

3. Savchyn, M. V. (2018). *Vikova psykholohiia [Age psychology]*. Kyiv: Akademvydav. 360s. [in Ukrainian].
4. Iasakova, N. Yu. (2020). *Osoblyvosti samostavlennia pidlitkiv iz tiazhkymy porushenniamy movlennia [Peculiarities of self-attitude of adolescents with severe speech disorders.]*. *Aktualni problemy psykholohii*, 15(1), 108–117. [in Ukrainian].
5. Erikson, E. H. (1996). *Identychnist: yunist i kryza*. Kyiv: Osnovy. 344s. [in English].
6. Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships as developed in the client-centered framework. In S. Koch (Ed.), *Psychology: A study of a science*. Vol. 3, 184–256. McGraw-Hill. [in English].
7. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2(1). [in English].

*Матеріал надійшов до редакції 26.09.2025 р.*

**УДК: 370.3:101.1-315.7(477)**

**Зоряна Ленів,**

кандидат педагогічних наук,

доцент кафедри логопедії та інноваційних технологій в інклюзії

[zoriana.leniv@cnu.edu.ua](mailto:zoriana.leniv@cnu.edu.ua)

ORCID ID: 0000-0002-0611-9841

**Zoriana Leniv,**

candidate of Pedagogical Sciences,

Associate Professor of the Department of Speech Therapy and Innovative Technologies in Inclusion

**Микола Поп'юк,**

кандидат педагогічних наук,

старший викладач кафедри логопедії та інноваційних технологій в інклюзії

[mykola.popiuk@cnu.edu.ua](mailto:mykola.popiuk@cnu.edu.ua)

ORCID ID: 0009-0004-6853-7741

**Mykola Popiuk,**

candidate of Pedagogical Sciences,

Senior teacher of the Department of Speech Therapy and Innovative Technologies in Inclusion

Карпатський національний університет імені Василя Стефаника

76018, м. Івано-Франківськ, вул. Шевченка, 57

Vasyl Stefanyk Carpathian National University

57 Shevchenko St., Ivano-Frankivsk, Ukraine, 76018

## TEACHER TRAINING FOR WORK IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT: INTERNATIONAL EXPERIENCE

### ПІДГОТОВКА ВЧИТЕЛІВ ДО РОБОТИ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ: МІЖНАРОДНИЙ ДОСВІД

**Abstract.** The article explores the theoretical and practical aspects of preparing teachers for professional activity in an inclusive educational environment. The research analyzes international practices of teacher training within the European Union, focusing on the experiences of Luxembourg, Denmark, Sweden, the Netherlands, and Austria. The study identifies the core components of effective teacher preparation, including the development of inclusive competence, the formation of positive attitudes toward learners with special educational needs, the acquisition of psychological, pedagogical, and methodological skills, and proficiency in information and communication technologies.

The paper emphasizes that the successful implementation of inclusive education depends on comprehensive professional training that integrates theoretical knowledge, practical experience, and emotional readiness. It highlights the importance of preliminary assessment of teachers' preparedness for inclusion and continuous psychological support during the learning process. Based on the EU experience, a structured training model is proposed, incorporating staged learning, participation in workshops and internships, and close collaboration with special education professionals.

The practical significance of the study lies in the possibility of adapting the proposed approach to national educational systems, thereby enhancing the quality of inclusive education and improving teachers' professional readiness for inclusive practice.

**Key words:** inclusive education, teacher training, international experience, professional competence, pedagogical mastery, special educational needs.

**Анотація.** У статті розглядаються теоретичні та практичні аспекти підготовки педагогічних працівників до професійної діяльності в умовах інклюзії. Проаналізовано міжнародний досвід

організації системи підготовки вчителів у країнах Європейського Союзу, зокрема в Люксембурзі, Данії, Швеції, Нідерландах та Австрії. Визначено ключові компоненти ефективної підготовки вчителів: розвиток інклюзивної компетентності, формування позитивного ставлення до осіб з особливими освітніми потребами, набуття психолого-педагогічних та методичних умінь, а також володіння інформаційно-комунікаційними технологіями.

У роботі підкреслено, що успішна реалізація інклюзивного навчання можлива лише за умови цілеспрямованої професійної підготовки педагогів, яка поєднує теоретичну, практичну й емоційно-ціннісну складові. Автори наголошують на важливості попередньої оцінки готовності вчителів до роботи в інклюзивному середовищі та психологічної підтримки під час навчання. На основі аналізу досвіду країн ЄС запропоновано модель підготовки педагогів, що передбачає поетапне навчання, участь у тренінгах, стажуваннях та тісну співпрацю з фахівцями спеціальної освіти.

