

The Artistic Space of the Topic of Inclusion in the Literature of Ukraine

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Abstract—The research provides a quantitative and content analysis of literary works on the topic of inclusion, which were written by Ukrainian writers in the period of 2013-2019. The advantages of reading literary works on the topic of inclusion were revealed. The authors analyzed the factors of effective inclusive education, including those with the use of literature, where characters with disabilities are displayed. A total of 15 literary works were analyzed. The largest number of books on the topic of inclusion were published by the Ukrainian “Stary Lev Publishing House”. Most of the works on the topic of inclusion were written in 2015. It has turned out that not all the books are available for reading in full. It was found that Ukrainian literature on the topic of inclusion describes the life situations of the main characters who have congenital defects (blindness, a hump on the back, Down’s syndrome, Asperger’s syndrome, autism), who have some defects developed in car accidents (deafness) or illness. In addition, the age of readers, which should be focused on when reading books, turned out to be diverse: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%). In the analyzed literary works, 53% of the main characters are female, and 47% of the characters are male. In further research, it is planned to analyze the quantity and quality of illustrations that accompany and supplement the content of works on the topic of inclusion which were written by Ukrainian writers.

Index Terms—inclusion, inclusive literature, Ukrainian literature, inclusive education, literary work

I. INTRODUCTION

The modern world is characterized by diversity in communication, religion, attitude to each other, etc. A part of society is represented by people with certain disabilities who are full members of society, with their own feelings, life experience, and the desire to live and be happy. Unfortunately, society does not always treat such people with understanding and respect because of their uniqueness. It is especially true of children, who often actively and openly show their attitude to events and people, not realizing that their actions can cause harm to others. As a result, children with disabilities sometimes face psychological difficulties and obstacles (Thompson, 2018), teasing, bullying and other negative forms of interpersonal interaction. As children grow up, they may experience discrimination in education, employment, participation in activities (Kristanti, 2016), etc. The situation is worsened by persistent stereotypes existing in society, when a person with a disability is compared to a person without a disability, while the latter is preferred.

These situations can be avoided while teaching young generation the principles of humanism and democracy. An important component of this process is inclusive education, which is supported by international organizations, including UNESCO. It involves the provision of educational services to all students, regardless of their nationality, cultural background (Alzahrani, 2020), physical, emotional or mental condition. Reading fiction in which characters have certain limitations can make educational inclusion more effective. It is children’s literature that will make it possible to avoid wrong stereotypes about disability (Gilmore & Howard, 2016), develop tolerance for a character with special needs (Batič & Haramija, 2013), form an adequate attitude towards people with disabilities (Roshini & Rajasekaran, 2022) and influence further social life of the child.

Considering the relevance and importance of literature about people with disabilities, a number of authors have researched examples of inclusive children's literature in England (Beckett et al., 2010), Greece (Monoyiou & Symeonidou, 2016), France (Lemoine & Schneider, 2021), Mexico (Aho & Alter, 2018), Brazil (Souza & Rodrigues, 2021), Slovenia (Batič & Haramija, 2013), Turkey (Gonen et al., 2015), America (Hayden & Prince, 2020), Northwest Arkansas (Thompson, 2018), Spain (Pulido & Ruiz-Seisdedos, 2018) and other countries (Kristanti, 2016; Solis, 2004; Gilmore & Howard, 2016). Some part of the research concerned the measures aimed at engaging children in reading literature (Rieger & McGrail, 2015), as well as the factors of using children's literature effectively (Adam, 2021), including reading aloud (Wilkins et al., 2016; Prince & Hayden, 2021).

It should be noted that approaches to the creation of literary texts, including children's literature, depend on the time of writing, political and social history of the country to which the author belongs. In this context, the formation of inclusive educational environment in Ukraine is supported at the state level. As a result, many modern Ukrainian writers are engaged in the creation of literary works, where the characters are people with disabilities, in particular, those with special educational needs. At the same time, there is a lack of significant scientific works devoted to the study of inclusion in Ukrainian fiction. Separate issues on this topic are presented in the works by Shpak et al. (2020), Derkachova et al. (2020), Sharova et al. (2021) and others. Taking into account the insufficient number of domestic studies on the topic of inclusion in fiction, the authors set a goal to make a quantitative analysis of literary texts by Ukrainian writers in which characters have certain disabilities.

