

PRINCIPLES OF INCLUSIVE EDUCATION AND ITS IMPORTANCE IN MODERN SOCIETY

PRINCÍPIOS DA EDUCAÇÃO INCLUSIVA E SUA IMPORTÂNCIA NA SOCIEDADE MODERNA

PRINCIPIOS DE LA EDUCACIÓN INCLUSIVA Y SU IMPORTANCIA EN LA SOCIEDAD MODERNA

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ABSTRACT: The need for a deep restructuring of the education system in Russia is due to the objective processes of society transformation. Considering that the modern education system must meet the social needs of our time, and provide a quality new future, for this it is advisable to consider the processes that are happening now in our lives, as well as what caused them in the past and how they will develop in the future. Answers to these questions can become the basis for determining acceptable and rational steps in the development of a new education system (including persons with special needs), which represent the younger generation and for them it is necessary to ensure a decent life in the future. In this article, the authors have highlighted the basic principles of inclusive education. The authors argue that the organization of the educational process on these principles will make it possible to turn a person with disabilities into a subject capable of becoming a full-fledged participant in educational activities.

KEYWORDS: Inclusion. Education. Social environment. Socialization. Adaptation. Person with disabilities.

RESUMO: *A necessidade de uma profunda reestruturação do sistema educacional na Rússia se deve aos processos objetivos de transformação da sociedade. Considerando que o sistema educacional moderno deve atender às necessidades sociais de nosso tempo, e proporcionar um futuro novo de qualidade, para isso é aconselhável considerar os processos que estão acontecendo agora em nossas vidas, bem como o que os causou no passado e como eles se desenvolverão no futuro. As respostas a essas perguntas podem se tornar a base para determinar passos aceitáveis e racionais no desenvolvimento de um novo sistema educacional (incluindo pessoas com necessidades especiais), que represente a geração mais jovem e para esta é necessário garantir uma vida digna no futuro. Neste artigo, os autores destacaram os princípios básicos da educação inclusiva. Os autores argumentam que a organização do*

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processo educacional segundo esses princípios possibilitará transformar a pessoa com deficiência em um sujeito capaz de se tornar um participante de direito pleno das atividades educacionais.

PALAVRAS-CHAVE: *Inclusão. Educação. Meio social. Socialização. Adaptação. Pessoa com deficiência.*

RESUMEN: *La necesidad de una profunda reestructuración del sistema educativo en Rusia se debe a los procesos objetivos de transformación de la sociedad. Considerando que el sistema educativo moderno debe atender las necesidades sociales de nuestro tiempo, y brindar un futuro cualitativamente nuevo, para ello es recomendable considerar los procesos que están sucediendo ahora en nuestras vidas, así como sus causas en el pasado y cómo se desarrollarán en el futuro. Las respuestas a estas preguntas pueden convertirse en la base para determinar pasos aceptables y racionales en el desarrollo de un nuevo sistema educativo (incluidas las personas con necesidades especiales), que representan a las generaciones más jóvenes y para ellas es necesario garantizar una vida digna en el futuro. En este artículo, los autores han destacado los principios básicos de la educación inclusiva. Los autores sostienen que la organización del proceso educativo en estos principios permitirá convertir a una persona con discapacidad en un sujeto capaz de convertirse en un participante de pleno derecho en las actividades educativas.*

PALABRAS CLAVE: *Inclusion. Educación. Entorno social. Socialización. Adaptación. Persona con discapacidad.*

Introduction

The evolution of human civilization speaks of a certain pattern of development: society and education determine each other. The education system depends on what kind of society exists; at the same time, as the educational system develops, the society reaches this level of development.

This excursion into the economic, political and social structure of various states is not accidental. It makes it possible to correlate these key aspects of the life of each of the mentioned societies with the peculiarities of the organization of their educational segment. Instability and uncertainty (for a long time) in Russia regarding the model of society that is being formed, such as the economy, should develop, according to analysts (political scientists, sociologists, economists) - a natural phenomenon for countries in transition (AFONKINA, 2017; GOCHOSHVILI, 2019).