Практична значущість дослідження полягає в можливості адаптації представленого підходу до умов національної системи освіти, що сприятиме підвищенню якості інклюзивного навчання та професійної готовності педагогічних кадрів.

**Ключові слова:** інклюзивне навчання, підготовка вчителів, міжнародний досвід, професійна компетентність, педагогічна майстерність, особливі освітні потреби.

**Analysis of previous studies and publications.** Analyzing the implementation of individualized curricula designed for students with disabilities, Ilik (2017) emphasize that teachers play a decisive role in shaping and applying such educational programs. They argue that to create a productive and inclusive learning environment, teachers must be proficient in using the instructional methods and tools embedded within individualized curricula. Therefore, professional development aimed at improving educators' competence in this area is essential. Similarly, Kubacka (2020) highlight that teachers are central figures in inclusive education, as they directly influence the formation of knowledge, skills, and abilities among students with disabilities.

Florian (2017) stresses that teachers require specialized preparation to effectively operate within inclusive educational settings. In her view, educators working with students who have disabilities must fully comprehend their learning needs and be adequately prepared to address them. Mngo (2018) explore similar perspectives and find that while some teachers advocate for establishing separate schools for students with

disabilities, others who have received inclusive education training express strong support for its implementation in mainstream settings.

In Ukraine, Leniv initiated a major step toward inclusive teacher training in 2012. Following the directive of the Ministry of Education and Science of Ukraine (Letter No. 43-20/3923 of 07.10.2011), a program for training «teacher assistants for integrated/inclusive education» was launched for the first time at the Pedagogical College of Ivan Franko Lviv National University. Additionally, since 2007, the course «Fundamentals of Inclusive Education» had been experimentally introduced under Leniv's guidance (Leniv, 2014). Within this framework, Leniv (2014) developed a structural-functional model for professional preparation of specialists capable of implementing inclusion. The model consisted of three stages: (I) propaedeutic-motivational, (II) content-activity, and (III) operational-practical. These stages are closely linked with value-ideological, cognitive-competence, and reflexive-professional components that define teacher assistants' readiness for inclusive practice.

The cognitive-competence component is evaluated through SMART-based information and strategic co-creation criteria. Building upon this, Sheremet, Leniv, Loboda, and Maksymchuk (2019) conducted a study across three Ukrainian universities to assess the development of the SMART-information criterion within future teacher assistants' professional readiness for inclusive education. Their findings indicated key indicators such as awareness of inclusive education legislation and terminology, understanding of inclusion implementation conditions, and the perceived necessity of digital technologies in educational practice. The results demonstrated an urgent need to enhance teacher preparation by integrating SMART-based approaches within higher education. This focus on digitalization became particularly relevant ahead of the widespread adoption of distance learning, including for students with special educational needs. Notably, Leniv first proposed using SMART technologies for inclusion-related teacher training at the II International Congress «Education of Children with Special Needs: From Institutionalization to Inclusion» in 2016.

Schuelka (2018) identifies several core elements for the successful implementation of inclusive education: professional training, continuous support, and adequate resourcing

for teachers. Kamenez (2019) reinforce this by asserting that detailed and well-developed special education programs are necessary for effectively teaching students with disabilities. They emphasize that teachers require targeted professional preparation to gain both the theoretical and practical expertise needed to foster an inclusive classroom environment. Similarly, Zagona (2017) maintain that before teaching students with disabilities, educators must undergo specialized training in inclusive pedagogy.

Reynaga-Peña (2018) propose that teacher training for inclusive education should adhere to the principles of dialogical learning, combining theoretical instruction with practical experience to cultivate essential teaching competencies. Ozel (2018) and Cretu (2020) also underscore the importance of engaging with specialized literature that explores pedagogical strategies for students with disabilities. They suggest that such training should lead to measurable improvements in meeting learners' diverse educational needs. Forlin (2017) identify several key barriers educators must overcome when preparing for inclusive practice, including resistance to managing inclusive classrooms, limited professional expertise, and insufficient resources. Carballo (2021) add that teachers' readiness to implement inclusion depends largely on the outcomes of prior training and their level of practical preparedness.

