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INCLUSIVE CULTURE AS A FACTOR OF SOCIO-ECONOMIC DEVELOPMENT OF THE EDUCATIONAL SPHERE

Summary. The article considers the need to study and develop new concepts of economic development of educational services from the standpoint of their inclusiveness. It has been proven that the solution to this problem lies in increasing the level of inclusive culture of all strata of the population. A model of inclusive development can become a concept that will meet the provision of an inclusive culture and open up new solutions to economic and social problems in the educational sphere. It was determined that one of the priority tasks in the implementation of an inclusive approach in the Ukrainian education system is the formation of an inclusive culture in all participants of the education process. Inclusive culture is promoted as a level of social development that is expressed in a tolerant, humane, tolerant, safe attitude of people to each other, where ideas of cooperation are shared, the development of all participants in the educational process is stimulated, where the value of everyone is the basis of general achievements, and acceptable to all are formed inclusive values.

Key words: socio-economic development, education, inclusion, inclusive culture, level assurance, improvement indicators.

Introduction and problem statement. Modern trends in world economic development are presented to us as a growing curve of economic indicators characterizing positive changes on the world stage. However, this is only a general picture in which the growing globalization and integration processes lead to new problems and contradictions. First of all, the gap between different strata of the population is increasing, relations in society are worsening, the problem of resource shortage is emerging, and due to the unevenness of economic development, it is not possible to satisfy everyone's needs. All this may affect the decrease in economic activity in the future. Based on the growing importance of these problems, scientists have a need to study and develop new concepts of economic development of educational services, which should be aimed at the entire population and allow each person to receive social and economic benefits. First of all, the solution to this problem lies in increasing the level of inclusive culture of all layers of the population. A model of inclusive development can become a concept that will meet the provision of an inclusive culture and open up new solutions to economic and social problems in the educational sphere. Inclusive education

is a recognition of the value of the differences of all children and their ability to learn, it is a flexible system that takes into account the needs of each child, not only with developmental problems, but also those who belong to one or another ethnic, cultural, social, age group.

One of the priority tasks in the implementation of an inclusive approach in the Ukrainian education system is the formation of an inclusive culture in all participants of the education process. This is with a long-established type of social consciousness, in which the concept of «disabled» has always meant «unfit for activity». For the state, which was forced to spend certain funds on them, they became dependents. Peculiar difficulties in communication and interaction with them also arose in the surrounding people, as a result of which a prejudiced, undeserved attitude towards them was formed [1]. Therefore, the problem related to the change of public attitude towards people with special educational opportunities, the formation of an inclusive culture is quite important.

Analysis of recent research and publications. In foreign and domestic scientific literature, active attention has recently been paid to the theoretical and methodological aspects of

the socio-economic development of the educational sphere, elements of its formation at the macro- and meso-levels. The beginning of the study of inclusiveness concepts can be found in the works of foreign authors scientists, such as Hollander D., Acemoglu D., Robinson J., Kondratieva V., Lorman T., Jenks K., Reinert E., Podesta J., Kolomyynskyi I., Molofeeva N., Davis J., Kerba H., Becker H., Depler D., Banerjee A., Duflo E., Bolling O., Crozier M., Armstrong F., Addison T., Leftwidge A. and others.

Within the domestic borders, great attention was paid to this issue by such scientists as Bazilyuk A., Bobukh I., Boginska Yu., Bondar V., Burova G., Dikova-Favorska D., Zhulin O., Zavalniuk O., Ilchenko A., Kozhemiakina S., Komar T., Naida Yu., Peregudova T., Polyakova O., Prognimak O., Prodius O., Samsonova T., Slozanska H., Taranenko I., Tomchuk M., Tripak M., Fedulova L., Tserklevych V., Tchaikovsky M. and others. Their works were aimed at studying new aspects models inclusive development, which is considered as promising step to socio-economic growth of Ukraine with involvement Each its citizen. However, the issue of the influence of inclusive factors on the socio-economic development of the educational sphere is discussed in the works of respected authors, and not enough attention is paid to it.

Therefore, **the purpose** of this article is to consider inclusive culture as a factor of socio-economic development of the educational sphere, to determine its impact on the processes of ensuring the competitiveness of this direction of development.

