

The concept of inclusive education and its psychological and pedagogical implementation in Russia against the background of current reforms in education

El concepto de educación inclusiva y su implementación psicológica y pedagógica en Rusia en el contexto de las reformas actuales en educación

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Abstract

Various conceptual approaches to understanding inclusive education have historically been formed in international and Russian law, in social and pedagogical experience and the ways of its implementation are multifaceted. Bringing legislation in conformity with international standards requires substantial reform in all areas of law, the formation of a new conceptual and categorical apparatus, classifications, a new approach to the implementation of interaction between agencies, social welfare, education, and



medicine. A serious psychological and pedagogical assessment of each step of these reforms is required, taking account of the delayed results, achieving unity and understanding in society. The authors of this paper substantiate the importance and necessity of developing and implementing a program to create a model of inclusive education for children with disabilities. The authors conclude that the contemporary general education program should include the changes and conditions required for the successful implementation of inclusive education, namely, accepting the individuality of each student, the provision of the special needs of each child and appropriate systematic training of teachers, psychologists, medical and social workers.

Keywords: federal state standards, inclusion, inclusive education, students with special educational needs.

Resumen

Históricamente, varios enfoques conceptuales para comprender la educación inclusiva se han formado en el derecho internacional y ruso, en la experiencia social y pedagógica y las formas de su implementación son multifacéticas. Poner la legislación de conformidad con las normas internacionales requiere una reforma sustancial en todas las áreas del derecho, la formación de un nuevo aparato conceptual y categórico, clasificaciones, un nuevo enfoque para la implementación de la interacción entre las agencias, el bienestar social, la educación y la medicina. Se requiere una evaluación psicológica y pedagógica seria de cada paso de estas reformas, teniendo en cuenta los resultados demorados, logrando la unidad y la comprensión en la sociedad. Los autores de este artículo corroboran la importancia y la necesidad de desarrollar e implementar un programa para crear un modelo de educación inclusiva para niños con discapacidades. Los autores concluyen que el programa de educación general contemporánea debe incluir los cambios y las condiciones requeridas para la implementación exitosa de la educación inclusiva, es decir, aceptar la individualidad de cada estudiante, la provisión de las necesidades especiales de cada niño y la capacitación sistemática apropiada de maestros, psicólogos, , trabajadores médicos y sociales.

Palabras clave: estándares estatales federales, inclusión, educación inclusiva, estudiantes con necesidades educativas especiales.



Introduction

The realization of innovative approaches to training, education and socialization of children with special educational needs in the conditions of comprehensive schools is enabled in modern realities of reforming Russian education (Bayanova et al., 2019). The way's option of development an inclusive form of education in many respects depends on the solution of the main issue: "integration" or "inclusion".

In spite of common ground of many positions these two approaches have basic distinctions. Practice of integration consists in attempts to adapt the pupils with special needs, studying at specialized schools, for system of the general education (Kiseleva et al., 2018), assuming that the pupil integrated into conditions of comprehensive school with the special educational needs (SEN) can with certain success adapt to them.

At such approach the fact that special pupils do not receive the necessary supporting services from educational institution is basic. Integration does not assume creation of the necessary adapted educational environment for coeducation of pupils with special educational needs and pupils, which do not have such restrictions.

Moreover, the school community, including parents, sometimes shows not only ethically incorrect behavior in relation to children with special educational needs, but also elements of the inhumane relation to them. As show researches, such integration is supported by no more than 7% of community (Mikhailchenko, 2012; Shinkareva, 2007).

Unlike the integration, inclusive education assumes creation of the necessary adapted educational environment for the maximum realization of individual abilities of the child with special educational needs. Participation of children with SEN to life not only this or that group of peers, but also society in general becomes the basic. Inclusive education places emphasis on personalization of training process. With arrival to comprehensive school of pupils with special educational needs teachers began to understand the importance of communication with each child as with the personality. The teachers who are engaged in vocational education recognize that the system of the general education proved as effective for pupils with special educational needs. Teachers of comprehensive school address to the system of vocational education in search of the new techniques allowing to improve results of pupils with special needs (Mikhailchenko, 2012; Shinkareva, 2007; Tastan & Davoudi, 2013;

Deberdeeva et.al., 2017; Valco, 2018; Kamneva et.al., 2019; Krushelnitskaya & Polevaya, 2017; Shukshina, 2017; Simonova, 2019a).

METHODOLOGICAL FRAMEWORK AND METHODS

Let's address to the history. The first inclusive educational institutions appeared in our country at a boundary of 1980 - 1990. In 1991 in Moscow at the initiative of the Moscow Center of medical pedagogic and parental public organization there was a Kovcheg school (No. 1321) which is carrying out process of integration of children with SEN into the area of healthy peers (Alekhina, 2010).

