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## FORMATION RESOURCES OF THE ENGLISH TERMINOLOGY OF INCLUSIVE EDUCATION

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*The article suggests a comprehensive analysis of the resources of forming the English terminological system of inclusive education in the modern educational environment. The role of terminology as a tool for standardizing knowledge, communication and scientific understanding of inclusion problems is considered. It is shown that the development of inclusive education requires a clear delineation of the terminological apparatus, since it is the terms that ensure accuracy in defining concepts, unambiguousness in use and unity in the interpretation of international and national educational documents.*

*The formation of the English-language terminological system is based on international regulatory acts, such as the "Convention on the Rights of Persons with Disabilities", "Salamanca Statement and Framework for Action on Special Needs Education", as well as numerous legislative acts of the USA (in particular the "Individuals with Disabilities Education Act" - IDEA). An important role in this process is played by glossaries, encyclopedias and textbooks on pedagogy, psychology and special education, which systematize, unify and disseminate professional vocabulary.*

*Particular attention is paid to the analysis of key concepts of English-language inclusive education: "inclusive education", "special educational needs", "learning disabilities", "barrier-free environment", "universal design for learning", "accessibility" and their Ukrainian counterparts. It is emphasized that when translating and adapting terms, it is necessary to take into account not only the lexical-semantic aspect, but also the cultural-pedagogical context in order to avoid shifting meanings.*

*The terminological base of inclusive education performs a number of functions: cognitive (ensuring the scientific validity of concepts), communicative (unification of interdisciplinary and intercultural communication), normative (consolidating standards in*

*legislation and educational policy) and practical (ensuring the effective work of teachers, psychologists, social workers). It is noted that the terms must meet the criteria of accuracy, conciseness, unambiguousness and international comprehensibility.*

**Keywords:** *inclusive education, English-language terminology, educational environment, special educational needs, terminology, international documents, accessibility.*

**Душкевич А. Я. Джерела формування англомовної терміносистеми інклюзивної освіти.**

*Стаття присвячена комплексному аналізу джерел формування англомовної терміносистеми інклюзивної освіти в сучасному освітньому середовищі. Розглядається роль термінології як інструмента стандартизації знань, комунікації та наукового осмислення проблем інклюзії. Показано, що розвиток інклюзивної освіти потребує чіткого окреслення термінологічного апарату, оскільки саме терміни забезпечують точність у визначенні понять, однозначність у використанні та єдність у трактуванні міжнародних і національних освітніх документів.*

*Формування англомовної терміносистеми відбувається на основі міжнародних нормативних актів, таких як "Convention on the Rights of Persons with Disabilities", "Salamanca Statement and Framework for Action on Special Needs Education", а також численних законодавчих актів США (зокрема "Individuals with Disabilities Education Act" – IDEA). Важливу роль у цьому процесі відіграють глосарії, енциклопедії та підручники з педагогіки, психології та спеціальної освіти, які систематизують, уніфікують і поширюють фахову лексику.*

*Особливу увагу приділено аналізу ключових понять англомовної інклюзивної освіти: "inclusive education", "special educational needs", "learning disabilities", "barrier-free environment", "universal design for learning", "accessibility" та їх українських відповідників. Наголошується, що при перекладі та адаптації термінів необхідно враховувати не лише лексико-семантичний аспект, а й культурно-педагогічний контекст, аби уникнути зміщення смислів.*

*Термінологічна база інклюзивної освіти виконує низку функцій: пізнавальну (забезпечення наукової обґрунтованості понять), комунікативну (уніфікація міждисциплінарного та міжкультурного спілкування), нормативну (закріплення стандартів у законодавстві та освітній політиці) та практичну (забезпечення ефективної роботи вчителів, психологів, соціальних працівників). Зазначається, що терміни мають відповідати критеріям точності, лаконічності, однозначності та міжнародної зрозумілості.*