Results of the study. A long time ago, the world had a prejudiced attitude towards people who were not like others. Millions face discriminatory manifestations in their usual, everyday life. People experience injustice because of their age, ethnicity, cultural and political views, gender identity, and more. The listed categories discriminate against a person as an individual and as an active citizen. Therefore, it is more difficult for a person to study and develop his skills, work and provide himself with a decent life.

On market labor enough often with discriminatory manifestations are facing women, representatives different ethnic groups and people with limited opportunities. Discrimination against such people can be seen since antiquity.

Society considered people with disabilities to be inferior and incapable. In ancient Greek Sparta, believed in the concept «physical completeness» a person and even on legislative levels considered it necessary to single out disabled children so that they do not had opportunities change already formed system.

«Let u the law will be in force that no crippled child shall be fed is worth» – this is what Aristotle said about people with disabilities [8]. Roman right those years on legislative levels noted inferiority people with violations and, those by ourselves their irrelevance in society. «We kill cripples and drown children who are born weak and ugly. We do this not out of anger and annoyance, but guided by the rules mind: separate unnatural from healthy» – such words left Seneca in their own notes [9].

The institution of guardianship over was formed by the Roman court by people with psychophysical deviations. This one event excelled generation similar ideas in legislation others countries. Thus, it formed certain norms of attitude towards people with psychophysical disorders, which were legally established almost until the 20th century. This severely limited the opportunities and rights of the «inferior minority».

Retrospective of the relations of the state and its citizens to people with disabilities opportunities in the future changed. Evolution these relations you can to group into five periods that lasted two and a half thousand years in total reflected the entire history of feelings towards «inferior» people – from hatred and their rejection to integration everyone people in

the only integral society without restrictions rights each of its members [10].

The first period conventionally had the following time frame – from 996 to 1715. This period started aggression and contempt to people with psychophysical restrictions, and ended with the awareness of the importance of these people and their rights and took root necessity care and burns by people what have certain deviation. So, for example, during this period in Western Europe, namely in Germany, the world's first shelter for blind people was opened in 1198. In 1706–1715 years in Russian empire started emerge monastic shelters, which was reflected in the subsequent change in relations between society and the state in general people whose before they considered inferior and unnecessary.

The second period lasted until 1806 and was marked by awareness need in training persons with limited opportunities. So, in of France with 1770 year start to open up special schools for people which had certain deviation of hearing and vision.

Third period had conditional limits with 1806 year to 1927 year. Present interval time excelled changes on legislative levels. At the end XIX century Western Europe began to enter laws about mandatory generally initial education. And, finally, these laws began to apply to people with psychophysical problems violations – learning has become available for children with defects. By this time in USSR was created many schools for children with psychophysical deviations and accepted law about Comprehensive education (1927–1935).

The fourth period is characterized by awareness of the importance of learning everyone children without an exception and continued with 1927 year to 1991 year. From beginning XX century in Europe starts form concept special education, what legally is fixed and is indicated on modifications structures national systems [11].

Since 1991, the idea of inclusive education began to take shape – this is the fifth period. At the end XX century starts decrease number schools with special education, and in their place in general education schools stand out classes, reinforcements program special teaching. Children with limited opportunities become part of holistic inclusive environment. In post-soviet countries, this period is also characterized by the collapse of the USSR, which marked revision and reconstruction national arranged.

Significant number people with limited opportunities needs solution many problematic questions, related, first of all, from increase possibilities of human development. Yes, the loss of health by many citizens, decrease their working capacity leads to growth losses society in in the form underproduction products, necessity implementation budgetary payments for help with disability, expenses on social, medical service and complex rehabilitation. Such way category such people mostly remains unable to implement his creative and labor potential.

Analysis of scientific sources shows that the high level of deviations in children, primarily, is a consequence imperfect socio-economic environment, the main ones problems which is:

- discrepancy existing programs protection health and education needs children and society in general;
- man-made overload, deterioration conditions life and quality food;
- absence sufficient quantity preventive programs;
- underdevelopment systems psychological support for children, which suffered from unfavorable actions parents, peers, etc.;
- imperfection educational programs, directed on development tolerant attitude of children to surrounding people and environment, etc. [12].

Update questions of formalization rights on equal access to educational and medical services indicates the need for a

significant increase in scale financing of education and health care against the backdrop of limited production resources, which requires increasing the efficiency of their use and activation market tools management.

Object such politicians is socio-economic relationship what are regulated appropriate institutions, and the subject stands out state, political party and public organizations.

