

STRUCTURAL MODELING OF INCLUSIVE EDUCATION PROCESSES FOR PEOPLE WITH SPECIAL NEEDS

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The necessity to improve the persons with special needs' training, education, professional development and social adaptation forms the basis for the development and the improvement of education in the modern information society. The inclusive education is one of the most effective ways of the adaptation in the society for those who have special educational needs.

It is necessary to form the appropriate structural model with the aim of developing the information system and the technological support of the inclusive education for persons with special needs. The preliminary analysis of the specifics of the education acquisition process by persons with special needs allowed to distinguish the structural elements and to determine the main functional stages of this process. The education for persons with special needs, generally, is a complex, iterative process that involves a large number of variables and preliminaries, and largely consists of four consecutive stages. The implementation of each stage of the inclusive education is the sequential realization of certain educational tasks related to the organization and the support of persons with special needs. Formally, the array of such educational tasks with the specified order of their execution may be conveniently presented in the form of the corresponding partially ordered set with the preset strict order. The strict order on the set of educational tasks in the structural model displays the order of the educational tasks that implement the basic characteristics of the inclusive learning.

The use of the partially ordered sets allowed us to identify the specific educational tasks of each stage of the education for persons with special needs. When forming a structural model, the basics of the successful implementation of the inclusive learning principles were complied, and the significant number of the critical factors was considered. This, in turn, is important for the individual planning, the implementation and the verification of the specific learning processes.

Keywords – person with special needs, inclusive education, structural model, the methodological foundations of inclusive education, partially ordered set, strict order.