



Корекційна педагогіка

УДК 371.3:378.147

DOI <https://doi.org/10.5281/zenodo.15171785>

Organizational and methodological conditions for the effective activity of educators and teacher assistants in inclusive groups of a preschool educational institution

Nikolenko Iryna Anatoliivna

Director of the Preschool Education Institution (nursery-kindergarten) № 791
of Darynysky district of Kyiv, Ukraine,
<https://orcid.org/0000-0001-8713-8499>

Прийнято: 19.03.2025 | Опубліковано: 29.03.2025

***Annotation. Objective.** The paper considers organizational and methodological conditions for efficient work of educators and teacher assistants in inclusive preschool education. While inclusive education is a priority on a global scale, preschool institutions struggle with restructuring of the teaching models, enhancing collaboration and gaining institutional support. In this paper the research is focused on the essence of determining the key factors of enhancing the efficiency of inclusive educational practices, namely professional competencies, classroom management, and interdisciplinary cooperation. The study also identifies the existing barriers to inclusion like insufficiency of training, deficient resource and the gaps in policy implementation.*

***Methods.** The research uses a qualitative and analytical qualitative approach through the review of academic literature, case studies and comparative analysis for inclusive education models. In order to assess how different types of preschool institutions structure their inclusive practices, data is gathered from policy documents,*



best practice frameworks and opinion from experts. In addition, training programs, institutional frameworks, and ways of assessing educators and teacher assistants are evaluated in terms of their impact on children with special educational needs learning outcomes.

Results. *The results indicate that, in order to promote effective inclusive preschool education, it is imperative that organizations have a well defined organizational structure, systematic professional development and strong institutional backing. The research emphasises on the necessity to provide extensively trained educators and assistants with inclusive pedagogical skills. Also, incorporation of effective collaboration models between teachers, assistants, specialists and parents, is vital for better implementation of inclusive education. Nevertheless, the problem of limited funding, inconsistent health care policies and reluctance to practise inclusion persist. The research pertains to the significance of incorporating assistive technologies, differentiated instruction, and adaptive assessment techniques in formulating a more inclusive learning environment.*

Conclusions. *The research shows that developing professional competencies, enabling team work and supporting institutional frames are essential to support a successful inclusive preschool education. Finally, gaps in preschool training and implementation of policies must be addressed in order to assure that preschool institutions can meet the varied needs of all children. Further research should include standardization of inclusive education programs, integration of technology and evaluation of policy impact in the long run. Inclusion of children in preschool settings will advance with the strengthening in the collaborative efforts of educators, administrators and policymakers.*

Keywords: *professional competencies, interdisciplinary collaboration, inclusive pedagogy, adaptive teaching strategies, preschool education policies, assistive technologies, inclusive learning environment.*



Організаційно-методичні умови ефективної діяльності вихователів та асистентів вихователів в інклюзивних групах закладу дошкільної освіти

Ніколенко Ірина Анатоліївна

Директор Закладу дошкільної освіти (ясел-садка) № 791

Дарницького району м. Києва, Україна,

<https://orcid.org/0000-0001-8713-8499>

***Анотація. Мета.** У статті розглянуто організаційно-методичні умови ефективної роботи вихователів і асистентів в інклюзивному дошкільному навчальному закладі. Хоча інклюзивна освіта є пріоритетом у світовому масштабі, дошкільні заклади борються з реструктуризацією моделей навчання, посиленням співпраці та отриманням інституційної підтримки. Дослідження зосереджено на сутності визначення ключових факторів підвищення ефективності інклюзивних освітніх практик, а саме професійних компетенцій, класного менеджменту та міждисциплінарної співпраці. Стаття також визначає існуючі перешкоди для інклюзії, такі як недостатня підготовка, дефіцит ресурсів і прогалини в реалізації політики.*

***Методи.** Дослідження використовує якісний та аналітичний якісний підхід шляхом огляду наукової літератури, тематичних досліджень та порівняльного аналізу моделей інклюзивної освіти. Щоб оцінити, як різні типи дошкільних закладів структурують свою інклюзивну практику, дані збираються з програмних документів, найкращих практик і думок експертів. Крім того, навчальні програми, інституційні рамки та способи оцінювання вихователів і асистентів вчителів оцінюються з точки зору їхнього впливу на результати навчання дітей з особливими освітніми потребами.*

***Результати.** Результати свідчать про те, що для сприяння ефективній інклюзивній дошкільній освіті вкрай важливо, щоб організації мали чітко*



визначену організаційну структуру, систематичний професійний розвиток і потужну інституційну підтримку. Дослідження наголошує на необхідності надати широко підготовленим вихователям та асистентам інклюзивних педагогічних навичок. Крім того, запровадження ефективних моделей співпраці між вчителями, асистентами, спеціалістами та батьками є життєво важливим для кращого впровадження інклюзивної освіти. Тим не менш, проблема обмеженого фінансування, непослідовної політики охорони здоров'я та небажання практикувати інклюзію залишається. Дослідження зосереджено на важливості включення допоміжних технологій, диференційованого навчання та методів адаптивного оцінювання для формування більш інклюзивного навчального середовища.

