

STUDY AND EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS

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REALIZATION OF CONDITIONS OF INCLUSIVE EDUCATION IN EDUCATION INSTITUTIONS OF SVERDLOVSK OBLAST

Abstract. The article deals with the realization of the conditions of inclusive education in education institutions of Sverdlovsk Oblast. It analyzes the requirements to organization of inclusive environment according to the FSES of primary general education for pupils with disabilities. The article briefly characterizes the main components of the conditions of inclusive education: organizational, material, psycho-pedagogical and personnel. Special attention is given to the functions of the specialists involved in the process of inclusive education. The authors provide research materials in the field of realization of inclusive education conditions carried out on the results of analysis of information retrieved from the sites of education institutions on the territory of Sverdlovsk Oblast. The article analyzes the data obtained through interviewing the pedagogues involved in the system of inclusive education: their understanding of the essence of inclusive education; knowledge and usage of the methods of teaching persons with disabilities, organization of lessons in an inclusive class, and application of innovative methods and technologies; establishing relationships between the pupils and the teachers of an education institution. The authors make a conclusion about the importance of the system of formation of value-based relations between all participants of inclusive education, about the need to create a technology of formation of organizational-pedagogical conditions of inclusive education. The article is addressed to students trained in the field of special (defectological) education, pedagogues and all participants of the system of inclusive education.

Keywords: children with special educational needs; SEN; disabilities; special educational conditions; inclusion; inclusive education; adapted basic

general education programs; FSES; psycho-medico-pedagogical commissions.

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At present, inclusive education cannot be viewed upon as an innovation for the educational system of Russia, though it still needs comprehensive analysis, development and adaptation to the existing social mentality. The special conditions for the organization of inclusive environment have been formulated in the Federal Law No 273 "On Education in the Russian Federation" of December 12, 2012 [12], and in the letter of the Ministry of Education and Science of the Russian Federation No АФ-150/06 "About Creation of Conditions for the Provision of Education to Children with SEND" of April 18, 2008 [11]. These documents highlight the necessity to work out special educational programs, methods, technologies and forms of teaching, guidelines in methods, textbooks and didactic materials, and stress the need for special technical means and equipment for the realization of inclusive education. It is specially

underlined that the provision of special conditions for the education of persons with special educational needs and disabilities (SEND) is one of the priority tasks of inclusion.

Creation of special conditions for children with special educational needs (SEN) is associated with the diagnostics of their disabilities and further determination of the necessary individual rehabilitation support. As long as there are various forms and kinds of disabilities, the ways of providing special conditions are numerous. The following components should be taken into account when introducing inclusive education: organizational, material, psycho-pedagogical and personnel [9; 11].

Organizational provision embraces all conditions relating to normative legal acts, general child care (work with specialists, feeding, and medical service), network interaction, financing and material-technical equipment.

The normative legal acts regulating educational activity should protect both the rights of the pupils with disabilities and the rights of the typically developing pupils. It is important that an agreement be concluded with the parents too. It should presuppose the conditions for all participants of educational relations, the rights and obligations of the parents before the education institution, the duties of the teachers with reference to design of individual educational route and individual work, and, moreover, the conditions of possible changes in the individual educational route [11].

Medical service presupposes provision of medical treatment in cases of somatic illnesses. And early diagnostics and support for all analyzer systems is one of the major components of medical treatment provision. The presence of medical support is one of the most important elements of the work of the education institution realizing adapted basic general education programs (ABGEP).

Organization of information provision means the presence of special information technological means at the institution (personal computers, special equipment, special computer-assisted educational programs for children with SEND) for socialization and formation of ideas about the surrounding reality [11].

Material provision is a component that makes part of the work of any organization. This area presupposes abidance by the sanitary-hygiene norms and creation of ready access to the educational environment: ramps, adapted door apertures, flooring, thresholds, stairs, railings inside and outside buildings, specially equipped rooms for personal hygiene activities, specially equipped work places in the classroom, rooms for specialists, a sensory room and wardrobes. The issues of organization of material-technical provision are included in the work on the Russian Federation state program “Accessible Environment” for the years 2011-2020 adopted by the decision of the government of the Russian Federation on December 1, 2015, No 1297 [3].

Inclusive education also presupposes the provision of learning materials and teaching guides which include not only special teaching aids (for children with visual, auditory, intellectual and musculoskeletal disorders) and special programs but also sets of diagnostic procedures, interactive boards, mobile facilities for the work of specialists and special equipment.

Psycho-pedagogical support presupposes the realization of programs and methods provision (individual development program). The FSES of primary general education for pupils with SEND demands the provision of adaptation and reha-

bilitation of the child's developmental deviations [9]. It is important to single out the special educational needs of the child with a disability, to assess the need for psycho-pedagogical and medical assistance, and to provide each child with the opportunity to master the ABGEP.