Inclusion (from the English inclusion – inclusion, involvement) is considered as process magnification degree participation everyone citizens in process economic growth and distribution its results [13].

The idea of «inclusiveness» was first explored by American scientists at the end of the 20th century. They advocated the need for social integration, which small appear in public participation Each in improvement already existing social processes. The purpose of economic institutions based on inclusivity, consists of in support and involvement everyone people to economic activity supported by the development of skills and professionalism. Namely concept «inclusiveness» is considered as involvement to process everyone layers people, without differences and restrictions [13].

What does the term «inclusive culture» mean? In the philosophical encyclopedic dictionary, the definition of «culture» is given – (from the Latin cultura – cultivation – upbringing, education, development, respect), a historically determined level of development of society, creative forces and human abilities, expressed in the types and forms of organization of people's lives and activities, in that mutual relations, social and the material and spiritual values created by them [4]. Based on it, the following definition can be given: inclusive culture is such a level of social development that is expressed in a tolerant, humane, tolerant, safe attitude of people to each other, where ideas of cooperation are shared, the development of all participants in the educational process is stimulated, where the value of everyone is the basis of general achievements, and inclusive values acceptable to all are formed. Inclusive values are the most important components of inclusive culture along with norms and ideals.

Inclusive culture is the most important component of inclusive education. Its lack of formation negatively affects the entire educational process and does not give high results. It is possible to create ideal learning conditions for healthy children and children with special educational needs, but it is impossible to exclude the human factor. The press, radio, television, and other mass media should join their efforts to educate the population in a respectful attitude towards all people who find themselves in a difficult situation due to a physical or mental defect [12].

A person's understanding of the surrounding world is consolidated during the educational process. Therefore, it is education that plays an important role in the development of inclusiveness.

Inclusive education (French version «inclusif») is a process improvement general education and means granting access to everyone children, which were traditionally excluded from the educational process, to the services of education at the same time with possibility pleasure existing needs each [7].

Inclusive education is based on understanding that what all children should study, but methodology teaching has differ, in order to satisfy need of each individual.

That is why, within the framework of inclusive education, it is necessary to introduce more flexible methods teaching, which will be able to cover bigger number children It will allow to increase the effectiveness of education and educational level of children. Besides, inclusive education programs include the study of human rights, which lays down with childhood understanding equality Each and inculcates

fair relation to others people those by myself reducing number discriminatory manifestations.

Inclusive education allows to create society free from discrimination: it does not matter what a person's gender is, how old they are, where they are from, with violations or not – it is, first of all, a person who has the right to be a member society and invest own a penny in him development.

The principle inclusive education is that teachers and administration ordinary schools accept children regardless from their intellectual, emotional, physical development, social state and create them conditions on basis pedagogical and psychological techniques, which oriented on need children

With an inclusive approach, the educational process allows schoolchildren to acquire are needed competencies on educational standards. Main the subject inclusive of education – a child with disabilities. In the field of education, the concept of a child with limited opportunities characterizes children, which in strength mental, mental and physical disabilities cannot master the regular school curriculum and in need specially developed methodologies and standards education.

For quite a long time (and still today), educational institutions, so-called correctional schools, were the classic option for learning for children with disabilities.

Inclusivity in educational sphere implies equality on relation to each student and the teacher; solution problems isolation children from social life and involvement their to general schools and extracurricular activities; creation of the necessary conditions that would be able to satisfy the needs of all members educational process; granting to everyone to students full-fledged opportunities get knowledge without discrimination; analysis availability educational spheres for everyone layers society and her improvement; change attitude to students/teachers, which have certain differences in comparable with by others and departure from ideologies «junk» such people; recognition rights a person on use educational services; increase roles educational institutions as such what contribute development and inoculation public values to students; set-up relations between institutions education and local communities on basis partnerships and support; awareness that inclusivity in educational sphere is an element inclusivity in society in general.

Inclusive education – progressive way teaching, which is able to significantly develop modern society, providing every child with the opportunity to exercise their rights in all spheres of life and find themselves in life. Important component remain investment in educational sphere, what will contribute solution existing problems such whose social, ecological, demographic, etc. This will make it possible to focus on the long-term and fundamental transition to of the new economy, oriented to principles of inclusiveness, with new structure and purpose.

Measurement inclusive education puts more wide question assessment teaching, administration educational innovation, resources financing and competencies teachers Models assessment inclusions they can serve examples effective management strategies on everyone levels management, from government to the classroom, and ways to recognize achievement [11].