Considering modernization as a special form of the civilization process, we mean the evolutionary transition to a more progressive state in all spheres of society. The current stage in many countries of the world is marked by the so-called post-industrial modernization, a

characteristic feature of which the priority role is of science and education, thanks to which the latest technologies are created and introduced and, in general, the vectors and directions of social development are changing. Original modernization in most developed countries took place and continues to this day through a natural, gradual and planned development process. The so-called secondary modernization (now taking place in Russia) occurs through borrowing the experience of other countries (ALISULTANOVA; BISULTANOVA, 2019). Accordingly, they can be successful or not very effective, given the inconsistency with specific national characteristics or the opposition of the key subjects of modernization. This is clearly confirmed by the transformation processes in various spheres observed in modern Russia.

Methodology

The problem of inclusive education was studied by such scientists-educators as Alisultanova E. D., Bisultanova A. A., Afonkina Yu. A., Babanova E. M., Betker L. M., Borzova O. A., Gochoshvili N. G., Zamashnyuk E. V., Korotkevich A. A., Lyubimova M. A., Opryshko A. A., Orzhakhovskaya I. Yu., Parinova G. K., Yaksa N. V., Timoshenko K. O., Shumilova E. A., Khutorskoy A. V., Esengulova M. M. and many others.

Researchers such as Alisultanova E. D., Bisultanova A. A. studied this issue from the perspective of introducing innovative teaching methods in an inclusive environment. Which is important at the present time of universal digitalization and information integration.

Afonkina Yu. A., Opryshko A. A., Orzhakhovskaya I. Yu., Khutorskoy A. V. studied the relevance of inclusion in the social aspect. They believe that inclusive education must certainly adapt students to the modern social environment.

Betker L. M., Borzova O. A. studied the principles of inclusive education of children with disabilities in a comprehensive school. Which is important for this study. Exploring the school's potential for inclusive education is essential.

Gochoshvili N. G. Knyazkina O. A., Knyazkina I. A., Korotkevich A. A., Lyubimova M. A. studied general issues of the role and significance of inclusive education, as well as the principles of implementing inclusion in society.

Researchers Parinova G. K., Yaksa N. V., Timoshenko K. O., Shumilova E. A. studied the modern principles of inclusive education, as well as the issues of the inclusive competence of the teacher.

Foreign researchers Esengulova M. M., Raimbek kyzy A. studied the issue of the future of inclusive education. For our research, this is an important point, since the issue of the

perspective of the principles of inclusive education allows us to build the research with reliability and confidence.

In this study, methods of content analysis of scientific literature on this topic were used. The method of sociological comparison made it possible to determine the significance of inclusion in society. The historical method has been used to explore the issue of inclusive education in the past. To determine the prospects for the development of inclusive education, the forecasting method was applied.

Results

The attitude towards persons with impaired psychophysical development, in particular towards disabled children, correlates with the theoretical models that were formed in the process of development of society and were determined by the dominant ideological attitudes, social thought, the system of socio-political structure (ESENGULOVA; RAIMBEK, 2018; PARINOVA; YAKSA, 2014).

The medical model, as a world outlook, which formed public opinion in relation to persons with disabilities and dominated until the early 60s, it provided that a person with developmental disabilities is primarily a sick person and requires certain treatment, care, stay in special conditions, most often segregative. According to this model, persons with developmental disabilities were viewed as objects of inferiority that demanded charity. It was during the periods of the dominance of this paradigm that persons with developmental disabilities were offered to be exclusively in segregative conditions: to be treated, study, get a profession, and even in the future, live.

In the period after the Second World War, in most European countries society as a whole changed ideological attitudes, in particular, the domination of racist-Nazi ideology ceased.

The United Nations has adopted the Declaration on the Rights the mentally retarded” (1971) and “On the Rights of the Disabled” (1975). These legislative normative legal documents legally refuted the existence, which were there for millennia, of the conditional division of mankind into a "full" majority and an "inferior" minority, contributed to the deinstitutionalization and integration of persons with psychophysical disabilities into society (KNYAZKINA; KNYAZKINA, 2016).