Висновки. Дослідження показує, що розвиток професійних компетенцій, можливість командної роботи та підтримка інституційних рамок є важливими для підтримки успішної інклюзивної дошкільної освіти. Нарешті, слід усунути прогалини в дошкільній підготовці та реалізації політики, щоб гарантувати, що дошкільні установи можуть задовольнити різноманітні потреби всіх дітей. Подальші дослідження мають включати стандартизацію програм інклюзивної освіти, інтеграцію технологій та оцінку впливу політики в довгостроковій перспективі. Залучення дітей до дошкільних закладів розвиватиметься завдяки зміцненню спільних зусиль педагогів, адміністраторів та політиків.

Ключові слова: професійні компетенції, міждисциплінарна співпраця, інклюзивна педагогіка, адаптивні стратегії навчання, політика дошкільної освіти, допоміжні технології, інклюзивне навчальне середовище.

Problem statement. It is essential in early childhood development that they have access to equal quality education together with their peers in the preschool settings inclusive education of preschool [1]. Despite there being an increasing push



for inclusion, a number of obstacles continue to hinder inclusive practice's integration into preschool settings. The organizational and methodological conditions which ensure success in inclusive education of educators and teacher assistants largely depend on the success within inclusive education itself.

Lack of structured programs for professional development in general to equip the educators and assistants with requisite skills to work in an inclusive setting is one of the key problems. There are many professionals working in the field, who are not trained specifically on inclusive pedagogy and thus have fewer skills to support diversity in learning among children [2]. Furthermore, classroom management is sometimes extra inefficient resulting from the lack of clear organizational fashions, collaboration amongst educators and specialists is insufficient, and the approaches to individualized instruction are inconsistent.

There is another serious important challenge, namely insufficient institutional and governmental support in favor of inclusive preschool education. It can be seen that several of the preschools that exist in these nations are confronted with numerous resource constraints as they do not have adequate funding for programs that are adaptive materials, assistive technologies, and professional training. In addition, future policies need to take into consideration constraints in applications of inclusive practices because of existing inclusive education policies, the gaps in their implementation and enforcement hinder the effective application of these practices in most of the educational institutions.

Considering the difficulties encountered in implementing an inclusive approach in preschool pedagogy, this study aims to analyse and formulate the main organizational and methodological preconditions of inclusion ensuring the effective educational and organizational performance of educators and assistants in an inclusive group of preschool children. Researching the issue is meant to offer practical recommendations of how to improve training programs, improve collaboration models,



and strengthen institutional support systems in order to create a more inclusive and equitable preschool education for people with disabilities.

Analysis of recent research and publications. There have been a number of academic articles dedicated to different aspects of inclusive preschool education competencies of educators and their assistants, methodological approaches, organisational problems, etc. Everything from professional training, to inclusive teaching strategies, to the role of support staff is already a part of previous research findings on this subject. Despite these contributions, this study identifies the following gaps that we seek to abate.

Zhdanevych and Tsehelnik [1] developed a structural functional approach to development of future inclusive preschool setting educators readiness for professional work. Tsehelnik [2] also reviewed pedagogical training, but he found that there was no same serving professional development programs aimed at satisfying diverse needs of the inclusive classrooms. Dyatlenko [3] and Lapin [4] also studied the role of teacher assistants in inclusive education but emphasized the importance of a clear division of roles and the improvement of collaboration between educators and support staff.

Secondly, Lutsenko and Nayda [5] and Oliinyk et al. [6] other studies had stressed on the importance of differentiated instruction and adaptive teaching methodologies in ensuring students in classrooms succeed academically as well as help solve problems in the society. However, they said that few preschool institutions manage to implement inclusive teaching techniques effectively because the teachers do not receive adequate training and methodological support. A conceptual model proposed by Danilavichyutė [7] for integrating inclusive strategies is still demanding with regards to practical implementation such as supply of planes and pilots in resource limited settings.

Research has been also focused at psychological and development needs of SEN children. Early intervention methodologies as discussed by Kukuruza [8] prove to be effective in assistance to families having children with developmental disorders.



Andriychuk [9] continued analyzing the psychological aspects of the teacher's preparation which includes emotional resilience and adaptability toward inclusive education. Finally, Boichuk, Borodina, and Mykytiuk [10] examined inclusive competencies of future educator and revealed the gaps of its practical application and the long term support mechanisms.