II. THEORETICAL FOUNDATION

A. Features of Children's Literature About Inclusion

Children's literature is one of the effective means of forming a child's consciousness and value orientations, enriching his/her life experience. The book is a kind of window into the fairy-tale world, where the child gets to know various characters, their thoughts and behavior, fantastic or real places (Hayden & Prince, 2020), and different options for displaying reality through the plot of a literary work. Immersion in the world of a children's book not only allows you to enjoy the features of the plot, but also to form skills of critical thinking (Thompson, 2018), creative perception, understanding abstract concepts and universal human values, such as "good", "evil", etc. With the help of books, children form an idea about the surrounding world, become involved in the social environment (Souza & Rodrigues, 2021). The work by Roshini and Rajasekaran (2022) indicates the influence of literature on children's behavior patterns, their social life and values, that can be formed, changed or removed. At the same time, reading fiction is a means of humanitarian training (Sharov et al., 2021) and raising the universal cultural awareness of an adult. For this, there are various genres (songs, short stories, novels, stories, poetry, etc.), which are displayed in the form of lyrics, epic or drama. Depending on their own preferences, readers will choose the work of art that they like more.

A separate type of children's literature is inclusive literature, which is defined as: literature that reflects disability as a part of society; literature that involves characters with disabilities; literature intended for people with disabilities. The works by Thompson (2018) and Derkachova et al. (2020) emphasize the fact that an important advantage of inclusive children's literature is the formation of children's kindness and tolerance towards people with disabilities. In turn, Acevedo and Gómez (2021) consider tolerance a fundamental competence for improving inclusion. Other benefits include immersion in the lives of people with disabilities (Pulido & Ruiz-Seisdedos, 2018), the formation of a positive attitude towards the disabled (Wilkins et al., 2016), understanding and acceptance of their peculiarities (Wopperer, 2011). Inclusive literature not only raises awareness of disability and diversity in society. People with disabilities can recognize themselves in book characters, see their own lives (Hayden & Prince 2020), choose appropriate ways of behaving, and form a positive identity (Monoyiou & Symeonidou, 2016). Each reader can see that he/she is not alone, that there are many people like them, similar in character, temperament, life situations and opportunities.

Fiction that includes characters with disabilities is quite diverse, and it is reflected in the relevant research. First, inclusive literature is meant for different age groups: younger children (Beckett et al., 2010; Ostrosky et al., 2015; Adam, 2021), 5-8 years old (Hayden & Prince, 2020), 6-12 years old (Monoyiou & Symeonidou, 2016), 3-12+ years old (Gilmore & Howard, 2016), etc. Second, the inclusive literature presents a variety of disabilities. These include (Gonen et al., 2015; Wilkins et al., 2016): physical disability, eye diseases, Down's syndrome, Asperger's syndrome, stutter, dyslexia, various behaviors, deafness, ADHD, asthma, diseases related to aging. Rieger (2010) distinguishes eleven categories, such as Down's syndrome, Tourette syndrome, vision impairments, hearing impairments, speech impairments, learning disabilities, multiple disabilities, intellectual disability, developmental disabilities, orthopedic impairments, other health impairments. In the work by Kristanti (2016), disabilities reflected in the inclusive literature are divided into the following categories: vision impairments, hearing impairments, other physical disabilities, various mental disorders.

At the same time, most researchers emphasize the high-quality examples of inclusive literature, which can implement the goal set for them – to make society more inclusive. The society where a lot of people live with features unique only to them. All people, including those with disabilities, have free will, freedom of choice, multidimensional life (Kleekamp & Zapata, 2019), they think, show various emotions, and disability is just one aspect of their lives (Hayden

& Prince, 2020). So, if you ignore it, then all people are similar in certain characteristics (Rieger & McGrail, 2015), they are all members of society with their own rights and responsibilities.

In order to fulfill its functions and be of high quality, inclusive literature must meet the following requirements: to adequately reflect the surrounding world and its diversity; to correspond to the psychological characteristics of the child, his/her mental and emotional development; to convey the story using well-chosen words that a child can understand (Gilmore & Howard, 2016); to have a clear and simple language of presentation; to provide the text with original illustrations for a more complete understanding and formation of an aesthetic sense; to encourage a child to create his/her own stories (Pulido & Ruiz-Seisdedos, 2018). Only in this case, the child will read with pleasure and perceive the information presented there, enriching his/her life experience, joining cultural values (Vuran, 2014), forming a tolerant attitude and understanding of people with disabilities.