The sphere of personnel provision presupposes the presence of competent specialists in the field of inclusive, defectological, pedagogical and medical education. And the specialists' professional qualification and its development should be an urgent issue. The professional development should necessarily involve the use of supplementary professional programs and special programs aimed at the study and education of children with individual developmental disorders (auditory, visual, intellectual, autism spectrum disorders, etc.) [13].

The creation of special conditions as an important component of inclusive education is associated with the specific features of development of each child of a concrete education institution. But we must not forget that implementation of inclusive education can hardly be achieved without complex and well-organized work of a group of specialists called upon to create these essential supplementary conditions. The presence of the specialists providing student support is one of the obligatory requirements to the

organization of educational activity at education institutions realizing ABGEP. The requirements to the professional activity of these specialists need further clarification, because the FSSES of primary general education for pupils with SEND pays attention only to the level of professional qualification of the specialists. Our analysis of the current normative documentation and the literature on methods made it possible to give a brief definition of the functions of the specialists involved in the process of inclusive education [8; 9; 11; 13; 15; 16].

1. The defectologist carries out work on rehabilitation and development of intellectual activity, formation and development of higher psychological functions and analyzer systems; determines the forms and methods of intervention aimed at improvement of the quality of acquisition of the educational program; works individually with the pupils having developmental deviations or problems with the educational program acquisition and makes up the plan of individual work. The presence of such narrow specialists as oligophrenopedagogue, surdopedagogue and typhlopedagogue is one of the obligatory components of the educational environment in which the child with SEND receives education [8; 11; 16].

2. The psychologist diagnoses intellectual development, carries out

prevention and rehabilitation of developmental deviations and consults the parents and the pedagogues; corrects the pupils' behavior, their communicative activity and emotional-volitional sphere; selects the forms and methods of work most suitable for the learning material acquisition; facilitates preservation of the psychological well-being of each student; and determines the present level of development and the zone of proximal development. The psychologist's individual work also includes activity aimed at development of cognitive processes [1; 4].

3. The social pedagogue is a specialist supervising the observance of the pupils' rights by synthesizing information about the social needs of the family and the student; selects the organizations that provide the necessary services and protect the rights of the pupil, and realizes a complex of events targeted at receiving educational services in the amount designated by the Russian Federation legislation [13; 18].

4. The logopedist carries out activity on development and correction of speech (oral and written), defines the methods and forms of work on development and rehabilitation of all kinds of verbal activity, diagnoses speech disorders, fills in logopedic charts, works out speech development programs, individual routes and curricula on the basis of

the previously made diagnosis [2; 13].

5. The tutor supports the child during their learning, education and development; helps to complete the tasks set by teachers and other specialists; carries out work on the child's adaptation to new conditions and regulates their behavior in the educational environment and towards the closest surrounding people. They organize the daily routine, help to perform individual work and build up individual cooperation between the pedagogues. The tutor is a link in the organization of interaction and activity of all participants of educational relations [7; 11; 13; 15].

6. The methods specialist (coordinator of inclusive practice) coordinates the work of all members of the pedagogical staff on inclusion organization. The methods specialist is one of the pedagogical workers organizing events on the development of inclusive practice and culture at the education institution; coordinates interaction between the specialists and specifies the areas of activity on creation of inclusive conditions; and provides information about the practical, theoretical, legislative and informational innovations in the sphere of inclusive education [13; 15].

7. The pedagogue is a specialist who carries out teaching and is one of the main sources of information transfer in a specific learning area

(Russian, mathematics, surrounding world, etc.) [7; 15; 16].

In case the abovementioned specialists are not available at an education institution, the work on organization of network interaction becomes especially urgent. Network interaction provides organization of interaction with other institutions which offer help, give consultations and share experience: psycho-medico-pedagogical commissions, methods centers, resource centers for the development of inclusive education, organs of social care and health protection, and public organizations. It is important to form and include such cooperation in the corresponding agreements [13; 15].

Organizational-pedagogical conditions are determining and include methods, forms and means of work with pupils with SEND and adaptation of the basic general education programs or their design [16]. While creating organizational-pedagogical conditions, it is necessary to take into account the pupils' individual needs and the conclusion of the psycho-medico-pedagogical commission and the educational route including all the components of the education process. In addition to educational activity, pastoral activity aimed at creation of a favorable social space and environment, formation of motivation in learning and communication with peers, attention to individual personal traits and needs of the stu-

dents, provision of conditions for self-development, self-learning and creativity and adaptation of the pupils with disabilities among peers is vitally important.

In early 2017, we analyzed the sites of 163 education institutions of Sverdlovsk Oblast with the aim of identifying the above-mentioned conditions of inclusive education. According to the open access information it turns out that most education institutions have no tutors and coordinators of inclusive practice. As a rule, the absence of the position of the tutor is not associated with the absence of the specialist as such, but with the fact that the education institution either has no students with disabilities, or there are specialists who perform this activity simultaneously with teaching as they have basic defectological education. Defectologists, logopedists and social pedagogues are on the staff of only several education institutions: teachers-logopedists – in 24% of cases, social pedagogues – 9.2%, defectologists – 1.2%. It should be noted that the collected data are different from those which are presented in the “2016/17 School Year Information Report on the Creation of Special Conditions for Receiving Education by Children with SEND at Education Institutions Situated on the Territory of Sverdlovsk Oblast” [10] as our research is based only on the open access information available on the sites of education institutions.

