

Rohanova M. V.

**SPIRITUAL FOUNDATIONS OF THE INCLUSIVE EDUCATION AND
REHABILITATION OF STUDENTS WITH SPECIAL EDUCATIONAL
NEEDS IN HIGHER EDUCATIONAL ESTABLISHMENTS**

The development of the individual capable of creative self-realization is a topical issue of the modern pedagogy. In this context, the strategic task of the educational institution is the personal growth of the individual who can constructively deal with the challenges that are put forward by the modern civilization. This is also important for students with special needs, as the status of people with disabilities in the modern Ukrainian society has changed, and their right for independent, full life and self-identification is now recognized. The integration into the society of people with special needs, their social protection, psychological and educational support are the priority of every developed country's educational and social policy, since the attitude to people with disabilities virtually reflects the level of the country's democratic and civilized development.

The retrospective analysis of the evolution of the attitude to disabled people shows that their social, psychological, and pedagogical protection is the sign of a civilized democratic society. In developed countries, this humanistic function is reflected in their most important legal documents and is studied from the political, social, economic, legislative, and legal points of view. Receiving quality education, including higher education, is one of the conditions for integrating people with disabilities into the life of the society.

The issues concerning the facilitation of students with special needs' learning were discussed in the works by O. Bazhan, K. Kol'chenko, D. Konoplyts'ka, H. Nikulina, P. Talanchuk, A. Shevtsov, V. Shyyan [1], while the peculiarities of

teaching in an inclusive classroom were studied by N. Kozlykovskaya, K. Kol'chenko, H. Mazars'ka, Sh. Raver-Lampman, et al. [2].

This research focuses on the issue that should be resolved by the society and the state policy: the search for the instruments of the social and spiritual rehabilitation, inclusive education, adaptation, and integration into the society of the young people with disabilities. This task is important because the socialization of these individuals is deformed, which exacerbates the formation and development of their personality due to specific health and developmental issues.

The aim of the article is the development of the spirituality of young people with certain physical disabilities and introducing the essence of The Centre for Spiritual and Intellectual Development Program, which encourages the realization of the tasks related to the education and development of such students.

Proceeding from the definition of the process of social rehabilitation of adults with certain physical disabilities, namely with motor disabilities, as a complex process of acquiring cultural awareness, knowledge, and professional skills with the help of professional rehabilitation therapy and counseling, as well as the rehabilitation support services built into the infrastructure of educational institutions, we based our methodology on the epistemological paradigm, or systemic and synergetic paradigm, which encompasses the notion of "spiritual rehabilitation". The latter is understood as the revival of the soul of the individual, his/her morality, the development of his/her spiritual needs and capability for spiritual and cultural self-realization and improvement, for purposeful cognition and acquisition of universal human values, the beauty and the good.

Spiritual values promote the longing of the individual for self-improvement and self-realization. Spiritual value orientations can prompt people to perform the actions of higher order because these orientations concentrate on the conscious, stable, and emotionally informed attitude of the individual towards ethic ideals and are more consistently and purposefully realized in everyday behavior and actions. They are the standards of behavior, which represent the core, the essence of the ethical system of the individual and determine his/her orientations.

The spiritual rehabilitation of students with physical disabilities in higher educational institutions is a complex process because the notion of spirituality itself is multifaceted and multidimensional.

The interrelation of spirituality and the modern system of education was the subject of the research by O. Vygovs'kaya, O. Vishnevs'ky, T. Hordiyenko, A. Doroshenko, N. Yevtukh, V. Zinchenko, I. Karpenko, O. Kyrichuk, O. Kobernyk, B. Kobzar, N. Krilova, N. Nykandrov, O. Oleksyuk, L. Popov, M. Rohanova, S. Shadrikov, R. Shevchenko, P. Shcherban, N. Shchurkova, et al.

The spirituality of the individual is realized through the spiritual life of the person, his/her spiritual world, spiritual needs and values, spiritual potential, which is the basis for the spiritual culture of the individual.

Spirituality is the reflection of the inner harmony of the person, his/her inspiration, wisdom, and inner strength. It contains the beauty and harmony of the world, the unity of thoughts, feelings and actions, and moral imperatives [8].

