rodríguez, 2018).

In addition, we believe that another important element is the creation of special "adaptive classes", where children with special educational needs can receive additional support and specialized assistance from qualified specialists.

An interesting approach of the French scientist S. Gilman (2007), who believes that inclusive education is aimed at integrating students with special needs into the educational environment of the classroom with the possibility of using project-oriented learning "Reggio Emilia". The aughtor points out that:

Inclusive education should be based on the following principles: a child is a person, and any person deserves respect; every child learns: to move, listen, see, communicate, and he cannot be limited in this; it is necessary to allow development to occur due to active interaction with others in the socio-cultural environment. The use of the project as the main

method of learning within the framework of this approach allows for the formulation of tasks based on the interests and characteristics of the child, and also provides the opportunity to implement individual and group learning, the involvement of various employees of the educational environment, and the inclusion of parents in this process. It is important to take into account individual ways of achieving the same learning goals for all students, that is, taking into account the specifics of each child's development (p. 25).

Thus, the analysis of the main scientific positions on inclusion and inclusive education shows the presence of various approaches to the definition of inclusion, some approaches focus on creating equal opportunities for all students (Peters, 2007), others on the integration of children with special educational needs in general educational institutions (Gilman, 2007).

At the same time, it should be noted that there are discrepancies in the terminology of the specialized language of inclusive education, in particular the definition of such terms as "inclusion",

"integration", "special educational needs" and others. This indicates the need to systematize and standardize the specified terminology, search for unity of opinions in determining their content.

As for the systematization of the terms of the professional language of inclusive education, it is possible according to the following criteria: functional purpose (basic terms describing the fundamental concepts of inclusive education; specialized terms referring to specific aspects of the educational process, methods or approaches); terms describing functional roles in an inclusive environment (terms related to students (e.g., "students with special educational needs"), terms related to teaching staff (e.g., "teaching assistant," "tutor"), terms indicating the types of needs (physical (e.g. "disability"); intellectual (e.g. "intellectual disability"); sensory needs (e.g. "adapted materials", "sign language"); psychosocial needs (e.g. "psychological support", "social adaptation"); terms related to teaching methods (pedagogical methods ("individualized teaching", "special educational programs", "inclusive programs", "inclusive classes"), evaluation and monitoring ("diagnostic evaluation", "periodic evaluation progress").

CONCLUSIONS

So, on the basis of the analysis of scientific sources, we traced the evolution of the development of the basic terminology of the specialized language of inclusive education, which is used in modern humanitarian science as one that demonstrates the basic terms of inclusive education.

This analysis allows us to conclude that inclusive education should be considered an innovative system of educational services and a kind of strategy for expanding access to educational services for all children, including children with special needs. In a broader sense, inclusive education can be interpreted as an educational trajectory that includes an anti-discrimination position, the struggle for equal rights and equality, expanding access to education for all, as well as improving the quality of education, the main goal of which is to help the child adapt in society. At the same time, knowledge and understanding of the terms of the specialized language of inclusive education are key to the effective organization of the educational process and the creation of a favorable environment for all students, which in turn contributes to equal opportunities in education and the formation of an inclusive society.

Based on our research, the key terms used in inclusive education should be considered:

1) inclusion is the process of integrating children with special educational needs into general education classes, adapting the educational process, environment and teaching methods (Fitzsimons, 2022; Wendelborg, 2010; Bond et al., 2006);

2) special educational needs are needs that arise in children with disabilities of physical or mental development, and other children who have difficulties in learning, caused by social, economic, political or other factors, which require special methods and means of education to ensure their successful study (Kolupaeva & Savchuk, 2011);

3) an individual educational program is a specially developed learning strategy for a child with special educational needs that takes into account his individual capabilities, needs and potential (Corbett, 1999);

4) adaptation of the educational environment is a process of transformation of the surrounding physical, social and educational environment, aimed at ensuring the availability of education for

children with special educational needs (Volonino & Zigmond, 2014);

5) the support team is a group of specialists, including teachers, psychologists, speech therapists, social workers and other specialists, whose task is to develop and implement individual educational programs for children with special educational needs, (Kam Pun Wong, 2008);

6) an adaptive class is a special functionally equipped class in a general educational institution, in which children with special educational needs will be able to receive additional support and specialized assistance from competent specialists, according to the method of Volonino & Zigmond (2014).

It should be summarized that today one of the most important sources of the terms of the professional language of inclusive education are specialized dictionaries, the importance of the development of which is determined by the need to reflect the changes taking place in the field of education as a result of the introduction of new reforms. At the same time, there is no unity of opinion in the scientific literature regarding the definition of the content of the main terms of the specialized language of inclusive

education, which in turn requires further comprehensive scientific research.

The introduction of a single terminological base of the professional language of inclusive education is important for:

1) classification of terms into different categories depending on their meaning and functions in the context of inclusive education;

2) standardization of terms, i.e. establishment of uniform definitions and rules for the use of terms, which helps to avoid disagreements, ensuring a unified approach to inclusive education;

3) definition of key terms for inclusive education and their detailed interpretation;

4) analysis of relationships between terms, creation of terminological schemes and models reflecting these relationships, to form the structure of the professional language of inclusive education;

5) unification and systematization of interdisciplinary terms used in the professional language of inclusive education;

6) updating terminology, updating the terminological apparatus taking into account the development of new

approaches, technologies and practices in inclusive education.

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