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SOCIAL-COMMUNICATION DIMENSION AS PART OF INCLUSIVE EDUCATIONAL ENVIRONMENT

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Problem statement. The current stage of society's development is characterized by fundamental changes in the perception of social diversity and the search for effective mechanisms to ensure equal opportunities for all citizens. Social inclusion as a principle of organizing social life is gradually transforming from a theoretical concept into a practical paradigm that determines state policies, organizational strategies, and professional approaches of specialists in various fields.

The vector of inclusive education development reflects a fundamental shift in the educational paradigm, emphasizing a humanistic, student-centered approach and the creation of a safe and accessible learning environment for all learners, regardless of their special educational needs. Therefore, higher education institutions

are faced with increasingly complex tasks of providing the physical, educational, psychological and socio-communicative components of an inclusive educational environment that would promote the adaptation, progress and integration of students with different educational opportunities into society.

In the context of the implementation of the Laws of Ukraine «On Education», «On Higher Education», the National Strategy for Creating a Barrier-Free Space in Ukraine for the Period Until 2030, the Concept of the New Ukrainian School, the National Strategy for the Development of Inclusive Education for the Period Until 2029, the creation of a convenient, accessible inclusive space is one of the strategic goals of the direction of educational barrier-freeness and accessibility for all citizens [11]. To achieve this goal, it is necessary to create an inclusive educational environment in which all its participants will be able to freely move, study, receive all the necessary information, in accordance with individual characteristics and needs, as well as have the opportunity to freely communicate, interact and cooperate. Communication and constructive communication reflects interpersonal relationships and behavior, which requires serious and purposeful training of communicators. After all, in a society where inclusivity and equality are of crucial importance, the formation of an inclusive communicative culture becomes an important task for each participant.

Presentation of the main material. According to promotion the development of inclusive culture and Rights it is our pleasure to participate in the Erasmus+ Higher Education project «INSIGHT: Inclusive teaching methods in higher education» which involves the participation of NULES of Ukraine as an official partner.

The fundamental objective of INSIGHT is to identify, at university level, inclusive teaching strategies in order to improve the teaching-learning processes and participation, not only of students with SpLD (constantly increasing), but of all students (so as to eliminate an educational disparity). These strategies, consistent with the principles of Universal Design, can be disseminated and implemented in other training, university and school contexts, at a European and non-European level. The partnership is made up of seven Universities (Università Degli Studi Di Modena E Reggio Emilia-IT, Linneuniversit Etet-SE, Wirtschaftsuniversitat Wien-AT, Universidad Pablo De Olavide-ES, Higher Educational Institution Podillia State University-UA, National University Of Life And Environmental Sciences Of Ukraine-UA, Scuola Universitaria Professionale Della Svizzera Italiana-SUPSI-CH), an European Association dealing with Dyslexia (EDA-BE), a company operating in the Dyslexia sector (SOS Dislessia-IT) and two bodies specialized in the organization and management of training activities (ECECE-AT, Formodena-IT).

International global trends in the development of inclusive educational practices indicate the problems of the social and communication aspect of creating an inclusive environment in which educators and students, regardless of their needs, are able to increase their social competence, improve communication skills, and feel part of society [12].

After providing PRISMA literature monitoring we made conclusion that scientists (S.Verbeshchuk [3], O. Kosheleva [7], L. Petrenko [10], M.Sheremet [13;14]) define communicative culture as a set of knowledge, skills, norms and values that regulate effective, ethical and purposeful interaction in the educational environment. This is not just the ability to speak or listen, but a complex competence that includes adaptation to various communicative situations, taking into account the cultural and social characteristics, as well as the use of appropriate technologies aimed at overcoming barriers for the social inclusion of different groups of recipients of educational services.

Educational establishments are faced with the challenge of taking into account the needs of diverse groups of students, including with special educational needs. Inclusive communication in the educational process involves the ability of all participants to communicate, interact and understand each other regardless of their individual peculiarities [6, p. 334]. In this context, inclusive communication can be an effective tool for promoting mutual understanding, supporting difference and recognizing the dignity of each person [1, p. 78]. First of all, inclusive communication involves an attentive attitude to the individual characteristics of each participant in communication, regardless of their gender, age or ethnicity, physical abilities, etc. [15; 18, p. 231], the basis of which is constructive interaction, which involves a flexible, differentiated and individual approach to everyone and promotes understanding, support, participation [8; 13].

