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ДОСВІД ІНКЛЮЗИВНОЇ ОСВІТИ В УГОРЩИНІ

Анотація. У запропонованій статті на основі інтерв'ю з дослідниками, які працюють у сфері інклюзивної освіти в дитячих садках, а також з практикуючими вихователями та керівниками дошкільних закладів з інклюзивними групами, висвітлено досвід роботи з дітьми з особливими освітніми потребами та їх батьками в дошкільних закладах Угорщини. Наше дослідження не є репрезентативним, отримані результати є орієнтовними. Метою даної публікації є висвітлення досвіду роботи з дітьми з особливими освітніми потребами та їх батьками в дошкільних закладах Угорщини.

Актуальність даного питання спонукала мене дослідити теорію та практику інклюзивної освіти в дошкільних закладах Угорщини, оскільки питання інклюзивного навчання є пріоритетним в даній державі.

Аналіз сучасних досліджень засвідчив, що в Угорщині інтеграція, тобто включення та інклюзія людей з обмеженими можливостями, фізичними вадами та особливими освітніми потребами, а також зменшення соціальної ізоляції, є пріоритетом з моменту вступу до Європейського Союзу.

Ключові слова: діти з особливими освітніми потребами; заклад дошкільної освіти; інклюзивна освіта; навчально-виховний процес; стан інклюзивної освіти в Угорщині

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Introduction. Compared to the trend of previous decades, the number of children with special educational needs and psychophysical development in the educational process of state educational institutions is significantly increasing, and therefore, the composition of preschool children is also more diverse. The path to social acceptance, that is, to a socially responsible society, lies through inclusive education, which is essentially based on the recognition and acceptance of differences and different values. The war situation in Ukraine has made the issue of inclusive education in Transcarpathia even more urgent, as the families

fleeing the war mostly had children of preschool age, some of whom had special educational needs. Almost 200,000 forcibly displaced people have been accepted by Zakarpattia Oblast since February 24, 2022. On March 14, 2022, Viktor Mykyta, the head of OVA, announced this at a briefing. According to him, during this period, up to 3,000 forced migrants were sent from our region to Hungary and Slovakia every day. Additional agreements were concluded with other countries — Bulgaria, Italy, Austria, Germany [11]. In Transcarpathia, 110,000 forcibly displaced persons were officially registered, in general, at the beginning of hostilities, there were about 380,000 internally

displaced persons in the region [12]. It is difficult to say the exact number of displaced persons temporarily accepted by Transcarpathia, but almost a third of them are children. A group of children with special educational needs, in particular: children with disabilities, learning difficulties, low-income, or children with speech barriers, who are helped in the early stages of education, have more chances to continue their education and socialize in society, which will provide them with an independent life and will create a means of livelihood in adulthood.

The purpose of this publication is to highlight the experience of working with children with special educational needs and their parents in preschools in Hungary.

Task of the article. The relevance of this issue prompted me to research the theory and practice of inclusive education in Hungarian preschools, since the issue of inclusive education is a priority in this country.

The analysis of modern research has shown that in Hungary, integration, i.e. the inclusion and inclusion of people with disabilities, physical disabilities and special educational needs, as well as the reduction of social isolation, has been a priority since joining the European Union. We were able to conduct interviews with researchers working in the field of inclusive education in kindergartens Gabriella Papp, Judith Tordik, Anna Bakoni, as well as practicing educators and heads of preschools with inclusive groups Nora Erdei, Laura Bavalic, Erika Sekeres, Christina Pinter, Rita Tsvetnich and others.

Thanks to the cooperation with Dr. Tordik Yudit-Emeshe, PhD, professor of the Department of Human Development, Janos Kodolani University, Budapest, we were able to get acquainted with several preschool institutions in Budapest that work in conditions of inclusive education, to observe their educational activities. Presenting main material. The transformations taking place in society, in education and upbringing, divide public and professional opinion, because «... the growing generations inherit an increasingly uncertain set of values and norms, and are not ready to independently adapt to more complex social relations» [8, p. 59-71]. In addition, this is influenced by the changing system of requirements for education and upbringing of children, in particular, children with special educational needs, which is faced by preschool education institutions. Analysis of statistical data indicates that the number of children with special educational needs, i.e. children who have difficulties in integration, learning, behavior and upbringing, is increasing in the preschool education system of Hungary. According to the data of the Central Statistical Office of Hungary, in 2019 there were 2,300 more children diagnosed with OOP than before. As a result, 93,800 children with special educational needs were involved in the Hungarian public education

system. The increase in the number of children with SEN is not a new phenomenon: in the 2016/2017 school year, there were 4,700 students with SEN more than in the previous school year; in the 2017/2018 academic year — by 1,700 more, and by September 2018/19, their number had increased by more than 3,200 and reached 91,500. However, the total number of children participating in the Hungarian public education system is steadily decreasing.

