

Hanna Davydenko
**MODELS AND FORMS OF IMPLEMENTATION OF INCLUSIVE
EDUCATION WITHIN THE FRAMEWORK OF PEDAGOGICAL
INNOVATIONS**

The article deals with the research of models, analysis and generalization of forms of introduction of inclusive education within the framework of pedagogical innovations. The main goal of the research paper is to classify the basic models of inclusive education and to set up the approaches towards integration of children with disabilities in the European pedagogical innovations.

A modern innovative pedagogical paradigm envisages realization of the newest approaches that got the nomenclature of projects. The modern scientists define an innovative educational project. Being realized it allows carrying out new or modernizing present educational technologies, results, equipment, methodical providing and facilities of educational profile, structural and infrastructures of innovation in industry of education, new educational services and preparing the specialists highly sought at the market of labor and by the future society.

Basic classification of models in relation to integration of children with disabilities in mass education is triune and includes a range from the segregated types of integration to inclusion. There are different classifications of inclusive education models in the modern sociological and pedagogical discourses: after the degree of integrating in a collective, by a sentinel interval, quantitative correlation of ordinary children and children with limited possibilities.

Such integrative approaches towards children with disabilities are popular within the European pedagogical innovations as expansion of access to education (widening participation), desegregation of schools, mainstreaming, integration and inclusion. The Russian scientists differentiate three models of inclusive education in the modern world: segregation in the organizational plan of class collective that envisages the studies of disabled child at the comprehensive school; confluence or collaboration of the special and ordinary schools; input of differential classes and schools.

The indicated approaches are based on general humanitarian and democratic principles, such as structuralism, informative society, social constructivism and a theory of social justice.