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Theoretical Review On Inclusive Education For Children With Special Educational Needs: From The Main Teaching Techniques To The Innovative Aspects Of Neuropedagogy

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Abstract: The significance of the subject lies in the characterization of the neuropedagogical aspect pertaining to mental and pedagogical methodologies for instructing children with special educational requirements. The paper comprises a theoretical examination of the discussions on this subject, the clarification of the term "inclusive education", the fundamental principles of educating students with restricted abilities; the neuropedagogical facet of mental and pedagogical methodologies in teaching children with special educational requirements. The comprehension of the concept of inclusive education has been explored, the relevant literature sources on this subject have been consolidated. Based on the findings, the conclusion has been drawn that a critical evaluation of conventional methods in the neuropedagogical domain of cognitive and educational strategies for instructing children with special educational requirements is imperative. The research highlights that within the realm of teacher training for educational practitioners, the utilization of teaching methodologies tailored for children with special educational needs may enhance the assimilation of such children into the educational framework. The foundational premise of inclusion lies in the recognition of individual student capabilities. As a result, the educational system should be structured to effectively address the unique educational requirements of every student.

Keywords: Neuropedagogy, Inclusive environment; Educational technologies, special educational needs (SEN), Inclusive Education.

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1. Introduction

The foundation of inclusion lies in the recognition of each student's capabilities through a fundamental postulate. Therefore, the educational process should be structured in a way that highlights the educational requirements of every individual child. In the contemporary context, there is a notable rise in the population of children with special educational needs (SEN). This necessitates a transformation and modernization of the educational system from a neuropedagogical perspective to ensure that all children receive adequate and current mental and pedagogical support. Inclusive education represents a comprehensive concept that advocates for equal

access to quality education for all individuals, without any exceptions. "Inclusive" education is a specific form of comprehensive education that aims to make education accessible to children of all categories, taking into account their individual needs. This methodology offers the provision of educating children with specific educational requirements. Inclusive education caters to a range of students' needs by providing a comprehensive set of educational services, tailored to support educational endeavors. The underlying principle of inclusion is rooted in acknowledging the individual capabilities of each student. As a result, the educational process should be organized to fully address the educational needs of every student. The principle of embracing diversity is founded on humanism, cognitive advancement, and the cultivation of various skills, ensuring a harmonious blend of intellectual, ethical, emotional, and physiological aspects in each individual's persona. The faculty members of comprehensive schools accept students without regard to their socioeconomic status, cognitive and physical capacities, and emotional well-being. The pedagogical approach should revolve around cognitive strategies and instructional practices tailored to meet the individual needs of the students. Transitioning to inclusive education allows students to develop the necessary skills in alignment with educational benchmarks. There are numerous research works on neuropedagogy, which serve to improve the educational process involving students with special educational needs, relying on the experience of the foreign countries (Berbets et al., 2021; Demchenko et al., 2021; Karasievych et al., 2021; Kosholap et al., 2021; Prots et al., 2021; Sarancha et al., 2021; Sheremet et al., 2019). Anishchuk posits that within the neuropedagogical domain, there is a pressing need for a comprehensive overhaul and reconstruction of the contemporary educational framework to ensure that every child receives proficient and contemporary mental and pedagogical guidance. She further advocates for drawing upon the expertise of European nations. In her scholarly investigations, she demonstrates that the cornerstone of inclusion as a structural element is the acknowledgment of the individual characteristics of every student; in Darling-Hammond's (2010a) opinion, the educational process must be arranged properly to fully distinguish the educational needs of every child, relying upon the overseas experience, where this aspect has been much earlier studied. Treviranus (2010) assures that for the children with physical, intellectual and mental disorders there are required special techniques and standards to facilitate their secondary education, and the content of education should be reviewed.