In the context of digitalization of education, scientists (V.Berezan, G.Davydenko, V.Olianych, I.Shvets, etc.) focus on the integration of digital technologies into the formation of an inclusive culture of participants in the educational environment that meets age, psychophysical, social, linguistic, and cultural needs [5]. Therefore, the establishment of communicative interaction should be based on the unique needs of different groups of recipients of social services using adaptive methods, tools, and digital technologies. To achieve an inclusive communicative culture, it is necessary to actively implement practices aimed at reducing barriers to communication and creating a favorable environment for all participants [4, p. 49], which may include adapting the speech style to the needs of the audience, using non-verbal means of communication to enhance understanding and support, as well as digital technologies.

Higher education students with disabilities and chronic diseases. This category includes students with physical (limited mobility), sensory (vision or hearing impairments), and intellectual disabilities. Their needs are due to communication difficulties and require special adaptations: simplified language, repetition, sign language and typing, Braille, alternative and assistive communication, graphic symbols, easy-to-read format standards, written text instead of spoken, accessible fonts (Arial, Calibri, Tahoma), pictograms, audio formats, subtitles, simplified instructions, visual cues (icons, pictures, diagrams, infographics), digital applications and programs, including screen readers (NVDA, VoiceOver), screen magnifiers, Braille displays, speech recognition software, subtitles and captions, digital sign language interpreter for video content, TV shows or during online or live communication, video communication with subtitles (Zoom, Microsoft Teams), simple applications with voice commands (Google Assistant), etc. Students can be recommended to use mobile applications, the list of which is given in Table. 1.

Table 1

List of mobile applications (apps) for students with disabilities

Student groups	Mobile applications	Purpose for communication
with physical impairments	Tecla	allows to control smartphones and tablets using dedicated switches, providing access to communication applications and other functions
	Assistive Touch	offers virtual buttons to control the device without touching it; adjust volume, lock screen, use multi-finger gestures, restart device
	Open Sesame – Touch Free Control	helps fully use smartphone using sensors
	«Look to Speak»	allows users to choose ready-made phrases and play them aloud using their eyes
with intellectual disabilities	Avaz	helps to communicate through a selection of icons that the application voices;
	Perfect Keyboard	makes it easier to use the keyboard on smartphone and allows to increase the height of the keys, text size and line spacing for easier perception. There is also a function to enable sign language
	Proloquo2Go	for alternative and augmentative communication, helps people with various communication difficulties, including intellectual disabilities, communicate using symbols and text
	«Stepping Stones»	visual support of information
	Sullivan+	speaks text, recognizes pictures and colors.
	Cash Reader	recognizes banknote denominations for most currencies
with sensory impairments	Digital Inclusion	intended for the development and restoration of speech, socialization and rehabilitation
	Connect by BeWarned, Transcend, Dragon Dictation	converts spoken language into text and vice versa
	TalkBack, BeWarned, Sullivan	screen reading and voiceover
	Be My Eyes	assistance from a sighted volunteer via a direct video line
	Brailliac: Braille Tutor	teaches reading and writing in Braille
		designed to translate text into sign language
	Spread Signs	represents a huge library of gestures for communication
with speech impairments	Talkitt	reads unclear speech and converts it into understandable text or audio
	«I'm saying»	an alternative and augmentative communication tool from the «rapid communication» category. The program allows to write any word, phrase, sentence or text and pronounce them «by voice».
	«911HELP»	to call emergency services

Higher education students with chronic diseases may face a number of communication barriers that affect their academic performance and social integration. The main difficulties include: physical fatigue and energy limitations (due to chronic diseases such as diabetes, cardiovascular diseases, autoimmune disorders); pain syndrome (constant or periodic pain can interfere with active participation in discussions, debates and teamwork); periodic hospitalizations or deterioration of the condition (frequent skipping of classes, which makes communication with educators and classmates difficult); limited opportunities for oral communication (neurological disorders, respiratory disorders can affect the voice, pace and intelligibility of speech) [9, p.200]; psychological discomfort (anxiety, depression and other concomitant psycho-emotional conditions can cause difficulties in social interaction); social stereotypes and misunderstanding (others may not be aware of the specifics of chronic conditions, which leads to underestimation of students' needs and alienation).