Spirituality is defined as the orientation of the individual towards the set goals and the axiological characteristic of the consciousness. Spirituality satisfies the spiritual needs of the person, leading him/her to self-improvement. Thus, it is important to prove and demonstrate the significance of acquiring spiritual knowledge, independent thinking and nobleness in one's feelings, the potential for one's own spiritual development and realization to the student with physical disability.

Disabled students usually have certain characteristics and functional limitations that complicate their learning in an inclusive setting and may hinder the spiritual rehabilitation and socialization. To deal with this challenge, it is necessary to implement into the educational process special methods, educational techniques, and innovative approaches to socio-cultural and spiritual rehabilitation.

The realization of the model of the spiritual rehabilitation of students with physical disabilities requires the following:

- being open to the future, continuous search for innovations and positive changes, setting of new goals and guidelines;

- integrating all available to students means of building the awareness of the world around them (including cultural and spiritual); developing and introducing into the process of rehabilitation of the spiritual and cultural component and synergetic beliefs on the openness of the world, the integrity and interrelation of the individual, nature, and the society;
- focusing the process of spiritual rehabilitation on the personality, unobstructed development of the individuality, which is its factor;
- ensuring the direct participation of the subject of rehabilitation in creating the individualized program of his/her spiritual rehabilitation, in selecting the pace, content, forms, methods, as well as the place and time of this process;
- developing intellectual and spiritual culture of the individual and using new rehabilitative (assistive) information and communication technology in the process of education; and
- creating inclusive educational environment based on the principles of co-operation and co-creativity aimed at eliminating the social isolation of students with physical disabilities.

The Centre for Spiritual and Intellectual Development and Rehabilitation of the Youth with Physical Disabilities, which was founded as a subdivision of Donbas Institute of Technology and Management of International Science and Technical University named after Academician Yuri Bugay deals directly with the tasks above.

The Center also functions as an experimental laboratory of the Institute of the Spiritual Development of the Individual, which, since 2008, has been part of the All-Ukrainian Experiment on the inclusive education of people with special needs in higher educational institutions of 3rd and 4th accreditation levels irrespective of the form of property (Order No. 587, June 27, 2009, Ministry of Education and Science of Ukraine).

The work of this *Center* is based on the tailor-made model of learning, rehabilitation, and adaptation to working conditions, including the elements of spiritual and socio-cultural rehabilitation, support and integration of the students with special needs into society. This model can be described as both introversive and

extroversive: on the one hand, it is designed for disabled people themselves; on the other, it strives to change the society in which the process of adaption of the people with special needs occurs. The changes mentioned include tolerance to people with disabilities (the testimony to which is the results of the surveys of local communities and authorities), barrier-free environment as the basis for integration, cooperation with local businesses that can create jobs for people with special needs.

The idea of organizing *The Center* is practice-tested and has been proved to be beneficial not only for the socialization of young people with physical disabilities, but also for the community. Its mission is to ensure equal rights and opportunities for people with special needs, which are guaranteed by the Constitution of Ukraine, Ukrainian laws, and other normative acts. Furthermore, *The Center* is to create favorable psychological, organizational and legal conditions and safety nets for the realization of the rights of citizens with physical disabilities for social protection, education, career counseling, social psychological adaptation, training, and gainful employment.

Inclusive education, which brings together students with special needs and students who develop normally, promotes humanism in healthy young people and the socialization of the individuals with special needs.

The main directions of *The Center's* activity are as follows:

- rehabilitation through the formation of spiritual guidelines and attitudes;
- postsecondary education as a means of social rehabilitation;
- socio-cultural rehabilitation as the development of the cultural and spiritual qualities of the individual with disability and his/her ability to interact with the social environment; and
- physical rehabilitation.

The Center works within the framework of *The World of Equal Opportunities Program*. This program ensures that students with disabilities have access to competent help when dealing with various social pressures and complexes related to their disability. It also aimed at improving their general physical condition by designing individual correctional programs of spiritual rehabilitation, which can

include music therapy, reading therapy, art therapy, aromatherapy, speech therapy, and creating a model of the spiritual and intellectual development of the individual in the socio-cultural space of the region in the context of his/her interaction with various religious and public institutions. The fulfillment of these tasks leads to the social emancipation of people with special needs, their integration into the society, and overall development on the basis of compensatory abilities of the body, coping with the consequences of their physical disability for their further intellectual, spiritual, and cultural self-realization [4].