Bohush [11] considered various activities within the pre school child's personal development focusing mainly on play oriented and tailor made learning. Preparing future educators for the inclusive setting was investigated by Vasylieva and Khrebtova [12] who pointed out that the competency based models of training that are intended for working with children with SEN is of particular importance. In turn, the professional competence was also a matter of attention for Gladush and Baranets [13], who claimed that the currently offered pedagogical preparation programs do not include practical modules that deal with the real classroom problems in inclusive classrooms.

Zaitseva [14] further spoke about the necessity for individualized learning strategies where there is a need of adapting the method of teaching to the needs of each and every child during professional training. The discussion was extended by the work of Kasyanenko [15], who developed a model for future educators' training, pointing out the fact that in many preschool educational institutions there is a lack of established methodological support.

Regulatory documents and policy frameworks from academic studies also form part of the drivers of inclusive education. A clear picture of how implementation should be checked, however, comes through the Ministry of Education and Science of Ukraine approved Concept of Inclusive Education Development [16] since there are strategies aimed at improving inclusive learning but the mechanisms for its realization are not specified. The Order on the Organization of Inclusive Groups in Preschool Education Institutions [17] is subject to the same prescription as in legal terms, however, the reality in most preschools is the lack of institutional support. In addition, curricular



recommendations for training educators are given in the Higher Education Standard for Preschool Education Specialists [18], but there are gaps in the practical training.

However, a number of key problems still remain unanswered. Inclusive preschool teacher and assistant education training does not seem to follow any universally accepted model, thus affecting the consistency of teaching quality. Moreover, little research has been done about the part that institutional barriers as well as assistive technologies play in inclusive classrooms. The gaps bridged in this study involve thorough analysis of the organizational and methodological conditions as they apply to inclusive education, and ways of structuring recommendations directed at professional development, interdisciplinary collaboration, and improved policy implementation.

Highlighting previously unresolved parts of the overall problem. This study offers a complete analysis of the organizational and methodological grounds of effective inclusive preschool education, but there are some unresolved problems that require further research. A major need is the creation of universal professional training programs for educators and assistants covering diverse learning needs alongside the most up to date practice of pedagogics. However, the study shows the gap in training set up and made available to a larger population in the areas where inclusive education is still work in progress.

Furthermore, there is a need for deeper exploration about the role that assistive technologies, digital tools such as social media, and marketing of preschool inclusion play in both including and excluding children. Although adaptive materials and sensory friendly environments are recognized as beneficial, research is necessary to ascertain to what extent particular technological interventions contribute to children's learning and social development in the long run.

Another unresolved issue is the effectiveness of different collaboration models of educators, assistants, specialists and parents. The organization of interdisciplinary



collaboration is essential for inclusive education but the most efficient way(s) to do it remain to be found.

Finally, they have a number of gaps in inclusive education policy implementation that act as barriers to inclusive education especially in funding, administrative support and strict adherence to international educational standards. These gaps in inclusive policy should be further researched to evaluate the practice of these policies and to pinpoint ways to bridge these gaps. Future studies resolving these untouched aspects can help improve the training programs, collaboration models, and increase of the institutional support, which will subsequently lead to successful development of inclusive preschool education on a large scale.

Formulation of the article's goals (task statement). For this study, the goal is to determine and describe the organizational and methodological conditions that provide effective work of the educators and teacher assistants in the inclusive preschool groups. The intention of the research is to discover concrete recommendations which would improve competencies of professionals, improve teamwork within school and institutional support for the quality of inclusive education.

The importance of the study lies in the current global focus and importance of inclusive education as vital to each child's early childhood development. This is a rising demand as SEN integrated preschool institutions take in more children with SEN; structured methodologies and support systems become a necessity for educators and assistants to effectively work with. In order to ensure that an inclusive preschool setting is providing equal learning opportunities to all children, it is crucial to understand and to improve these conditions.

This research is broadly divided into three main objectives.

1. Examine the professional competencies needed by educators and teacher assistants employed at preschool inclusive settings, as well as gaps within the existing training programmes.



2. To understand effective methodologies and organizational models that would allow for structuring inclusive groups; allow for collaboration between educators, assistants, specialists and parents; and ensuring efficient classroom management.

3. This will allow to develop methodological recommendations that would facilitate the usage of inclusive teaching strategies, assessment methods, as well as help to shape institutional policies aimed at improving the overall effectiveness of inclusive preschool education.

Finally, this study has scientific and practical significance as a possibility to make its contribution in the academic impact and realistic implementation of inclusive education policies. The results of the research are to provide a foundation to improve the training programs; refine the educational methodologies; inform policy decisions in preschool education; and enhance knowledge base to be utilized in future training and education pertaining to early childhood education. This study contribute to the development of inclusive education by providing a strong theoretical and a practical framework in terms of how preschool institutions can play an effective role in supporting diverse learning needs.