Blandul (2017) argue that developing psychological, pedagogical, and methodological competencies should be the cornerstone of inclusive teacher preparation. Their research shows that teachers with high levels of psychoeducational competence (the ability to build supportive relationships with students) and methodological competence (the ability to present material effectively) are better equipped to teach students with disabilities. Pit-ten Cate (2018) also emphasize the significance of teachers' professional competence in fostering inclusive classrooms, asserting that educators who feel well-trained demonstrate greater confidence and readiness to work inclusively. Sysko (2019) supports this perspective, suggesting that inclusive competence can be cultivated through participation in workshops, professional development courses, and collaboration with experts experienced in disability education.

Onyesom (2021) outline personal qualities essential for teachers working in inclusive contexts — such as fairness, empathy, patience, respect, tolerance, confidence,

commitment, and appreciation. They highlight the importance of motivating students with disabilities through individualized approaches to learning. Suc (2017) stress that effective inclusive teacher training should promote collaboration between teachers and occupational therapists, while Hedegaard-Soerensen (2018) point out that teachers benefit greatly from cooperating with peers already experienced in inclusive settings. Such collaboration provides opportunities for hands-on learning and the exchange of best practices.

Morina (2017), after analyzing changes in teachers' readiness, professionalism, and competence following participation in specialized inclusive education training, concluded that such programs significantly enhance educators' knowledge and understanding of teaching students with disabilities. Teachers also reported gaining deeper insights into both the philosophy and practical aspects of inclusive education, as well as the diverse needs of learners with disabilities. Gonzalez (2021) further observe that the preparation of teachers for inclusive practice should focus on stimulating the socialization of students with disabilities – a process primarily facilitated by the teacher. Likewise, Palomino (2017) highlights the growing importance of information and communication technologies (ICT) in preparing educators to teach students with special educational needs.

While the growing body of research provides a strong theoretical foundation for inclusive teacher training, there remains a lack of comprehensive practical frameworks to guide implementation. This study, therefore, aims to examine how teachers are prepared to operate within inclusive education systems by analyzing the experience of several European Union (EU) member states.

**Purpose of article.** The overarching aim of this study is to explore the distinctive characteristics of teacher preparation for inclusive education across selected EU countries.

**Research results.** Within the European Union, inclusive education has become one of the central pillars of educational strategy and policy. To support this commitment, the European Agency for Special Needs and Inclusive Education (EASNIE) was established,

servicing as a unifying platform for collaboration among EU member states (European Agency for Special Needs and Inclusive Education, 2021a).

Currently, 31 countries participate in the Agency's work, which focuses on advising, coordinating, and promoting inclusive practices across Europe's educational systems. One of its most influential initiatives is the project «Teacher Professional Learning for Inclusion (TPL4I)», launched in 2018 and scheduled for completion in 2021 (European Agency for Special Needs and Inclusive Education, 2021b).

The TPL4I project is grounded in the belief that every teacher should possess the competence and opportunity to support all learners, regardless of ability or background. It emphasizes teachers' continuous professional development and their comprehensive understanding of the principles and practices underpinning inclusive education. The overarching objective of the project is to enhance educators' professional readiness so that they can work effectively in inclusive environments and facilitate learning for all students, including those with disabilities.

To better contextualize this study, the positions of EU member states in the Inclusive Development Index (IDI) 2018 were analyzed. The findings indicate that **Luxembourg, Denmark, Sweden, the Netherlands, and Austria** rank among the top ten of 103 countries assessed (Statista, 2021). Their high performance in this index reflects advanced levels of inclusive development, robust social welfare systems, and a strong commitment to equitable education.

Given their leading positions in the IDI ranking, the teacher preparation systems of Luxembourg, Denmark, Sweden, the Netherlands, and Austria were examined in more detail.

In **Luxembourg**, inclusive education is one of the principal focuses of teacher training provided by the **University of Luxembourg, Faculty of Humanities, Education, and Social Sciences** (University of Luxembourg, 2021). The program aims to develop teachers' ability to design personalized learning pathways, manage diverse classrooms, and address the individual needs of students with disabilities. As part of the country's educational landscape, several specialized institutions serve children with various disabilities, including the Centre d'Observation et d'Intégration Scolaires, Institut

pour Déficients Visuels, Institut pour Enfants Autistiques et Psychotiques, Institut pour Infirmes Moteurs Cérébraux (IMC), and Centre de Logopédie (Angloinfo, 2021).

In **Denmark**, educators who intend to teach students with disabilities are required to undertake specialized training, such as a one-year program offered by the **Danish University of Education** (2021). This training emphasizes not only pedagogical techniques but also a holistic understanding of the social, emotional, and cognitive needs of students with disabilities.

