

## INCLUSIVE EDUCATION - A MEANS OF PROMOTING SOCIAL EQUALITY AND DEVELOPMENT OF PEOPLE WITH SEN IN HIGHER EDUCATION INSTITUTIONS

Olena Bachynska, Maryna Bachyns'ka, Gennadiy Kucherov,  
Tetiana Marchak, Yaroslav Susharnyk

### ABSTRACT

---

The scientific section is aimed at analyzing the implementation of inclusive education in the Educational and rehabilitation higher education institution Kamianets-Podilskyi State Institute, as well as the factors of successful socialization and adaptation of students with special educational needs. The study analyzed various approaches to inclusive education, considered the issues of organizing the educational process, supporting students with special needs and developing their socialization skills and adaptation to learning conditions, inclusive culture in higher education institutions, student-centered learning, formation of an individual educational trajectory, and employment. Scientific research shows that successful inclusive education is based on an individual approach to each student, taking into account its special needs, promoting its socialization and adaptation to learning conditions. This approach ensures the effectiveness of the educational process and the training of qualified specialists with special features in working with people with various needs.

### KEYWORDS

---

Education, inclusion, social support, socialization, adaptation, student-centeredness, rehabilitation, employment.

#### 5.1 INCLUSIVE EDUCATION IN EDUCATIONAL REHABILITATION INSTITUTION OF HIGHER EDUCATION KAMYANETS-PODILSKY STATE INSTITUTE: FACTORS OF SUCCESSFUL SOCIALIZATION AND ADAPTATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Currently, every member of society has the right to receive education at all levels. However, there is a separate category of persons that requires special conditions for the realization of this right. It is about persons with health disabilities. Their professional training is of great importance for the socialization of this contingent of persons.

Integration of the educational paradigm from the standpoint of the development of special (corrective) education for children and adolescents with disabilities, which involves replacing them with isolated learning and grouping according to similar nosological characteristics, to the standpoint of inclusive education, which creates conditions for overcoming the segregation of students with special educational needs, on the one hand, reflects the trends of humanization of modern society, on the other hand, it causes a number of complex problems, the solution of

which depends on the effectiveness of the implementation of state policy in the field of support for persons with SEN.

Today, the main documents regulating inclusive education in Ukraine are the Constitution of Ukraine, the Law of Ukraine "On Education", the Law of Ukraine "On Comprehensive General Secondary Education", the Law of Ukraine on Higher Education, the Law of Ukraine on Amendments to Certain Laws of Ukraine on Education organization of inclusive education, Procedure for organization of inclusive education in institutions of general secondary education, Procedure for organization of inclusive education in institutions of higher education, Regulations on the distance form of obtaining full general secondary education, On the work of inclusive resource centers and the organization of the educational process for persons with special educational needs in the period of martial law, Methodological recommendations for inclusive resource centers regarding the determination of categories (typologies) of educational difficulties for persons with disabilities and levels of support in the educational process, Methodological recommendations for organizing the educational process of children with SEN in the 2022/2023 academic year, as well as the UN Convention on the rights of the child and the European Convention on the Protection of Human Rights and Fundamental Freedoms.

Thus, the state policy regarding persons with SEN is enshrined in normative and legal documents, and the professional pedagogical community has the task of changing the usual ideas that have developed over decades about the forms and content of education for this category of children.

Issues of inclusive education in Ukraine were considered in the scientific studies of V. Gladush, A. Kolupaev, I. Kuzav, M. Matveev, S. Myronova, V. Panko, T. Sak, V. Siniov, O. Taranchenko, V. Tyshchenko, A. Shevtsova et al. However, the issues of studying and generalizing the practical education of the organization of the educational process in inclusive institutions of higher education, identifying significant problems and outlining prospective ways of its improvement remain relevant today.

In this regard, in recent years special attention of both the pedagogical community and institutions of civil society has been directed to the problem of inclusive education of persons with SEN in the system of higher education, including in the Educational Rehabilitation Institution of Higher Education Kamyanets-Podilsky State Institute (ERIHE KPSI).

It is educational inclusion that corresponds as much as possible to the ideology, which excludes any form of discrimination of persons with SEN and affirms equal treatment of all people, but at the same time creates the necessary conditions for such persons. Attention to this issue is connected with the fact that educational inclusion is rightly perceived as the most important mechanism of social inclusion.

Inclusive education, which is part of the educational policy of many member states of the international community of UNESCO, is a dynamic and developmental approach that consists in a positive attitude towards the diversity of students. Inclusive education not only raises the status of a person with special educational needs and its family in society, but also changes the attitude

of society towards such people, promotes the development of tolerance and social equality. The education system adapts to the child, not the child to the system.

