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INCLUSION IN THE DIMENSIONS OF PERSONALITY

HRYHORIY VASIANOVYCH, OLENA BUDNYK

Abstract. The article substantiates and offers a personalized approach to the analysis of the problem of inclusion. It emphasizes the need to adhere to the principle of human and child-centeredness in the process of working with people with special needs. It provides not only a humane, democratic attitude to a person, but also gives the opportunity to take full advantage of psychological and pedagogical influences on the spiritual development of the individual. An important element of this process is the active use of various ways and forms of mutual understanding, based on charity, empathy (methodology of Hermeneutics and Phenomenology). For factual analysis and presentation of the outlined problem, the real life of prominent domestic and foreign personalities with serious health problems (hearing loss – Ludwig van Beethoven, Maria Bashkirtseva, blindness – Homer, Democritus, Louis Braille, paralysis and cancer – Stephen Hawking, Kvitoslava Tsisyk, Yuri Titov), but showed great will power, the desire for self-realization by means of creativity in the field of music, poetry, fine arts was used. These personalities set an example to follow in an inclusive educational institution.

Keywords: inclusion, personalization, personality, creativity, music, poetry, special educational needs, inclusive educational environment.

1. INTRODUCTION

The current condition of development of the New Ukrainian School is directly related to the imperatives and demands of civil society development, its democratization and the establishment of the principles of humanization and the value orientations of the educational environment. The paradigm of modernization and innovation of the educational process has necessitated the improvement of inclusive learning strategies, which have been successfully implemented in the global education system for decades [9]. This approach is certainly subject to the idea of child-centeredness, as it recognizes the self-worth, uniqueness of the child, his/her right to self-choice and self-realization in life. It should be added that children with special needs are able to consistently and productively develop on the basis of individual, differentiated approaches. This opinion is convincingly defended by N. Andriychuk, N. Ashytok, V. Bondar, H. Vasianovych, K. Ostrovska, M. Shved and other Ukrainian scientists. So, it's about personalized learning.

This problem is also relevant because for a long time inclusive education in the previous system, especially in post-Soviet countries, has been virtually absent, and the entire educational

system was focused on training a so-called "ordinary personality". In some places there are still cases of social and / or personal disapproval of the idea of teaching children with special needs in residential educational institutions [3]. Often in many countries there are cases when the public is ambivalent about the integration of people with disabilities in secondary schools, the introduction of inclusive education is accompanied by public resistance. "The resistance to inclusive education may be inferred also from the knowledge of the population's social mentality, which is more oriented to exclusion of differences in the broadest sense than their inclusion into the social mainstream" [11, p. 248]. Therefore, today every country that has chosen a democratic path of development must choose a strategy of inclusion based on its societal values, education legislation, and available support [16].

In this sense, it is worth referring to the works of modern scientists (V. Kremen, I. Sadova, B. Sliversky, I. Vilsh, J. Szempruch, I. Ziaziun) [7; 12; 13; 15; 19; 20], who emphasize that pedagogical thought is always personified – it reflects the personality, with his/her tastes, views, needs and interests, beliefs and preferences, and so on.

Inclusive personology represents the will power, the spirit of the individual, inviolability, the realization of creative potential and others. That is why we refer to the creative biography of people with special needs, who responded to the challenges of fate with their incredible aspirations - to be, not just exist, create themselves, affirm spiritual values. Moreover, we will try to involve different areas of human life with special needs (with hearing, vision loss, cerebral palsy, etc.) in different areas of their lives. So, let's refer to such famous personalities as: Homer, Democritus, Louis Braille, Maria Bashkirtseva, Ludwig van Beethoven, Kvitka (Kvitoslava) Tsisyk, Stephen William Hawking, Yuri Titov.