According to the aim of creation of comfortable educational environment and effective interaction, it is necessary to take into account the following adaptations: flexibility in communication; support for alternative forms of communication; use of special programs (screen magnifiers, voice assistants, text-to-speech converters); psychological support and social adaptation (conducting trainings for educators and students on understanding the features of chronic diseases and ways of effective communication); creation of inclusive student groups and volunteer initiatives to support classmates with chronic conditions, individual approach and mutual understanding. Providing such conditions will contribute to an effective educational and communicative process, social integration and preservation of students' health, forming an educational environment accessible and comfortable for everyone.

The list does not exhaust all developments, as digital technologies are constantly evolving, improving existing ones and creating new innovative applications and programs aimed at improving communication and integration of people with disabilities.

Students with mental disabilities and mental disorders (including depression, anxiety disorders, or other mental disorders) require a special approach to communication – empathy, patience, and simplified presentation of information. Educators use methods of conducting individual consultations, classes with an emphasis on empathy and active listening, gradual increase in the amount of information to prevent overload, group social support, as well as remote consultations via chatbots or telephone communication [14; 16, p. 45]. In the process of interaction, educator should use simplified information or text with short sentences, accompanying the conversation with supporting words, phrases, and non-verbal signals (smile, nod). Technological support for such interaction may include digital apps for relaxation and self-help (Calm, Headspace), asynchronous chats (Rakuten Viber, Telegram, WhatsApp) to reduce anxiety during communication, as well as a video communication program with the ability to turn off the camera (Zoom) to ensure a comfortable atmosphere.

For students with intellectual disabilities and mental health disorders, there are mobile apps that help improve communication and support mental health. For example, MindShift (offers strategies and tools for managing anxiety, including relaxation exercises and mindset shifts); «Booster Buddy» (helps users cope with symptoms of mental disorders such as anxiety or depression through daily tasks and goal setting; «Daylio» (a mood diary that allows users to track their emotions and activities throughout the day, helping to identify patterns and triggers that affect mental health); «SuperBetter» (uses game elements to increase resilience and improve mental health by helping users set and achieve personal goals); «Headspace» (offers meditations and mindfulness exercises that can help reduce stress and improve concentration), etc. These apps can be useful tools for supporting mental health and improving communication for students with mental disabilities and mental disorders.

Representatives of ethnic, cultural and linguistic minorities may encounter language barriers or cultural differences. During communication and learning, it is important to adhere to the principles of tolerance and knowledge of the cultural context in order to avoid stereotypes and, if possible, provide information in their native language. Therefore, it is necessary to adapt interaction with this category of recipients of educational services by organizing individual consultative meetings with an interpreter, group classes using non-verbal communication (gestures, facial expressions), providing written translations of information and culturally adapted printed materials (taking into account national or ethnic traditions, norms, rules). The most common technologies for communicative interaction include translator programs (Google Translate, DeepL) with voice input support, chatbots with a multilingual interface, online platforms for remote consulting (Zoom with translation function), etc. Also, mobile applications have been developed for students belonging to ethnic, cultural and linguistic minorities to improve communication and integration into the learning environment: Duolingo (helps to learn different languages in an interactive way, which can be useful for students seeking to improve their language skills); HelloTalk (a language exchange platform that allows to communicate with native speakers of different languages, promoting cultural exchange and

speaking practice); «Tandem» (connects people who want to learn languages with native speakers for mutual learning and communication); «Google Translate» (provides instant text and voice translation, which can be useful for overcoming language barriers in everyday life and education); «Microsoft Translator» (offers text and voice translation functions, as well as the possibility of a joint chat with real-time translation, which promotes multilingual communication); «Lingbe» (allows you to practice language skills through voice calls with native speakers, facilitating real-life communication and cultural exchange), etc. These applications can greatly facilitate the process of adaptation and integration of students from different ethnic, cultural and linguistic communities, promoting the development of language skills and cultural exchange.