The educational process incorporating the elements of the spiritual rehabilitation of students with special needs in *The Center for Intellectual Development* also includes:

- *organizational and motivational work with the teachers and advisors* aimed at equipping them with the techniques of the development and spiritual rehabilitation of students with physical disabilities, raising their awareness of the cultural and spiritual content of education, as well as at organizing volunteer movement among students;

- *cooperation with religious institutions* on the basis of the dialogue and social interaction: the organization of the traditional conferences *The Sources of Spirituality*, the concerts of religious music, classes in orthodox culture and spirituality in Sviatohirsk Lavra, participating in the youth orthodox movement, joining orthodox camps and charity events;

- *cooperation with non-governmental disability organizations* to raise young people's awareness of their rights, opportunities for self-realization in social life and for being socially-minded, to organize advocacy groups by and for people with special needs, to bring together like-minded people, to run charity events, and to participate in international conferences and exhibitions, entertainment and sports activities (in cooperation with Invasport Center); and

- *educating students with special needs* taking into consideration their developmental profile and psychological make-up, the condition or disability, the

level of the formation of their spiritual and moral values and engaging them into the cooperation with non-disabled students [4].

The interventions into the spiritual life of individuals of this social group are grounded on the subject-subject relations (according to A. Kaps'ka). Students with physical disabilities as the subjects of the educational process are given social and educational support, the foundation of which is the formation of the students' self-reflection and introspection, optimism, love of people and of themselves on the basis of altruism, spiritual freedom, conscience and self-control, which help actualize their experience and achievements and encourage positive socially-relevant value-conscious self-realization.

The educational support is based on the individualized help and cooperation in the identity development of individuals with special needs and helps them establish themselves as personalities and determine the strategy of their life [6].

The educational process with the elements of spiritual rehabilitation should include the following aspects: self-cognition, awareness of one's feelings and qualities, development of the "spiritual intelligence", correlation of self with the requirements of the society, profession, faith, and family, and, as a result, the formation of the ability for spiritual catharsis. Another component of spiritual rehabilitation includes a full-range development of creativity, self-actualization, which leads to personal growth, the development of independent thinking and responsibility.

This innovative methodology of the organization of the educational process mostly contains the means and techniques that are characterized by the following: the orientation to the development of the inner person, the core of the personality based on the personal spiritual experience; relating to the personal as a whole – his/her mind, heart, and soul; and the variety of ways and forms of spiritual life.

Among the effective means of encouraging the spiritual rehabilitation of students with physical disabilities are working in small groups, discussions, tournaments, debates, creative studios, scientific conferences, discussion clubs, music concerts, problem-solving activities, project presentations, etc.

The process of the spiritual rehabilitation of students with special needs should be directed towards the individual, since spirituality and morality imply treating every human as the highest value. Conscious, humane attitude toward students of this group as to the highest value implies the pedagogical understanding of the nature, capabilities, psychological and physical make-up of their entire inner world.

The results of the introduction of the model of spiritual rehabilitation into the education process of higher educational institutions demonstrated that this model facilitates the development of spiritual and ethic values in the students with special needs, encourages the growth of their intellectual potential, forms adequate self-esteem and the skills of active self-improvement.

The education in *The Center for Spiritual and Intellectual Development and Professional Rehabilitation* is organized so as to help students with special needs build up confidence in their creative potential, learn ethical behavior patterns, form cultural, spiritual, and ethic values, and develop the skills in spiritual practice and culture-based creativity.