2. The fundamental principles pertaining to instructing students with restricted capacities

Children with restricted capacities are individuals in the juvenile age group, whose cognitive and physical faculties impede the attainment of a well-rounded education beyond the parameters of specialized educational settings. These individuals exhibit a range of developmental impediments such as auditory, visual, speech, and motor challenges, cognitive impairments, emotional disturbances, developmental delays, and intricate developmental disorders. Hence, a personalized method towards each child and a unique tailored curriculum for children with restricted abilities stand as the primary benefits in the education of such individuals, as stated by Ashytok (2015). Voloshyna and Dmitrenko (2017) proposed the feasibility of delineating the fundamental principles pertaining to the education of students with restricted abilities:

1. Establishing a suitable communicative setting allows for the opportunity to address errors, enabling students to engage in tasks that support the creation of such an environment, recognizing students' entitlement to rectify mistakes. As an illustration, in the context of solving a crossword puzzle, students are permitted to erase erroneous entries. Tasks centered around schematic illustrations also prove to be highly beneficial in this regard. This approach effectively enhances students' participation, particularly those who encounter challenges in providing verbal or written responses.
2. The gradual complexity of educational material, presented incrementally in bite-sized segments, necessitates a continuous elevation in the level of tasks.
3. Sufficient educational aids and manuals should be utilized.
4. The practical orientation of the tutorials and reliance on the child's life experience should be amplified.
5. There should be revision and reference to «previous» knowledge. There should be mandatory tasks for repetition at each lesson. There should be also arranged the overall revision at the end of each topic with the employment of various methods and techniques (crossword puzzles, puzzles etc).
6. To facilitate students' work it is important to employ the sufficient number of tasks with the pattern, that is tasks based upon reproduction. These include tasks on filling in the schemes, symbolizing specific objects in the pictures. The educational stuff should be preliminary studied with the students on the basis of a textbook and only after that students may be given the task to perform the task in their copybooks.

The contemporary situation presents a challenge for children with special needs to integrate into society. In such instances, instructional and educational strategies play a crucial role in accommodating these children. It is imperative for educators at every educational tier to utilize methodologies that facilitate the integration of differently abled students into society and enhance their adjustment to conventional lifestyles. A crucial role in this continuous improvement of inclusive and effective teaching techniques for the educational and personal development of students with SEN is, also, played by technologies, especially when these are inserted into the innovative sphere of neuropedagogy.

3. The neuropedagogical dimension into the cognitive and instructional methods utilized in educating students with unique learning requirements

Technology is a complex of techniques, employed in any businessя, skills or art, Budnyk (2017). According to Kasyanenko (2018), technology can be defined as the framework of educational practice, wherein all activities are executed in a specified sequence and completeness, with their actualization being anticipated and aiming to achieve the desired outcome. The utilization of corrective and educational technology leads to favorable progress in the education and instruction of children with disabilities. It is essential to highlight the neuropedagogical dimension of contemporary technology, the components of which can be utilized in the context of special education attainment:

1. Multilevel teaching technology; 2. Problem-based teaching technology; 3. Project-based teaching technology; 4. Compensatory teaching technology; 5. Gaming

technology; 6. Information and communication technology; 7. Moral technology; 8. Safe and healthy technology.

The effective integration of conventional and modern technologies plays a vital role in enhancing cognitive functions, fostering creativity, and boosting students' motivation within the educational setting. Particularly crucial are pedagogical methods that prioritize the sustained emotional engagement between teachers and students. Traditional technology allows to enrich children's imagination, arousing numerous associations with their social and emotional experience while stimulating speech development as well, Berehova (2019). One approach to modernizing conventional technology involves integrating aspects of educational advancement and incorporating information, along with adapting teaching methodologies and formats. The multilevel educational technology considers the unique characteristics of each child, establishing a supportive cognitive environment that fosters active learning and enhances students' critical thinking and autonomy (Chupakhina, 2019a). The neuropedagogical aspect of multilevel education pertains to the technology utilized in structuring the educational process, accommodating varying levels of instructional attainment based on the competencies and unique characteristics of each individual, without descending below the fundamental threshold. This is particularly crucial within correctional educational facilities catering to children with specific educational requirements. This technology aims to facilitate the acquisition of fundamental knowledge and skills for all students, in order to support their continued development. It facilitates the enhancement of students' unique talents and their understanding of professional and social self-recognition, as stated by Voyevutko (2017). Employing level differentiation is crucial when delving into intricate topics or sections. The use of multilevel assessment tasks is particularly common during the final stages of lessons. It is essential to establish clear educational objectives for students by the conclusion of each section, with corresponding multilevel tasks being provided accordingly. An alternative approach to consider involves applying differentiation when exploring a new subject, elucidating the topic starting from more advanced concepts and progressing towards simpler elements. Ultimately, the level of comprehension and assimilation of the material can be evaluated.