Therefore, scientific-pedagogical and pedagogic workers of Educational Rehabilitation Institution of Higher Education Kamyanets-Podilsky State Institute see the advantages of inclusive education for the life of young people with disabilities in the fact that:

- persons with special educational needs are included in the educational process on an equal basis with others;
- the educational process becomes more innovative and diverse. Education is built around the individual characteristics of each individual;
- the level of empathy develops, discrimination is significantly reduced;
- the self-esteem of the students of education increases, which affects their future employment, etc.

Intensification of the process of acquiring knowledge, requirements for quality and individualization of the process of acquiring education by different categories of students cause an urgent need to develop and implement a wide range of educational programs that allow everyone who wants to get exactly the education, at the time and in the place that is considered the most acceptable for it, regardless of gender, age, social background and abilities. Inclusive pedagogy, which is in a state of formation in Ukraine, is aimed at studying the role of education in this context. Inclusive pedagogy and psychology are the scientific basis of the organization of inclusive education. Inclusive education can rightly be considered a prototype of future education [1].

Optimizing the process of including yesterday's student in the system of intra-university relations is aimed at the application of the entire complex of technologies, where the concept of the team, which is based on the principles of system, complexity, and integration, plays a decisive role. Its target orientations are: the formation of personality, comprehensively and harmoniously developed personality, expansion of social activity, formation of responsibility, a holistic scientifically based picture, creation of friendly relations in the group of peers and with teachers, involvement of all participants in the educational process to universal human values – the world, man, family self, work, knowledge, culture, etc. [2, 3].

The problem of inclusive education in ERIHE KPSI is relevant today. Much attention is paid to this problem at various levels of the organization of the educational process, from independent learning of educational material to mastering disciplines under the guidance of a teacher. Adaptation and socialization of students into society should become the basis of the student's well-being in the educational society. The future of young people with disabilities directly depends on the knowledge and skills they acquire. Therefore, education in higher education institutions gives this category of people additional opportunities to acquire a profession, realize their potential and, as a result, significantly improve the quality of life. The success of socialization and adaptation of students with special educational needs (SEN) in conditions of higher education depends on a large number of factors. Such factors include the organization of the educational process, the psychological characteristics of the person itself, and even the peculiarities of the organization of

the socialization process at the university. The results of the study showed that the teachers of ERIHE KPSI believe that in order to improve the conditions of education of students with disabilities, it is necessary to provide HEI with educational and methodical materials adapted for students with disabilities, to find the possibility of material stimulation of teachers who teach such students, to improve the training of professors and teaching staff, develop the material and technical base, etc. The majority of students from SEN who study at ERIHE KPSI are active optimists and have high adaptability, which allows them to quickly adapt to the conditions of higher education.

The educational environment of higher education institutions is an important factor in the rehabilitation of students who have limited health opportunities. Among the most important factors contributing to the integration of disabled people into society, it should be mentioned the acquisition of professional education, in particular, in ERIHE KPSI. Ideally, the student environment is a factor that contributes to the self-realization of the personality of a student who has certain problems with physical health, changes its consciousness, gives an opportunity to feel like a full-fledged person, contributes to successful socialization not only in the student group, but also in the institute environment in general.

The result of creating an inclusive educational environment will be a significant reduction in the level of anxiety; facilitation of the process of adaptation of children with disabilities to educational programs, recognition of each child as a full-fledged participant (subject) of educational relations – this will be the main condition for the development and social adaptation of children with special educational needs.

For the full-fledged development of a student with special educational needs in society, it is necessary to create a special educational environment that represents the unity of all participants in the educational process, as well as the creation of a model of psychological assistance, support and provision in order to overcome the barriers that arise on the way to the development of the student of education [4, 5]. The central coordinating role of the implementation of this model belongs to the practical psychologist. It organizes the interaction of all specialists, provides help and support in the process of promoting young people at all stages of support: diagnostic, corrective, developmental.

Psychological support of the inclusive education of students in ERIHE KPSI is considered as a process that includes the strategy and tactics of a psychologist's professional activity, aimed at creating the most favorable conditions for the integration of children with special needs into the society of their normally developing peers. It should be aimed at mastering young people with special competencies that ensure the gradual formation in them of a system of social behavior skills, productive forms of communication with adults and peers, based on partner relationships.

In the conditions of an educational institution, students with SEN become the object of attention not only of scientific and pedagogical workers, medical workers and psychologists, but also of rehabilitation specialists, defectologists and other specialists. Therefore, the process of creating a complex system of psychophysiological, medical and socio-pedagogical support of persons with limited health opportunities in the conditions of inclusive education is underway.