On the basis of analysis of the personal cards of the pedagogues, we have found out that many teachers with the basic higher pedagogical education work as specialists of psycho-pedagogical support (defectologist, logopedist, psychologist, tutor, or pedagogue of supplementary education).

One more category of specialists who are available at less than 50% of education institutions is that of teacher-psychologist. Teachers-psychologists are present at 47% of schools; they work either independently or in a team of psychological support, which also includes a teacher-logopedist. In case some specialists are absent, a part of education institutions publish on their sites information about organization of interaction with developmental centers that can provide the needed specialists (within the framework of network interaction).

The majority of the sites contain information that computer hardware is installed only in several classrooms, and there is special equipment for persons with disabilities. Many pedagogues note that while forming academic groups (forms) on September 1, school Headmasters try to cover the school quota with pupils who develop in accordance with the ontogenetic stages, and thus avoid involvement in the process of inclusive education.

In order to analyze the activity of the participants of inclusive educa-

tion, we have interviewed the pedagogues of education institutions that realize ABGEPs. 34 primary school pedagogues from 3 education institutions (the town of Zarechnyy, the settlements of Staropyshminsk and Aramil') took part in the interview.

The first group of questions is connected with the understanding of the essence of inclusive education: what kind of children are the pupils with SEND, what is inclusive education, and what are the ABGEPs? The pedagogues' answers contain the terminology relating to the basic notions and kinds of developmental deviations. Practically all teachers have enumerated various categories of children with disabilities as they had children with the following disorders: intellectual disability, disorders of psychological development, musculoskeletal disorders, general speech underdevelopment, and autism spectrum disorders.

The question about the organization of inclusive education (whether there are separate classes or the pupils get together only for out-of-class activities, etc.) has been answered by the majority of teachers that the institution realizes all forms of integrated learning: from joint education together with typically developing peers (inclusion) to streaming into groups according to the deviation category. The question about "special equipment" is answered by almost all teachers in the positive, but they include here only

sensory room, physical therapy room and gym. Thus, we can make a conclusion that many defectological notions of the members of the pedagogical staff about inclusion should be formed, specified and expanded.

The second group of questions is associated with the methods of teaching persons with disabilities: teaching methods, forms of material presentation at lessons, lesson composition in an inclusive group, presence of special assessment means and application of innovative methods. The question about organization of lessons in a group including pupils with SEND is understood in a rather general way; that is why the answers simply enumerate the tasks set by the education institution but not by separate pedagogues (creation of accessible environment, inclusion in interaction with peers, design of individual programs and application of individual approach). Eleven pedagogues (38 %) have noted that they work out additional tasks for children with disabilities, repeat the task several times and allow more time for its completion.

Therefore, it may be noted that the lessons are usually organized in a traditional form, but this is not enough for the creation of inclusive environment. It is necessary to adapt the forms of organization of different kinds of activity for successful education of children with SEND. Analyzing the information

obtained we may conclude that the pedagogues mostly use traditional forms and methods of teaching and material presentation (talk, narration, observation, visual aids, etc.).

One of the questions deals with the application of innovative teaching methods, which are associated by the pedagogues only with information and communication technologies (ICT), project and game-based activity and watching video lessons. The analysis of the interview results makes it possible to come to the conclusion about the necessity of complex work aimed at propagating new forms and technologies of teaching and their realization while organizing various forms of activity of pupils with SEND.

The third group of questions is devoted to establishing relationships between the pupils of an education institution. It is necessary to specify the way the students are organized to form a united collective, how the notion of tolerance is formed, and in what way supplementary education is realized. And again, the answers enumerate such traditional methods as talk, holidays, homeroom, visits to the theater, etc. Talks, stories about looking after animals and plants, meetings with war veterans and watching films about the war are mostly used for the formation of tolerance. Distance learning and education at home, group work and

out-of-class activities are looked upon as supplementary education.

Thus, our analysis of interview results has revealed that most pedagogues work within the framework of traditional methods and techniques of teaching and do not use new organizational methods and technologies in the development of inclusive educational environment. Most pedagogues have no idea about innovation methods and techniques of conducting and organizing lessons, which tells also on the quality of education of students with special educational needs and disabilities. All this proves the necessity to create the technology of formation of organizational-pedagogical conditions of inclusive education.

There are many factors in the inclusive educational environment that should be taken into account with its introduction in the education system. The educational institution should be prepared for changes in its activity. The system of formation of the value-based attitude of all participants of inclusive education towards each other, and of the education institution – towards inclusive education in general, is of principal importance. The individualized nature of such system presupposes design of individual educational routes, elaboration of ABGEPs, and creation of a special (inclusive) environment and special conditions that would meet the needs of a child with disabilities.

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