The analysis of the knowledge of the students' with multilevel education elements has resulted in the following findings (Crowl et al., 1997):

- such education favors the differentiated way of teaching regarding the students' individual peculiarities;
- reflexivity is increased (why; what I am doing; it should be admitted) and motivation for education is risen;
- the level of the satisfaction or dissatisfaction with the teaching results by the teacher and the students.

Problem-based education is conceptualized as the structuring of the pedagogical process, incorporating challenges presented by the instructor and the autonomous engagement of students. This fosters the cultivation of innovative professional expertise, competencies, and critical thinking acumen. The problem-oriented approach is designed to facilitate the attainment of Knowledge, Skills, and Abilities, integrating various modes of independent learning and fostering the enhancement of cognitive and creative capacities.

Problem-based education consists in motivation through challenges, thus adequate didactic tutorials are required as a chain of challenges, Martynchuk (2018).

In the contemporary theory of problem-based education, two distinct categories of challenges are identified: cognitive and pedagogical. The former encompasses the engagement of students, while the latter pertains to the organization of the educational process. Strategies to address pedagogical challenges often involve the utilization of motivational strategies, probing inquiries, and emphasis on novel interpretations, clarity, or unique attributes of the subject of study. Mental challenges arise in various ways. Cognitive tasks, neither too complex, nor too simple hardly ever result in challenges for children, Kearsley (1992). Challenges can potentially manifest at various points throughout the educational process, including explanation, repetition, and revision. The concept of "gaming teaching techniques" encompasses a wide array of methods and strategies for structuring the educational process through pedagogical games, which are notable and designed with a focus on teaching and cognition. The games are categorized into various types based on the nature of the activity, including physical (motional), intellectual (mental), action, social, and psychological.

When selecting games for the children with limited capabilities the following requirements should be met (Mattson & Hansen, 2009).

- gaming lesson form is created by means of gaming techniques and situations, employed to motivate children and stimulate educational activity;
- the adaptation of the game to the child's age or his\her current development level; - the calculation of the mistakes structure;
- the selection of tutorials with consequent complication;
- the interaction of the game content with the child's knowledge;
- the correspondence to the correctional teaching purpose;
- the study of the activity types diversity principle;
- the employment of prominent, memorable toys and manuals;
- the correspondence to the standards of life safety and hygiene.

This category of pedagogical methods encompasses various forms of instructional strategies, such as role-playing, didactics, and board games. In order to captivate the interest of young learners, educators may incorporate characters from fairy tales. As a result of the participation of renowned fictional figures, children are inclined to undertake assigned activities, exhibit enthusiasm towards the game itself, and embrace learning holistically. The concept of "fairy tale lessons" tends to intrigue nearly every child due to its technological aspects. The interactive nature of the gaming experience sustains children's engagement for extended periods, subtly capturing their focus and fostering high levels of excitement. Furthermore, this approach cultivates a sense of motivation for academic pursuits among children, consequently leading to enthusiastic task performance by students.

Gaming technology in teaching children with limited capabilities is an efficient educational method, which is both interesting and easy to understand for children, Chupakhina (2019b).

As empirical evidence suggests, gaming challenges that introduce a sense of thrill to the pedagogical experience play a role in fostering the cultivation of active cognitive curiosity among students. These instructional sessions establish a distinctive ambiance characterized by facets of ingenuity and autonomy. The cultivation of teamwork skills is emphasized, as the triumph hinges on the collaborative endeavors of every individual. This frequently proves effective in combating reticence and hesitancy.

It is possible to employ gaming activity in teaching in the following cases:

- as a part of lesson (vocabulary work with terms);

- in vocabulary revision (frontal enquiry with competitive elements in groups).