## 5.2 INCLUSIVE CULTURE IN HIGHER EDUCATION INSTITUTIONS AND STUDENT-CENTERED LEARNING - IMPORTANCE IN THE FORMATION OF A FUTURE SPECIALIST AND REASONS FOR OBSTACLES TO IMPLEMENTATION

Inclusion as a special corporate culture is analyzed by pedagogues-practitioners who conclude the need to create an inclusive culture in the educational organization as a component of the general corporate culture. It is about a special system of relations between all subjects of the educational process (administration, employees, students of education, their parents, social partners and other stakeholders), which functions on the basis of values and principles of inclusion, which are accepted by everyone and allow effective interaction in conditions of diversity for fulfilling the mission of the educational institution [6].

Dissemination of information about the features, needs, and opportunities of persons with disabilities, as well as about the achievements of science and practice of their successful education, upbringing, and socialization is one of the main factors in the formation of an inclusive culture within the ERIHE KPSI. It is inclusive education that will provide students with special educational needs the same development opportunities as their healthy peers, necessary for maximum adaptation and full inclusion in society.

The creation of a positive inclusive culture of higher education institutions is determined by common values, views, traditions and norms of behavior for all members of the educational community. In order to build a system of "soft inclusive culture" in the educational institution, which is comfortable for all participants of the educational process, monitoring of the organization and content of the educational process is carried out.

The creation of an inclusive culture at the Kamianets-Podilskyi State Institute includes the formation of a tolerant attitude towards students; formation of skills to exchange the necessary information (know sign language, take into account the traditions of other nationalities when communicating, etc.); communication culture (having communication skills in different social environments, different life situations, with people who experience difficulties in communication, etc.).

Inclusive culture in a higher educational institution is a specific system of relationships between all participants of the educational process (management, teaching staff, students, partners of the institute community), which functions on the basis of the values and principles of inclusiveness accepted by all, which contribute to their effective interaction for the realization of the mission institution [7]. Within the framework of an inclusive culture, these values and principles have a decisive influence on the policy of higher education institutions and everyday educational practice. The development and improvement of a higher educational institution becomes a continuous process. The key values of the Educational and Rehabilitation Higher Education Institutions include education, personality development, individuality, uniqueness, success, purposefulness, equality, individual rights and freedoms, support, respect, empathy, friendship, etc. The listed values can be used as criteria for evaluating the inclusive activities of higher education institutions and for identifying the degree of readiness of all participants in the educational process.

A student-centered approach is important in the process of becoming a future specialist. The concept of student-centered learning involves the development of the student's competencies within the educational process, as well as its comprehensive, personal development. The conditions for using this approach in education necessitate the formation of a worldview in young people supported by moral values and humanistic ideas. Modern society needs specialists with creative thinking, based on innovative activity, self-education. For the purpose of globalization and internationalization in the educational sphere, connected with the increase of mobility of students, there is a need to implement student-centered learning in educational institutions, including in ERIHE KPSI.

Today, the implementation of student-centered training in the institute is only becoming more widespread, but there are reasons that prevent the implementation of such training: adaptation to the traditional educational process, the complexity of the transition of the teaching staff to innovative development, etc. The educational institution struggles with the listed difficulties, since student-centered learning is aimed at improving the quality and efficiency of education, which cannot be improved without the main element – the education seeker. Only student-centered learning can strengthen its responsibility and self-organization, after which the quality of educational activity increases.

It should be noted that for the implementation of student-centered learning, it is important to: use learning outcomes to form flexible learning trajectories, ensure students' participation in the design of the educational program, use portfolio models for assessment; use active learning methods; increase students' responsibility for their own learning by involving them in the development of programs [8, 9].

The evaluation of the knowledge, skills, and professional competencies of the applicants is carried out using a 100-point scale for all types of educational activities using the evaluation criteria of the components of the current control of educational activities. When setting the final grade, the attendance of classes, the level of activity in classes, the systematic performance and the level of independence of all types of tasks, the ability to correctly formulate a problem, and find answers to problem-searching questions are taken into account.

Students of the Educational and Rehabilitation Higher Education Institution have free access to the electronic databases of the institution's library, scientific and educational literature. In case of complaints from students, the work of the head of the library, the curator of the group is carried out. General management is provided by the vice-rector for academic work.

In order to improve professional skills, students undergo various types of practices provided for in the EPP. Places of internships correspond to the profile of the specialty. Student trainees are provided with the necessary instructional materials, diaries, etc. At the end of the practice, a report is drawn up.

ERIHE KPSI applicants have access to individual and group consultations by teachers, when writing course projects, bachelor's and master's theses, when preparing for the credit-examination session, they are provided with textbooks, study aids, including teachers of the institution, methodical recommendations, handouts, electronic manuals, access to online educational resources.