**Ключові слова:** *інклюзивна освіта, англомовна терміносистема, освітнє середовище, спеціальні освітні потреби, термінологія, міжнародні документи, доступність.*

## **Introduction.**

The formation of the English terminological system of inclusive education is an important stage in the development of modern education, as it ensures accuracy and consistency of scientific and pedagogical communication in the international

context. Considering global trends in inclusion, there is an increasing need to create a unified terminological framework that would reflect the essence of such concepts as “inclusive education,” “special educational needs,” “accessibility,” and other key definitions. A clear and consistent terminological system makes it possible to harmonize the legislative framework, educational policy, and practice, thereby facilitating the effective implementation of inclusive approaches in educational institutions across different countries.

### **Theoretical Background.**

The study of the English terminological system of inclusive education in the educational environment is based on a multilevel analysis of the conceptual, semantic, and functional aspects of terms denoting the phenomena of inclusive education. In the works of Bratko (2016) and Sheremet (2020, 2021), it is emphasized that the professional language of educational disciplines represents a complex system encompassing both structured terminological systems and terms that gradually emerge in the process of developing educational practices and knowledge. Such research highlights the need to consider intralinguistic, extralinguistic, and pragmatic connections when classifying and systematizing terms.

An important direction in the development of the English terminological system of inclusive education is the analysis of international regulatory and scientific sources. The UN Convention on the Rights of Persons with Disabilities (2006) defines fundamental concepts such as “reasonable accommodation,” “universal design,” and “inclusive education,” which establish the legal and conceptual foundation for inclusive education. UNESCO publications – including the Salamanca Statement (1994), A Guide for Ensuring Inclusion and Equity in Education (2017), and the Glossary of Curriculum Terminology (2013) – elaborate on key concepts of inclusion, equity, and special educational needs, forming a unified terminological basis for comparison and implementation of educational practices in the global context. Meanwhile, the scholarly works of Herashchenko, Dontsova and Velcheva (2015), Kovalenko (2004), and Lytvyn (2014) explore the specifics of translation and adaptation of English terminology, emphasizing the importance of accuracy, unambiguity, and consistency of terms in specialized texts.

The works of Malyshevska (2016), Martynenko (2018), and Ivanets (2020) also emphasize the interrelation between terminology and the educational environment, defining the latter as a complex of physical, social, and pedagogical

components that influence students' development and the implementation of inclusion principles. Rodina (2021) expands this concept by highlighting the importance of considering students' individual needs and developing adaptive learning strategies, which directly affects the demand for precise and functional terms in the professional language of educators.

A comparative analysis of the sources shows that the formation of the English terminological system of inclusive education occurs at the intersection of several processes: the normative consolidation of terms in international documents, the adaptation of scientific and practical texts to modern educational standards, and the development of scholarly and methodological sources ensuring systematization and consistency of terms in professional communication. In this context, the following key features of an ideal terminological system are distinguished: semantic precision, unambiguity, compliance with linguistic norms, pragmatic adequacy, and international intelligibility (Liubchenko, 2015; Herashchenko, Dontsova & Velcheva, 2015).

### **Methodological notes.**

The methodological foundation of the study is based on the principles of cognitive linguistics, sociolinguistics, and terminology studies, which make it possible to trace the interconnection between language, thinking, and educational practices. The research applies a cognitive-discourse analysis aimed at identifying conceptual, semantic, and pragmatic characteristics of the terms denoting phenomena of inclusive education. Particular attention is paid to the analysis of international documents such as the Convention on the Rights of Persons with Disabilities, the Salamanca Statement, and IDEA, as well as academic works and specialized glossaries that have laid the foundation for the modern English terminological system of inclusive education.

The methods of research include a descriptive analysis for the systematization and classification of terms, a contextual-discursive analysis to identify the peculiarities of their functioning in the professional educational environment, a component analysis to reveal the internal structure of definitions, and a comparative method that allows establishing correspondences between English terms and their Ukrainian equivalents.