The most efficient are the following games: vocabulary bingo: on one side of the board words are written, on the other – their definitions. Match the words with their definitions. Which group is faster?; word auction: the one who knows the biggest number of words and is the last one to say the word, wins. Gaming technology may by employed as a type of activity, for example, travelling games, didactic games on revision, repetition and generalization of knowledge, crossword puzzles, riddles, puzzles etc., Bondarenko (2018).

Therefore, educational games enhance, enhance, and expand knowledge, contributing to the comprehensive development of the child. The utilization of information technology enhances the educational procedure through its novelty, objectivity, and dynamic nature, incorporating animated visuals and integrating gaming components. When employing information technology, knowledge is acquired through various sensory channels (visual, auditory), resulting in more effective comprehension and quicker retention.

In a nut shell, this technology is guided by the principle: «When said forgotten. When shown remembered. When done understood».

This assertion validates the essentiality of utilizing information technology in the education of children with special needs. Information technology is utilized through diverse methodologies. Among these, multimedia presentations are widely disseminated. Presentation preparation is a serious artistic process, each element of which should be studied and understood from the student's point of view, Ashytok (2015). The development of instructional materials for educational purposes allows educators to utilize active learning strategies focused on practical application. The implementation of these teaching sessions necessitates specific training for educators. The classes become increasingly captivating, stimulating, and affective, facilitating students in absorbing information visually, auditorily, and cognitively, thereby delving further into the educational content. Multimedia presentations play a significant role in enhancing the understanding of information. Currently, the significance of testing within educational practices is steadily on the rise, with electronic materials being leveraged to enhance both learning and evaluation processes. The implementation of self-assessment can be facilitated through the utilization of electronic crossword puzzles, which have been proven to be effective. Interactive crossword puzzles have garnered considerable attention due to their capacity to validate responses provided by users. In cases where responses are accurate, a corresponding word or image materializes within the crossword grid; whereas incorrect answers may trigger musical cues or prompt the display of the word "Think".

Interactive games and simulators on different topics may be of great use for teachers and students, Kasyanenko (2018). Moral education technology plays a significant role in fostering the development of one's character and the cultivation of virtues through the manifestation of individual traits; it facilitates the cultivation of humanistic values and tolerance while enhancing self-improvement. Educators are tasked with instilling elevated moral principles and promoting tolerance in order to impart cultural understanding to their students. Visual and auditory aids, such as moral presentations, can be utilized in the classroom to supplement academic materials effectively. The escalating prevalence of disabilities among children is a consequence of environmental and societal issues. Consequently, the integration of secure technology stands as a paramount objective in the contemporary overhaul of educa-

tional practices. According to the oriental aphorism: «The one who is healthy, has a hope, the one who has a hope – has everything». To come into being, to get adjusted to life, to identify oneself, one's abilities and limits, to define one's role and importance in the whole world – all this requires life and creative activity, (Abidova, 2023; Lindner et al, 2023; Martynchuk, 2018).

Such technology may encompass activities such as exercises, fitness, and sports. The primary aim of health enhancement technology in the education of children with disabilities lies in fostering the acquisition of abilities, competencies, and information that facilitate a comprehensive lifestyle with minimal restrictions, as well as the cultivation of a health-conscious mindset. The utilization of these educational approaches for such children plays a significant role in their holistic development and societal integration. The principles of safe technology:

- to form the tolerant, specific environment, individual work with each child;
- harmonious combination of teaching and health improvement and rehabilitation in educational institutions;
- resources restoration (for this purpose the change of activity or load as well as intervals for rest is used).

The particular form of educational technology utilized for instructing children with restrictions in abilities serves not only as a pedagogical tool but also as a notable method for enhancing children's well-being, fostering their character, determination, and preparedness for collaborative tasks. A crucial aspect of a teacher's role in promoting health involves the strategic organization of instructional sessions. First new information is discussed, then students take down the most essential part of it, process cards with tasks, analyze tables and schemes, make use of thematic presentations, in the meanwhile the students' activity is constantly changing, Darling-Hammond (2010b).