Constantly changing social circumstances encourage all participants in the educational process, in particular teachers of preschool education institutions, to adaptability, stability, self-reflection, renewal of educational practices and approaches, partnership between all participants, use of new methods and tools. Studies have shown that from both a social and an economic point of view, «investment in early childhood is a «return on investment» in the literal sense of the word» [7, p. 33-49], which, in addition to preparing children for school, significantly affects the level of their future. However, adapting to the changing demands of society, it is important that preschools maintain their child-centeredness and their traditional pedagogical practices.

Therefore, preserving the traditional values of Hungarian preschool education, teachers strive for constant renewal, development, implementation of innovative technologies that meet modern needs and requirements.

Inclusive education is an enabling education that, in addition to the inclusion and integration of children with special needs in the general educational process with their healthy peers, focuses on meeting individual needs and accepts the child in all his complexity (including his social, cultural and individual characteristics). In other words, according to the 2005 UNESCO Guidelines [9], inclusive education «is able to respond positively to the different educational needs of children with different educational experiences (...) to consider individual differences as opportunities for deepening and enriching the learning process.» Therefore, the starting point was pedagogical practice that meets individual and personal needs that change during development. Thus, successful inclusive pedagogical practice is based on the interaction between the individual and the community and is based on the assumption that «the success of all children is necessary for their perfection» [1].

A teacher with a true view of inclusive education focuses on the socio-cultural background of children and pays special attention to families, treating their ethnic, cultural or socio-economic diversity as a value, since the family represents permanence for children. It maintains an active, equal partnership with families (biological parents and guardians), involving them in the educational process and responding to their real, special needs. Csákvári and others. (2017) claim that

institutional education is successful if the educator knows the family background and characteristics of children, can rely on the values of families and support parents in raising children in an appropriate way to strengthen their parental competence [4].

An inclusive approach is also reflected in the design of the educational and subject environment of the preschool education institution, for example, in the arrangement of group rooms, the inclusion of the characteristics of various cultures, the functioning of a partner network, ensuring the continuous improvement of teachers, the development of personalized content and activities aimed at special educational needs. Therefore, inclusive education and the favorable institutional development it requires require well-trained teachers who are capable of continuous professional improvement. They are the key players in creating inclusive pedagogy and a quality educational environment.

As the heads of preschool education institutions Laura Bavalich, Erika Sekeres, Rita Tsvetnich and others noted, one of the ways to support parents of children with OOP is to hold parent meetings. It is the parent meetings that can become a forum for sharing successes, as well as a platform for discussion and problem solving. However, experience shows that families facing unfavorable socio-cultural conditions find it difficult to participate in the activities of a preschool institution, as a rule, they avoid parent meetings. Therefore, in order to involve parents and families in cooperation, new methods of contact are needed.

Cooperation depends on the quality of the relationship with parents and the degree of trust, and the personality of the teacher plays a decisive role in this. A teacher who is sensitive, friendly, well-prepared, ready to compromise and at the same time persistent enough can establish a good relationship with parents. Cooperation is also influenced by the success or failure of parents' participation in parent-teacher conferences.

Parents meeting in a new way.

In order to make parents' meetings a successful genre of cooperation, it is necessary, first of all, to determine the elements that influence the encouragement of parents to cooperate:

- it is important to make a map of family experience and learn about the peculiarities of family upbringing;
- properly prepare for the chosen topic, pay special attention to practical examples to provide concrete support to parents;
- instead of negative feedback, consider parent meetings as a platform for constructive, encouraging and development-oriented dialogue, where a constructive partnership can develop through dialogue;
- change the layout of the space by placing chairs in a circle to create a more equal partnership;

- involve parents in cooperation through children (for example, during the morning game — bake cakes together with children, thus, children will motivate parents to come to the meeting to taste what they have prepared);
- it is important that real two-way communication takes place during the meeting, so you should not read from paper, but take notes that will help you track the content of the topic;
- listened carefully to the reaction of the audience and tried to react quickly and appropriately;
- preferred a free discussion, trying to follow the rules and focus on the topic;
- to emphasize positive points, and problem situations were solved with humor. In inclusive preschool education, the teacher sees parents as a partner, recognizing that the primary focus of human development is the family, that the experience gained in this community determines the development of the individual, and it is this experience that shapes children's habits, the family model, emotional and intellectual attitude [2]. Habits and behavior formed in the family affect a person's entire life. The specificity of a child's imitation of a family model is acceptance, which is based on a kind of family relationship, which affects how and how much he loves the person who influences him. The influence of parents is fundamental [3].