B. Combining Children's Literature With Processes of Educational Inclusion

Reading fiction on the topic of inclusion cannot be separated from educational inclusion, which is carried out at home, in an educational institution, during extracurricular activities, etc. Today, there is a radical renewal of the educational paradigm, which is focused on the personality of each student, as well as creation of the environment in which the recognition and acceptance of differences is valued (Acevedo & Gómez, 2021; Gilmore & Howard, 2016). Due to such organization of the educational process, students with special educational needs (SEN) receive better education than in special limited environments with mandatory adherence to strict behavior patterns (Lampert et al., 2012; Pulido & Ruiz-Seisdedos, 2018).

It should be noted that the topic of inclusive learning has become quite popular in scientific research. These research works include a review of current literature on inclusive learning and teaching (Lawrie et al., 2017), educational inclusion and social interaction (Rosa & Menezes, 2019), strategies for effective inclusive implementation, learning practices in an inclusive classroom (Sakarneh & Nair, 2014). Researchers also conduct analytical studies concerning the consequences of realization and implementation of educational inclusion. Thus, Kefallinou et al. (2020) carry out an analysis of scientific works for 5 years (2015-2020), which confirm the positive impact of inclusive education on academic achievements, social interaction, etc. On the other hand, the analysis of scientific works for 10 years (2007-2017) in the work by Rosa and Menezes (2019) indicates the presence of cases of social exclusion, complete or partial lack of interaction between children with special educational needs (SEN) and their peers, mistrust of teachers to the educational opportunities of children with disabilities. We should not forget about the impact of the inclusive environment on the academic and social achievements of students without disabilities (Kart & Kart, 2021).

The use of literature on inclusion in the educational process is a significant factor in increasing the effectiveness of inclusive education. It will make it possible to strengthen interpersonal relationships in the classroom (Acevedo & Gómez, 2021), familiarize students with the terminology related to inclusion, and form appropriate value orientations (Solis, 2004). The work by Hayden and Prince (2020) proves that with the help of fiction children with disabilities can improve their own attitude to themselves as individuals who have their own characteristics and advantages.

In our opinion, quality inclusive literature should not be read as a tragedy where a person with disabilities constantly struggles with various obstacles. It should be read as a living story, where the character has his own characteristics and positive qualities, successfully solves the problems reflected in the work of art. Therefore, before reading a book, teachers should set a specific task to children: to perceive the main character from the standpoint of the desire to live, to help him/her socialize in society. In the classroom, it is desirable to supplement the process of reading inclusive literature with a group discussion, thematic games, critical analysis of the work, and other types of reflection. Such activities will allow you to discuss differences, to clarify questions that may have arisen while reading, as well as to ensure interaction between students (Acevedo & Gómez, 2021). In addition, to enhance the effect of inclusive literature, it is recommended to read it at home, where primary attitude towards society is formed, family traditions are kept, etc.

In Ukraine, the development and popularization of inclusive education takes place at the state level within the framework of the New Ukrainian School and the distribution of inclusive resource centers in various regions of the country. The popularization of inclusive literature takes place through the initiative of teachers who work in inclusive classes, writers, emergence of a comprehensive publishing direction among domestic publishing houses. Some of the authors teach relevant disciplines at university or touch on the topic of inclusion in literature while teaching related humanitarian disciplines.

III. METHODOLOGY

The research consists of a quantitative and content analysis of literary works on the topic of inclusion, which were written by Ukrainian writers. It had to solve the following questions:

1. What flaws are reflected in inclusive literature written by Ukrainian writers?
2. How can you get access to Ukrainian inclusive literature?
3. What features are represented in the plot of Ukrainian fiction, where the main characters are children with disabilities?

Our focus has been on the books that can be purchased in bookstores or downloaded electronically. We analyzed a total of 15 books which were written by Ukrainian writers in the period from 2013 to 2019. The books to read were

either purchased from bookstores or downloaded from the Internet. Some of the books were provided directly by the authors, as copies of the books were not available for free sale.

The analysis of the content of inclusive literature was carried out on the basis of several criteria: a type of disability, age group, gender of the main character, features of the plot. All the authors of the article read an equal number of texts and wrote a short description of the book, focusing on the developed criteria. Then, all descriptions were discussed in the team and taken into account when forming conclusions.