Presentation of the main research material. In creating an inclusive environment in preschool education well structured organizational conditions are needed, which would provide for the smooth functioning of the inclusive group. These conditions encompass structural organization, collaboration and teamwork, as well as institutional support and administrative policies [10]. If well applied, they make teaching and teaching assistantship more effective, favorable learning for the children with SEN, and generally inclusive preschools.

The structural organization of inclusive preschool groups is the most important condition which guarantees sufficient attention and pedagogical health care to the children from teachers and assistants [2]. The ideal situation for an inclusive group should be to have a reasonable educator to student ratio to enable each child including those with SEN, access to a personal teacher. While such groups may be overcrowded,



functionalities for teaching are negatively affected, as well as provision for individual support. Consequently, inclusive preschool groups should consist of a mixture of typically developing children and children with SEN, and this should not be segregated but adapted in favor of the latter group of children.

At the same time, the allocation of responsibilities is also of same importance, since it helps to increase the efficiency of teaching and support [5]. Though, principally, it is the educators who plan and conduct lesson plans, identify classroom conditions and adjust the teaching styles to make them inclusive to all. On the other hand, teacher assistants help to provide vital support to a child's classroom daycare experience by helping them deliver individualized instruction, assist children with their personal needs, and reinforce behavioral and social skills. When the responsibilities are split out, it helps to manage the classroom efficiently and at the same time, all children get the same academic and emotional support.

Consideration for time management and schedulings also plays a significant role as to the effectiveness of inclusive preschool groups [10]. Differentiated learning activities to meet the needs of children should be accommodated by scheduling. This contains structured time for grouping together as well as individualized instruction time, therapy (speech or occupational therapy), and gives the option of sensory breaks based on the need for the children. However, the flexibility in scheduling allows educators and assistant to respond quickly to the students' needs with a routine daily schedule that promotes learning and development.

Strong interaction of educators, assistants, specialists and parents are important for successful inclusive education in preschool settings. Thus, inclusion is defined as multidisciplinary approach, suggesting that educators must be closely working with speech therapists, psychologists, special educators, and medical specialists to create individual educational plan (IEP) for the children with SEN [8]. Both groups are capable of effective communication and information sharing so that children receive consistent, comprehensive support in and out of the classroom.



Co teaching and joint planning are very important in inclusive education. Co-teaching, where the educator and assistant co-deliver the lesson, is additionally a structure that works on learning by joining their diverse quality and showing aptitudes. It also follows the style of joint lesson planning, such that instructional strategies employed are inclusive, to cater to multiple learning needs. For example, the assistant can support the educator during the primary lesson through additional guidance, the modification of materials or one on one support with children who need additional support [10]. This collaborative way ensures equal learning chances to all children with the minimum burden to individual teachers.

Some of the benefits of structured collaboration can be garnered from several case studies of successful teamwork models from inclusive preschools [6]. For example, in Scandinavia, preschools follow the example of modern educators, assistants and therapists to meet weekly together to discuss a child's development; troubles; and the adjustments in teaching techniques form necessary readjustments. In Canada, there is another example in the 'buddy system' with students with SEN paired with students without SEN, whereby they can provide each other with peer support and facilitate social integration. In these models, teamwork is stressed so as to ensure that all children in an inclusive setting have the support they need.

Among other helpful things, institutional support is a cornerstone of inclusive education and directly affects availability of resources and execution of the best practices [4]. Preschool leadership in promoting inclusive education should not be limited to building up a positive institutional culture but also to provide the educators and assistants with the necessary guidance and professional development. Administrators of preschools must advocate for inclusive policies; provide continuous training in the practice of being inclusive in teaching; and facilitate collaborative efforts on the part of staff.

Inclusive preschool education is one of the most pressing concerns involving the availability of resources, equipments and funding. Specialized learning materials,



assistive technologies, learning and teaching aids, accessible classroom furniture, can all be found as a need for inclusive education [7]. Yet in many instances, constrained means of funding prevent these resources from being made available to the extent possible. Schools that avail a strong administrative backing are more likely to secure financing from the government grants, non-governmental organizations (NGOs), or a public private partnership (PPP) that puts in place to support their inclusive education programme.

Matters to do with inclusive education in preschool institutions are based on the underlying legal and regulatory frameworks that guide the provision of equal learning opportunities for all children. Other initiatives exist including the Individuals with Disabilities Education Act (IDEA) in the United States or the Salamanca Statement by UNESCO, which promotes inclusion of children with disabilities in schools of their choice, nationally and internationally respectively. Such legal frameworks help to ensure that children with SEN are not excluded from mainstream education, and that the educators, to the least, possess the requisite training in the methodology of inclusive teaching.