It is necessary to list the unconditional advantages of student-centered education at the Kamianets-Podilskyi State Institute, aimed at obtaining high-quality training of specialists in various fields, effective organization of the pedagogical process: students independently plan the choice of useful modules and interesting disciplines for them; the individual qualities of the student are taken into account in the process of educational activity; providing the opportunity to build a personal individual educational trajectory; refusal to study courses taken at school; analysis of one's own successes and achievements; increased student and teacher mobility; interdisciplinary approach; the possibility of studying selected disciplines in a short time. As a result, expectations for students are reduced to: increased responsibility for the acquired education; development of abilities for self-organization and self-control; setting clear learning goals, developing a learning strategy that includes classroom and extracurricular work; assessment of achievements within the educational process. The graduate should be a specialist, a professional with creative thinking, orientation to continuous self-development, self-organization, oriented to innovative activity.

### **5.3 INDIVIDUAL EDUCATIONAL TRAJECTORY - THE MAIN PRINCIPLE OF HEALTH PRESERVATION AND SOCIALIZATION OF STUDENTS WITH SEN IN EDUCATIONAL REHABILITATION INSTITUTION OF HIGHER EDUCATION KAMYANETS-PODILSKY STATE INSTITUTE**

The possibility of successful adaptation of students with limited health opportunities to the realities of the educational process of higher education institutions is determined by various factors: individual characteristics, age, connections with the environment, health, etc. The change in relationships, value orientations and attitudes causes psychosocial tension in students. In the process of adaptation, difficulties arise that students with disabilities cannot overcome on their own. These problems are caused by their state of health, age crises, individual and psychological characteristics, intra-personal and interpersonal conflicts, insufficient adaptive abilities, peculiarities of family and social upbringing, unwillingness to communicate with healthy peers, etc. [10, 11].

It is established that the construction of an individual educational trajectory of the activities of students with disabilities at Educational Rehabilitation Institution of Higher Education Kamyans-Podilsky State Institute can be carried out subject to the following organizational and pedagogical conditions:

- changing the initial principles of organization and management of the educational process based on taking into account the state of health and adaptation capabilities of the body and measures of physical activity availability for each category of students;
- continuous improvement of teachers' qualifications by means of mastering special knowledge, methods and modern technologies of inclusion of students with health problems in the educational space of the university;
- pedagogical support for the development of cognitive needs and motivation of students with health problems;

- formation of value orientations in the educational process;
- organization of continuous monitoring of the effectiveness of students' educational activities.

The orientation of the educational process to the selected organizational and pedagogical conditions makes it possible to more effectively guide the individualization of the activities of students with limited health opportunities.

Modern pedagogical technologies used in the educational institution are based on the principles of preserving the health of the younger generation. Motives for saving and improving health are: self-preservation, self-improvement, social maneuverability, achieving maximum comfort, subordination to ethno-cultural requirements, which are included in the process of socialization. As it is known, socialization is a process during which a person learns cultural norms and social roles. Entering society, becoming a person as a social being within the framework of the educational process is carried out, in particular, through the creation of an individual educational trajectory, which is especially important for young people with limited health opportunities.

Individualization of education was studied by many scientists and teachers of different eras and peoples. In case of quantitative growth of information, informatization of educational process, individual approach to education, development of individual educational trajectories become especially relevant. Currently, we are increasingly faced with the problem of individualization of learning in pedagogical activities, taking into account the individual capabilities and abilities of students. Training a qualified specialist, in our opinion, is impossible only through traditional forms of education. The individual trajectory of education makes it possible to ensure high-quality training of specialists, but it is impossible to realize an individual trajectory for everyone who studies in the conditions of an educational institution. Let's believe that in this case, the combination of traditional forms of education with an individual trajectory is the most optimal option.

The transition to an individual trajectory within the framework of student-centered education is carried out by following the following recommendations: in ERIHE KPSI it is advisable to use a system of credit units capable of providing favorable conditions for students to master the curriculum; the teacher must occupy the position of a tutor who performs the functions of a mentor who evaluates the individual achievements of the student; to use an open evaluation system in the educational institution, which allows students to choose their own evaluation criteria; students, with the help of a mentor, can independently create an individual study plan, with the possibility of timely adjustments; strict adherence to standard instructions, which contributes to improving the quality of the educational process; observance of mutual control of teachers and students.

A special psychologist participates in the development of an individual educational trajectory for students with disabilities, which takes into account both their individual characteristics and the specifics of educational programs, content and learning technologies according to the selected training profile. It must participate in the complex medical, psychological and pedagogical support of the educational activities of the student with special educational needs and its life in the higher education institution. The role of a special psychologist may include the positions of a tutor, consultant, mediator, which helps in adaptation to the educational process, establishing



interaction with teachers, and facilitating entry into the student body. All components of psychological support – individual and group consultations (for the student with a disability and those who interact with it), trainings for the formation of skills and abilities, corrective classes, projective work on the creation of didactic and methodological support for the educational process are in demand and can be learned a student in the process of practical work.