We paid attention to the most famous Ukrainian writers: Andrii Bachynskiy, Larysa Nitsoi, Oksana Radushynska, Viktoriia Nadykto, Yevheniia Pyrih, Dzvinka Matiyash, Oksana Saiko, Kateryna Babkina, Anton Morozov, Oksana Osmolovska, Iryna Morykvas, Mark Livin, Oksana Lushchevska, Dara Kornii, Oksana Drachkovska. We do not claim to have found all the books written on the topic of inclusion by Ukrainian writers during this period. However, we created a list based on the recommendations of authoritative Ukrainian researchers and writers engaged in inclusive fiction.

IV. FINDINGS

Data Analysis

In recent years in Ukraine, we can observe an increased interest to inclusive education and fiction about inclusion. As a result, Ukrainian writers began to write books about children with disabilities, paying attention to the principles of tolerance and equality in society. Generalized information about Ukrainian literary works on the topic of inclusion written in the period of 2013-2019 is given in Table 1.

TABLE 1
UKRAINIAN LITERARY WORKS ON THE TOPIC OF INCLUSION

Last name of the author	Title of the work	Year of publication	Number of pages	Age	Publishing house
Andrii Bachynskiy	“140 Decibels of Silence”	2015	128	13+	Stary Lev Publishing House
Larysa Nitsoi	“Two Grandmothers in an Unusual School, or Treasure in a Cart”	2016	192	9-12	Summit-book
Oksana Radushynska	“Butterflies in Ice Shells”	2015	160	13+	Stary Lev Publishing House
Viktoriia Nadykto	“Adventures of Dasha and Tina”	2017	94	9-12	Publishing center “12”
Evheniia Pyrih	“The Thirty-first Meridian”	2019	88	9-12	Publishing center “12”
Dzvinka Matiyash	“Marta from St. Nicholas Street”	2015	240	9-12	Stary Lev Publishing House
Oksana Saiko	“To the Gray Mountains”	2015	140	10+	Piramida
Kateryna Babkina	“The Pumpkin Year”	2014	48	6-8	Stary Lev Publishing House
Anton Morozov	“Chosen children”	2014	220	10+	A-BA-BA-HA-LA-MA-HA
Oksana Osmolovska	“The Sun in Your Lake”	2016	32	6-8, 9-12	Publishing center “12”
Iryna Morykvas	“Magda and the Wind”	2017	24	6-8, 9-12	A-BA-BA-HA-LA-MA-HA
Mark Livin	“Rivers and Roads”	2017	144	10+	Vivat
Oksana Lushchevska	“Guardians for a Giraffe”	2018	28	3-8	Stary Lev Publishing House
Dara Kornii	«A Star for You”	2013	54	6+	Book club “Family Leisure Club”
Oksana Drachkovska	“A Non-Jumping Bunny”	2019	32	6+	Black sheep

According to the data in Table 1, in 2013, Dara Kornii was the first in Ukraine who wrote a book on the topic of inclusion. Later, in 2014, two works appeared whose authors were Kateryna Babkina and Anton Morozov. The year of 2015 is represented by a significant number of works (4). The authors of the books were Dzvinka Matiyash, Oksana Saiko, Andrii Bachynskiy and Oksana Radushynska. In 2016, two works were written by Larysa Nitsoi and Oksana Osmolovska. In 2017 there were three works on the topic of inclusion (the authors were Viktoriia Nadykto, Iryna Morykvas and Mark Livin). In 2018, only one work by Oksana Lushchevska, entitled “Guardians for a Giraffe”, was published, which brought success to the writer. In 2019, two works written by Evheniia Pyrih and Oksana Drachkovska were published in Ukraine. As we can see, the maximum number of works on the topic of inclusion was written in 2015. In terms of gender equality, we have the majority of female writers (12) and only three male authors. It might prove the fact that women are more concerned about this issue, as they have experienced their own life situations and feel the need for socialization and adaptation in society.

The analysis of Table 1 showed that the existing Ukrainian inclusive literature is intended for readers of different ages. So, for example, there are works that are recommended to be read starting from the age of three (O. Lushchevska “Guardians for a Giraffe”). The analyzed books can be divided into the following age categories: 3-8, 6+, 6-8, 9-12, 10+, 13+ (Figure 1).