Inclusive communication successfully plays a key role in preventing discrimination and stigmatization, which manifest themselves in prejudices, stereotypes that can traumatize people. Therefore, participants in the educational process must possess inclusive terminology, using neutral, respectful and correct terms that do not emphasize differences or disability. They can be found in the Barrier-Free Manual in the «Barrier-Free Communication» section (<https://bf.in.ua/>). The manual also provides rules for communicating with people with disabilities according to various nosologies. In a generalized form, they can be presented in the following form:

1. Show respect – communicate with the person as an equal, avoid condescending or pitying tone.
2. Speak directly – address the person, not their escort or interpreter, translator.
3. Ask for help – before helping, ask if it is needed and what is the best way of this help.
4. Use correct vocabulary – put the word “person” in the first place.
5. Don't make assumptions - don't think that a person is unable to do something because of their disability.
6. Be patient – if the person speaks more slowly or uses alternative means of communication, take your time and don't interrupt.
7. Respect personal space – do not touch the person or their assistive devices (wheelchair, hearing aid, etc.) without permission.
8. Communicate in an accessible manner – if a person has a hearing or vision impairment, use methods of communication that are convenient (sign language, written messages, audio files, etc.).
9. Be open to learning – if you don't know how to behave, don't be afraid to ask.
10. The main thing is to see the person in front of you, not disability.

Culture of equality and respect is promoted by consciously avoiding discriminatory language, demonstrating empathy, and engaging all citizens in dialogue as equal partners [8, p.365]. These communication strategies are not only a means of conveying information, but also a way of establishing an interaction where everyone feels recognized, respected, and supported.

The formation of an inclusive communicative culture through training technologies is an important task of modern education, because inclusive communication involves attention to the various individual needs, abilities and characteristics of participants in the educational process in order to create an environment where everyone can be included and feel like full members of the community [2, p. 20]. Taking into account modern trends, scientists have formed training technologies that are effective in forming an inclusive communicative culture:

- *empathy and compassion training* helps participants understand the feelings and experiences of other people, teaching to perceive and respond with understanding and respect;
- communication trainings are focused on developing effective communication skills, such as listening, expressing opinions, understanding the unspoken, adapting communication to the needs of the interlocutor; mindfulness trainings promote the development of attention and awareness of own thoughts, emotions and reactions, which can help participants become more aware of their own communication and the perception of others;
- trainings on tolerance development and acceptance of diversity are aimed at forming open, tolerant and accepting of differences in opinions, beliefs and characteristics of interlocutors;
- trainings on the development of communicative competence in intercultural communication teach participants to communicate effectively with people from different cultures, religious and ethnic groups [17, c. 713].

Practical pedagogical experience shows that the use of training technologies, such as games, interactive exercises, and group discussions, contributes to the development of communication skills of students, because such methods allow them to feel more confident during communication, learn to interact effectively with a variety of people, and resolve conflict situations.

It should be noted that inclusive communication involves the creation of a safe and supportive communication environment. Recent research by R. Johnson, A. Smith et al. [18] shows that over 65% of inclusive educational institutions emphasize the difficulties in maintaining effective social and

communicative security protocols. At the same time, P. Williams and G. Chen [22] emphasize that in modern conditions of the educational space, new aspects of security problems have appeared, especially in the field of social interaction and distance communication. Researchers note that successful inclusive education requires not only physical accessibility, but also reliable social and communicative security measures, since students with special educational needs are more likely to face digital security problems related to communication compared to their peers.

Emphasizing the effectiveness of digital applications (electronic devices, systems, programs, mobile applications, etc.), researcher G. Davydenko notes the socio-communication risks of possible negative interventions, troubles, and impacts on the formation of an inclusive culture and, in general, the educational environment, especially in times of war [5]. The main possible socio-communication risks associated with the use of digital applications in the educational environment include: digital divide and digital literacy deficit, cyber threats and psycho-emotional stress, degradation of interpersonal communication and the spread of disinformation and propaganda, dependence on digital technologies and increased social isolation, etc. Therefore, an inclusive environment should include strategies for minimizing risks and promote the safe and effective use of digital technologies in the educational environment.

In 2023, scientists P. Davis and R. Wilson conducted a comprehensive meta-analysis of 127 studies, which allowed us to identify several main trends in the study of inclusive education security: traditional security mechanisms often fail to cope with the unique problems of inclusive environments during communication between participants in the educational process and significant gaps in understanding the mechanisms of social and communicative security at the intersection of digital and inclusive communicative practices [17]. This creates a need for more specialized approaches to ensuring social and communicative security in inclusive educational environments.