In 1992 started the project "Integration of Persons with Limited Opportunities of Health" in Russia. As a result in 11 regions were created experimental platforms on the integrated training of disabled children in the course of whose activity the model of psychology and pedagogical maintenance studying with a hearing disorder at comprehensive school was developed and approved; also the basic difference between the integrated and inclusive education – existence of the necessary adapted educational environment was established and confirmed, one of the most important components of which is training of the teacher in special psychology and pedagogical knowledge of the child with special educational needs.

More important component for successful realization of inclusive training is reaction of school community: on an inclusion of one (or two) children with a certain type of violation in a class reaction is positive (at least neutral), on integration of two and more "sets" with different violations in a class reaction is sharply negative (Alekhina, 2010; Dolzhenkova, 2019; Krushelnitskaya & Polevaya, 2018; Simonova et.al., 2019b; Pozharskaya et.al., 2017).

Researches and results of two city experimental platforms showed that the development of inclusive education through the organization of inclusive classes with at least one child with special educational needs in one class, is more effective, than by means of the organization of schools with the system of inclusive education.

One of the main problems of an inclusion of children with special educational needs at comprehensive school is the unavailability of teachers to interaction with children with SEN which includes lack of special pedagogical preparation for work with such pupils. It negatively affects on quality of training, and on socialization of a large number of children with special educational needs in comprehensive schools, and

on the development of inclusive education in Russia.

Experts put forward the idea of formation of inclusive schools not through their official "appointment", but by the principle of natural formation of such schools as development of network of inclusive training classes (Mikhalchenko, 2012; Shinkareva, 2007; World Declaration on Education for All. Jomtien, 1990; Kondrla & Kralik, 2016; Koretskaya et.al., 2017; Kalenik et.al., 2018a).

Important component of development of inclusive education is special teacher's training. The class becomes an inclusive since that moment when the teacher receives the special preparation. Without such preparation the class in which the pupil with special educational needs studies is in fact integrated because in it the adapted educational environment is not created. Trained teacher is capable to provide realization of educational requirements, success of the child with special educational needs in study and in his socialization (Mitin, 2016).

Planning of training teachers and administration has great importance for development of inclusive education. Observations show that for the organization of successful training of pupils with special educational needs at all school steps it is necessary that directors of studies were competent of psychophysical features of such children, problems of their training too, so, are armed with knowledge for ensuring continuity and development of the adaptive environment at school.

They have to be ready to supply with the initial information on features of children (with a hearing disorder, sight etc.) to all teachers who should work with children with special educational needs, and also to provide communication of teachers of organizational and consulting issues with the resource center for inclusive education. Certainly, also the elementary school teacher, and class teachers (for creation of the adaptive parental and children's environment in a class), and teachers of the main objects (Russian, literature, mathematics) and, teachers of obligatory objects have to be trained (Kalenik et.al., 2018b).

Positive effects of realization this approach can become (Alekhina, 2010):

- the economic factor connected with accurate planning of target financing (pointed and on a profile of violation of the child with special educational needs). It must be timely and flexible response to cases of transition of the pupil from SEN from one educational institution to another. Financing of such child has to "follow" on him;
- forward and dynamic development of inclusive education: from single inclusive classes to original schools of inclusive education with assistance of the district resource centers for development of

inclusive education; step availability of inclusive classes (schools) when in a class study child with special educational needs generally from nearby houses;

- forecasting of number of children with special educational needs at school allowing to work on improvement of quality of educational services concerning a type of psychophysical violation, including, training of the teacher;
- existence and expansion of a databank of the teachers who are really work with children with special educational needs (on concrete violations) and have necessary preparation as a methodical resource of inclusive practice;
- ensuring continuity of preschool and school education owing to alignment of levels of professional competences teaching staff of special kindergartens and inclusive schools, increase in a possibility of their interaction;
- forming the practice of inclusive education on the basis of three elements: adaptation of children with special educational needs to subjects, psychophysical adaptation in the conditions of a class, social adaptation;
- possibility of implementation the recommendations psychological-medical-pedagogical commission on completing children with special educational needs in educational institution taking into account step availability and constant support of the district resource centers specialized psychological-medical-pedagogical centers.

Considering experience of realization an inclusion in our country we will address to specifics of introduction inclusive education in Khabarovsk.

Results and Discussion

Now in the Far East capital work 76 day-educational institutions in which more than 52,5 thousand school students study, among them – 2217 children with special educational needs are the children having problems with hearing, sight, the speech, the musculoskeletal device and intellectual development, among them – 537 disabled children, 18 of which are forced to mature in wheelchairs.

In Khabarovsk there are 9 inclusive schools promoting social adaptation of disabled children, on the basis of two such schools are created the medical-psychological and pedagogical commissions in which doctors-neuropsychiatrists, psychotherapists, speech pathologists, psychologists take part.

