

**Ministry of Education and Science of Ukraine**  
Sumy State University  
Academic and Research Institute of Business, Economics and  
Management  
Lovely Professional University

# ***Business Ethics and Leadership***

Proceedings  
of the International Scientific and Practical  
Online-Conference

***(Sumy, November 29-30, 2021)***



Sumy  
Sumy State University  
2021

330.3:005(063)

**Editor-in-Chief**

Prof., Dr. **Vasilyeva Tetyana**, Director of Academic and Research Institute of Business, Economics and Management, Sumy State University

**Editorial Board:**

As. Prof., Dr. **Tiutiunyk Inna**, Sumy State University, Ukraine;  
PhD student **Us Yana**, Sumy State University, Ukraine;  
Ph.D. **Mayboroda Tetyana**, Sumy State University, Ukraine;  
Prof., Dr. **Hrytsenko Larysa**, Sumy State University, Ukraine;  
As. Prof., Dr. **Karintseva Oleksandra**, Sumy State University, Ukraine;  
Prof., Dr. **Kuzmenko Olga**, Sumy State University, Ukraine;;  
Prof., Dr. **Lyulyov Oleksiy**, Sumy State University, Ukraine;  
Prof., Dr. **Petrushenko Yuriy**, Sumy State University, Ukraine;  
Prof., Dr. **Rekunenko Ihor**, Sumy State University, Ukraine;  
As. Prof., Ph.D. **Serpeninova Yulia**, Sumy State University, Ukraine;  
As. Prof., Ph.D. **Megha Mehta**, Lovely Professional University, India;  
Research Scholar **Megha Singh**, Lovely Professional University, India;  
Prof., Ph.D. **Mridula Mishra**, Lovely Professional University, India;  
Prof., Ph.D. **Rajesh Verma**, Lovely Professional University, India.

*Approved by the Academic Council of Sumy State University  
(protocol № 4, 16 December 2021)*

S62 Business Ethics and Leadership: Proceedings of the International  
Scientific and Practical Online-Conference, Sumy, November 29-30,  
2021 / edited by Prof., Dr. Vasilyeva Tetyana. – Sumy: Sumy State  
University, 2021. – 89 p.

The Proceedings contain the abstracts of the International Scientific and Practical Online-Conference "Business Ethics and Leadership" (Sumy, November 29-30, 2021).

For scientists, students, graduate students, representatives of business and public organizations and higher education institutions and a wide range of readers.

330.3:005(063)

© Sumy State University, 2021

TABLE OF CONTENTS

<i>Tetiana Vasilyeva, Olha Kuzmenko, Evgenia Bondarenko, Tetiana Dotsenko</i>	RELATIONSHIPS' FORMALIZATION OF THE AML RELEVANT FACTORS' DYNAMIC STABILITY: VAR-ANALYSIS	5
<i>Nalini Mishra, Shubhangi Sharma</i>	CORPORATE SOCIAL RESPONSIBILITY (CSR) AND SOCIAL ENTREPRENEURSHIP IS A NEED OF HOUR	11
<i>Tetyana Mayboroda, Daniela Chumakova</i>	ETHICAL LEADERSHIP AND BUSINESS COMMUNICATIONS	13
<i>Kashpur Sofiia, Myroshnychenko</i>	REGIONAL ENVIRONMENTAL GOVERNANCE: TRENDS AND KEY CHALLENGES	17
<i>Nataliia Bulavinova</i>	THE WAY TO ACHIEVE CARBON-FREE ECONOMY: CLUSTER ANALYSIS	21
<i>Khomutenko Ludmila, Malovaniy Maksim</i>	CURRENT GLOBAL TRENDS AND FEATURES OF THEIR IMPACT ON THE COMPETITIVENESS OF UKRAINE OVER THE NEXT FEW YEARS	26
<i>Rymar Viktoriia</i>	HARMONIZATION OF STAKEHOLDER'S INTERESTS AND EFFECTIVE COOPERATION IN TIMES OF INNOVATIONS AND BUSINESS TRANSFORMATION	28
<i>Zhang Heng</i>	CONSUMER PROTECTION IN THE CONTEXT OF ECONOMIC DIGITIZATION-EU	31
<i>Katarzyna Ziembowicz</i>	MOTIVATION OF EMPLOYEES IN THE ORGANIZATIONAL CHANGE MANAGEMENT	35
<i>Svitlana Chorna</i>	BASICS OF BEHAVIORAL ECONOMICS – INFLUENCING ECONOMIC DECISIONS	38
<i>Yevheniia Lavryk</i>	THE MAIN ASPECTS OF CUSTOMER-ORIENTED ENTERPRISE MANAGEMENT	42
<i>Tetyana Mayboroda, Anastasiia Kursenko</i>	CORPORATE SOCIAL RESPONSIBILITY IN UKRAINE: CURRENT STAGE AND CARLSBERG'S CASE STUDY OVERVIEW	46
<i>Valeriia Burnakova, Victoriia Shcherbachenko</i>	CORPORATE SOCIAL RESPONSIBILITY	51