The symbiotic relationship between safety and communication in an inclusive environment serves as both a prerequisite and a result of educational safety. This conclusion is confirmed by the research of R. Johnson, A. Smith [18]. Scientists indicate that a safe environment promotes open communication, since the presence of physical, psychological and social safety creates a space for free interaction, exchange of ideas and expression of needs without fear of judgment or discrimination. Effective communication increases environmental safety, because coordinated and clear communication between students, teachers, specialists and parents contributes to timely problem solving, conflict prevention and the formation of a healthy social ecosystem. Both elements mutually reinforce each other in a positive feedback loop: a safe environment improves interaction, and effective communication ensures the stability and development of safe conditions.

Modern approaches to social and communication security have evolved significantly. Scientists A. Davydenko [5], D. Lee, and D. Parker [20] identify several new trends in social and communication security of inclusive educational environments:

- technologically enhanced communication security (use of adaptive technologies to ensure accessibility of communication for all participants in the educational process; implementation of secure channels for information exchange, in particular on digital platforms; monitoring of the digital environment to identify and prevent risks such as cyberbullying or data leakage);
- universal design for communication (the use of multimodal tools of information transmission, such as text, audio, video and symbols, to ensure accessibility; the development of physical and digital spaces that allow all participants in the educational process to interact without barriers, as well as maintaining feedback that allows for timely adaptation of communication practices to the individual needs of students);
- psychological communication safety covers emotional well-being (positive psychological climate; support and participation; application of methods of art therapy, nature therapy, occupational therapy, etc. to improve the psychological state of education seekers); strengthening trust (trusting relationships between teachers and students, students and students through open communication; practices for creating a sense of security, for example, regular student meetings to discuss their needs and problems; forming a culture of mutual respect and understanding in the educational environment); conflict prevention (effective strategies for identifying and resolving conflicts; monitoring behavior and communications; methods of non-violent communication to resolve contradictions); stress management (self-regulation skills, in particular through relaxation techniques, breathing exercises and mindfulness elements; organization of psychological support for students and teachers in crisis situations; creation of a comfortable academic schedule that takes into account the balance between intellectual load and rest);
- cultural aspect in safety protocols (integration of cultural features and social traditions into the process of developing safety rules; involvement of local communities in the formation of communication strategies sensitive to ethnocultural and linguistic aspects; preparation of educators for work in a multiraumacultural environment through training in cultural literacy);

- communication practices that take it into account (development of communication rules focused on the psychological comfort of participants in the educational process; implementation of non-violent communication techniques and active listening methods for educators, students, professionals, parents; provision of confidential support to students and employees who have experienced traumatic experiences);
- preventive work (conducting trainings and seminars for participants in the educational process on conflict management, preventing bullying and creating a tolerant environment; monitoring the socio-psychological climate in educational institutions for timely identification of potential risks; developing critical thinking, self-regulation and constructive problem-solving skills; organizing information campaigns to raise awareness about mechanisms for ensuring social and communicative security).

These approaches reflect a paradigm shift in the understanding of educational security, moving from reactive to proactive strategies. Traditionally, educational security has been seen as a response to threats after they have occurred. Reactive strategies have focused on addressing the consequences of incidents such as conflicts, bullying, cyber threats or emergencies, often at the expense of significant resources and time. Proactive strategies, on the contrary, involve preventing risks through systematic work with all aspects of the educational process. They share on a number of measures that ensure not only the elimination of potential dangers, but also the formation of a favorable, safe and supportive environment. This can be achieved by creating conditions for the active participation of learners in discussions, group projects and activities.

Professor of Oxford University, Susan James Reilly, in her scientific research noted that the formation of an inclusive communicative culture in students is carried out using various training technologies and mechanisms [21], namely:

- group educational projects and tasks, i.e. the inclusion of students with different needs in such educational projects and tasks contributes to the development of cooperation and mutual understanding between them, as such approaches create a favorable atmosphere for interaction and communication;
- conducting trainings aimed at developing communication skills and empathy among participants in the educational process helps reduce barriers to communication between different groups of learners; the use of games and simulations allows learners to experience themselves in different roles and learn ways to communicate effectively;
- organizing group problem-solving and conflict resolution sessions helps students learn to listen to each other and express their feelings and thoughts in a constructive way;
- specialists can provide individual support to students aimed at improving their communication skills and increasing the level of mutual understanding during classes;
- the use of modern technologies, such as video conferencing and online platforms for collaboration, promotes interaction between learners with different educational needs and enables communication without spatial limitations [15, p. 14].

