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E. A. Yarosh

Ekaterinburg, Russia

**INCLUSIVE EDUCATION AT PRESCHOOL EDUCATION
INSTITUTIONS UNDER THE CONDITIONS OF THE FSES FOR
PRESCHOOL EDUCATION: PRACTICE, PROBLEMS,
PERSPECTIVES**

Abstract. The paper deals with the issue of creation of a complex of conditions (normative-legal, program-methodological, information-analytical, and staff) for the realization of inclusive education at a preschool education institution of the general type taking into account the Federal State Educational Standard for Preschool Education FSES PE), as well as the question of advantages and problems of realization of inclusive educational practice at a preschool education institution. The author provides a detailed description of the normative support for inclusive education at a preschool education institution, and of the basic principles and goals in designing inclusive educational environment for children with disabilities. The paper specifies stable tendencies in the all-Russian practice of inclusive education creation, which would allow administrators, specialists in methods and professionals working with the given category of children in kindergartens of the general type to figure out possible problems and perspectives in designing the given process at an education institution. The materials of the paper are theoretically and practically significant for administrators, specialists in methods and professionals working with children (teachers-logopedists, music teachers, pedagogues-psychologists, care givers, PT instructors, etc.) in realization of inclusive education of learners under the conditions of the FSES PE.

Keywords: inclusion; inclusive education; preschool children; preschool education institutions; inclusive educational space; special educational conditions; children with disabilities; SEND; disabilities.

About the author: Yarosh Elena Aleksandrovna, Candidate of Pedagogy.

Place of employment: Associate Professor of Department of Logopedics and Clinics of Dysontogenesis, Institute of Special Education, Ural State Pedagogical University.

E-mail: yaroshea@mail.ru.

By the end of the 20th century, integrated education which is realized via creation of rehabilitation groups at general education schools and compensatory groups at general-purpose preschool education institutions becomes the leading strategy of teaching children with disabilities in the USA, Great Britain, Sweden and other countries. Practice shows that formation of such groups or classes leads to the exclusion of such children from the full social life of the school or kindergarten and creates problems for the formation of constructive communicative relations between children with disabilities and their typically developing peers and adults. The modern tendencies of special education focus on transition from integration to inclusion, i.e. joint teaching and upbringing of children with disabilities and their peers with typical development.

Inclusion guarantees involvement of each child in the education process via design and implementation of an adapted general education program which corresponds to the abilities and potential of the child with disability, and facilitates satisfaction of individual educational needs. Inclusion of the children of the given category is ensured also through creation of special conditions in accordance with the specific features of their psychophysical development.

The Federal law “On Education in the Russian Federation” interprets inclusive education as a guarantee of equal access to education for all learners taking into account diversity of their special educational needs and individual capacities [15]. The necessity to create equal starting opportunities for leavers of preschool education institutions, and specifically children with disabilities is stressed in the FSES PE [13].

In accordance with the normative-legal basis of modern inclusive education, mixed (inclusive) groups are formed on the application submitted by the parents (legal representatives) based on the conclusion of the psycho-medico-pedagogical commission. It should be borne in mind that observation of the child’s interests should become the decisive criterion for making decision about inclusive education of the child, because inclusion is not “favorable” for all children with disabilities [10].

The total number of learners in an inclusive group has been reduced. Two thirds of the group members should be children with the level of psychophysical development corresponding to the norm, and one third is to be made up of children with a disability (for example, with musculoskeletal, intellectual, auditory or visual disorder), or of children at an early age with-

out marked primary deviations in development but lagging behind the age-related norm (including children with disorders of the emotional-volitional sphere).

The maximum number of children in an inclusive group is determined with reference to the age (younger than 3 years and older than 3 years) and the category of the children with disabilities. Within the age-related category “younger than 3 years of age”, 10 children are enrolled in an inclusive group, including not more than 3 children with disabilities.

Children older than 3 years of age are grouped in the following way:

- 10 children, including not more than 3 deaf children, or blind children, or children with musculoskeletal disorders, or children with moderate or severe intellectual disability, or children with multiple defects;

- 15 children, including not more than 4 children with poor vision and/or children with amblyopia and strabismus, or children with impaired hearing, or children with severe speech disorders, or children with mild intellectual disability;

- 17 children, including not more than 5 children with disorders of psychological development [12].

Inclusive groups may comprise children with auditory, visual, speech and musculoskeletal disorders, intellectual disability, disor-

ders of psychological development, behavioral disorders, as well as children with multiple disorders of psychophysical development.

Creation of inclusive educational environment rests on the principles of interdisciplinary, individual approach, social interaction (active inclusion of all participants of the education process in rehabilitation-educational work), variability, module organization of educational programs, and the principle of family-oriented support.

Under the FSES PE, the content of rehabilitation work and/or inclusive education should be included in the educational program of a pre-school institution. Educational activity in inclusive groups is based on a number of extremely important conceptions which should be accepted by all subjects of the educational space (school administration, pedagogues, specialists and parents). The pivotal conceptions consist in recognition of the value of a person irrespective of their abilities and achievements, the person's need for communication, friendship, all-round development, etc. [5].