An important condition for the education of students with disabilities is the use of distance learning and electronic educational technologies at all stages of higher education. These technologies allow students to remotely interact with teachers and educational resources, participate in student online conferences, various trainings and competitions, work in the electronic library of the Higher Education Institution, and communicate with each other while staying in their residence or other places. A significant advantage of the educational process is the right and opportunity to obtain an education according to an individual study schedule and adjust one's own educational trajectory accordingly.

Socio-psychological support of persons with disabilities in the educational environment is a component of the practice of inclusion, which involves a systematic approach to the organization of psychological and pedagogical work with students, their families, as well as with teachers and school administration. Since inclusion is a process that encompasses all participants in the educational process, all members of the educational organization, the focus of psychosocial support should include support for everyone, including the organization and development of self-help and mutual-help relationships. Such mutual care, participation in life and solving each other's problems strengthens the social and human capital of organizations, helps them more effectively and productively cope with the difficulties of life in an educational institution and in other situations [11].

Active members of the support team are parents who work together with the teaching staff to organize, implement and monitor the individual educational trajectory of the student. Only the team work of the system "teacher – parents – the student body – the applicant itself" will ensure its successful and effective solution.

It should be noted that the creation of an inclusive environment of a higher education institution is a complex, time-consuming, multifaceted process, which includes not only changes in the architectural design of buildings, provision of technical means, but, first of all, the training of scientific and pedagogical workers capable of working with students with disabilities and being able to use multifaceted forms and methods of work for the formation of the individual trajectory of an education seeker.

One of the most important tasks of the strategy for the development of inclusive education at ERIHE KPSI is the training of relevant specialists in inclusive education. In February 2023 the department of inclusive education, rehabilitation and humanitarian sciences was separated in its structure. One of its scientific areas of research is the development of issues of inclusive education in higher education. The work is conducted both in the research direction and in the direction of personnel training for inclusive education practice. In particular, the recruitment of applicants for the specialty 011 Educational, pedagogical sciences (EPP "Inclusive education. Teacher's assistant") is planned.

Let's consider the activity of a teacher's assistant in the context of teamwork, the effectiveness of which will largely be determined by the nature of its cooperation with the class teacher, especially the strict division of responsibilities between them. As Ukrainian educational practice shows, students need the constant presence and help of a teacher's assistant. With this in mind, the professional training of a teacher's assistant is important not only for the development of a child with SEN, but also for all students. Its presence in the classroom will primarily affect the socialization of persons with special educational needs, improving the microclimate in the classroom.

Thus, the introduction of inclusive education into the system of ERIHE KPSI is a long-term strategy, a systematic approach to the organization of the educational process, in which various subjects participate: students with disabilities; their parents, guardians and legal representatives; administration and teachers of educational institutions, stakeholders, medical institutions, social protection bodies, etc. The actions of all subjects are based on interaction, cooperation, mutual understanding, which will ultimately contribute to improving the quality and efficiency of the educational process.

On the basis of ERIHE KPSI, there is a professional development program for teachers and employees in inclusive education. The program "Problems and achievements of inclusive education in higher education institutions" is designed for 120 hours and will be implemented within a month. Its goal is the formation of professional competences of teachers and employees on the admission and training of students with disabilities and special needs, the development of an inclusive culture in the organization of higher education. As part of the program, course participants should master such topics as:

- regulatory and legal provision of inclusive education in higher education institutions;
- special conditions for inclusive education of persons with SEN in secondary schools;
- educational and methodological provision of higher inclusive education;
- psychological features of persons with SEN in secondary schools;
- an accessible environment for persons with SEN in higher education institutions;
- special educational needs of students with sensory and motor impairments;
- digital services in inclusive higher education.

As experience shows, such programs are in great demand in educational institutions and have generated genuine and sustained interest since 2017.

A special role in the formation of an individual educational trajectory is played by employers who, in modern economic conditions, make high demands on employees: the presence of a high level of education and qualifications, professional experience, mobility. These requirements are the least suitable for people with SEN, thus relegating them to the labor force category that is not in demand in the labor market. At the same time, the system of material support for the disabled in the form of pensions and social benefits is not able to satisfy the basic needs of the disabled, encouraging them to find employment. Moreover, employment of the disabled is the main component of effective rehabilitation and integration into society. At the current stage of development of the domestic economy, the need to develop a model for ensuring the availability of professional

education of various levels for persons with disabilities as the most important element of their integration into society is brewing.