**Sweden** offers a broad spectrum of training programs for inclusive education, granting teachers various levels of qualification upon completion. Specialized programs focus on specific domains, including (1) language, (2) literacy and writing, (3) mathematics, (4) hearing impairment, and (5) visual or other severe learning difficulties (European Agency for Special Needs and Inclusive Education, 2021).

In the **Netherlands**, professional preparation for inclusive teaching typically involves a two-year part-time Master's program in Special Educational Needs. The training combines theoretical study with practice-oriented modules to equip teachers with advanced competencies for working in inclusive classrooms (European Agency for Special Needs and Inclusive Education, 2021d). In addition to several local institutions for children with disabilities, the country also hosts the Lighthouse Special Education school in The Hague, which operates as an international model for inclusive teaching (Lighthouse Special Education, 2021).

In **Austria**, educators are expected to complete additional courses focusing on early intervention and inclusive practices. Such training is often offered by non-governmental organizations on a fee-based basis (European Agency for Special Needs and Inclusive Education, 2021). The Austrian model emphasizes early professional involvement in inclusive programs, integrating teachers into applied learning environments at an early stage of their careers.

**Conclusions and prospects of further studies.** The study confirms that comprehensive teacher preparation for inclusive education yields substantial pedagogical and social benefits. Through specialized training, educators gain essential knowledge, skills, and attitudes for effectively instructing students with disabilities. They also

strengthen their professional readiness and cultivate empathy and understanding toward diverse learning needs.

Effective preparation involves multiple components:

- systematic theoretical study and the acquisition of modern teaching methods and tools aligned with individualized learning plans;
- specialized training courses and ongoing professional support;
- access to relevant academic and methodological literature; and
- the development of psychological, pedagogical, and methodological competencies that promote teachers' confidence in inclusive environments.

As a result of such programs, teachers demonstrate a higher degree of professional competence and are more capable of adapting to the diverse needs of learners. The development of inclusive competence – through workshops, mentoring, and collaboration with experienced professionals – enables educators to create equitable learning opportunities for all students.

This research highlights the importance of drawing upon the experience of EU member states, particularly Luxembourg, Denmark, Sweden, the Netherlands, and Austria. The teacher preparation frameworks in these countries, supported by the European Agency for Special Needs and Inclusive Education, can serve as reference models for nations still developing their inclusive education systems.

One of the key contributions of this study is the proposal that teachers' eligibility for specialized inclusive training should depend on a preliminary assessment of their current skills, attitudes, and psychological readiness. Evaluations conducted by expert and psychological commissions ensure that only those educators who demonstrate both professional competence and emotional resilience proceed to advanced inclusive training.

Upon completing such programs, teachers become capable of:

- identifying and addressing the unique educational needs of students with disabilities;
- participating in the design of individualized curricula;
- employing modern instructional technologies and evidence-based teaching strategies;
- fostering collaboration within the «teacher-parent-student» triangle;
- and exchanging best practices with other inclusive education professionals.

The implementation of inclusive education training programs should proceed through sequential stages, incorporating workshops, seminars, internships, and practical placements in inclusive schools both domestically and abroad.

From a practical standpoint, the approach outlined in this study provides a replicable framework that can be adopted by other countries beginning their transition toward inclusive education. It underscores the importance of sustained professional learning, cross-sector collaboration, and policy-level support.

Future research could extend these findings by designing and testing a comprehensive international program for teacher preparation in inclusive education – integrating the best practices of both EU member states and other regions such as the United States.

## REFERENCES

1. Angloinfo. Special Needs Education in Luxembourg, 2021. Available at: <https://www.angloinfo.com/how-to/luxembourg/family/schooling-education/special-needs-education>. Access: May 03, 2021.
2. Blandul, V. C.; Bradea, A. Developing psychopedagogical and methodical competences in special/inclusive education teachers. *Problems of Education in the 21st Century*, 2017, 75(4), 335-344.
3. Carballo, R.; Morgado, B.; Cortes-Vega, M. D. Transforming faculty conceptions of disability and inclusive education through a training programme. *International Journal of Inclusive Education*, 2021, 25(7), 843-859. Available at: <https://doi.org/10.1080/13603116.2019.1579874>. Access: May 03, 2021.
4. Cretu, D. M.; Morandau, F. Initial Teacher Education for Inclusive Education: A Bibliometric Analysis of Educational Research. *Sustainability*, 2020, 12. Available at: <https://doi.org/10.3390/su12124923>. Access: May 03, 2021.
5. Danish university of education. 2021. Available at: <https://dpu.au.dk/en/>. Access: May 03, 2021.
6. European agency for special needs and inclusive education. *Teacher Professional Learning for Inclusion*. 2021. Available at: <https://www.european-agency.org/projects/TPL4I>. Access: May 03, 2021.
7. European commission. *European pillar of social rights*. 2020. Available at: [https://ec.europa.eu/education/policies/european-policy-cooperation/inclusive-education\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/inclusive-education_en). Access: May 03, 2021.