2. ANALYSIS AND DISCUSSION

First of all, let's refer to such a famous figure as Homer. From various sources we learn that this semi-legendary creator of the heroic epic had vision problems since early childhood. The poet came from the Ionian colonies in Asia Minor. In the famous poems "The Odyssey" and "The Iliad", he portrayed the Mycenaean patriarchal slavery society, its internal and external conflicts, military campaigns, and the brutal struggle of ethnic groups for their survival. His paintings from the Greco-Trojan War (XIIIth century BC) are combined with the description of events characteristic of the time the poet lived. Homer's "Iliad" is full of pathos of heroic deeds. Instead, internecine strife and war are portrayed as the worst national disaster, as a profound tragedy. The blind poet's stories about the death of people in the brutal battles of the Achaeans with the Trojans are imbued with such sorrow, feelings, as if he himself was a participant of this struggle. At the same time, these stories are filled with high feelings of courage and patriotism. In "The Odyssey" descriptions of peaceful labor, life, customs and traditions prevail. The poem is filled with vivid myths and short stories, which are woven into the fabric of the wandering plot. Poems are of great importance for understanding the social and moral relations, material and spiritual culture of the ancient Hellenic world.

Thus, it can be argued that Homer's epic for European social and aesthetic thought remained a kind of standard of all ancient Greek culture for many centuries. No wonder the blind but "inwardly sighted" poet's work fascinated so many poets and writers. For example, such masters of words as: Ivan Franko, Lesya Ukrainka, Stepan Rudansky, Volodymyr Samylenko gave an extremely high assessment of Homer's work. These and other Ukrainian writers emphasized that Homer's work was one of the first prerequisites for the formation of the didactic epic, which began in the era of Kievan Rus with the works of Nestor, Yaroslav the Wise, Metropolitan Hilarion and other thinkers.

The inclusion of personology refers to such an original philosopher as Democritus. A well-known Christian figure, Alexander Men, called the philosopher Democritus a Christian before Christ. In particular, he stressed that Democritus believed in gods, prayed to them, performed religious rites and more. In philosophical circles there is an opinion that Democritus deliberately deprived himself of sight so that nothing would prevent him from thinking, knowing the universe and the small world – his own world and the world of another person. Thus, the philosopher absolutized the principle of rational-logical knowledge of the world. The Encyclopedic scientist, Leucippus's disciple- Democritus was born in Abdera. He was the author of the first historical type of philosophical and scientific atomism in the West. He traveled to Egypt, Babylon, Persia, Arabia, Ethiopia, and India. Of course, all this required significant funds. On the pretext that he spent almost all the money he inherited from his father, the blind scientist was brought to court, where he defended himself, and proved that his scientific research enriched his country. The court acquitted him. 70 works of Democritus are known by name ("On Human Nature", "Small World Order", "On Ideas", "On Purpose", etc.), of which about 300 fragments have survived [4].

Democritus' contribution to the development of philosophical and scientific ideas is extremely powerful, but the most important is, of course, his doctrine of atoms (atom – from the ancient Greek *ἄτομος* – "indivisible"). In Ukraine, the fission of the atom took place only in 1932 (Kharkiv), which indicates the scientist's unusual mind.

In the traditional explanation of the origin of all existence, Democritus introduced the idea of pluralism and multidimensionality of all things. As a source, he named small material particles that cannot be directly felt by the senses. This understanding allowed us to solve a number of problems in science, including the philosophy of the time: a) to prove the idea of unity and materiality of the world; b) to explain the essence of the process of cognition; c) to substantiate the objectivity and infinity of time, etc. According to Democritus, time has no beginning and no end. Everything in this world happens by necessity (destiny) and for a person this necessity coincides with chance. Knowledge of the causes of phenomena is the main thing. That is why the philosopher emphasized: "If I knew one reason, I would give half the kingdom"! Or he formulated his opinion: "It is better to find one causal explanation than to become the king of Persia" [4].

According to Democritus, the soul is the embodiment of the element of fire, it is formed from special smallest round and smooth atoms located throughout the body. The scientist first used the term "microcosm", drawing an analogy between space and the organization of the human body. The organ of thought, according to Democritus, is exclusively the brain. The highest good for a person is knowing the essence of things, curbing passions and moderation of lifestyle. A person in his/her life should be guided not by law but by morality. Honesty, kindness, conscience do not allow a person to err, they keep him/her intact and at peace. Later, more than 2,000 years later, this opinion was constantly professed by the Ukrainian philosopher Hryhoriy Skovoroda, who emphasized that peace of mind is human happiness.