For a better understanding of the current situation with the specialties that applicants wish to study at Kamianets-Podilskyi State Institute, let's present a comparative analysis of the number of applications in **Table 5.1**.

● **Table 5.1** Analysis of applications for licensed specialties of Kamianets-Podilskyi State Institute, number of submitted applications

<b>Years</b>	<b>051 Economy</b>	<b>053 Psychology</b>	<b>071 Accounting and taxation</b>	<b>072 Finance, banking and insurance</b>	<b>231 Social work</b>
2020	33	74	70	64	33
2021	46	42	42	40	49
2022	66	89	49	61	71
Total	145	205	161	165	153

The leading specialty in terms of submitted applications among licensed specialties is 053 Psychology. The total number of submitted applications for 3 years was 205.

The main guarantee of a developing society is the employment of the population. Employers and employment centers believe that the general situation on the labor market is more favorable for employers than for job seekers.

The most popular methods of finding employees are:

- search by recommendations/through personal connections;
- cooperation with educational institutions;
- placing ads on the Internet;
- placement of advertisements in the press;
- applications to employment centers.

As a practical approach shows, most employers use a combined method of finding employees. In order to improve the communication situation between employers and future employees, we as an institution of higher education conducted a survey with recommendations for job seekers to better understand the needs of employers.

A number of questions were asked, including:

*Which of the following factors, in your opinion, have the greatest influence on the efficiency of a specialist's professional activity and its career growth?*

It is possible to note that focus on the result with recall (44 %) is a key indicator in the opinion of employers. The ability to work in a team, a team with an indicator of 32 % is the second most important, and the third is strategic thinking (12 %). The fourth, respectively, is the level of basic (professional) knowledge and skills (10 %) and mastery of information and communication technologies (2 %).

In response to the question "How satisfied are you with the level of professional training of graduates?" Survey participants rated it 7 out of 10.

In the survey, employers believe that the most important competencies, in their opinion, are the ability to work in a team, professional competencies, flexible skills as a responsibility, knowledge of a foreign language, desire for learning and professional development.

When assessing skills and abilities, employers noted the following: erudition, general culture, sociability (42 %), focus on the final result (24 %), the level of basic (professional) knowledge and skills (12 %), the level of general theoretical training (10 %), focus on career growth and professional development (8 %), the ability to effectively present oneself and the results of one's work (4 %).

Most of the respondents answered that it is desirable for their employees to have a diploma of higher education.

In the process of working with young specialists, employers note the presence of the following problems: inflated salary and career expectations (51 %), low level of soft individual skills development (32 %), low level of specific professional competencies (10 %) and lack of desire to develop (8 %).

In the opinion of employers, the most effective ways of cooperation with ERIHE KPSI will be regular referrals for internships, student internships, and participation in institute events.

For better clarity, let's present data on a survey among graduates of ERIHE KPSI, who were employed (Tables 5.2, 5.3).

● **Table 5.2** Graduation of students according to majors of ERIHE Kamyanets-Podilskyi State Institute

Years	Specialties							
	051	Of them with disabilities	053	Of them with disabilities	071	Of them with disabilities	231	Of them with disabilities
2020	–	–	–	–	52	30	–	–
2021	13	10	30	17	30	18	36	31
2022	1	–	42	13	8	6	2	–
Total	14	10	72	30	90	54	38	31

● **Table 5.3** Analysis of the future fate of graduates of ERIHE Kamianets-Podilskyi State Institute

Years	Of them				
	Employment	In the Armed Forces	Continued studies	Maternity leave	Other
2020	22	1	10	–	19
2021	31	2	25	3	48
2022	7	1	11	1	33

Let's present a similar survey among employed graduates of ERIHE Kamianets-Podilskyi State Institute:

*What are the most effective job search methods for employment?*

Among the respondents, the most popular method of finding employment is searching through acquaintances and relatives (55 %), posting your data on specialized job search sites and posting your data on Internet networks (22 %). The next most efficient method is the direct application to the employer (12 %) and application to the employment center (10 %). Other methods of job search (6 %).

*To what extent does studying at ERIHE Kamianets-Podilskyi State Institute contribute to further employment?*

Among the interviewed graduates, 65 % answered "enough", 25 % were completely satisfied with the level of knowledge they received. Those who tried to obtain the necessary knowledge on their own accounted for 11 %, and others accounted for 9 %.

In general, our graduates positively assessed the educational competences they mastered during their studies at ERIHE KPSI. There are 74% positive reviews.

Another indicator that characterizes the activity of a higher education institution is the indicators of continuation of further education. This percentage was 45 % of the total number of graduates.

In response to the question "*Do graduates work by profession?*" – 25 % answered "yes".