The influence of the teacher on the child is conscious, planned, organized and controlled, is based on a system of goals and values, complements family and parental education. In a preschool institution, the teacher is the main model, but optimal influence can be achieved only through the joint efforts of parents and teachers. This requires cooperation, mutual information and guidance, joint activity and joint thinking, because parents can help or hinder this process, and the teacher needs a benevolent attitude and involvement of the family and parents, because only jointly developed relations of equal status can consciously formalize parental education and ensure its success [10, c.42-43]. Therefore, understanding and supporting family education is of particular importance in inclusive pedagogy.

In inclusive groups, as a rule, professional meetings are systematically held in which 2 educators, 2 assistant educators and an assistant educator participate in order to discuss professional issues. Thematic meetings are organized monthly, in which pedagogical workers and a psychologist of the institution participate. Based on the results of the meeting, an individual plan for further work is drawn up.

In the course of educational activities, teachers observe the child in specific activities and send information to parents. Thanks to constant, long-

term positive feedback, a slow but noticeable change in the attitude of parents towards the preschool takes place.

Empirical pedagogy and inclusive education

Empirical pedagogy uses a variety of tools, including games, simulations, role-playing games, etc. The empirical approach in educational institutions changes the relationship between teachers and students and knowledge: knowledge becomes active, realistic, which turns the teacher from a simple transmitter of knowledge into a transmitter of experience from which children themselves can learn. This changes the role of both the child and the teacher: children become more active, in turn, such activity requires teachers to be flexible, to reflect on children's behavior and emerging situations. This puts the teacher in the position of the student, which makes him more active and to some extent frees him from the bureaucratic web of educational policies of educational institutions, curricula, etc. Essentially, the teacher acts as a facilitator, providing individual and group feedback, setting and enforcing frameworks, dispelling concerns, and answering questions.

Inclusive education involves the acquisition of knowledge (through action or in action) through direct experience and real life situations in which active learning is the starting point of education. Therefore, this branch of pedagogy is not based on ordinary everyday situations, but on experience: observation, imitation, experience and identification, creation of internal motivation. Various artistic and creative activities also have the effect of emotional and intellectual transference. According to Valerie Chipe (2016), «we must harness the influence of singing, music, visual arts, crafts, and movement on the maturation and development of brain networks that are both the biological basis of speech, language comprehension, reading, and early mathematics, as well as subjects changes resulting from their development» [5]. Among the methods of preschool education, those related to storytelling contribute to creative self-expression (for example, storytelling, creating stories, dramatization, drawing) [6].

The success of child-centered education is based on the involvement of families in early childhood education. An approach involving family intervention requires expanding the role of the teacher, developing relationships with the family on an equal basis, and strengthening family competencies, and to confirm this context, it is necessary to organize comprehensive programs that also contribute to the social mobilization of parents.

Taking into account the interests and needs of parents can help to promote their involvement in the life of the institution. An optimal partnership between preschool and family — in which community goals and objectives can be jointly defined with conscious pedagogical support and in which parents can build their confidence as competent, self-

sufficient parents — can be ensured if we take into account living conditions, cultural, social and social characteristics of families, the level of parental activity and the possibility of independent activity. Regular family play days organized together with families have a lasting impact in many areas of inclusive education.

Parents should be involved in cooperation even before their children go to kindergarten. So-called «open preschool» programs have become widespread in Hungary and have a dual purpose. On the one hand, they provide an opportunity for the child and family to get an idea of the life of the kindergarten, and on the other hand, for teachers to see the dynamics of child-parent relations in a specific situation in the role of active observers. It is worth organizing such elements of the program in which parents can become a part of the game during open days. Thus, during the further adaptation of children to preschool, the teacher can rely on previously acquired knowledge.

When organizing family days, one should always take into account the opportunities offered by the environment of the institution, as well as the specific situation of the families who visit the institution. A local community center, library, or other cultural institution may be a good venue. A library, for example, can provide quality time for preschool children and their parents in an experimental environment with the help of teachers and librarians. Positive experiences can help parents and children become «readers», and the program can be integrated into regular family activities, while building community through cooperation, mutual acceptance and stronger relationships between child, parent and teacher.

Another option is to explore local attractions together.

Such activities can strengthen the love of nature and the desire of parents and children to learn about the environment. During a joint excursion (for example, to a nearby castle), the teacher can continue the story that the children and parents started telling. They can also share their impressions and talk about the sights they visited. This activity, which is a joyful moment, can be combined with the experience of self-realization, self-confidence and self-esteem. Joint activity develops social relations.

This is one way of creating opportunities to compensate for speech communication deficits and develop skills for both children and parents who may have weak speech skills, while teaching children the rules of social coexistence that help them integrate into society.