## **Results and Discussion.**

Terms form the basis of all aspects of human activity and are key elements in scientific and technical texts. They are characterized by precision and objectivity and may exhibit polysemy (multiple meanings) or represent one concept through various synonyms. The notion of terminology originates from the Latin word *terminus*, meaning “boundary” or “end,” and was first used in the 19th century. A term is defined as a word or phrase in a specialized (scientific or technical) language created or borrowed to express specific concepts and objects. It functions as a linguistic symbol representing a specialized concept within a particular field of professional knowledge (Lytvyn, 2014, p. 37).

The implementation of inclusive education worldwide is guided by the principle that the inclusion of learners with diverse abilities and needs is both a human right and a prerequisite for ensuring access to education for all (Slee, 2018). The development of inclusive education focuses not only on changes in pedagogical methods, curricula, and school infrastructure (Ainscow, 2005, p. 113) but also on how ideas are articulated – and how language and terminology must evolve to reflect these transformations.

Every language employs its own system of terminology and vocabulary to convey messages or meanings to others. Each scientific discipline uses a specific language and terminology unique to its field. Every scholar must be socialized into this language in order to share meaning with other scholars. The same principle applies to socialization within a culture or social practice. Language and terminology may have connotative meaning (unique to an individual) or denotative meaning (shared by a group).

Any professional language is a complex phenomenon that encompasses “a special terminological system that dynamically evolves and changes in accordance with the scientific and technological achievements of society, serving the communicative needs of professionals in a specific field” (Fedorenko, Bondarenko & Bernadina, 2020, p. 69). The key characteristics of a professional language include: a set of terminological units specific to a given field; the use of general vocabulary in accordance with the requirements of a particular area of knowledge; normalization at the levels of morphology, lexis, syntax, and text organization; and the presence of both written and oral forms (Sheremet, 2020, p. 66). Therefore, systematicity and organization of the lexical composition are essential features of a professional language.

It is not entirely appropriate to deny the systematic nature of terminology by attributing this characteristic exclusively to the term system (terminosystem). The term terminosystem emerged in linguistic science in the 20th century under the influence of the systemic approach and methods of systems analysis. Considering this, it seems irrational to interpret the word terminology merely as a set of terms that arise randomly and without order, while terminosystem is viewed as a clearly organized collection of terms.

Although terminology comprises a set of terms, it possesses a more flexible and multilayered nature that allows terms to evolve and adapt in line with the development of knowledge and technology. In contrast, a term system (terminosystem) represents a more structured and organized set of terms that meet specific standards and requirements of a particular scientific or technical field. Therefore, it is essential to understand that terminology may include both the structured elements of a term system and individual terms that do not always adhere to strict rules, yet still interact within a linguistic system formed through the process of scientific communication (Kovalenko, 2004, p. 55).

This perspective is based on the following observations:

- any unorganized or unordered set of terms in a specific field of knowledge still consists of terms that share certain connections, whether consciously formed or accidental;
- these connections unite the elements into a system that may have different names depending on the characteristics of its components;
- since connections exist among the elements, this inevitably leads to certain regularities, and thus to temporal and spatial ordering of these elements.

Accordingly, it can be concluded that even within an unorganized set of terms, there is still an internal interaction that, over time, may contribute to the formation of a certain structure. Such a set of terms may seem chaotic at first glance, but as knowledge develops and becomes systematized, it gradually acquires clearer forms and patterns. Eventually, these terms may become part of a more complex term system, where each element occupies its own place and role within the overall structure, ensuring precision and consistency of communication within a specific professional or scientific domain (Liubchenko, 2015).

The classification of terminological units by thematic groups is one of the most common approaches to describing vocabulary. Thematic analysis of lexemes is a universal method of lexical research in modern linguistics (Sheremet, 2021, p. 107).