We borrowed an integrated approach to education from the developed countries of the West. And in the mid-1970s, the outstanding deaf teachers E.I. Leonhard and B.D. Korsunskaya for the first time in our country, in the process of working with children with disabilities, moved from the level of

social interaction to the level of integration in educational processes. Stable trends in the development of integrated education in Russia acquired in the early 90s. This was facilitated by the social policy of the state. In 2008, Russia signed the Convention on the Rights of Persons with Disabilities, approved by the UN General Assembly. The Convention establishes that the States parties recognize the right of persons with disabilities to education and take comprehensive measures to implement this right (LYUBIMOVA, 2015).

In the 70s of the twentieth century, as an alternative to the medical model, the theory of "social correlation" (social model) arose. In the opinion of many European scientists, this theory is consonant with the positions of many domestic scientists and practitioners, which contributed to the understanding of the nature of human compensatory capabilities, the social orientation served as the basis for defining the theory of social correlation.

Back in the 1920s and 1930s, scientists argued that the general idea of "childhood defectiveness" in the scientific literature and in practice is primarily associated with biological causes, and social moments are considered secondary, although they are the primary ones.

The social model marked a turning point in the public consciousness regarding children with special psychophysical development and the process of their integration into the peers' environment began. The problem of integration in general education can be viewed from the standpoint of two essential characteristics of education. The first position gives grounds to talk about integration in science as a fundamental basis for changing the content of education, ensuring its integrity. The predominance of integration or differentiation in the development of science has historical-epistemological and socio-economic origins. Based on the accumulated knowledge, secondary integration became possible, a philosophical understanding of the world, which, accordingly, led to secondary differentiation - the creation of new sciences with new subjects of knowledge. The twentieth century is characterized by a global scale of differentiation and integration of scientific knowledge, including in the field of education. The emergence of the concept of "integration" in pedagogy was a consequence of the long-term development of integration processes in education and in special education.

If we understand inclusion as transformation, then we fundamentally change our attitude to the diversity of the human community, which is in the educational system. This diversity should be viewed not as a source of difficulties, but, on the contrary, as a certain attribute of reality that is worth accepting and appreciating. With this approach, we reject the constant view of the norm as somewhat homogeneous and stable. We see the norm in diversity.

The existence of different categories of students, each of which has its own educational needs, is defined as the fundamental fact on which all pedagogy is based.

At the present stage, the idea of inclusion is acquiring adequate outlines and turns into a fundamental category of didactics. It combines the concept of complexity, objectivity and is recognized by scientists and practitioners.

The basic principles of inclusive education, when interpreting the term "inclusive education" definitions contained in the main international documents: UN Standard Rules on Equal Opportunities for Persons with Disabilities, UN Declaration of the Rights of the Child, International Consultations on Early Education for Children with Special Educational Needs.

Inclusive education (inclusion) provides for the creation of an educational environment that would meet the needs and capabilities of each child, regardless of the characteristics of his psychophysical development. Inclusive education is a flexible, individualized system of teaching children with special psychophysical development in a mass general education school at the place of residence. Training (if necessary) takes place according to an individual curriculum, provided with medical-social and psychological-pedagogical support.

The purpose and meaning of inclusive education of children with disabilities in a general education (mass, non-special) institution is the full development and self-realization of children with certain disabilities, their mastering of the general education program (state educational standard), the most important social skills along with their peers, considering their individual-typological characteristics in cognitive, physical, emotional-volitional development (KOROTKEVICH, 2020).

The concept of inclusive education reflects one of the main democratic ideas - all children are valuable and active members of society. Inclusive educational settings is beneficial both for children with special educational needs and for other children, family members and society at large. Interaction with healthy children contributes to the cognitive, physical, speech, social and emotional development of children with special educational needs. At the same time, children with a typical level of development demonstrate appropriate behavioral models for children with special educational needs and motivate them to develop and purposefully use new knowledge and skills. Interaction between students with special educational needs and other children in inclusive classrooms fosters friendships between them. Thanks to this interaction, children learn to naturally perceive and tolerate human differences, they become more sensitive, ready for mutual help.