According to the federal legislation, all children have equal rights to education — regardless of the health even if they were diagnosed intellectual backwardness. Children of school age with special educational needs have full authority to study at usual class, with other children – at inclusive



classes. Training at usual class or at home depends only on wish of the child and his parents.

Practice of introduction special federal state educational standard (FSES) for inclusive system in Khabarovsk Region started in January 2014 with approbation of new FSES. Today the result of development innovative FSES is 328 separate classes in which study more than 4 000 children with limited opportunities of health and nearly 7,5 thousand school children who gain knowledge inclusion in general education classes. In Khabarovsk Region there are 19 correctional general education organizations in which 3147 pupils' study.

One of requirements FSES about inclusive education is a creation of the barrier-free environment in educational institution. According to the federal law "About Education", children with LHO (limited health opportunities) can get the general education only in institutions where special conditions for training are created.

Classes are organized not only according to the program "Available Environment", equipping ramps, handrail and elevators for handicapped children, but also are equipped with the special devices for physical and for psychological comfort. These are touch devices and rooms, specialized game rooms, convenient upholstered furniture, the multimedia, computer, educational and laboratory, rehabilitation equipment. Besides, federal state educational standards mean presence in staff of institutions teachers, psychologists and medical experts who received the corresponding training.

One of the conditions is providing services of the assistant to special children, for the purpose of technical assistance which has to have education not below an average and to have special training. According to FSES the child with special educational needs is also provided tutor maintenance – the expert with the higher professional pedagogical education and the certificate of the established sample about professional retraining according to a certain program, the corresponding specifics of child's defect.

Conclusions

Thanks to the development special programs of training children with limited health opportunities and to the equipment of the modernized job places for experts, schools of Khabarovsk Region with the corresponding status participate in the All-Russian profile educational competition "The Best Inclusive School of Russia". In its regional stage the victory was won by high school of Uktur (Komsomolsk-on-Amur Region). In the

nomination "The Best Practice of Psychology and Pedagogical Maintenance of Inclusive Education" the first place was occupied by high school No. 68 in the Far East capital (Sokolskaya & Oliner, 2016). Today the entrance to the building of this educational institution is equipped with ramps that provides movement to children on wheelchairs. Especially for school children who treat handicapped group the bathroom is equipped. In rooms there are designations for visually impaired children, and classes of elementary school are equipped with interactive boards. At school the touch room is fully equipped. Also, for realization of system of inclusive education the teaching staff is completed (Ekzhanova & Reznikova, 2008).

Besides, there was started the project "School of the Future First Grader" in which 6-year-old children take part. Within "School" the logopedist and the psychologist conduct the developing courses and in parallel reveal kids of risk group that the next year to consider it when forming the first classes where, perhaps, children with special educational needs will study.

One more achievement of school is a creation of parent's club. Its participants raise children with limited health opportunities. The purpose of club is to unite parents by means of trainings and consultations for the period of training school children. Within this project own web resource is provided, its development starts in November. Except teachers, members of parents committee also will be connected to the filling of website.

Individual programs of training are developed for children with SEN which get secondary education at school No. 68. At the same time such children get an education on an equal basis with other pupils. System of estimates for all class is general, but approach to the child is different, taking into account specific features and recommendations from psychological-medical-pedagogical commission.

The school signed a number of contracts with local resource centers on escort of children with special educational needs. In particular, these are school No. 51 on the basis of which is also introduced 7th FSES of inclusive formation, and boarding school for visually impaired and hearing-impaired children. In the long-term cooperation with the center "Verboton" for hearing-impaired children and special libraries will be released. On the basis of such arrangement's teachers and physicians of specialized institutions make recommendations to employees of school No. 68 about work with special children, and also conduct the correctional and developing classes for school children.

One of the last achievements can be consider the recognition of experience on the Khabarovsk

Region of the best introduction of the standard inclusive education. The Ministry of Education and Science Russian Federation suggested extending in other regions practice of Khabarovsk Region in this direction.

Today training in new standards was started by more than 600 first graders at 97 schools in all municipal districts of Khabarovsk Region. However, in the region is continued work on further development of special standards education of children with special educational needs.

The organization of training disabled children at general education school for the Russian inclusion has especially relevance. First of all, it is important for children with special educational needs, preparing and having safe intelligence with violations of sight, hearing, not severe forms of violations of the musculoskeletal device.

Such work demands integrated system approach: serious preschool training and escort of such children, their parents, and the full qualified support to full social stability and educational success of the child with special educational needs at comprehensive school are necessary.

For creation of comfort inclusive environment, it is necessary to conduct permanent job with pedagogical, pupil's, parents staff of school, building it on the basis of the accounting results of monitoring stay of the child with special educational needs in school collective from the moment of acceptance in school, its further adaptation and socialization.

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