Today, thousands of people with visual impairments live and work in Ukraine. But Louis Braille helps them see, learn and become realized. The famous French typhlo pedagogue was born on January 4, 1809, a completely healthy child, he had good eyesight. But at the age of three he had a big problem: due to carelessness, the boy wounded his eye with a sharp knife. As a result, he developed eye inflammation and became completely blind. He was educated at the Paris National Institute for the Blind and became a teacher there. As a student, in 1825 Louis developed a convex dot font (Braille) for reading and writing for the blind, using a combination of six dots to denote all letters and numbers. "When he was 15, he worked out an adaptation, written with a simple instrument, that met the sightless' needs. He later used this system, which consists of a six-dot code in various combinations, and adapted it to musical notation. He published a treatise on his type system in 1829, and in 1837 he published a three-volume Braille edition of a popular history schoolbook" [2].

In addition to letters and numbers, based on the same principle, the scientist and teacher developed a notebook and taught music to blind children and adults.

“During the last years of his life Braille was ill with tuberculosis. A century after his death, Braille’s body (except his hands, which were kept in his birthplace of Coupvray) was moved to Paris for burial in the Panthéon.” [2]. Louis Braille died on January 6, 1852.

People who have lost their hearing under certain circumstances also have special needs. Among them are extremely intelligent, talented individuals. One of them is a representative of the Viennese classical school, a brilliant German composer and conductor - Ludwig van Beethoven (1770–1827). At the age of 26 he was already a famous composer, but at the age of 27 he began to lose his hearing. He developed acute inflammation of the inner ear, and in 1802 Beethoven became completely deaf. However, since then the composer has created his most famous works. In 1803–1804 he wrote the Heroic Symphony, and in 1804–1805 he completed the opera *Fidelio*. In addition, at this time Beethoven wrote piano sonatas: from the twenty-eighth to the last one, the thirty-second; two sonatas for cello, quartets, vocal cycle “To a distant beloved”. Teresa Brunswick was his beloved, who loved Ludwig very much too and left the following words about her favorite composer: “Rare genius, great artist, handsome man”. Unfortunately, the lovers were not destined to be together: the relations, which were decisive at that time, became an obstacle... Teresa’s parents several times categorically denied Ludwig the possibility of marrying their daughter, Teresa, because they were a noble count, and the genius composer wasn’t... Being completely deaf, Beethoven created two of his most fundamental works, *The Solemn Mass* and *The Ninth Symphony with Choir* (1824). So, despite the peculiarities of his health, the name Ludwig van Beethoven forever entered the pantheon of the world’s most ingenious composers.

Among the Ukrainian figures who lost their hearing for various reasons, but did not lose their strength of spirit and maximized their creative potential, Maria Bashkirtseva is worth mentioning (1860–1884). She was born in Poltava region (the village of Gaivorontsi). At the age of 12, her mother (of French origin) took her daughter to Europe. For a long time, they traveled to different countries, visited the best theaters and museums in Europe. Until then, Maria had hardly studied. Instead, she realized the need for knowledge, made a program and began to study hard (9 hours – daily!). Maria studied French, German, Italian, English, Greek, and Latin on her own. She read Homer, Plato, Horace, Plutarch, Dante, Shakespeare, Balzac, Flaubert and others in the original language. “Oh God,” she wrote in her diary, “give strength and perseverance in learning!” [1].