8. Florian, L. Teacher Education for the Changing Demographics of Schooling: Inclusive Education for Each and Every Learner. *Inclusive Learning and Educational Equity*, 2017, 2, 9-20. Available at: [https://doi.org/10.1007/978-3-319-54389-5\\_2](https://doi.org/10.1007/978-3-319-54389-5_2). Access: May 03, 2021.

9. Forlin, C.; Fung Sin, K. (2017). In-Service Teacher Training for Inclusion. *Oxford Research Encyclopedia of Education*. Available at: <https://doi.org/10.1093/acrefore/9780190264093.013.161>. Access: May 03, 2021.

10. Gonzalez, O. H.; Lara, C. A. S.; Gomez-Campos, R.; Cossio-Bolanos, M.; Contreras, R. E. S. The Preparation of School Teachers to Stimulate the Socialization of Students with Autism in Conditions of Inclusion. *Revista Brasileira de Educacao Especial*, 2021, 27. Available at: <https://doi.org/10.1590/1980-54702021v27e0197>. Access: ay 03,2021.

11. Hedegaard-Soerensen, L., Jensen, C. R.; Tofteng, D. M. B. Interdisciplinary collaboration as a prerequisite for inclusive education. *European Journal of Special Needs Education*, 2018, 33(3), 382-395. Available at: <https://doi.org/10.1080/08856257.2017.1314113> 2017.1314113

12. Ilik, S. S.; Sari, H. The training program for individualized education programs (IEPs): Its effect on how inclusive Sari education teachers perceive their competencies in devising IEPs. *Educational Sciences: Theory and Practice*, 2017, 17(5). Available at: <http://dx.doi.org/10.12738/estp.2017.5.0424>. Access: May 03, 2021.

13. Kubacka, K.; D'addio, A. C. Targeting Teacher Education and Professional Development for Inclusion. *Journal of international cooperation in education* Available at: <https://teachertaskforce.org/sites/default/files/2021-02/7.Katarzyna-Anna.pdf> Access: 2020, 22(2), 89-106.

14. Leniv, Z. Training Teachers in Ukrainian Universities for Work in Inclusive Educational Environment. In: *The Space of Inclusive Education: Voices from Ukraine and Beyond*. Editors: Olena Budnyk and Sergiy Sydoriv. Publisher: BRILL <https://brill.com/display/title/69456>. Series: *Studies in Inclusive Education*, Volume: 53. (2024). ISBN: 9789004688124 (Pp.: 211–223). [https://doi.org/10.1163/9789004688131\\_023](https://doi.org/10.1163/9789004688131_023)

15. Lighthouse special education (2021). Available at: <https://lighthouse.nl/>. Access: May 03, 2021.

16. Mngo, Z. Y.; Mngo, A. Y. Teachers' Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership. *Education Research International*, 2018. Available at: <https://doi.org/10.1155/2018/3524879>. Access: May 03, 2021.

17. Morina, A.; Carballo, R. The impact of a faculty training program on inclusive education and disability. *Evaluation and Program Planning*, 2017, rk 65, 77-83. Available at: <https://doi.org/10.1016/j.evalprogplan.2017.06.004>. Access: May 03, 2021.