The inclusive culture of society can be considered not only as a factor in the successful implementation of inclusive education, but also as a factor in the socio-economic development of the educational sphere. The term «inclusive culture» refers to multicultural education in the same way that it is part of inclusive education. All that is given in its definition can be attributed not only to people with limited health opportunities, but also to people of a different nationality, religion or other characteristics. Respect for the individual, humane attitude, sensitivity are important for any

person. Therefore, inclusive culture, its mastery by people, primarily teachers, parents, students, can be considered as the most important basis for the development of multicultural and inclusive education.

Conclusions. Inclusive society is based on rethinking values human which stands out already the main wealth any countries and capable accept important decisions and take responsibility for them. An inclusive consciousness is formed and inclusive behaviour, which provides integration in society everyone without an exception people. The concept of inclusive development can become the most effective for of Ukraine by decrease equal existing socio-economic inequalities and support long-term perspective sustainable development. Reasons inequalities is established in society processes, based on unfair income distribution, wealth, property and the impossibility of full access for all to the available resources of life. Without accepting the relevant

ones measures and changes politicians inequality starts build up what is indicated on quality and living conditions and pace economic development countries.

Considered ways of solving the problem of inequality in Ukraine include: the need for orientation and deepening of partnership at the international level with such representatives of countries whose policies are based on inclusive norms. To that same necessary rebuild and update system institutions, which will be based on anti-discrimination principles with preservation of inclusion on at all levels. And it is important to implement a policy in the country to consolidate inclusiveness consciousness and behavior among people.

All of them specified practice is interconnected. Realization these measures will allow Ukraine go over on qualitatively new a step development, which will be oriented on eradication inequalities and approval balanced and sustainable economic development.

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ІНКЛЮЗИВНА КУЛЬТУРА

ЯК ФАКТОР СОЦІАЛЬНО-ЕКОНОМІЧНОГО РОЗВИТКУ ОСВІТНЬОЇ СФЕРИ

Анотація. В статті розглянуто необхідність вивчення та розробки нових концепцій економічного розвитку освітніх послуг з позицій їх інклюзивності. Доведено, що вирішення цієї проблеми криється у підвищенні рівня інклюзивної культури усіх верств населення. Концепцією, що відповідатиме забезпеченню інклюзивної культури та відкриє нові рішення економічних та суспільних проблем освітньої сфери, може стати модель інклюзивного розвитку. Визначено, що однією з пріоритетних завдань у реалізації інклюзивного підходу у системі української освіти є формування інклюзивної культури в усіх учасників процесу освіти. інклюзивну культуру розглянуто як такий рівень розвитку суспільства, що виражається в толерантному, гуманному, терпимому, безпечному відношенні людей один до одного, де поділяються ідеї співробітництва, стимулюється розвиток усіх учасників освітнього процесу, де цінність кожного є основою загальних досягнень, а також формуються всіма прийнятні інклюзивні цінності. Доведено, що інклюзивна культура - найважливіша складова інклюзивної освіти, яка являє собою процес удосконалення загальної освіти й означає надання доступу всім дітям, які традиційно були виключені з освітнього процесу, до послуг освіти водночас з можливістю задоволенням існуючих потреб кожного. Запропоновано інклюзивну культуру суспільства розглядати не тільки як чинник успішної реалізації інклюзивної освіти, а і як чинник соціально-економічного розвитку освітньої сфери. Термін «інклюзивна культура» відноситься до полікультурної освіти так само, як вона входить до складу інклюзивної освіти. Все те, що дано в його визначенні, можна віднести не лише до людей з обмеженими можливостями здоров'я, але й до людей іншої національності, віросповідання чи інших особливостей. Повага особистості, гуманне ставлення, чуйність важливі для будь-якої людини. Тому інклюзивну культуру, оволодіваючи нею людьми, в першу чергу педагогами, батьками, учнями, можна розглядати як найважливішу основу для розвитку полікультурної та інклюзивної освіти. Моделі оцінювання інклюзії можуть служити прикладами ефективних управлінських стратегій на всіх рівнях управління, від уряду до шкільного класу, а також способами визнання досягнень керівного складу різних рівнів.

Ключові слова: соціально-економічний розвиток, освіта, інклюзія, інклюзивна культура, забезпечення рівня, показники підвищення.