The Hungarian preschools we visited take care of the best interests of children and therefore reject all forms of discrimination, including on the basis of race, religion, national or ethnic origin, political or other beliefs, national, ethnic or social origin, sexual orientation, property status, income, age, absence or limitation of legal capacity, health

or other status of the child or his relatives. Support social integration, from the extremely talented to the backward, regardless of individuality and special needs. Contribute to the acceptance of different cultural backgrounds, ways of thinking and diversity of personal factors.

The purpose of these institutions is to create a harmonious, calm and safe environment, to make it natural for children to share their differences and to teach them to accept differences. It is important for children to see everyone as equal through their own values, and this can be achieved through sensitizing games, drama and stories.

Teachers of preschool education institutions set themselves the task of developing inclusive attitudes and behavior in children's communities, especially tolerance, patience, understanding, attentiveness, kindness and empathy.

Educators use new and proven methods, such as the persona doll, the plückido method (the use of tools, to engage children's imaginations, developing and entertaining them, providing recreational opportunities for the whole family. These are board games, digital applications and playground tools that help children in various learning situations and in solving everyday problems. They connect children with the world around them through stories, creating harmony between imagination and reality: at home, on the road, in a kindergarten group, on the street, or in the doctor's office. They develop children's cognitive skills in a playful way and contribute to their emotional development), sensory games, dramatic games, stories from the beginning to the end of preschool age, which, in addition to achieving inclusion, also contribute to group cohesion and personal development.

Also, the «Star Fairy» game developed by Christina Pinter is widely used in preschool

education institutions in Hungary. This is a simple and understandable method for children, which helps them express their emotions. As you know, the expression of emotions is the basis of assertive communication.

The «Star Fairy» method is primarily aimed at parents, and is available in the form of a book and a consultation that will help them master this method. This is a tried and tested method that children like and enjoy. Through play, they learn to express their emotions and talk about their feelings. As a bonus, children who are proficient in the Star Fairy technique can easily learn to resolve their conflicts non-violently.

Conclusions. The priority of preschool education institutions in Hungary is to provide an individual, personalized approach to all children, including those with special needs. The main method for this is to get to know the children and their families before they come to kindergarten. Meeting families (traditional or online family visits) provides an opportunity to consult with parents in advance, obtain information about the child, and learn about their methods and best practices. Their use also helps to plan and put into practice the integration and further development of the child.

In order to support the work of teachers in the field of inclusive education in preschool education institutions in Hungary, in addition to full-time employees, a «visiting professional team» is involved. It helps to integrate and develop the social skills of children with special educational needs who are difficult to manage, have behavioral problems and/or behavioral disorders, and who in their daily educational work make more demands on teachers than ordinary children. The professional team consists of specialists from various disciplines, adapted to the specific characteristics of the child in question, and the child's parents are active participants.

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EXPERIENCE OF INCLUSIVE EDUCATION IN HUNGARY

Abstract. *In comparison with the trends of the previous decades, the educational process in state educational institutions has witnessed a significant increase in the number of children with special educational needs and features of psychophysical development. The military situation in Ukraine has made the issue of inclusive education more urgent.*

In Hungary, the emergence of two laws in the 1990s, namely Law LXXIX «On Education» of 1993, and Law XXVI «On the Rights of Persons with Disabilities and Ensuring Their Equal Opportunities» of 1998, opened new possibilities and posed new challenges to the teaching profession. Consequently, when making decisions and taking measures related to children, educators are required to treat them equally. The demand for equal treatment of all children enhances the quality of life for individuals with disabilities, enabling them to become active members of society, just like their healthy peers.

Our research is not representative, and the obtained results are indicative.

The purpose of the research was primarily to gain an understanding of the state of inclusive education in Hungary and lay the foundations for a more comprehensive research to borrow experience.

Tasks. *Based on interviews with researchers who work in the field of inclusive education in preschools and practicing educators and heads of preschool institutions with inclusive groups, we tried to cover the experience of working with children with special educational needs and their parents in Hungarian preschools.*

Brief Description of Research Results. *Social circumstances that are constantly evolving prompt all members of the educational process, particularly educators in preschool institutions, towards adaptability, resilience, self-reflection, the renewal of educational practices and approaches, partnership among all members, and the utilization of new methods and tools. The research indicated that, from both a social and economic perspective, «investing in early childhood is a 'return on investment' in the literal sense of the word,» significantly impacting their future beyond school preparedness. However, while adapting to the changing demands of society, it is crucial for preschool institutions to maintain their child-oriented focus and traditional pedagogical practices.*

Conclusions. *In terms of the obtained results, it can be stated that for inclusive education to work successfully and yield desired results, awareness, collaboration, and receptiveness of all members of the educational process — parents, children, and educators — are essential.*

Keywords: *educational process; preschool educational institution; inclusive education; children with special educational needs; state of inclusive education in Hungary.*

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