Nevertheless, it is necessary to remember that while creating special conditions for “special” children, we must not violate the principle of equal right for the other children attending the inclusive group. Inclusive approach should presuppose a possibility to change the educational situation, to create

new forms and methods of organization of the education process, which would take into consideration individual personal properties of all pupils. In order to manage the inclusive processes in the group, we should use command forms of interaction, carry out timely diagnostics and monitoring of inclusive processes, take into account interests of the children with disabilities and those of the typical children, of the parents, pedagogues and administration. Unfortunately, there are no legal documents yet which would regulate the activity of inclusive groups in maximum detail and clarity.

Analyzing the modern normative-legal basis, we can single out the following most significant conditions for inclusive practice realization in the general-purpose preschool education institution:

- professional qualification of the pedagogues and specialists realizing the inclusive approach;
- organization of the adapted developing object-oriented space of the education process;
- organization of efficient relations between all participants of the education process, and inclusion into this process of the parents of children with disabilities in the first place.

To create a complex of conditions for inclusive education in a preschool education institution it is necessary to work out:

1) normative documentation (provision on enrollment of children with disabilities in inclusive preschool education institutions; provision on monitoring learning abilities of children with disabilities in inclusive education institutions; guidelines for design of individual educational plans and variable educational programs; local acts on psycho-pedagogical support and council of preschool education institution);

2) staffing strategy (creation of a team of specialists capable of solving the problems set and working towards achieving the desired results);

3) organization-methodological materials (differential educational plans and adapted educational programs with reference to types of disability; individual educational plans and variable educational programs for children with disabilities; plans of pastoral activity in the group; advanced training of pedagogues);

4) psycho-pedagogical support (special psycho-pedagogical support (teacher-logopedist, pedagogue-psychologist, defectologist, physiotherapy instructor, etc.); tutor support; organization of the work of psycho-medico-pedagogical council of the preschool education institution; development of tolerant relations and interaction);

5) principles of creation of the adaptive educational environment of the preschool education institu-

tion (accessibility of playing and other rooms (removal of barriers); technical means of granting comfortable access (assisting means and technologies); rehabilitation-educational subject-based environment for upbringing, education and socialization; rooms (zones) for recreation, restoration of working capacity and health-promotion);

6) information support (propagation of ideas of inclusive education across the surrounding community).

Thus, inclusion of children with disabilities in the education process of a preschool education institution needs changes in the organization of the entire pedagogical activity of the institution: it is necessary to study and implement new forms, conditions and methods of organization of the education process with reference to the individual peculiarities of children. Such modernization requires creative contribution of every participant of the education process – pedagogues, parents, children and administration.

Analyzing the modern practice of inclusive education, we can single out the following advantages of this system. First, it is favorable for the children with disabilities because their level of development improves in all spheres. Typical peers serve for them as examples; new habits and skills are acquired functionally; and learning is supported by the safe personal qualities.

Children growing in correspondence with developmental norms begin to realize that all people are different; this situation initiates tolerance and develops skills to establish and maintain friendly relations with the people who differ from them and the ability to sympathize and cooperate, and develops a creative approach to life.

For the pedagogue, inclusion has a positive impact as it makes them master new pedagogical methods taking into account individual personal properties of children. Pedagogues begin to better understand the individual personal properties of children, their perception of children becomes more holistic, and they develop empathy and reflection.

The preschool education institution realizing inclusive practices should be ready for certain difficulties. While organizing activity aimed at creation of inclusive educational space, pedagogues come across:

- absence of reliable technologies of design of individual educational routes for children with disabilities;
- negative attitude of the parents of typically developing children to the presence of children with disabilities in the group;
- low level of information of the population about the inclusive education opportunities;
- absence of experience of creation of inclusive groups where chil-

dren with disabilities can stay the whole day or part of it;

– absence of a system of gradual inclusion of children with disabilities in a group of typically developing children;

– absence of a system of training specialists to teach typical children to interact with children with disabilities.

In terms of management organization, there emerge problems with inadequate interaction between the specialists belonging to different departments and agencies, therefore it is essential to consider the existing regional experience of interdepartmental interaction, and specifically the one accumulated in Sverdlovsk Oblast [9; 14].

The information support of inclusive education needs more intensive participation of the mass media, public organizations and workers of art to form tolerance with reference to persons with disabilities in the society.

As a result of solution of the abovementioned problems, inclusive education may facilitate socialization, support for personal development and formation of preconditions to learning in preschoolers with disabilities.

By way of summing up, we would like to note that today it is possible to single out several stable tendencies in the development of inclusive education of children with disabilities. First, we can see the growing number of children with

disabilities in the inclusive educational environment due to the increase of the number of children with severe developmental disorders, as well as children at an early age with developmental problems or the risk of their emergence. Second, innovative variable forms of preschool education for children with disabilities between the ages of 2 months and 7 years are being developed, in which inclusion can be full or partial, systematical or temporary. Implementation of various models of provision of early assistance to children with disabilities (according to departmental belonging or kind of disability), creation and functioning of short-term groups “Special Child”, and the work of the Russian Lecotheque are exceptionally important.

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