International experience shows that training technologies are effective means to achieve such goal as formation of an inclusive communicative culture. Currently, many countries are developing and implementing inclusive education programs aimed at ensuring equal learning opportunities for all learners, including those with special educational needs [9, p. 199]. These programs pay great attention to the development of communication skills, as well as the ability to communicate effectively in different social and cultural contexts. For example, «Inclusive Education in Public Schools» and «Support for Teachers» (Canada) provide inclusion of learners with different needs in the educational process and support for tutors in inclusive education issues so that they can better meet the needs of learners; «Multisensorisk læring og bruk av teknologi» and «Opplæring for lærere» (Norway) aims to use multisensory learning and modern technologies to support the learning of learners with different needs, as well as provide training for tutors to improve their professional skills; National Program for Organizing Joint Educational Projects and Events to Create a Favorable Inclusive Environment for All Learners (Japan).

Ukraine is no exception in efforts to create an inclusive communicative culture among students. Despite the challenges and difficulties, particularly in the field of education, the country is actively developing strategies and programs aimed at creating a favorable environment for all participants in the educational process. These include: The Strategy for the Development of Inclusive Education in Ukraine until 2029, aimed at creating a barrier-free educational environment and developing mechanisms to support students with special needs; local university strategies: gender equality, sustainable development, digital inclusion (for example, adaptive platforms Moodle, Elearn, Google Classroom), intercultural dialogue (implemented within the framework of the Erasmus+ program), support for students' mental health, etc.; the University Inclusion program is an initiative of the Ministry of Education and Science of Ukraine, aimed at developing standards for inclusive education in higher education institutions; the international project «Inclusive Campus Life» is a program of support of equal student life for all categories of students, implemented in partnership with European universities; inclusive education resource centers - the creation of

special centers aimed to assist students with special educational needs; social and psychological services in higher education institutions - centers aimed to assist students who face discrimination or social isolation; inclusive student clubs and initiatives to support intercultural dialogue, social adaptation, and overcoming communication barriers; a media project to promote inclusion in universities «Education without Barriers»; webinars and trainings on inclusive communication, organized by university to prepare the academic community for effective work in inclusion.

Thus, through the implementation of complex comprehensive strategies, educational programs, practical initiatives, and information activities, Ukrainian universities are gradually creating an environment in which every student, regardless of physical abilities, social status, or cultural background, can fully integrate into academic and social life. Therefore, the integration of traditional security measures with innovative communication strategies demonstrates a high level of safe socio-communicative inclusive educational environment.

Conclusions. An inclusive educational environment is a key element of a modern education system that contributes to ensuring equal opportunities for all learners, regardless of their individual needs, physical abilities, cultural background, or social status.

The analysis of the social and communication aspect of the inclusive environment showed that effective communication is a commercial tool for integration, the formation of a tolerant attitude and the development of social competence of participants in the educational process. The formation of an inclusive communicative culture requires a systemic approach, which includes the adaptation of the educational process, the introduction of modern digital technologies, the development of support programs and trainings on inclusive communication.

Scientific research and practice show that in order to achieve the effective functioning of an inclusive educational environment, it is necessary to: institutionalize inclusion by developing state strategies, university policies and educational programs supporting equal access to knowledge and resources; improve communication technologies through the use of adaptive digital applications, sign language, alternative communication methods for students with sensory, speech or intellectual disabilities; introduce training programs for students and educators and administer the principle of effective communication in conditions of diversity and tolerant attitude towards all population groups; create a supporting infrastructure ensuring physical and informational accessibility of the educational space, exclusively with resource centers, advisory services and psychological support; develop intercultural dialogue to promote the integration of foreign students and representatives of ethnic minorities through language support programs and cultural and educational activities; ensure social and communicative security, in particular, minimize the risks of digital inequality, cyberbullying, and social isolation by regulating and implementing control mechanisms and preventive activities

In the future, it is important to strengthen interdisciplinary interaction between educators, psychologists, social workers, and ICT specialists, which will contribute to the further development of inclusive education as a key direction of Ukraine's educational policy.

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