In the end, effective inclusion in preschool education is based on the conglomerate of the organized classroom, cooperative work of pedagogues and assistants, and wide-spread institutional support. These strategies can be implemented in preschools to create such an environment where every child, irrespective of their abilities feels accepted, supported and included in the learning process.

Preparedness of educators and teacher assistants is one of the factors that will greatly influence the effective implementation of inclusive education in preschool institutions [14]. To be able to offer quality education to children with SEN, it is necessary to support methodologically. It entails opportunities for professional and teacher development, inclusive and acceptable teaching strategies as well as robust assessment and monitoring mechanisms. They have to constantly hone their competencies, use differentiated instruction, make use of assistive technologies and



apply adaptive assessment. If the foundational elements of inclusive education are not present, equity, accessibility, and meaningful participation cannot be fully realized. As such, it is necessary to take a systematic approach to training, use of instructional strategies, and assessment to maximize learning experiences for all children in inclusive preschool settings (Table 1).

Table 1

A systematic approach to training, instructional strategies, and assessment

| № | Category | Aspect | Description |
|----|---|---|---|
| 1. | Development of professional competencies | Training and professional development programs | Ongoing training programs that enhance educators' and assistants' skills in inclusive education, focusing on modern pedagogical methods and intervention techniques. |
| 2. | Development of professional competencies | Pedagogical technologies for working with children with SEN | Utilization of specialized teaching strategies such as multi-sensory learning, visual supports, and individualized learning plans to accommodate diverse needs. |
| 3. | Inclusive teaching strategies | Differentiated instruction methods | Implementing flexible instruction techniques tailored to varying learning styles, ensuring that both typically developing children and those with SEN receive appropriate support. |
| 4. | Inclusive teaching strategies | Use of assistive technologies and adaptive materials | Integration of assistive tools like speech-to-text software, adaptive furniture, and communication boards to facilitate effective learning for children with disabilities. |
| 5. | Inclusive teaching strategies | Interactive and play-based learning approaches for inclusive classrooms | Engaging children in hands-on, interactive, and experiential learning activities that promote social interaction, cognitive development, and inclusion. |
| 6. | Assessment and monitoring of children's development | Tools and methods for assessing children's progress | Application of qualitative and quantitative assessment methods such as observational checklists, progress tracking charts, and performance portfolios. |
| 7. | Assessment and monitoring of children's development | Strategies for adapting assessments for children with SEN | Adjusting assessment techniques to accommodate the abilities of children with SEN, including alternative response formats, extended time, and individualized assessment strategies. |
| 8. | Assessment and monitoring of children's development | Feedback mechanisms for educators, parents, and specialists | Establishing structured communication channels between educators, parents, and specialists to ensure consistent support and monitoring of children's progress. |

Source: authors development.

Development of professional competencies of educators and assistants is one of the main aspects of methodological support. Education professionals undergo continuous training and professional development programs, which train them in



respect to the modern pedagogical approach to inclusive education. They include topics that relate to behavioral management, individualized learning strategies and intervention techniques for working with children of diverse abilities. Furthermore, pedagogical technologies for working with children with SEN are very important to impact the learning outcomes. Other techniques that are employed in order to alleviate the learning difficulties faced by children with SEN include multi-sensory learning, structured visual supports and individualized education plans among many others.

Relying on professional training for inclusive teaching only is not enough; rather, the strategies must be utilized to create a supportive and engaging learning environment. Through different differentiated instruction method, every child gets a personalized support in terms of education, based on what they can do and what they need. It also involves changing lesson plans, changing speeds in teaching, and compensating with added support where needed. Like both assistive technology and adaptive materials are used to make the classroom's environment accessible to those children with disabilities. Besides, we have learned that interactive and play based learning approaches are effective in inclusive settings. Through play, young children are more encouraged socially, cognitively and inclusive peer relationships they can sustain with other children in the classroom especially those with special needs.

Assessment and monitoring of children's development is another important component of methodological support. The tools and methods of evaluating the children's progress in inclusive education are different than in the typical case. In an inclusive setting learning and social development is usually measured by using observational checklists, progress tracking charts and performance portfolios. However, this may not always show the true abilities of the children with SEN. Consequently, there is a need for adapting assessment strategies, for example, changing the form of response required, providing more time to respond, or using hands on the evaluation approach. Also, there is a need for a strong feedback mechanism between



educators, parents, and specialists that will let you keep track of progress, take the necessary measures, and establish collective input into a child's education journey.