A lexico-semantic group is based on intralinguistic relations between words; its identifier (dominant) is part of the group, and its elements are related to the identifier through synonymic relations. A thematic group, on the other hand, is based on extralinguistic relations between denotations and includes units of various parts of speech. As for distinguishing lexico-semantic and thematic groups, the identification of a lexico-semantic group of words occurs through thematic correlation – although this is not the only criterion. “Lexico-semantic groups of words are the product of the laws and regularities of the development of lexical semantics of a language, whereas thematic groups of words reflect the very existence or absence of such words in a language” (Mykulchyk, 2016, p. 92).

In various lexical sources, a term may be defined as a linguistic unit that has a specialized meaning arising within a specific field of knowledge and serves to denote its concepts precisely and unambiguously. Terminology, therefore, represents the set of such terms used in particular areas of activity, science, or technology (Liubchenko, 2015, p. 59).

Regarding the content of such basic concepts as “environment,” “educational environment,” “inclusive educational environment,” and “people with special needs,” scholars hold various perspectives. Most researchers define “environment” as the immediate surroundings of an individual – a set of conditions of human existence, interpersonal relations, and interactions with others – a real-life context within which personal development takes place (Malyshevska, 2016; Martynenko, 2018; Martynenko et al., 2019).

By contrast, the educational environment of the New Ukrainian School is interpreted as a combination of natural, physical, and social objects and subjects that influence the formation of a student’s multicultural competence and personal development, promote intersubjective interaction and learner-centered communication in the educational process, and ensure conditions for the student’s comfortable functioning both within and outside the educational institution (Ivanets, 2020, p. 27).

The educational environment is also viewed as “an ordered, integrated set of components whose interaction and integration determine an educational institution’s ability to create conditions and opportunities for the purposeful and effective use of the pedagogical potential of the environment for personal development” (Bratko, 2016, p. 16).

The formation of an inclusive educational environment in a broad sense implies that children who differ in any way learn alongside their peers. Thus, this

includes not only persons with psychophysical disabilities but also gifted children, members of national minorities, and adherents of different religious confessions – all of whom require specific educational support. In this context, the philosophy and principles of inclusion expand their scope. Every participant in the educational process (particularly psychological and pedagogical personnel) must take into account the unique characteristics of each individual and meet their educational needs (Rodina, 2021, p. 75).

Formation of the English-Language Inclusive Terminological System in the Educational Environment should take into account the main sources of terminology formation, among which we distinguish: UN and UNESCO documents (for example, the UN CRPD, Salamanca Statement), legislative acts (such as the Individuals with Disabilities Education Act – IDEA), academic publications, and glossaries.

The first such document is the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) (Convention on the Rights of Persons with Disabilities, 2006), adopted by the UN General Assembly on December 13, 2006. In Ukraine, the Convention was ratified on December 16, 2009.

When forming key English-language terms in the context of inclusive education based on the analysis of the UN Convention on the Rights of Persons with Disabilities (CRPD), it is appropriate to identify those that serve as the foundation of the terminological glossary (see Table 1).

*Table 1.* Terms of Inclusive Education in the UN Convention

<b>Term (English)</b>	<b>Ukrainian Translation</b>	<b>Definition (Eng.) / Explanation</b>
<b>Inclusive education</b>	Інклюзивна освіта	A system where all learners, regardless of ability or disability, learn together in mainstream education settings with appropriate support.
<b>Reasonable accommodation</b>	Розумне пристосування	Necessary and appropriate modifications to ensure persons with disabilities can enjoy their rights on an equal basis with others.
<b>Universal design for learning (UDL)</b>	Універсальний дизайн для навчання	A framework that guides the design of learning goals, materials, and environments to accommodate all learners.
<b>Special educational needs (SEN)</b>	Особливі освітні потреби	Learning difficulties or disabilities that require special educational provisions.
<b>Disability</b>	Інвалідність	A long-term physical, mental, intellectual, or sensory impairment which, in interaction with barriers, may hinder full participation in society.