Inclusive education is based on the principle of ensuring children's rights to education and the right to study in the community. Inclusive education as a system of educational services should be provided by an inclusive school - an educational institution that adapts curricula and plans, the physical environment, methods and forms of education, uses the resources available

in society, involves parents and specialists to provide special services in accordance with the needs of each child, provides a favorable climate in the educational environment (BABANOVA, 2015).

Basic principles of inclusive education:

- all children should study together whenever possible, despite certain difficulties or differences that exist between them;
- schools should recognize and take into account the different needs of their students, agreeing on different types and rates of learning;
- providing quality education for all through appropriate teaching and learning, the use of organizational measures, the development of a teaching strategy, the use of resources and partnerships with their social environment;
- children with special educational needs should receive additional assistance that they may need to ensure the success of the learning process.

Inclusive approaches are also beneficial for the family. In this case, families of children with special educational needs can receive support from other parents, they can understand better what the development of their children is typical, and what is atypical, and also take an active part in the process of education and upbringing.

Teachers of inclusive classes have a deeper understanding of individual differences and characteristics of children, as well as cooperate more effectively with parents and other professionals (physiotherapy specialists, rehabilitation therapists, speech therapists, social workers, etc.) (BORZOVA, 2020; TIMOSHENKO; SHUMILOVA, 2020). An inclusive education system is also useful from a social point of view because, thanks to joint education, children learn from childhood to understand and tolerate human differences.

In the process of democratization of society, the ideas of the humanization of education and the priorities of the individual are widely spread (AFONKINA, 2017; OPRYSHKO; ORZHAKHOVSKAYA, 2014). The market economy and the democratic system of socio-political arrangement in Russia put forward new requirements for the education system, in particular, for the education of persons with psychophysical developmental disabilities. This is, first of all, about ensuring equal opportunities for obtaining education and further active participation in life about

The system of special education in our country has a vertical-horizontal structure (LYUBIMOVA, 2015; PARINOVA & YAKSA, 2014). The vertical structure is based on the

age characteristics of the students and the levels of general education programs. The horizontal structure considers the psychophysical development of the child, the features of his cognitive activity and the nature of the disorder.

The vertical structure is determined by age periods:

- early childhood (from 0 to 3 years old);
- preschool period (from 3 to 6-7 years old);
- the period of school and vocational training (from 6-7 to 16-21 years old).

In the period from 0 to 3 years (early childhood), children are kept at home, in preschool institutions, when orphans, in children's homes. Children with psychophysical developmental disorders can receive special assistance in early intervention centers, rehabilitation centers, psychological, medical and pedagogical centers and special preschool institutions. For preschool children with special psychophysical development, there are special preschool institutions, compensatory children's educational institutions, special groups at preschool educational institutions of a combined type, preschool groups at special schools, rehabilitation centers (KNYAZKINA; KNYAZKINA, 2016).

The main state educational institutions for children with special psychophysical development of school age are: special general education boarding schools, educational and rehabilitation centers and special classes in general educational institutions of the mass type (BETKER, 2014). Special educational institutions for children with psychophysical developmental disabilities implementing programs of primary, basic and secondary (complete) general education, compiled on the basis of the State Standard for Special Education.

The horizontal structure of special education in Russia is represented by 8 types of special institutions: for children with hearing impairments, visual impairments, visually impaired, severe speech impairments, musculoskeletal disorders, mentally retarded, mental retardation.

Conclusions

Thus, the experience of functioning of special institutions in Russia testifies to the significant achievements that these educational centers have. Undoubted achievements include: the creation of a sufficient material base in special educational institutions, the provision of appropriate conditions for the provision of correctional assistance, the organization of vocational training, education and recreation. In special institutions, children with

developmental disorders receive education aimed at acquiring knowledge in the basics of science, improving personal qualities, correcting developmental disorders and further socialization. Correctional classes provide not only the correction of disorders of psychophysical development, but also provide an impact on the person as a whole to achieve positive results in her education, upbringing and integration into society. Special schools are mainly provided with modern teaching materials, developed in accordance with the requirements of society.

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