Based on the results of this analysis, it is evident of the significance of methodological support during the implementation of inclusive preschool education process. The professional development opportunities enhance the learning capabilities of educators and assistants with skills and knowledge for effective support of diverse learners. In line with inclusive teaching strategy, differentiated instruction and applying assistive technologies intensifies the engagement and accessibility within the classroom. Additionally, a fair and supportive way of monitoring and tracking children's progress through an assessment network that is well structured is assured.

Inclusive preschool education will only be effective if training, instructional strategies, and assessment emerge as holistic pre service and in service that are integrated in institutions. To achieve this goal a continuous investment in inclusive teaching resources and collaboration between educators, and between educators and specialists, and between educators and parents is of prime importance. These methodological support measures can be implemented in preschool institutions to make them more inclusive, equitable and conducive to the child's development and thriving of every child, be it a child with aptitude or not.

This type of inclusive education in preschool aims at providing equal learning opportunities for all children including SEN [4]. But, though inclusion has benefits, it is still not easy to establish. These obstructors can be easily grouped under common issues for educators and assistants and institutional and systemic barriers (Table 2). For a development of effective strategies to support the inclusive practices in preschool institutions these challenges must be understood.

Table 2

Challenges and barriers in inclusive preschool education

| № | Category | Aspect | Description |
|----|---|--|---|
| 1. | Common Issues Faced by Educators and Assistants | Lack of training and experience in working with diverse learning needs | Many educators and assistants lack formal training in inclusive teaching methods, making it challenging to support children with special educational needs (SEN) effectively. |
| 2. | Common Issues Faced by Educators and Assistants | High workload and stress levels | Educators often experience high stress due to the additional responsibilities of managing diverse learning needs, individualized lesson planning, and behavioral challenges. |
| 3. | Common Issues Faced by Educators and Assistants | Insufficient collaboration between educators and specialists | A lack of structured teamwork and coordination between educators, assistants, therapists, and parents leads to inconsistencies in implementing inclusive education strategies. |
| 4. | Institutional and Systemic Barriers | Limited resources and funding | Preschools frequently struggle with insufficient funding for inclusive education programs, affecting access to specialized materials, assistive technologies, and professional development. |
| 5. | Institutional and Systemic Barriers | Gaps in policy implementation | While inclusive education policies exist, their implementation is often inconsistent, leading to gaps in accessibility, training programs, and regulatory compliance. |
| 6. | Institutional and Systemic Barriers | Resistance to inclusive practices in some preschool settings | Some preschool institutions face resistance from staff, parents, or administrators who are unfamiliar with or skeptical about inclusive education, creating barriers to successful integration. |

Source: authors development.

A profound lack of training and experience in working with different learning needs is one of the most imperative hardships for teachers and assistants. Due to the lack of specialized training for many educators in inclusive teaching methodologies, it is difficult to ensure the adequate support of SEN children. As a result, schools often lack preparedness for these students and teachers often find themselves with high workload and stress as they have to manage individualization of instruction, behavioral management and lesson adaptation in the absence of adequate guidance and resources. Another problem of inclusive education is based upon the fact that there is not enough collaboration between the educators and specialists. It's hard for children who need to receive the organized support of the teachers, assistants, therapists and parents, if it is not coordinated between them.

There are also institutional and systemic barriers that prevent inclusive education beyond individual level challenges. Limited resources and funding are undoubtedly one of the largest barriers to this kind of learning in that they do not allow learners to



get their hands on specialized learning materials, assistive technologies and professional development programs. However, even when a variety of inclusive policies are in place, there are often gaps in the process of policy implementation, thus making these frameworks unable to be meaningfully integrated into practice. For instance, inconsistencies in regulatory compliance, teacher training and accessibility measures are many institutions' problem. In addition, additional hurdles can come from educators, administrators, parents or all of them who are resistant to inclusive practices. Inclusion in preschool has been misconceived, insufficient of awareness, and concerns of how it would impact resource allocation, thus reluctant to embrace the 'full inclusion model'.

Challenges and barriers to inclusive preschool education need to be addressed using a multi-faceted approach that involves refining policies, to provide institutional and professional support. To overcome these obstacles, it is necessary to supply comprehensive training programs to teachers, encourage cooperation between specialists and secure continuous funding. Furthermore, there is a need to bridge the gap between policy and practice to see it through to implementation with minimum deviations as to guarantee inclusive education is not mere policy but really practiced. Tackling these challenges will not only help preschool institutions achieve that complete inclusion of every child but also ensuring that every child, regardless of ability, has every opportunity to learn, to grow and to thrive.

To strengthen inclusive preschool education in quality, one needs to develop a strategic focus on development of the staff, organizational systems and methodological guidelines. First, by organizing special training program for specialized training, educators and assistants acquire essential skills for supporting children with SEN. By supporting peer mentoring and exchange of best practices, a collaborative learning environment is developed and enables continuous improvement of practices for educators in the area of inclusive teaching.