<i>Kateryna Miroshnychenko, Viktoriia Shcherbachenko</i>	CHILD LABOR AS AN OBSTACLE TO EDUCATION	56
<i>Maksym Usok, Yana Us, Tetyana Pimonenko, Olexii Lyulyov, Aleksy Kwilinski</i>	THE ROLE OF MODERN INFORMATION TECHNOLOGIES IN THE ENTERPRISE MARKETING ACTIVITY	60
<i>Yevhen Nikitchenko, Larysa Hrytsenko</i>	ORGANIZATIONAL AND ECONOMIC SUPPORT FOR THE FOREIGN TRADE ACTIVITIES DEVELOPMENT OF UKRAINE BUSINESS STRUCTURES	66
<i>Yevheniia Ziabina</i>	CORPORATE SOCIAL RESPONSIBILITY IN HUMAN RESOURCES MANAGEMENT: BIBLIOMETRIC ANALYSIS	70
<i>Viktoriia Shkola, Maryna Domashenko</i>	GLOBAL INNOVATION PERFORMANCES AND TRENDS	74
<i>Victoria Bozhenko Karina Petrenko</i>	INFORMATION TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE AS TOOLS TO COMBAT CORRUPTION	79
<i>Anjali Boyramboli</i>	MANAGEMENT OF HUMAN RESOURCES, MANAGEMENT, LEADERSHIP PSYCHOLOGY, ORGANIZATIONAL CULTURE, MOTIVATION, PROFESSIONAL ETHICS	84
<i>Anna Vorontsova, Limor Dahari</i>	PARADIGM OF INCLUSIVE EDUCATION AS SUSTAINABLE PHILOSOPHY OF SOCIAL CHANGE	86

## **PARADIGM OF INCLUSIVE EDUCATION AS SUSTAINABLE PHILOSOPHY OF SOCIAL CHANGE**

*Anna Vorontsova, Ph.D,  
Sumy State University, Ukraine  
Limor Dahari, Ph.D student,  
Sumy State University, Ukraine*

Education systems have to address various challenges: globalization, the fourth industrial revolution which heralds a move to advanced technologies in design and production, global recession and global mobility. During the some periods of 2020-2021 years the education sector has moved to distance learning while governments tried to control the COVID-19 pandemic. Widespread closures of schools occurred during this period, which was generally characterized by rapid change, technological innovations and digitization. (Selwyn 2012; McFarlane 2019). As a result, education systems must become more diverse and introduce sustainable philosophy of social change. In order to achieve that, there is a need to overcome the dichotomy between inclusive, multi-cultural education whose goal is to develop a view on differences between students – family background, social-economic and cultural difference – and special education. The realization of the multi-disciplinary designation of the modern school will be achieved by paving the way to a new pedagogic model which combines both approaches. We will define this integrated paradigm as “inter-cultural, inclusive, sustainable education”, whose objective is to address the academic and social-emotional needs of all students, while emphasizing inclusion, equality and social justice.

Life in the 21<sup>st</sup> century, in all its facets- society, technology, economics, environment and politics – is complex, and changes rapidly. The future is different and unknown. In light of this, the current educational paradigm is in crisis since the methods, problems and standards are rooted in a system of values and beliefs belonging to a previous era. The post-modern era requires a new educational paradigm that is based on the different nature and the uniqueness of the postmodern era. The concept of inclusive education received prominence in the UN Convention on the Rights of People with Disabilities (UNCRPD, 2006). The Convention was signed in 2007 and by now more than 80% of member States have signed it and more than half ratified it as well, including Israel [Israel signed the Convention in 2007 and ratified in 2012].

With the growing trend towards reforms in education, policy-making and changing methods, inclusive education was identified by governments and education system around the world, as the central means for education of all students, regardless of disability or special educational needs. The educational-social-political-economic foundation of Inclusive Education is addressing attitude challenges, quality and fairness in educational practice, in policies and resources.

Philosophically, Inclusive Education means that all learners are able to study and participate in educational and social experiences in a safe environment (Ackha-Jnr, 2016).