Young Maria was eager to be known in the world. She decided to become a singer. Her voice was truly unique: strong, dramatic (mezzo-soprano). In addition, Maria played the piano perfectly. With great pleasure she sang Ukrainian songs, performed works by Offenbach, Mendelssohn and other composers. However, she was not destined to be a singer. At the age of 16, the young woman got tuberculosis. The disease progressed, and two years later the girl completely lost her voice. The disease soon deprived her of hearing. After that, Maria makes her choice in painting. At the age of 17, she came to study in the studio of the famous artist - Julian, where she showed extraordinary abilities in painting. The girl realizes that her life is too short, so she does not leave the studio all day, she works hard. Having chosen the art of painting as her destiny, Maria Bashkirtseva wrote a number of paintings in an extremely difficult condition: “Jean and Jacques”, “Meeting”, “Autumn”, “Spring”, “Rain Umbrella”, “Holy Women”, etc., which she exhibited at many exhibitions, and reached a deserved success. Maria Bashkirtseva lived only 24 years and left an unforgettable mark in the art of painting. She died October 31, 1884, and was buried in Paris.

Kvitka (Kvitoslava) Cisyk was also incredibly talented. The singer was born in 1953 in New York, in the family of a Ukrainian post-war emigrant from Kolomyia. Since childhood she had liked music. She played the violin at the age of five, which her father taught her. She studied vocals at the conservatory, mastered the performing arts at the ballet school. From the age of seven to sixteen, she attended three Sunday scout camps in the mountains, where she lived with her friends

in tents, studied and sang Ukrainian war songs, and listened to the elders' stories about rites, customs, and traditions. At the age of fourteen she organized a singing group "Nightingales" with her friends. Together they sang scout folk songs using a guitar accompaniment.

Kvitoslava was a living embodiment of joy and optimism. Even when a sudden illness (cancer) suddenly crept in, she continued to give concerts attended by thousands of listeners. She especially liked the song "Cranes", by Leo and Bohdan Lepky, arias from Verdi's *Rigoletto*, and she won an Oscar and a Golden Globe for the song "You shone my life" in the film under the same name directed by Joseph Brooks. In addition, in this film Kvitka Cisyk performed all female vocal parts. The working day of the singer was scheduled: from 8 am to 8 pm! With all her strength, which became less and less, the singer worked on her debut album "Songs of Ukraine". Dozens of professionals took part in the realization of this project, which became a success. The album was opened by the folk song "Ivanka", followed by "Song of the Towel" by Platon Mayboroda, "There is a high mountain", "Oh you can see the village" by Lev Lepky. The album included a humorous song "Gandia" and a lyrical "What a moonlit night" and others. The album ended with the song "Verkhovyna, you are our world" by Mykola Ustianovych. Kvitka herself said that this album is the desire of her Ukrainian heart to weave happy threads into the life-damaged canvas on which the Fate of her people is embroidered.

In 1983, Kvitka, already seriously ill, visited Ukraine for the first time together with her mother Ivanna. The genetically native homeland made a great impression on her. The singer brought Volodymyr Ivasyuk's songs to America from this trip. Later, Nazariy Yaremchuk admitted that no one sang Ivasyuk's song like Kvitka did! Realizing that she had spent too few years of her life, the singer decided to create a new album of Ukrainian songs. Despite great financial difficulties, a serious illness, she managed to do it! The album was released almost before her death. Despite the fact that the title of the album was "Two Colors", the first song was "The City is Sleeping" by the composer Igor Shamo. The next song was the famous "Cheremshina"; it was followed by "Kolomyika", "River flows", "By the fire", "I will go to distant mountains..." by Vladimir Ivasyuk and others. The song "Two Colors" was in the middle of the album, and was completed by Lepky's "Cranes". The genius Ukrainian singer Kvitka Cisyk passed away at the age of 45 (1998), her coloratura soprano became one of the most listened to human voices on the planet.

Extremely serious illnesses accompanied almost all the lives of such talented people as Stephen Hawking and Yuri Titov.

Stephen Hawking is a world-known English theoretical physicist. He was born on March 14, 1942. As a young man in his twenties, he graduated from Oxford University and became actively involved in research in physics. But in 1963 he became seriously ill. Doctors diagnosed motor neuron disease, amyotrophic lateral sclerosis. Initially, the disease was passive: there was a slight awkwardness and sudden falls. However, as it was predicted by the nature of the disease, the incurable condition only worsened. The diagnosis came as a huge shock, but it helped Stephen determine his future. And although his life was in great danger, he later admitted that he eventually began to enjoy life more than before.