Concurrently, facilitating organizational structure improvement is imperative to guarantee ease of implementation. Improved classroom efficiency is achieved by optimizing educator assistant collaboration models to provide more one on one support for the children. In order to keep inclusive education initiatives going, administrative and governmental support must be strengthened, so that adequate policy, financial alignment and institutional backing is ensured.

Finally, the methodological guidelines help the educators to develop structured resources, innovative teaching strategies and make them implement it with ease. This also provides clear frameworks for effective lesson planning and adaptation within inclusive preschool education through creation of comprehensive methodological materials tailored for inclusive preschool education. Moreover, showcasing the utilization of modern teaching, and assessment tools (assistive technologies, and differentiated evaluation), guarantees equitable learning to all children. All of these recommendations, if implemented, will help build up preschool institutions to become a more inclusive, facilitating and finally, effective educational environment for every child.

Conclusions. The analysis stresses the importance of well developed organizational and methodical conditions in implementing work of educators and teacher assistants in the inclusive preschool education system. The study confirms that professional development, collaborative teaching strategies, institutional support and adaptive methodology all impact on inclusive education improving its quality.

If the initial research objectives are compared with the obtained result, it turns out that the main research questions were actually answered during the study. This analysis gave insight into best practices for organizing inclusive groups for teamwork, design of effective teaching and assessment. However, there is further scope of digging in those areas which have not yet explored and require more research especially in developing innovative pedagogical tools and strategy overcoming systemic barriers of inclusive education.



The study has shown that progress has been made in improving inclusive preschool education in the overall and more research and policies need to be developed so as to help sustain the progress. Future studies will concentrate on improving the training programs, improving the collaboration between the disciplinarians, and exploring new technologies that can better help children with special educational needs.

References

1. Zdanevych, L.V., Tsehelnik, T.M. (2020). Strukturno-funktsionalna model formuvannia hotovnosti maibutnikh vykhovateliv do profesiinoi diialnosti v inkliuzyvnykh hrupakh zakladiv doshkilnoi osvity [Structural-functional model of forming the readiness of future educators for professional activities in inclusive groups of preschool education institutions]. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh [Pedagogy of Creative Personality Formation in Higher and General Education Schools]*, 70(2), 117–122. Zaporizhzhia: KPU.
2. Tsehelnik, T.M. (2021). Formuvannia hotovnosti maibutnikh vykhovateliv do profesiinoi diialnosti v inkliuzyvnykh hrupakh zakladiv doshkilnoi osvity [Formation of Future Educators' Readiness for Professional Activities in Inclusive Groups of Preschool Education Institutions] (Doctoral dissertation). Khmelnytskyi Humanitarian-Pedagogical Academy, Ministry of Education and Science of Ukraine, Khmelnytskyi.
3. Diatlenko, N.M. (2015). *Asyistent uchytelia v inkliuzyvnomu klasi [Teacher Assistant in an Inclusive Classroom: Educational-Methodical Guide]* (M. F. Voitsekhovskiy, Ed.). Kyiv: TOV Vydavnychy Dim "Pleiady."
4. Lapin, A.V. (n.d.). Orhanizatsiino-pedahohichni umovy diialnosti asyistenta vchytelia v inkliuzyvnomu navchalnomu zakladi [Organizational and pedagogical conditions of teacher assistant activities in an inclusive educational institution]. Elektronna biblioteka NAPN Ukrainy [Electronic Library of the National Academy of



Pedagogical Sciences of Ukraine]. Retrieved from <http://lib.iitta.gov.ua/id/eprint/10639>.

5. Lutsenko, I.V., Naida, Yu.M. (n.d.). Dyferentsiirovane vykladannia: realizatsiia pidkholu [Differentiated Teaching: Implementation Approach]. Retrieved from <https://www.slideshare.net/ippo-kubg/ss-30566945>.

6. Oliinyk, M.I., Perepeliuk, I.R., Palahniuk, O.V. (2021). Shliakhy podolannia porushen movlennevoho rozvytku ditei starshoho doshkilnoho viku iz zupynkoiu psykichnoho rozvytku v umovakh inkliuzyvnoi hrupy zakladiv doshkilnoi osvity [Ways to Overcome Speech Development Disorders in Older Preschool Children with Delayed Mental Development in Inclusive Preschool Education Groups]. In Current Problems of Harmonization of Personality Development in the Modern Educational Space (pp. 395–407).

7. Danilavichiute, E. (2018). Kontseptualna model vykorystannia MKF-DP v inkliuzyvnomu navchalnomu protsesi [Conceptual Model of Using ICF-CY in the Inclusive Educational Process]. *Osoblyva dytyna: navchannia i vykhovannia [Special Child: Education and Upbringing]*, 4, 53–65.