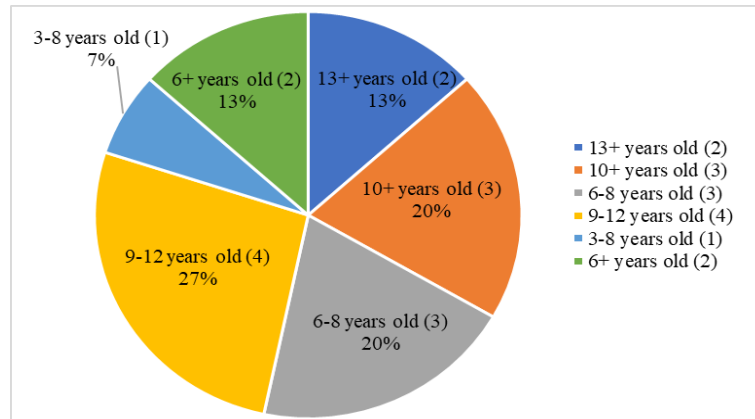


Figure 1 Number of Books on the Topic of Inclusion in Ukraine (by age categories)

According to Figure 1, most of inclusive books are intended for the age group of 9-12 years old (27%). In addition, the most popular age for which the inclusive literature is intended for is 6-8 years old and 10+ years old, with 20% of the books. The least number of books were written for young children aged 3-8 years old (7%). Such difference can be explained by the importance of the issues of diversity and equality among the members of society. In addition, for each age, interaction with the environment has certain differences. We should not forget about the peculiarities of mental and intellectual development, characteristic of different age categories.

We can also see that most age categories overlap, for example 6+ years old and 6-9 years old. If you group approximately the same age categories, you can get four categories: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%). Therefore, we can conclude that most Ukrainian inclusive books are intended for 9-12 years old (47%), which lies at the intersection of junior and middle school age.

Most of the books on the topic of inclusion were published in private publishing houses. Much attention to this issue is given by “Stary Lev Publishing House” (5 works), “12” Publishing Center (3 works) and “A-BA-BA-GA-LA-MA-GA” (2 works). Other publishing houses printed the works by authors’ order. It should be noted that Ukrainian literature on the topic of inclusion is available through various sources: on the Internet, in bookstores, and in publishing houses. However, not all of the analyzed works are available in full/free access. We analyzed several online resources that either offer to buy inclusive fiction, or allow you to read the book in part or in full. We included the online office of the Ukrainian publishing house “Stary Lev Publishing House”, the YAKABOO online store, and the “Nash Format” online bookstore. The results are presented in Table 2.

TABLE 2
AVAILABILITY OF LITERARY TEXTS FOR READING

Title of the work	Buy at starylev.com.ua	Buy at yakaboo.ua	Buy at nashformat.ua	Read online in full	Read online in part
“140 Decibels of Silence”	+/+	+/+	+/+	+	+
“Two Grandmothers in an Unusual School, or Treasure in a Cart”	-/-	+/-	-/-	-	+
“Butterflies in Ice Shells”	-/-	+/-	-/-	-	+
“Adventures of Dasha and Tina”	-/-	+/+	-/-	-	+
“The Thirty-first Meridian”	-/-	+/+	-/-	-	-
“Marta from St. Nicholas Street”	-/-	-/-	-/-	-	+
“To the Gray Mountains”	-/-	+/+	-/-	-	+
“The Pumpkin Year”	-/-	+/+	-/-	+	+
“Chosen Children”	-/-	-/-	-/-	-	+
“The Sun in Your Lake”	-/-	-/-	-/-	-	+
“Magda and the Wind”	-/-	+/+	-/-	-	+
“Rivers and Roads”	-/-	+/-	-/-	-	+
“Guardians for a Giraffe”	-/-	+/+	+/+	-	+
“A star for You”	-/-	+/-	+/+	-	+
“A Non-Jumping Bunny”	-/-	+/-	-/-	-	+
Total	1/1	12/7	3/3	2	14

As we can see in Table 2, only a part of the books (usually up to 15 pages) can be read for free in electronic format. Almost all books (93%) are available in this format. Only two books are available for full reading: “140 Decibels of Silence” and “The Pumpkin Year”. A worse situation is observed with the possibility to buy inclusive literature. For example, only one book is available on the website of the publishing house “Stary Lev Publishing House”, although five books were printed on the equipment of this publishing house (see Table 1). Among Ukrainian Internet stores, only YAKABOO offers copies of inclusive literature (12 out of 15 analyzed books), but only half of the books are available for sale. However, the online bookstore “Our Format” offers for sale only three books out of 15, which is 20% of the total number. Unfortunately, there is a rather negative situation with the availability of fiction on the topic of inclusion.