In order to enhance children's capacity for task performance and prevent fatigue and overwhelming workloads, incorporating breaks for physical exercises, emotional relaxation, vision training, brief moments of humor, and promoting proper posture is imperative. The integration of health-preserving technologies in academic practices within correctional facilities not only ensures the well-being of children with disabilities at no extra cost but also enhances the overall effectiveness of the instructional procedures. The concept of compensatory education involves utilizing diagnostic and corrective curricula to identify and address deviations in children's development, while also aiding less talented students in bridging the gap with their peers. A wide array of methods within compensatory education encompass demonstrating affection towards children through care, empathy, kindness, and compassion. This approach involves understanding and empathizing with the challenges and obstacles that children face, alongside being prepared to embrace children in their entirety, including their strengths and weaknesses, fostering tolerance, providing guidance, and promoting the acquisition of self-regulation abilities.

Equally relevant there are various forms of educational knowledge perception support, Treviranus (2010):

• eager learning (on the basis of interest, success, trust);
• interaction of aural, visual, motional, mental and logical skills in knowledge acquisition;
• employment of the approximate bases for actions (sample signals);
• mutual teaching, dialogical methods;

• optimal speed of perception.

Art-therapy technology (music therapy, phototherapy, fairy tale therapy, origami therapy).

Painting serves as a means to depict not only the depiction of reality within the minds of children, but also as an expression of their approach towards reality, encompassing its representation and reorganization. Through the act of painting, children articulate their innermost emotions, aspirations, and fantasies, as well as reconstruct their interactions within diverse scenarios, confronting frightening and uncomfortable images with courage. The utilization of a diverse range of visual tools enables the stimulation of a child's artistic capabilities, facilitating the exploration of the most appropriate avenues in alignment with their emotional well-being and need for self-expression. This process contributes significantly to the activation of emotional communication and enhances its adaptability.

Every child may express his\her thoughts, reveal the emotional state by sound, movement, tune, picture (Chupakhina, 2019b). Sand game therapy provides an excellent avenue for showcasing attitudes towards the environment, unveiling children's concerns, and alleviating anxieties. The utilization of sand game significantly influences the emotional well-being of children, thus rendering it a valuable tool for fostering students' growth.

Sand therapy proves to be significantly more effective compared to conventional instructional methods. Utilizing a sandpit within an academic setting can benefit not only psychologists but also educators, as it allows for the implementation of educational games involving sand to teach various concepts such as letters, numbers, and spatial awareness. Engaging in drawing activities in the sand aids in the enhancement of creative thinking, imagination, perception, memory, hand dexterity, and sensory skills. While playing with the sand, children become more enthusiastic, try to do it in the correct way, carefully and, what is important, quickly (Crowl et al., 1997). Various sand games exist which are utilized for the purpose of enhancing reading, writing, and counting skills, as well as aiding in the development of phonemic awareness and the correction of speech disorders. The use of cognitive games allows children to navigate the diverse aspects of their surroundings, understand the historical context of their locality and country, among other things; meanwhile, project-based games are designed to uncover a child's latent abilities and foster creativity and imaginative thinking. Within the contemporary educational framework, the school system has integrated technological approaches to facilitate the teaching of children with special educational requirements, and the strategic application of these methods empowers such students to progress intellectually and personally.

4. Conclusion

The theoretical review conducted in the article delved into the analysis of inclusive education, encompassing the definition of the concept and the fundamental principles guiding the education of students with disabilities. Furthermore, the article examined the neuropedagogical dimension of utilizing mental and pedagogical strategies in the instruction of children with special educational requirements. The study conclusively affirmed that inclusive education denotes a pedagogical process that involves the education and nurturing of children, irrespective of their physical, mental, intellectual, or other distinct characteristics, within the framework of a unified school system. These students attend mainstream schools alongside their peers, with

their educational needs being catered to and supported. Education is a universal right granted to all individuals, irrespective of their alignment with the standards set by the educational system. The nurturing of one's character is fostered through exhibiting reverence and acceptance towards others. Simultaneously, children integrate into society, acquiring the skills to engage socially and establish connections to address academic challenges in an innovative manner. Inclusive education necessitates the engagement of students with disabilities in the learning process, promoting collaborative teaching and problem-solving through the utilization of interactive methods such as games, projects, experiments, and field investigations. Inclusive education broadens the range of personal capacities in all children, fostering humanism and promoting tolerance.

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