8. Kukuruza, H.V. (2012). Metodolohichni zasady ranoho vtruchannia yak systemy psykholohichnoho suprovodu rodyn, yaki vykhovuiut ditei z porushenniamy rozvytku [Methodological Principles of Early Intervention as a System of Psychological Support for Families Raising Children with Developmental Disabilities]. *Ukrainskyi visnyk psykho-nevrolohii [Ukrainian Bulletin of Psycho-Neurology]*, 20(3), 190–191.

9. Andriichuk, R.H. (2018). Lohiko-psykholohichni aspekty formuvannia modelei profesiinoi pidhotovky maibutnikh vchyteliv [Logical-Psychological Aspects of Forming Models of Professional Training for Future Teachers]. *Visnyk Zhytomyrskoho derzhavnoho pedahohichnoho universytetu im. I. Franka [Bulletin of Zhytomyr State Pedagogical University named after I. Franko]*, 13, 209–210.



10. Boichuk, Yu.D., Borodina, O.S., Mykytiuk, O.M. (2015). Inklusyivna kompetentnist maibutnoho vchytelia [Inclusive Competence of Future Teachers]. Kharkiv: Ivanchenko.

11. Bohush, A. (2013). Rozvytok osobystosti dytyny doshkilnoho viku u riznykh vyдах diialnosti [Development of a Preschool Child's Personality in Various Types of Activities]. Odesa: Bukayev V.V.

12. Vasylieva, K.I., Khrebtova, N.P. (2017). Pidhotovka maibutnikh pedahohiv do roboty v mezhakh inkluzyvnoho osvitnoho prostoru [Preparing Future Educators to Work in an Inclusive Educational Environment]. Zasoby navchalnoi ta naukovodoslidnoi roboty [Teaching and Research Work Tools], 37, 39–47.

13. Hladush, V.A., Baranets, Ya.Yu. (2015). Do pytannia formuvannia profesiinoi kompetentnosti pedahoha inkluzyvnoho zakladu [On the Issue of Forming the Professional Competence of an Inclusive Education Teacher]. Visnyk Dnipropetrovskoho universytetu imeni Alfreda Nobelia. Pedahohika i psykholohiia. Pedahohichni nauky [Bulletin of Dnipropetrovsk University Named After Alfred Nobel. Pedagogy and Psychology. Pedagogical Sciences], 1(9), 73–79.

14. Zaitseva, L.I. (2014). Formuvannia hotovnosti maibutnoho vykhovatelja doshkilnoho navchalnoho zakladu do orhanizatsii indyvidualizovanoho navchannia v protsesi fakhovoi pidhotovky [Formation of Future Preschool Educators' Readiness for Organizing Individualized Learning During Professional Training]. Osvitnii prostir Ukrainy [Educational Space of Ukraine], 3, 57–64.

15. Kasyanenko, O.M. (2017). Modeliuvannia protsesu formuvannia hotovnosti maibutnikh vykhovateliv do roboty z ditmy doshkilnoho viku v umovakh inkluzii [Modeling the Process of Forming the Readiness of Future Educators to Work with Preschool Children in Inclusive Conditions]. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh [Pedagogy of Creative Personality Formation in Higher and General Education Schools], 56(109)–57(110), 496–504. Zaporizhzhia: KPU.



16. Pro zatverdzhennia Kontseptsii rozvytku inkluzyvnoho navchannia [On the Approval of the Concept for the Development of Inclusive Education]. Order of the Ministry of Education and Science No. 912, dated 01.10.2010. Retrieved from http://osvita.ua/legislation/Ser_osv/9189/ (Accessed: 18.03.2025).

17. Pro zatverdzhennia Poriadku orhanizatsii diialnosti inkluzyvnykh hrup u zakladakh doshkilnoi osvity [On the Approval of the Procedure for Organizing the Activities of Inclusive Groups in Preschool Educational Institutions]. No. 530, 2019. Retrieved from <https://zakon.rada.gov.ua/laws/show/530-2019-%D0%BF#Text> (Accessed: 18.03.2025).

18. Standart vyshchoi osvity Ukrainy: pershyi (bakalavrskyi) riven, haluz znan 01 Osvita/Pedahohika, spetsialnist 012 Doshkilna osvita [Higher Education Standard of Ukraine: First (Bachelor's) Level, Field of Knowledge 01 Education/Pedagogy, Specialty 012 Preschool Education] (2019). Kyiv. Retrieved from <https://mon.gov.ua/storage/app/media/vishchaosvita/zatverdzeni%20standarty/2019/11/22/2019-11-22-012doshkilna-B.pdf> (Accessed: 18.03.2025).