<b>Accessibility</b>	Доступність	The design of products, environments, and services usable by all people, including those with disabilities.
<b>Individual support measures</b>	Індивідуальні заходи підтримки	Tailored supports and services provided to enable persons with disabilities to participate in education equally.
<b>Learning accommodations</b>	Адаптації в навчанні	Adjustments to teaching methods, materials, or environment to help students with disabilities access the curriculum.
<b>Assistive technology</b>	Асистивні технології	Tools and devices that support learning and communication for persons with disabilities (e.g., screen readers, Braille devices).
<b>Inclusive environment</b>	Інклюзивне середовище	An educational setting where diversity is embraced and barriers to participation are removed.
<b>Non-discrimination</b>	Недискримінація	Ensuring equal treatment of individuals and preventing exclusion based on disability or other status.
<b>Barriers to learning</b>	Бар'єри до навчання	Obstacles that prevent learners from accessing or succeeding in education (physical, attitudinal, systemic).
<b>Differentiated instruction</b>	Диференційоване навчання	Teaching that is adapted to meet the diverse needs of students by modifying content, process, or learning environment.
<b>Mainstream education</b>	Загальноосвітня (масова) освіта	The standard education system, as opposed to special or segregated settings.
<b>Human diversity</b>	Людське різноманіття	Recognition of the wide range of human differences, including ability, as a natural and valuable aspect of humanity.
<b>Early intervention</b>	Рання інтервенція	Services and support provided to young children with developmental delays or disabilities to enhance development and learning.
<b>Education for all</b>	Освіта для всіх	A global movement to ensure that every child, youth, and adult has access to basic learning opportunities.

Another important source for developing the terminological vocabulary of the professional language of inclusive education is UNESCO textbooks and documents, which shape the conceptual and terminological foundations of inclusive education: *A Guide for Ensuring Inclusion and Equity in Education* (UNESCO, 2017), *The Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO & España. Ministerio de Educación y Ciencia, 1994), *Glossary of Curriculum Terminology* (UNESCO International Bureau of Education, 2013).

Let us briefly consider each of them.

1 UNESCO: A Guide for Ensuring Inclusion and Equity in Education (2017).

Key concepts presented in the guide:

Inclusion – the process of removing barriers to participation and achievement for all learners.

Equity – fair access to resources, opportunities, and support.

Marginalization – social or educational exclusion of certain groups.

Education systems review – systematic analysis of the inclusiveness of schools.

The value of this publication for the terminological system lies in the fact that it provides up-to-date definitions of the terms inclusion and equity, which are often confused.

2 UNESCO: The Salamanca Statement and Framework for Action on Special Needs Education (1994) – a fundamental international manifesto of inclusive education, adopted in Salamanca (Spain). It was the first to officially proclaim that regular schools should educate all children together, regardless of their differences.

Key concepts:

Inclusive schools – institutions that adapt teaching to the needs of all learners.

Special educational needs – a broad concept that encompasses not only disability but also social barriers.

Pedagogical innovation – the need to reform teaching methods.

This document introduced and formalized such key terms as inclusive education, special needs education, child-centered pedagogy, provided a global definition of inclusion as a human right, and expanded the concept of “disability” to “need for support.”

3 UNESCO: Glossary of Curriculum Terminology (2013) – a glossary of curriculum-related terms designed for policymakers, analysts, and educators, containing over 100 terms.

Key concepts: curriculum adaptation, curriculum alignment, competency-based learning, hidden curriculum, inclusive curriculum.

In addition, the glossary organizes and clarifies terms that are often used inconsistently or interchangeably in different countries, offering precise definitions for concepts related to curriculum design, inclusive educational structures, assessment, and standards.