The following were identified as the main difficulties in the job search process:

1. Lack of work experience (56 %).
2. Insufficient level of professional training (25 %).
3. They found a job easily (15 %).
4. Other (4 %).

In the process of employment, our graduates identified the following factors that are important for their employment, in particular:

1. Adequacy of professional training.
2. Availability of soft skills (Soft skills).
3. Knowledge of a foreign language.

In response to the question "*What exactly were the factors that motivated you to get a job?*" the following were highlighted:

1. High wages (53 %).
2. Career growth (23 %).
3. Company brand (10 %).
4. Image of the employer (7 %).
5. Motivation system (4 %).
6. Convenient work schedule 3 %.

The analyzed data show that the majority of graduates positively evaluate the educational competencies they acquired at the institution of higher education, but less than half plan to continue their studies. Also, only a quarter of graduates work in their field.

One of the main difficulties for graduates is the lack of work experience, which can be solved by gaining practical experience at internships or work in a related field. An insufficient level of professional training can also become an obstacle to obtaining a job in a specialty, but this can be corrected with the help of advanced training or additional education.

A significant number of graduates (15 %) easily found a job, which can testify to the success of the higher education institution in preparing graduates for the labor market. However, it should be noted that we do not have enough detailed information about how these works were found.

Graduates prefer not only the necessary professional knowledge, but also soft skills, such as communication, leadership qualities and cooperation in a team. Knowledge of foreign languages is also an important component of employment, which allows to work in an international environment and occupy positions with higher wages.

From this list, three main factors that encourage graduates to find employment stand out:

- high salary;
- career growth;
- company brand.

A high salary is the main motive for the employment of graduates and is very important for their economic independence and standard of living.

Career growth is also important for many graduates, as it allows them to develop professionally, acquire new knowledge and skills, and occupy higher positions.

A company's brand reflects its reputation and attitude towards employees, which can be an important factor for graduates who want to work for well-known and successful companies.

The presence of soft skills and knowledge of a foreign language can be singled out as important factors for the employment of graduates.

These skills allow to work in an international environment, communicate with colleagues and clients from different countries and develop as a professional.

The motivation system and convenient work schedule are less important factors, but can still influence the decision to work for a particular company. Therefore, it is important to have sufficient professional training and develop soft skills, as well as to be conscious of choosing an employer, in particular, taking into account the possibility of earning and career growth.

From this it can be concluded that studying at the ERIHE Kamianets-Podilskyi State Institute is effective enough for further employment, but still there are certain groups of students who try to acquire the necessary knowledge on their own, which may indicate that some students believe that studying at the institute does not fully provide them with all the necessary skills and knowledge. Therefore, perhaps it is important to pay more attention to the development of practical skills and soft skills that students can use in work and in the employment process. Also, it is necessary to consider the possibility of including in the educational process courses on preparation for employment and cooperation with employers to ensure real practical conditions of experience and internships.

## 5.4 DISCUSSION OF THE RESULTS OF SECTION 5

The implementation of inclusive education in higher education institutions, the understanding by scientific and pedagogical staff of approaches to the organization of learning and life that provide equal opportunities and inclusion for all people, the possession of knowledge about inclusive culture, a student-centered approach and an individual educational trajectory contribute to personality development and successful employment. The application of these aspects to create a favorable environment, development and self-realization of students, as well as to increase the effectiveness of training and development of employees can help in the development and implementation of individual educational trajectories in order to provide each student with the best conditions for success, because the main goal of the Educational and Rehabilitation Institution of Higher Education of education – to help develop an inclusive culture and create a favorable environment for the development and self-realization of students and employees.

An inclusive culture is an approach to organizing society in which everyone has the opportunity to participate in life and access all resources without discrimination. This involves creating a favorable environment for the development and inclusion of all people, regardless of their nationality, ethnicity, age, gender, orientation, health, religion, etc.

A student-centered approach is a method of organizing education, when the educational process is focused on the needs and interests of students. This makes it possible to create a favorable environment for the development and self-realization of students, providing them with the opportunity to participate in the learning process and take an active part in the development of their educational trajectory.

An individual educational trajectory is a personal study program developed for each student individually, taking into account its needs and interests. This allows students to receive education at the pace and at the level they consider most effective for their development.

In general, these three statements are related to approaches to the organization of learning and life that ensure equal opportunities and inclusion for all people. They put human needs and interests at the center of attention and enable everyone to fulfill their potential and achieve success in their personal and professional lives.

The level of professional knowledge and skills is also important for effective professional activity and career growth. This includes understanding the fundamentals of your profession, knowing the technologies and tools used in your industry, and knowing the latest trends and technologies that are relevant in your profession.