Inclusive Education addresses not only the integration of students with special needs or special disabilities, but also changes in structures, relationships and educational practices so that diversity among students will be integrated into daily educational experiences. Didactic strategies which include attention to diversity are a basic component when designing inclusive processes in the classroom, and must be founded on flexibility of work organizations, new methods of collection of knowledge and its construction. The objective is the establishment of communities that listen, participate and support all students, learn with them and from them, don't choose or rate them. (Parrilla, 2007).

As the inclusion movement continues to blur the lines between general education and special education, teachers in the general classroom will be required to address the needs of a growing group of students of varying levels of ability (Smith et al., 2012). The inclusion of children and students with disabilities is a matter of values and morals. We must tend to a reconstruction of our educational systems in order to make this a reality. As a result, everyone wins and our societies become stronger and more democratic.

It should be noted that there is a growing body of knowledge in this field, reflected in the many reviews of different aspects of inclusive education, such as Theories on inclusive education and its efficacy. However, studies from different countries with different educational systems and a different cultural infrastructure, take a similar approach. That is, although this project is strongly committed to human rights and the intentions are very good, in reality things are different – as is the case in other successful projects.

One of the problems of inclusive education is that developed countries aspire to implement it, while developing countries cannot. As a result, inclusive education is not applicable in all countries and socio-economic contexts. Therefore, the theories on inclusive education and its efficacy provide only little guidance on the way that more inclusive practices can be developed (Sorkos & Hajisoteriou, 2020). Inclusive education must be based on dialogue, participation and openness.

The UNESCO report addresses inclusive education as a process, fulfilling its objective by 2030. It shows progress made in inclusive education and the efforts to apply it, through major trends across the work on the following issues: policy, financing, quality, learning, attitude and equity. These issues must all be addresses in order for inclusive education to succeed. The policy on achieving and implementing inclusive education must include a vision, goals and objectives, political will, infrastructure, dedicated financial resources, legislation, participation of all relevant systems and public support.

The effective assimilation of the programs will be achieved by a successful implementation of a range of evidence-based strategies. To that end, the policy must be carefully planned, while using resources, that will lead to changes that will require support at supervision and managerial levels (Mitchell, 2014).

Education is a basic human right. It is the key for sustainable development and stability, both within countries and among them. Education is therefore a vital means for participation in 21<sup>st</sup> century society and economics, which are affected by rapid globalization processes. Inclusive education is a project which provides us with very good predictions, especially since children who live together and identify diversity, become adults who create accessible societies – both in the sense of accessible spaces and accessible learning and knowledge. Inclusive education is the result of a complex process, which is dependent not only on the involvement of professionals but also on educational policies, models and resources.

### References

- Ackah-Jnr, F. R. (2020). The teacher should be learning: In-service professional development and learning of teachers implementing inclusive education in early childhood education settings. *International Journal of Whole Schooling*, 16(2), 93-121.
- Escudero, J. & Martínez, B. (2011). EDUCACIÓN INCLUSIVA Y CAMBIO ESCOLAR. *Iberoamerican Journal of Education*, 55: 85-105.
- McFarlane, A. E. (2019). Devices and Desires: Competing Visions of a Good Education in the Digital Age. *British Journal of Educational Technology* 50 (3): 1125–1136. doi:10.1111/bjet.12764.
- Mitchell, D. (2014). *What really works in special and inclusive education* (2nd ed.). Abingdon: Routledge.
- Parrilla ,Ángeles,(2007),local and institutional development of inclusive educational projects.
- Selwyn, N. 2012. *Education in a Digital World: Global Perspectives on Technology and Education*. New York, London: Routledge.
- Smith, T. E. C., E. A. Polloway, J. R. Patton, and C. A. Dowdy. 2012. *Teaching students with special needs in inclusive settings*. Boston: Pearson Education Inc.
- Sorkos,G, & Hajisoteriou, C(2020), Sustainable intercultural and inclusive education: teachers' efforts on promoting a combining paradigm. *Pedagogy, Culture & Society*, DOI: 10.1080/14681366.2020.1765193 To link to this article: <https://doi.org/10.1080/14681366.2020.1765193>.
- UNESCO (2013). *Inclusive Education*. UNESCO. Retrieved from <https://unesdoc.unesco.org/search/5ba78cb8-a051-4fa2-b8c5-d081a49c5fcf>.
- UNESCO (2020) *Global education monitoring report summary, 2020: Inclusion and education: all means all*. <https://unesdoc.unesco.org/ark:/48223/pf0000373721>