In 1965, Stephen married Jane Wilde, and they had a daughter and two sons. Until 1974, the professor's family managed to cope with the disease. At that time he could still eat, get up and go to bed on his own, although long walks were no longer possible. A few years later, it became clear that the scientist would spend most of his days in a wheelchair and needed a professional caregiver. In 1985 he got pneumonia, which caused a serious complication. He lost his voice after the necessary operation. From now on, he needed constant help of a devoted team of people for the rest of his life. Only his right hand fingers moved, which he used to control his moving chair and a special computer that could speak for him.

Stephen Hawking worked for 30 years as Lucas Professor of Mathematics at Cambridge University, the same position that Isaac Newton held 300 years ago. In the life of a scientist, as in

any other person, there were ups and downs. In 1990, after 26 years of marriage, she and Jane began to live separately, and five years later divorced. At the same time, in 1995, Stephen remarried to one of his caregivers. However, after 11 years of living together, their family also fell apart amid guilt that the professor had been attacked during the relationship. The scientist himself denied such statements. The police, after conducting an investigation, proved that they did not find evidence of this quilt [14].

Throughout his life, the physicist did not stop working. Grandfather of three grandchildren, he continued to be active in science, writing books. The scientist remained optimistic about his physical health. Stephen Hawking argued that the human being is weak and greedy, and having a disability in terms of existence in space is not so important or scary. He wrote that his disability was directly related to the fact that he became a famous scientist. People are very surprised by the contrast between the very limited physical capabilities and the vast nature of the universe, as well as the spiritual potential of a human being. He wrote: "I am the archetype of a disabled genius, or rather a genius with disabilities, to be fair. At least I have limited physical capabilities. But whether I am a genius is a question. I believe that we have reached a point of no return. Our Earth is becoming too small for us. The world's population is growing very rapidly. We are on the verge of self-destruction."

Hawking died at the age of 76 at his home in Cambridge on March 14, 2018. [10] The cause of death was not disclosed, he died in peace. It is noteworthy that Hawking was born on the day of Galileo Galilei's death and died on the day of Albert Einstein's birth. Both scientists have done too much in the study of gravity. Nobel laureate Stephen William Hawking studied the fundamental laws that govern the universe. He won 12 honorary titles, and his books "Multiple History of Time" and "Black Holes, the Young Universe and Other Essays" became bestsellers. Hawking's ashes were buried near the graves of Isaac Newton and Charles Darwin.

From the first day of his birth, incredibly difficult trials befell the Ukrainian poet – Yuri Titov. He was born in 1980 in Kyiv. "Yura was injured during childbirth. Doctors said he would become better by the age of three, but that didn't happen. Being a one-year-old boy he began to learn the alphabet. It seemed to me then that he always knew the letters – since the first time he remembered everything. At the age of four, he read books himself. I sat next to him and just turned the pages," – said the poet's mother [6].

A member of the National Union of Writers of Ukraine (2000), a poet with cerebral palsy typed his mental and lyrical poetry on a computer keyboard in an unusual way: with his own nose, courageously overcoming hellish torments and pains [6]. A man of strong will, character, he admits: "I never bend my back to the trouble that cuts me...". Limited by physical vices did not kill his thirst for life. This is perfectly evident from his poetic works. The author of many poetry collections: "The Eternal Way", "Face to Heaven", "Under the Eternal Burning of a Candle", "My Soul Cannot Sing", "In the Holy Halo", "The Enchanted Miracle", "I will pray for you", "Unbroken strings of patience", "Voice of the heart" and others. [17], remained optimistic.