Proficiency in information and communication technologies is increasingly important for effective professional performance as technology becomes more and more integrated into all areas of life and business.

Given the above-mentioned requirements of employers, the desire to have a diploma of higher education in their employees can be explained by the fact that it indicates the availability of basic knowledge and skills, as well as general theoretical training of the candidate.

However, it is important to remember that skills and practical experience are also very important to most employers, so the requirements for employees may differ depending on the specific position and company.

The above data confirm that regular referrals for practice, internships and participation in institute events are effective ways of cooperation with ERIHE Kamianets-Podilskyi State Institute, as they help students gain practical experience and develop as specialists. In addition, these methods can help reduce the problem of inflated salary and career expectations, as students will have a more realistic view of their options after graduation.

According to the results of the survey of graduates of the ERIHE Kamianets-Podilskyi State Institute, the following conclusions can be drawn:

1. The majority of graduates positively evaluates the acquired educational competences at the institution, which indicates the effectiveness of the educational process.
2. The share of graduates who plan to continue their studies is less than half, which may be due to various factors, such as the desire to enter other institutions, insufficient motivation, etc.
3. Only a quarter of graduates work in their profession, which may indicate a lack of practical skills among graduates, or an insufficient number of jobs on the labor market.
4. The main difficulties in the process of finding a job for graduates are the lack of work experience and an insufficient level of professional training, which may be related to insufficient practice during the training process or the low level of qualifications of graduates.

## REFERENCES

1. Andrushko, Y., Stetsenko, I., Averina, K., Aliexsieienko, T., Marchak, T., Dorofey, S. (2020). Emotional Intelligence of Employees of Risky Professions: Theoretical and Empirical Discourse of the Research. *Brain. Broad research in artificial intelligence and neuroscience*, 11 (4), 72–88. doi: <https://doi.org/10.18662/brain/11.4/142>
2. Bilyk, V., Yashchuk, S., Marchak, T., Tkachenko, S., Goncharova, V. (2021). Organization of the Educational Process on Natural Science Training in Higher Education Institutions on the Basis of Innovation and Heuristics. *Postmodern Openings*, 12 (2), 78–108. doi: <https://doi.org/10.18662/po/12.2/298>
3. Hladush, V. A., Baranets, Ya. Yu. (2015). Do pytannia formuvannia formuvannia profesiinoi kompetentnosti pedahoha inkliuzyvnoho zakladu. *Visnyk Dnipropetrovskoho universytetu imeni Alfreda Nobelja. Seriya "Pedahohika i psykhohihiia"*, 1 (9), 71–78.
4. Hladush, V. A., Kozlinska, A. (2017). Kroky zaprovadzhennia inkliuzyvnoi osvity v Ukraini. *Aktualni problemy pedahohiky*, 4, 39–46.
5. Hladush, V. A., Parkhomenko, M. V. (2016). Do pytannia profesiinoi pidhotovky pedahoha systemy inkliuzyvnoi osvity. *Naukovyi chasopys NPU im. M. P. Drahomanova. Seriya 19. Korektsiina pedahohika ta spetsialna psykhohihiia*, 32 (1), 44–48.



6. Holovan, L. P. (2012). Inkluzivna osvita dlia ditei z osoblyvymy osvithnymy potrebamy. Borys-ten, 10, 14–17.
7. Kolupaieva, A. A. (2009). Inkluzivna osvita: realii ta perspektyvy. Kyiv: "Sammit-Knyha", 272.
8. Kuzava, I. B. (2013). Inkluzivna osvita doshkilnykiv, yaki potrebuiut korektsii psykholofizychno-ho rozvytku: teoriia i praktyka. Luts'k: PP Ivaniuk V. P., 292.
9. Panok, V. H. (2012). Inkluzivna osvita ta zavdannia diialnosti psykholohichnoi sluzhby. Multy-dytsyplinarnyi pidkhid yak metodolohichna osnova inkluzyvnoho navchannia. Dnipropetrovsk: "Svidler A. L", 14–23.
10. Pro zatverdzhennia kontseptsii rozvytku inkluzyvnoho navchannia (2010). Nakaz MON Ukrainy No. 912. 01.10.2010. Available at: <https://mon.gov.ua/ua/npa/pro-zatverdzhenn-ya-kontseptsii-rozvitku-inklyuzivnogo-navchannya>
11. Chupina, K. O.; Zhuravlova, L. P., Kotlova, L. O., Marchuk, K. A. (Eds.) (2019). Cotsialnop-sykholohichniy suprovod studentok z invalidnistiu v umovakh zakladu vyshchoi osvity. Aktualni problemy osobystisnoho zrostantia. Zhytomyr: Vyd-vo ZhDU imeni Ivana Franka, 278.