In conclusion, it should be emphasized that the realization of *The World of Equal Opportunities Program* in an inclusive educational setting, which is *The Center for Spiritual and Intellectual Development*, affords a wide range of opportunities for fulfilling the tasks of special education. Educational, psychological and pedagogical interventions with the personality, the revival of his/her soul, introduction to universal human values are the instruments for accomplishing one of the main tasks of the state policy concerning this group of people, namely their social, educational, psychological, medical, and spiritual rehabilitation, adaptation, and integration into society. This is in this direction that the first steps were made, which not only gave these students equal access to higher education, but also afforded them the opportunity for the development of their potential, dignity, and self-esteem, ensured the respect for their rights and the development of their potential, talents and creativity, as well as the intellectual and physical abilities, guaranteed meaningful participation in the life of the society. This article does not discuss the forms of work with students with special needs and the specific tasks and the innovative approaches, which can become the

object of the study in further research in this field.

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Роганова М. В. Духовні основи інклюзивної освіти та реабілітації студентів з особливими освітніми потребами в умовах вищого навчального закладу

У статті проаналізовано особливості навчання й виховання студентів з обмеженими фізичними можливостями в інтегрованому освітньо-виховному середовищі за допомогою реалізації соціальної програми “Світ рівних можливостей”. Особливу увагу приділено реалізації моделі духовної реабілітації таких студентів, а також деяким засобам досягнення поставлених завдань: відкрите ставлення до майбутнього, формування нових орієнтирів і цілей; розвиток інтелектуально-духовної культури особистості та використання в побуті освітнього процесу реабілітаційних новітніх інформаційних і комунікативних технологій; створення інклюзивного виховного середовища на принципах співдружності, співтворчості, спрямованої на подолання соціальної ізоляції цієї категорії студентів.

Автор висвітлює комплексний підхід до проблеми адаптації молоді з інвалідністю в умовах вищого навчального закладу. У статті розкрито поняття

“духовна реабілітація”, а також розглянуто питання взаємодії освітніх і суспільних інститутів у духовному розвитку студентської молоді з обмеженими фізичними можливостями.

Ключові слова: духовна культура, духовна реабілітація, студенти з обмеженими фізичними можливостями, інтегроване освітньо-виховне середовище.

Роганова М. В. Духовные основы инклюзивного образования и реабилитации студентов с особенными образовательными возможностями в условиях высшего учебного заведения

В статье проанализированы особенности обучения и воспитания студентов с ограниченными физическими возможностями в интегрированной образовательно-воспитательной среде посредством реализации социальной программы “Мир равных возможностей”. Особое внимание уделено реализации модели духовной реабилитации таких студентов, а также следующим способам достижения поставленных задач: открытое отношение к будущему, формирование новых ориентиров и целей; развитие интеллектуально-духовной культуры личности и использование в сфере образовательного процесса, реабилитации новейших коммуникативных технологий, создание инклюзивной воспитательной среды по принципам содружества, сотворчества, направленной на преодоление социальной изоляции данной категории студентов.

Автор освещает комплексный подход к проблеме адаптации молодежи с инвалидностью в условиях высшего учебного заведения. Раскрывается понятие “духовная реабилитация”, а также вопросы взаимодействия образовательных и общественных институтов в духовном развитии студенческой молодежи с ограниченными физическими возможностями.

Ключевые слова: духовная культура, духовная реабилитация, студенты с ограниченными физическими возможностями, интегрированная образовательно-воспитательная среда.

Rohanova M. V. Spiritual Foundations of the Inclusive Education and Rehabilitation of Students with Special Educational Needs in Higher Educational Establishments

The article addresses the distinguishing features of teaching students with special educational needs in the integrated educational environment created within the “Svit Rivnykh Mozhlyvostey” Social Program [The World of Equal Opportunities].

Special attention is given to the realization of the model of the spiritual rehabilitation of this category of students, as well as to the following means of addressing students’ needs in achieving this goal: encouragement of the openness to the future, formation of a new frame of reference and objectives; development of the intellectual and spiritual culture of the individual and the use of innovative information and communication technology in the educational process; and creation of the inclusive educational environment based on the principles of co-operation and co-creativity aimed at overcoming the isolation of these students.

The author describes a complex approach to resolving the challenges of the adaptation of the youth with disabilities in higher educational establishments, defines the concept of the “spiritual rehabilitation”, and discusses the issues of the interaction of educational and social institutions in the spiritual development of physically disabled young individuals.

Key words: spiritual culture, spiritual rehabilitation, physically disabled students, integrated educational environment.

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