18. Onyesom, M.; Igberaharha, C. O. Inclusive Values and Pedagogies Needed by Business Studies Teachers for Effective Inclusive Education in Secondary Schools. *International Journal of Education and Practice* <http://dx.doi.org/10.18488/journal.61.2021.91.220.229> , 2021, 91), 220-229.
19. Ozel, E.; Zhagan Ganesan, M.; Kamaluddin Megat Daud, A.; Darusalam, G. Critical Issue Teacher Training into Inclusive Education. *Journal of Computational and Theoretical Nanoscience*, 2018, 24(7):5139- 5142. Available at: <http://dx.doi.org/10.1166/asl.2018.11288> Access: May 03, 2021.
20. Palomino, M. D. C. P. Teacher training in the use of ICT for inclusion: differences between early childhood and primary education. *Procedia-Social and Behavioral Sciences*, 2017, 237, 144-149. Available at: <https://doi.org/10.1016/j.sbspro.2017.02.055>. Access: May 03, 2021.
21. Pit-Ten Cate, I. M.; Markova, M.; Krischler, M.; Krolak-Schwerdt, S. Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, Available at: [https://www.researchgate.net/publication/325443392\\_Promoting\\_Inclusive\\_Education\\_The\\_Role\\_of\\_Teachers'\\_Competence\\_and\\_Attitudes](https://www.researchgate.net/publication/325443392_Promoting_Inclusive_Education_The_Role_of_Teachers'_Competence_and_Attitudes) 2018, 15(1), 49-63.
22. Reynaga-Pena, C. G.; Sandoval-Rios, M.; Torres-Frias, J.; Lopes-Suero, C.; Lozano Garza, A.; Dessens Felix, M.; Gonzalez Maitland, M.; Ibanez, J. G. Creating a dialogic environment for transformative science teaching practices: towards an inclusive education for science. *Journal of Education for Teaching*, 2018, 44(1), 44-57. Available at: <https://doi.org/10.1080/02607476.2018.1422620>. Access: May 03, 2021.
23. Schuelka, M. J. Implementing inclusive education. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies, 2018.
24. Sheremet, M., Leniv, Z., Loboda, V., Maksymchuk, B. The development level of 2 Smart information criterion for specialists' readiness for inclusion implementation in education. *Information Technologies and Learning Tools*, 2019, 72 (4), 273-285. Available at: <https://doi.org/10.33407/itlt.v72i4.2561>. Access: May 03, 2021
25. Statista. Leading advanced economies according to the Inclusive Development Index 2018, 2021. Available at: <https://www.statista.com/statistics/686323/inclusive-development-index-advanced-economies/>. Access: May 03, 2021.
26. Suc, L.; Bukovec, B.; Karpliuk, D. The role of inter-professional collaboration in developing inclusive education: experiences of teachers and occupational therapists in Slovenia. *International Journal of Inclusive Education*, 2017, 21(9), 938-955. Available at: <https://doi.org/10.1080/13603116.2017.1325073>. Access: May 03, 2021.
27. Sysko, N. Rozshyrennja profesijno-pedagoghichnogho profilju vykladacha zakladu profj'esijnogi (profesijno-tekhnichnoji) osvity u naprjami inkluziji. *Nawkovyj visnyk Instytutu*

profesijno-tehnicnoji osvity NAPN Ukrajinu: Profesijna pedagoghika, 2019, 2(19), 11-17. Available at: <https://jrnls.ivet.edu.ua/index.php/1/article/view/354> Access: May 03, 2021.

28. University of Luxembourg. faculty of humanities, Education and Social Sciences 2021. Available at: <https://www.uni.lu/fhsc-en/> Access: May 03, 2021.

29. Zagona, A. L.; Kurth, J. A.; Macfarland, S. Z. Teachers' views of their preparation for inclusive education and collaboration. Teacher Education and Special Education, 2017, 40(3), 163-178. Available at: <https://doi.org/10.1177%2F0888406417692969>. Access: May 22, 2021.

*Матеріал надійшов до редакції 1.10.2025 р.*

**УДК 37.013:376**

**Віталій Литовченко,**

доктор філософії (PhD), старший викладач кафедри психології Приватного вищого навчального закладу «Медико-Природничий Університет», член Молодіжної ради при Міністерстві охорони здоров'я України

E-mail: [realvitalylytovchenko@ukr.net](mailto:realvitalylytovchenko@ukr.net)

ORCID ID <https://orcid.org/0000-0003-1869-6168>

**Vitalii Lytovchenko,**

Doctor of Philosophy (PhD), Senior Lecturer of the Department of Psychology of the Private Higher Educational Institution «Medical and Natural Sciences University», member of the Youth Council under the Ministry of Health of Ukraine

Приватний вищий навчальний заклад «Медико-Природничий Університет», Миколаїв, Україна  
проспект Богоявленський, 43-А, Миколаїв, 54018, Україна

Private Higher Educational Institution «Medical and Natural Sciences University», Mykolaiv, Ukraine  
43-A Bogoyavlenskyi Avenue, Mykolaiv, 54018, Ukraine

**НОРМАТИВНО-ПРАВОВІ ОСНОВИ РЕАЛІЗАЦІЇ ПРАВА ОСІБ З ОСОБЛИВИМИ  
ОСВІТНИМИ ПОТРЕБАМИ НА ЗДОБУТТЯ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ**