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ON THE ISSUE OF COMMUNICATION STRATEGIES IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

Abstract. The purpose of the article is to consider communication strategies in an inclusive educational environment. Methods of pedagogical observation, analysis and synthesis, and generalization of results were used. It is noted that communication in the process of teaching students with special educational needs requires taking into account their individual characteristics and capabilities, level of development, needs, and interests. The importance of communication in the educational environment is characterized in accordance with the core tasks of inclusive education as a whole, and its impact on learning, upbringing, adaptation, and socialization, and further development of the personality is considered.

The essence of the concepts of "communication", "communication strategy", "inclusive communication" is revealed. It is emphasized that defining goals, identifying the target audience, choosing information channels, systematization, integration, analytics, adaptation are aspects of the communication strategy in an inclusive educational environment.

Modern priorities and values, tasks, and direction of the educational industry are determined. Communication, language, assistive technologies, and universal design are identified as key factors influencing the effectiveness of the inclusive educational process. The latest scientific achievements in the context of the specified issues and approaches to the classification of communication strategies are revealed and analyzed.

The main communication strategies in modern pedagogical practice are analyzed, their features are established and components are identified, the significance of their use in the context of socialization and harmonious development of students with special educational needs is revealed. The main principles of organizing communication, the use of its various strategies in the process of inclusive education are analyzed. The emphasis is on the humanistic principles of inclusive education and on ways of creating a barrier-free educational environment in the modern conditions of the New Ukrainian School.

Alternative additional communication is identified and the need to use its various types in the educational process is emphasized, the advantages are established. Further prospects and directions of scientific research in the context of the specified issues are outlined.

Ключові слова: communication, information channel, audience, communication strategies, inclusive learning, inclusive educational environment, special educational needs, socialization, adaptation, development.

СТРАТЕГІЇ КОМУНІКАЦІЇ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

Анотація. Мета статті – розглянути стратегії комунікації в інклюзивному освітньому середовищі. Використано методи педагогічного спостереження, аналізу й синтезу, узагальнення результатів. Зауважено, що комунікація в процесі навчання учнів з особливими освітніми потребами вимагає врахування їхніх індивідуальних особливостей і можливостей, рівня розвитку, потреб, інтересів. Схарактеризовано значення комунікації в освітньому середовищі відповідно до стрижневих завдань інклюзивної освіти загалом, розглянуто її вплив на навчання, виховання, адаптацію й соціалізацію, подальший розвиток особистості.

Розкрито сутність понять «комунікація», «стратегія комунікації», «інклюзивна комунікація». Наголошено, що визначення цілей, ідентифікація цільової аудиторії, добір інформаційних каналів, систематизація, інтеграція, аналітика, адаптація є аспектами стратегії комунікації в інклюзивному освітньому середовищі.

Визначено сучасні пріоритети та цінності, завдання, спрямованість освітньої галузі. Виокремлено комунікацію, мову, розумні пристосування, універсальний дизайн як стрижневі чинники впливу на ефективність інклюзивного освітнього процесу. Розкрито й проаналізовано останні наукові досягнення в контексті означеної проблематики та підходи до класифікації стратегій комунікації.



Проаналізовано основні стратегії комунікації в сучасній педагогічній практиці, встановлено їх особливості й виокремлено складники, розкрито значення щодо використання у вимірі соціалізації та гармонійного розвитку учнів з особливими освітніми потребами. Проаналізовано основні принципи організації комунікації, використання різних її стратегій у процесі інклюзивного навчання. Акцентовано на гуманістичних засадах інклюзивної освіти та шляхах створення безбар'єрного освітнього середовища в сучасних умовах Нової української школи.

Виокремлено альтернативну додаткову комунікацію та наголошено на потребі використання різних її видів в освітньому процесі, окреслено переваги. Визначено подальші перспективи та напрямки наукових досліджень щодо означеної проблематики.

Keywords: комунікація, інформаційний канал, аудиторія, стратегії комунікації, інклюзивне навчання, інклюзивне освітнє середовище, особливі освітні потреби, соціалізація, адаптація, розвиток.

INTRODUCTION

The problem formulation. At the present stage, inclusive education has become an integral part of the educational process. Practice proves that the organization of inclusive education is successful provided that a favorable educational environment is created, where the main place is occupied by barrier-free and accessibility, psychological comfort, communication and moral support from peers and teachers, a favorable educational environment. Communication is the main means of receiving and transmitting information, which contributes to the development of the individual in the process of obtaining education. Today, communication in the process of teaching and educating students with special educational needs deserves special attention, which requires taking into account their individual characteristics and capabilities. As is known, the main task of inclusive education is the socialization of a child with developmental disorders, that is, acceptance by a group of peers, increasing the ability to adapt and form skills for creating friendly relationships, acquiring and developing communicative and social skills. This is facilitated by the use of effective communication strategies, various forms and means of communication, and additional alternative communication, which at the same time facilitate the child's adaptation to new conditions, serve his socialization and further development.

Despite the fact that inclusive education in Ukraine was introduced in 2017, the issue of communication in an inclusive educational environment is still relevant. It is being studied and analyzed by practicing teachers and theoretical scientists. In our opinion, in this aspect, the works of domestic scientists I. Bekh, G. Vasyanovych, I. Gordiyenko, O. Kazachiner, A. Kolupaeva, G. Leshchuk, O. Taranchenko, G. Usatenko, M. Chaika and others deserve special attention, who reveal various aspects of the issue, namely:

- the specifics of communication of people with various developmental disorders (N. Babych, O. Proskurnyak, V. Sylchenko, A. Taran);
- use of alternative and augmentative communication in inclusive education (I. Gordienko, O. Kazachiner, O. Kryvonohova, G. Usatenko, O. Tsyś, M. Chaika);
- creation of a barrier-free educational environment (A. Kolupaeva, O. Taranchenko);
- communication strategies in an inclusive educational environment (E. Danilavichyutye, S. Lytovchenko);
- tolerance in the inclusive process (I. Bekh, B. Gershunsky, O. Hryva, N. Matveieva).

Research by scientists indicates that communication in an inclusive educational environment is one of the important factors influencing personal development, on the one hand, and increasing the effectiveness of inclusive education, on the other, and therefore requires further analysis and in-depth study.

Analysis of recent research and publications. Research on the development of education in Israel covers various aspects of the country's educational system. O. A. Durmazoglu analyses the main components, achievements, and experience of Israel in organizing the school educational process during wartime (Durmazoglu O. A., 2022). O. V. Martynchuk examines the professional activities of special education teachers in inclusive educational institutions in Israel (Martynchuk O. V., 2018), while O. V. Kompaniets focuses on the system of non-formal education, which is actively developing in the country (Kompaniets O. V., 2017). H. Y. Mykhailyshyn and L. O. Mandro study the development of "soft skills" in the Israeli education system, emphasizing creativity, motivation, and leadership in the learning process (Mykhailyshyn H. Yo., 2021). A. V. Fastivets explores the training of physiotherapy and occupational therapy specialists in Israel (Fastivets A. V., 2021). However, despite the considerable amount of research on higher education, nursing education in Israel remains underexplored and requires further academic development.

THE PURPOSE OF THE RESEARCH – to reveal the main communication strategies in an inclusive educational environment.

RESEARCH METHODS

Research methods: analysis of the regulatory framework for the organization of inclusive education, scientific literature on the specified problem; pedagogical observation, analysis and synthesis, generalization of results.

RESULTS OF THE RESEARCH

The organization of inclusive education is a complex process that involves the inclusion of people with special educational needs in educational institutions and, accordingly, the creation of favorable conditions for their education, upbringing, development, adaptation and socialization. This is emphasized by the main regulatory and legal documents on education, such as: the Laws of Ukraine "On Education", "On General Secondary Education", "On Higher Education", the Concept of the New Ukrainian School, the Concept of the Development of Inclusive Education in Ukraine and other documents that indicate the features of creating a favorable educational environment in an institution. In particular, the Convention on the



Rights of Persons with Disabilities (2009) emphasizes the need to promote, protect and ensure the full and equal exercise of rights and freedoms by all citizens in the process of life, namely: (Fig. 1):

- “communication” or “inclusive communication” – creating favorable conditions for communication through the use of verbal and non-verbal speech (Braille, tactile communication, large print texts, printed materials, multimedia and audio means, alternative methods and means of communication) (Convention on the Rights of Persons with Disabilities, 2009);
- “language”, which includes spoken and sign languages, other forms of non-verbal languages;
- “reasonable accommodation”, as making the necessary modifications and adjustments to realize the rights and freedoms of all persons without exception (including those with disabilities);
- “universal design”, as creating a unique design of the environment of the institution, educational programs and services, which promotes accessibility for all persons without exception; allows the use of assistive devices for certain groups of persons with disabilities (Convention on the Rights of Persons with Disabilities, 2009).

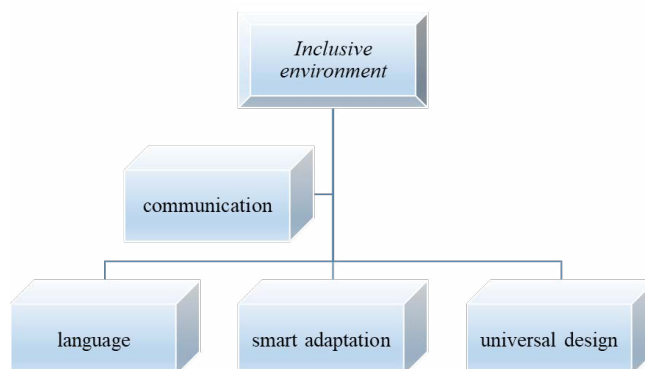


Fig. 1. Components of the effectiveness of an inclusive environment

In the context of the educational process, these and other aspects serve to include all its participants in learning, communication, play, and possible participation in public and school life. Of course, communication is the main means of obtaining information in the process of obtaining education, which deserves attention. On the other hand, it is advisable to consider it as an opportunity to create a barrier-free educational environment, a means of achieving complete mutual understanding, as a result of which all participants in the educational process, regardless of the presence of developmental disorders, can receive, perceive, process, analyze the necessary information, express their own opinions, acquire new experience and knowledge, expand their circle of communication, show their best sides, assert themselves, and develop.

Inclusive communication is based on the philosophy of humanism and is interpreted as human-centered communication aimed at meeting the communicative needs of people with developmental disabilities, demonstrating respect and recognizing their equality, uniqueness and uniqueness, value for society and in society. According to the provisions of the Convention on the Rights of Persons with Disabilities (2009), the organization of the educational process in conditions of inclusion, the rules and features of communication are based on such principles as:

- respect for human dignity, personal autonomy, independence;
- socialization of the individual and his inclusion in society;
- rejection and prevention of any form of discrimination;
- respect for human diversity, recognition of equal opportunities and gender equality;
- accessibility, barrier-free environment;
- respect for the right to preserve one's own individuality, uniqueness and "otherness" (Convention on the Rights of Persons with Disabilities, 2009).

In addition, in scientific circles there is an opinion about other core principles of inclusive communication that contribute to the creation of a comfortable psychologically, physically, morally and ethically environment, namely:

- a) informational and physical accessibility of educational services;
- b) a differentiated and individual approach in the process of learning and communication, receiving and transmitting information;
- c) communication as a two-way process, which involves mutual understanding between participants in the educational process and self-expression of the individual;
- d) flexibility in the communication process;
- e) heterogeneity of the educational environment (involvement of individuals with different needs, including communication support);
- f) gradualness, phasedness, continuity (G. Leshchuk, 2021).

We consider the “communication strategy” in an inclusive educational environment as a detailed, long-term action plan for effective interaction of all participants in the educational process (students, teachers, other specialists, partners, stakeholders) in order to achieve the set goals and form the image of the educational institution. The inclusive communication strategy includes external and internal communication, is constantly changing and updating in order to



increase the effectiveness of use. In particular, the main aspects of the communication strategy in an inclusive educational environment include:

- defining the goal, outlining the goals - choosing the way to achieve them through the use of certain communication strategies;
- identifying the target audience - establishing the audience of interaction, studying and understanding its needs, features (for example, the number of applicants with special educational needs, features of the heterogeneity of the student contingent, types and level of complexity of developmental disorders in students, features of their communicative activity, communication difficulties, specifics of inclusion in the peer group and perception of "otherness" on their part);
- determining information channels - analyzing, searching and selecting the most effective forms of information presentation;
- systematization and integration - combining all communication activities into a single system to achieve synergy and efficiency of the educational process and socialization of the individual;
- analytics and adaptation - systematic monitoring of the results of communicative influence on the student and teaching staff of an educational institution with inclusive education, development of the institution as a whole; making adjustments and increasing the efficiency of its practical activities.

The general strategies of communication in an inclusive educational environment today are:

- priorities and values: showing respect for human dignity, uniqueness and dissimilarity, individual characteristics, recognizing the value of everyone, which has a positive impact on social adaptation and integration into society.
- human-centered communication: focusing on the needs and values of the individual;
- overcoming barriers, accessibility;
- active listening: perceiving and understanding the opinions of all participants in the educational process, focusing on them, critical analysis;
- using various channels, means and forms of communication, digital tools, which helps meet the needs of all participants;
- promoting participation: maximum involvement of all participants in the educational process in the exchange of views, discussions.

Of interest for our study are the strategies of inclusive communication presented by domestic scientists E. Danilavichyutye, S. Lytovchenko, such as:

- I. Strategies for planning and organizing the educational process:
 - I.I. Strategy for analyzing the starting level of success of students in the class.
 - I.II. Strategy for determining the model of organizing the teaching process.
- II. Implementation of the educational process:
 - II.I. Strategy for mastering basic knowledge, skills and abilities.
 - II.II. Strategy for collective activity in groups.
 - II.III. Strategy for forming cognitive interests (E. Danilavichyutye, S. Lytovchenko, 2012, p. 63).

Practice proves that in the context of the development of the New Ukrainian School, the main strategies and methods for organizing communication among all students in an inclusive class are: teamwork, cooperation with parents, providing and receiving comprehensive information about the child and using it for socialization in the learning process, compiling a portfolio; grouping students, conducting daily surveys and questionnaires to study needs and interests; establishing feedback; providing assistance and support from peers (A. Kolupaeva, 2019; O. Kazachiner, 2020). The most effective are communication strategies that allow you to obtain as much information as possible about the student and further use it for his or her education, upbringing and development. As a rule, they include:

- individual approach to students;
- creation of communicative passports of students to study their needs (description of interests, communication features, fears, preferences);
- positive attitude through encouragement and compliments (organization of "complimentary moments", exchange of positive feedback);
- open communication with other participants in the educational process about the characteristics of people with developmental disabilities, involving them in assistance and interaction (truthfulness, encouragement to think);
- use of other means and types of communication (pictograms, drawings), etc.

Therefore, communication strategies in an inclusive classroom are not just individual measures and forms of communication, but a holistic system of means of communicative influence on the individual for his/her successful learning, socialization, and development. It is based on such levers as:

1) creating a positive atmosphere in the classroom, which is achieved by demonstrating pedagogical optimism and respect for each student, relying on the positive, involving all students in various types of activities and using various activities (for example, encouragement, positive affirmations, joint creation of a "tree of success", which reflects the achievements of all students), active interaction of all students without exception;

2) an individual approach and taking into account age and individual characteristics, level of development, needs and opportunities, interests of students (adaptation of educational materials, accessibility of the educational environment, monitoring of the improvement of the student's level of development);



3) differentiation of learning (using different ways of presenting information, teaching methods and forms of assessment; flexibility of task completion deadlines; establishing cooperation with parents), etc.

Modern researcher A. Taran notes that, along with this, communication etiquette in an educational institution deserves attention. The scientist identifies the main components of communication ethics, which include: tolerance, equality, understanding, respect, recognition, receptivity (A. Taran, 2022, p.108).

Practice shows that in order to stimulate and increase the effectiveness of communication of people with developmental disabilities, it is advisable to use all pedagogical tools, techniques and technologies, assistive and alternative communication. Thus, the latter includes tools and strategies that a person with one or another type of developmental disability is able to use to perform communication tasks in everyday life. In particular, these are various forms of communication, in which all analyzers are used: speech, visual perception (text), touch, body movements and gestures, facial expressions, sign language, symbols, drawings, devices for generating speech, etc. With this approach, using alternative, additional or total communication, opportunities are created to replace missing speech, supplement it and improve it. Thus, today it has been established that in working with students with special educational needs it is advisable to use various types of alternative communication that facilitate perception and help in communication, namely:

- communication using the body, touch;
- communication using visual images;
- special electronic means of communication;
- combined means of communication (M. Chayka, G. Usatenko, O. Kryvonogova, 2021, p. 23).

All these and other means, forms, methods and techniques of communication lay the foundation for effective communication in the learning process and are of great importance for the development of individuals with special educational needs.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Our research proves that communication is the main means of transmitting the necessary information, which serves to include people with special educational needs in society, allows you to gain new knowledge, develop skills and abilities that are important in the life of each individual. In an inclusive educational environment, communication is based on the humanistic principles of recognizing the individual, his dignity, respect for rights and freedoms, and values in society. The most effective today are those strategies that involve teamwork, cooperation with other specialists and parents, individualization and differentiation of learning, inclusion of the latest technologies and means of additional or alternative communication in the educational process. This approach ensures accessibility and barrier-free educational process for all applicants without exception, meeting their needs, taking into account age and individual characteristics, needs and opportunities. Prospects for further research include the development of an indicative model of an inclusive communication system in educational institutions of various levels, the identification of the main means of influencing the effectiveness of communication between participants in the educational process and teachers in the process of interacting with them, and the achievement of set goals.

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