*Table 2. Basic English Terms of Inclusive Education*

<b><i>Term (English)</i></b>	<b><i>Ukrainian Translation</i></b>	<b><i>Origin / Document</i></b>	<b><i>Definition (Eng.) / Explanation</i></b>
Inclusive education	Інклюзивна освіта	Salamanca (1994), Guide (2017)	Education that ensures the participation of all learners, regardless of their differences, in the general education environment.
Equity in education	Справедливість в освіті	Guide (2017)	Providing each learner with access to the resources and support they need, according to their individual needs.
Special educational needs (SEN)	Особливі освітні потреби	Salamanca (1994)	The requirements that arise due to disabilities, learning difficulties, or social barriers.
Barriers to learning and participation	Бар'єри до навчання та участі	Guide (2017)	Obstacles in an individual's environment that hinder learning, categorized into attitude, knowledge, communication, and practices.
Curriculum adaptation	Адаптація навчального плану	Glossary (2013)	The process of modifying and enhancing what is taught and how it is delivered to accommodate all learners within the learning environment.
Reasonable accommodation	Розумне пристосування	Guide (2017)	Changes to the learning environment or process that do not impose an undue burden and ensure equality for individuals with disabilities.
Inclusive curriculum	Інклюзивний навчальний план	Glossary (2013), Guide (2017)	An educational approach that recognizes and accommodates the diverse needs of all students, ensuring equitable access to educational content and experiences.
Child-centered pedagogy	Дитиноцентрична педагогіка	Salamanca (1994)	An approach focusing on the individual needs, interests, and potential of each child.
Differentiated instruction	Диференційоване навчання	Glossary (2013)	The application of various methods, materials, and strategies to meet the diverse learning needs of students.
Learning support	Підтримка у навчанні	Guide (2017)	Targeted measures that assist students in overcoming learning difficulties.

Marginalized groups	Маргіналізовані групи	Guide (2017)	Groups that are in a disadvantaged position due to social, economic, cultural, or physical barriers.
Participation	Участь	Guide (2017), Salamanca (1994)	Active involvement of students in the learning process, school life, and decision-making.
Access to education	Доступ до освіти	Glossary (2013), Guide (2017)	The ability to receive education physically, economically, and emotionally, regardless of circumstances.
Curriculum alignment	Узгодження навчального плану	Glossary (2013)	The consistency between learning objectives, content, teaching methods, and assessment.
Universal design for learning (UDL)	Універсальний дизайн для навчання	Guide (2017)	An educational framework aimed at creating flexible learning environments that accommodate the needs of all students from the outset.
Education for all (EFA)	Освіта для всіх	Salamanca (1994), Guide (2017)	A global initiative to provide basic education to everyone, regardless of circumstances, origin, or characteristics.
Hidden curriculum	Прихований навчальний план	Glossary (2013)	Informal knowledge, values, and attitudes that students acquire in school through social interactions, rather than through formal lessons.
Competency-based education	Компетентнісне навчання	Glossary (2013)	An approach focusing on developing the knowledge, skills, and values necessary for real-life situations.

### Conclusions and perspectives.

As a result of the conducted study, it has been established that the formation of the English-language terminological system of inclusive education is based on a set of international documents, academic publications, and glossaries that define the conceptual, semantic, and pragmatic characteristics of key terms. The peculiarities of term functioning within the specialized language of education have been analyzed, which made it possible to outline the main requirements for terms, including semantic precision, unambiguity, systematicity, compliance with linguistic norms, as well as pragmatic usability and international comprehensibility. It has been determined that the terminology of inclusive education is dynamic in nature: it is capable of adapting to the development of

knowledge, technologies, and educational practices while maintaining internal consistency and interconnection of elements within the terminological system.

The prospects for further research lie in a deeper analysis of the functioning of inclusive terminology in different cultural and linguistic contexts. It is advisable to expand research at the interdisciplinary level, particularly by exploring the interrelation of inclusive education terminology with the psychological, sociological, and pedagogical aspects of the educational process.

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