Even if teachers or parents recommend reading a specific book, at best you can read only a passage and fail to perceive all the subtleties of the content of the literary work.

Based on the analysis of the content of the researched literary works, it is possible to draw a conclusion about the variety of topics and storylines (Figure 2).

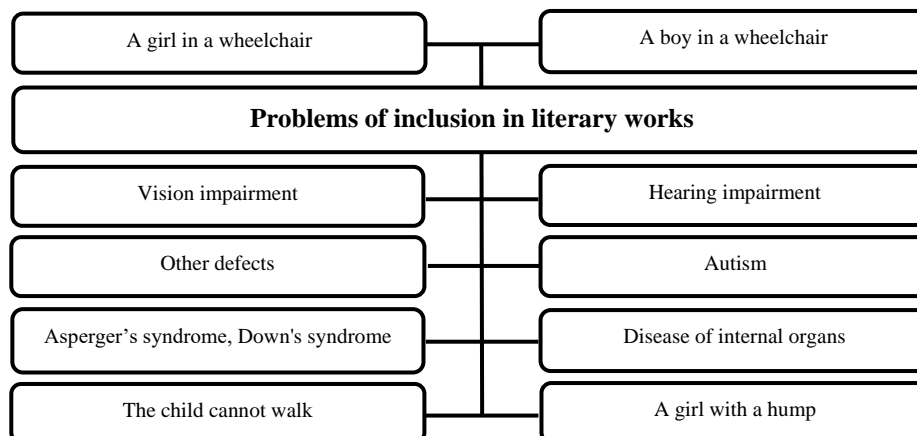


Figure 2 Problems of Inclusion Raised in Ukraine

Most of the analyzed works are related to birth defects. Some of them show the suffering of children due to loss of sight or hearing, others show characters who suffer from Down's syndrome or autism. Some literary works depict characters who developed a disability due to tragic circumstances: a car accident (A. Bachynskiy "140 Decibels of Silence"), an illness (O. Saiko "To the Gray Mountains") or a genetically acquired defect that already manifests itself at a young age (V. Nadykto "The Adventures of Dasha and Tina"). If we analyze the quantitative indicators in more detail, we have the following: a girl in a wheelchair (1), a boy in a wheelchair (5), Down's syndrome (2), organ disease (1), Autistic syndrome (1), vision impairment (2), Asperger's syndrome (1), body deformity (1), cancer (2). In the work "The Sun in Your Lake" by O. Osmolovska the author revealed the problems of children with Down's syndrome and autism. It should be noted that researchers of inclusive literature in other countries pay attention to similar disabilities, in particular physical disability, eye diseases, hearing impairment, Down's syndrome, Asperger's syndrome, autism and other health disorders. It can be concluded that most of inclusive literature is created on the basis of more common defects. Thus, it is possible to reach a much larger readership. Accordingly, there are significantly more people with such limitations in society than people with unique or special disabilities.

If we take into account gender politics in the analyzed books 53% (9 out of 17) of the main characters with disabilities are female, and 47% (8 out of 17) are male characters. The number of main characters with disabilities is greater in the analyzed books, since in two works (Olena Osmolovska "The Sun in Your Lake", Dzvinka Matiyash "The Way of St. Jacob") there are two heroes (a boy and a girl / a man and a woman). That is, we observe an almost equal gender policy with a preference for the female gender in Ukrainian inclusive books.

V. DISCUSSION

Each of the literary works analyzed in the study has certain features related to the main characters, place and time of the events. In addition, the attitude towards people with disabilities is expressed differently in each work. First, it is related to the personality of the author, who presents his own interpretation of the problem of disability and socialization of youth with disabilities. A similar opinion is expressed in Solis (2004). The author's attitude is formed on his/her individual experience and personal observations. For example, the work "Butterflies in Ice Shells", which is about a teenager in a wheelchair, is marked by a high degree of realism and truthfulness, since the author O. Radushynska moves around in a wheelchair herself. In addition, Shpak et al. (2020) recommend involving those for whom this literature is intended to discuss the plot and content of a book about people with disabilities.