Yuri Titov is also the author of children's books "Our Land", "Running Path to the Forest" and others. Despite a serious illness, the poet lived an active life, he was a frequent guest of secondary school students, vocational schools, higher education institutions of Ukraine. The poet was inspired to perform at the Ukrainian Cultural Foundation, the National Union of Writers of Ukraine, the Kyiv Children's Academy of Arts, the National Philharmonic of Ukraine and others. In collaboration with many Ukrainian composers, more than 200 songs performed by famous Ukrainian singers have been created based on the author's poems. Yuriy Titov had a number of recognitions and awards: a scholarship holder of the Ukrainian Cultural Foundation within the "New Names of Ukraine" program; a laureate of the Dmytro Lutsenko Literary and Artistic Prize "Autumn Gold"; a laureate of the prize of the Cabinet of Ministers of Ukraine for creative achievements; awarded a diploma of the Kyiv mayor; a laureate of International and All-Ukrainian

competitions and radio festivals: “Autumn Rendezvous”, “Song Premiere”, “My Mother”.

3. CONCLUSIONS

Based on the above mentioned, the following conclusions can be drawn:

1. The effectiveness of the inclusive educational process is largely determined by the creative and consistent application of a personalistic and differential approach in the activities of teachers, social educators, and social workers. It implies a close relationship between professional and personal, humane and compassionate treatment of a person with special needs.

In this context, we emphasize the philosophy of inclusion, which refers to tolerance in relation to people with special educational needs in the educational institution [18]. In the educational process, it is important to emphasize to parents, students, and the public that each individual, regardless of his/her physical, mental or intellectual development, is unique, has certain talents or natural abilities - academic, artistic, sports and more. Therefore, it is important to identify them and work together on the development and improvement of each individual.

2. Subject-subject approach in the field of inclusion not only fundamental psychological and pedagogical training, but also training of general cultural, moral and aesthetic, development of spiritual sphere. Only under such conditions can we talk about adequate perception, understanding of people with disabilities and the use of a personalistic approach to the analysis of psychological and pedagogical processes and phenomena in inclusive education.

3. Trends in the development of domestic educational inclusion should be skillfully combined in this area with the best foreign experience of progressive countries. Here the principles of coordination, preservation of national identity, creative use of innovative technologies, etc. are important.

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Address: Hryhorii Vasianovych, Lviv State University of Life Safety, 35, Kleparivska St., Lviv, 79000, Ukraine.

Olena Budnyk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: wasianowych@ukr.net ; olena.budnyk@pnu.edu.ua

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Васянович Григорій, Будник Олена. Інклюзія у вимірах персоналістики. *Журнал Прикарпатського університету імені Василя Стефаника*, **9** (1) (2022), 7-15.

У статті обґрунтовано й запропоновано персоналістичний підхід для аналізу проблеми інклюзії. Наголошується на необхідності дотримання принципу людино- й дитиноцентризму у процесі роботи із суб'єктами, які мають особливі потреби. Це забезпечує не лише гуманне, демократичне ставлення до людини, а й дозволяє повною мірою використати психолого-педагогічні впливи на духовно-душевний розвиток особистості. Важливим елементом цього процесу є й активне використання різноманітних способів і форм взаєморозуміння, на якому ґрунтується милосердя, емпатія,

добротворчість (методологія науки герменевтики та феноменології). Для фактологічного аналізу й презентації окресленої проблеми задіяна реальна життєдіяльність видатних вітчизняних і зарубіжних персоналій, які мали великі проблеми зі здоров'ям (втрата слуху – Людвіг ван Бетховен, Марія Башкірцева, незрячість – Гомер, Демокрит, Луї Брайль, параліч та онкологічні захворювання – Стівен Хокінг, Квітослава Цісик, Юрій Тітов), але виявили велику силу Духа, прагнення до самореалізації засобами творчості у сфері музики, поезії, образотворчого мистецтва. Такі персоналії слугують прикладом для наслідування в інклюзивному середовищі закладу освіти.

Ключові слова: інклюзія, персоналістика, особистість, творчість, музика, поезія, особливі освітні потреби, інклюзивне освітнє середовище.