In the analyzed literary works by Ukrainian writers, a positive attitude towards children with disabilities can be traced. They have character, their own opinion, sometimes determination in solving life situations. Most of the stories have a positive ending, which prepares the reader to perceive children with disabilities as equals, with whom you can communicate and interact on an equal basis. However, some works have a tragic ending. An example can be O. Saiko's work "To the Gray Mountains", where the main character committed suicide.

On the other hand, there are many cases in the world when disabled characters play the role of helpers and outsiders in children's literature (Aho & Alter, 2018), a prejudiced, stereotypical attitude is formed towards them (Roshini & Rajasekaran, 2022), or discriminatory language is used in the content (Beckett et al., 2010). Kleekamp and Zapata (2019) believe that too much kind portrayal of such characters lead to feelings of pity rather than equality. The mentioned negative features make such literature harmful for the children's audience; it should be avoided, and in some cases prohibited.

In our opinion, literary works depicting characters with disabilities should be carefully selected and only then become available for reading in kindergartens, classrooms, classroom libraries, etc. As a result, teachers need to critically evaluate inclusive literature (Prince & Hayden, 2021) based on pre-established criteria (Rieger, 2010). The same applies to parents (Alzahrani, 2020; Kefallinou et al., 2020), who shape the worldview of the child and his/her attitude to the surrounding environment at home. In this context, teacher training, group discussions after reading fiction (Wilkins et al., 2016), identification of the teachers' (Vuran, 2014) and parents' opinions (Park & Ostrosky, 2014) regarding the content and quality of books become important. These factors affect the quality of implementation of inclusive educational environment and the formation of a friendly community characterized by the diversity and uniqueness of each individual.

Understanding of inclusion and diversity in society should be provided not by the number of books, but by the quality and thoughtful methodological approaches to their application (Lemoine & Schneider, 2021). Quantitative analysis of Ukrainian books on the topic of inclusion showed that every year new books appear, created by writers-experts. At the same time, research by other scientists showed the absence or insufficient amount of fiction on the topic of inclusion in Turkey (Vuran, 2014), Indonesia (Kristanti, 2016), Western Australia (Adam, 2021), and other countries. This indicates an uneven implementation of the principles of inclusive education (Kefallinou et al., 2020) in the context of ensuring a quality inclusive environment.

In Ukraine, there are positive changes regarding the popularization of domestic inclusive literature among the population. However, there are problematic issues that require solution. For example, the main format of an inclusive book in Ukraine is still large print. The use of other formats requires upgrading the qualification of publishing house employees and updating of technical equipment (Shpak et al., 2020). We hope that the situation will improve as for the financing, printing and distribution of fiction on the topic of inclusion in Ukraine in the near future.

VI. CONCLUSION

Literary works is one of the most effective ways of forming the consciousness and value orientations of children and adolescents, as well as increasing the general human culture of an adult. The content and plot of fiction influences the model of human behavior in specific situations, it shapes or changes attitudes toward other people, events, social institutions, etc. Inclusive children's literature provides an opportunity to form a positive attitude towards people with disabilities, to teach equality between people, to look at your own problems in a different way, and to shape your own behavior. Therefore, it is recommended to use this kind of literature in inclusive classes and at home.

The study analyzed 15 literary works on the topic of inclusion, created by Ukrainian writers in the period of 2013-2019. Each work was written by different authors who differ in their personal approach to the problem of inclusion. Most of the books were printed in private publishing houses. The largest number of books on the topic of inclusion were published by the "Sary Lev Publishing House". Most of the works on the topic of inclusion were written in 2015 (four literary works).

Almost all books appeared to be available for partial online reading. However, reading the full electronic version or purchasing a print version is only available for a small part of books. A Bachynskyi's book "140 Decibels of Silence" was the most accessible for online reading or purchase.

The analysis of the content of the literary works confirmed the diversity of the plot and types of disability. Ukrainian literature on inclusion describes the life situations of the main characters who have congenital defects (blindness, a hump on the back, Down's syndrome, Asperger's syndrome, autistic children), defects acquired because of a car accident (deafness) or disease (orphan disease). Also, the age of readers, which should be focused on when reading inclusive Ukrainian books, turned out to be diverse: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%).

In further research, we plan to pay attention to the illustrations that supplement the content of the literary works written by Ukrainian writers on the topic of inclusion.

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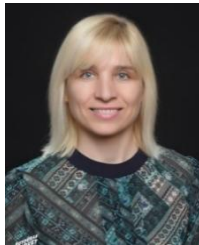
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