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INCLUSIVE EDUCATION ABROAD: PROBLEMS, EXPERIENCE AND PERSPECTIVES

In the article the researchers analyze the foreign experience of the organization and methodology of inclusive education. On the basis of scientific positions of Great Britain, Canada, the USA, Russia and other countries scientists the basic tendencies of development of inclusive education abroad are revealed. Inclusive education is a complex process that requires a certain transformation of the usual way of the educational environment, certain social and educational conditions, which allow essentially implementing different approaches and methods to include people with special educational needs (SEN) in the educational space.

In solving this social problem, it is important to improve the quality of professional training of specialists, in particular social pedagogues. It is revealed that important trends of inclusive education abroad are: (1) focus on the formation of an inclusive culture in the educational institution, the development of the philosophy of inclusion in general; (2) coordination of activities of all participants of education, the inclusion of parents in an inclusive educational process for maximum assistance to children with special educational needs; (3) special training of pedagogues to work in conditions of inclusive education and team training; (4) support of an inclusive school by its partners and assistants acting by various public organizations and psychological and pedagogical services; (5) individualization of the educational program for inclusion of children with SEN in the educational process and development of an individual plan of their training.

Key words: inclusive education, inclusion, special educational needs, atypical children, students with disabilities, integrated learning.

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Шетелде инклюзивті білім берудің мәселелері, тәжірибесі және келешегі

Мақалада инклюзивті білім беруді ұйымдастырудың шетелдік тәжірибесі және әдіснамасы қарастырылады. Ұлыбритания, Канада, АҚШ, Ресей және басқа да шетел ғалымдарының зерттеулері талданады. Олардың ғылыми көзқарастарына сәйкес шетелдерде инклюзивті білім беруді дамытудың негізгі бағыттары айқындалғандығы баяндалады. Инклюзивті білім беру ерекше білім беруді қажет ететін адамдарды жалпы білім беру кеңістігіне ендірудің әртүрлі ұстанымдары мен әдістерін жүзеге асыруға мүмкіндік беретін және білім беру ортасының нақты бір үйреншікті әдісін, белгілі бір әлеуметтік және білім беру шарттарын өзгертуді талап ететін күрделі үдеріс. Бұл әлеуметтік мәселені шешуде кәсіби мамандарды, атап айтқанда әлеуметтік педагогтерді дайындаудың сапасын арттыру маңызды деп танылады. Шетелдерде инклюзивті білім берудің маңызды бағыттары ретінде: (1) білім беру мекемелерінде инклюзивті мәдениетті қалыптастыруға, жалпы алғанда инклюзияның философиясын дамытуға бағдар жасалуы; (2) мүмкіндігі шектеулі балаларға максималды көмек көрсету үшін білім беру үдерісінің барлық қатысушыларын, сол сияқты ата-аналарды да қатыстыру қызметін үйлестіру; (3) педагогтерді инклюзивті білім беру жағдайында және командада жұмыс істей алуға арнайы дайындау;

(4) әртүрлі қоғамдық ұйымдар және психологиялық-педагогикалық қызмет аясында инклюзивті мектепті және олардың партнерлары мен көмекшілерін қолдау; (5) мүмкіндігі шектеулі балаларды білім беру үдерісіне ендірудің жеке білім беру бағдарламасын жасау және оларды оқытудың жеке жопарын дайындау қажет.

Түйін сөздер: инклюзивті білім беру, инклюзия, арнайы білім беру қажеттіліктері, атипті балалар, мүмкіндіктері шектеулі оқушылар, интеграциялық оқыту.

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Инклюзивное образование за рубежом: проблемы, опыт и перспективы

В статье рассматривается зарубежный опыт организации и методология инклюзивного образования. Проанализированы исследования зарубежных ученых Великобритании, Канады, США, России и других стран. На основе их научных позиций выявлены основные тенденции развития инклюзивного образования за рубежом. Инклюзивное образование является сложным процессом, требующий определённого преобразования привычного уклада образовательной среды, определенных социально-образовательных условий, которые позволяют по существу осуществлять различные подходы и методы по включению людей с особыми образовательными потребностями в общеобразовательное пространство. В решении данной социальной проблемы значимо повышение качества профессиональной подготовки специалистов, в частности социальных педагогов. Выявлено, что важными тенденциями инклюзивного образования за рубежом являются: (1) ориентация на формирование инклюзивной культуры в образовательном учреждении, развитие философии инклюзии в целом; (2) координация деятельности всех участников образования, включение родителей в инклюзивный образовательный процесс для максимальной помощи детям с ограниченными возможностями; (3) специальная подготовка педагогов к работе в условиях инклюзивного образования и командного обучения; (4) поддержка инклюзивной школы ее партнерами и помощниками в лице различных общественных организаций и психолого-педагогических служб; (5) индивидуализация образовательной программы для включения детей с ограниченными возможностями в образовательный процесс и разработка индивидуального плана их обучения.

Ключевые слова: инклюзивное образование, инклюзивность, особые образовательные потребности, нетипичные дети, учащиеся с ограниченными возможностями, интегрированное обучение.

Introduction

At this stage of the development of civilization, the problems of inclusive education are actualized in various cultures, its importance and priority over other forms of teaching children is discussed. One of the trends of the modern educational space is the ubiquitous orientation of the majority of countries on the transition from elite education to high-quality education for all. In many countries of the world, society has come and realized that discrimination against people with special needs is impermissible. Today, inclusive education in our country and abroad is developing at different levels: political, scientific, and organizational and practical.

Methodology and methods of research

At the 3rd International Scientific and Practical Conference held in Moscow in 2015, it was

emphasized that both cultural-historical psychology and defectology serve as the methodological basis for pedagogical research in the field of inclusive education. The basic methodological positions were identified ideas about the role of cultural and historical experience accumulated by mankind, which certainly affects the course of development, upbringing and training of the child. (Alekhina, 2015: 528) [1]. The methodology of inclusive education requires an appeal to different disciplines:

– anthropological, phenomenological philosophy, interactive psychology, general and social pedagogy. The scientific circulation actively uses the ideas of normalizing the life of B. Nirye, the criteria for the formation of an inclusive culture by T. Booth and M. Ainscow et al. (Furyaeva, 2017: 152) [2].

Canadian representatives of the team approach M. A. Mastropieri, T. E. Scraggs, R. S. Podemsky

and others define support in an inclusive class as a complex fusion of efforts by various subjects of inclusive education, in which the development of productive decisions on the training and upbringing of atypical children does not lock on one teacher, in whose class is an atypical child. (Mastropieri, 2001: 265) [3]. Another spokesman for the team approach, the English researcher E. Patterson, defines the essence of the team as cumulative interactions between all subjects of the educational process (Patterson, 2011: 150) [4].

The leading condition for the design of inclusive education is its consideration in the context of an axiological approach. Describing the semantic content of the axiological approach, US researchers M. Sapon-Shevin, S. Peck and others understand it as the core value mechanisms for regulating the interconnections of all members of the inclusive class, which aim at maximizing the adoption of each student's specificity and approving emphatic contacts (Sapon-Shevin, 1999: 45) [5].

In pedagogical theory and practice, the socialization of an atypical child is considered through a systematic approach. Considering the problems of inclusiveness of atypical persons in society, D. A. Lushnikov defines systematicity as a central condition for achieving a normal level of vital activity for such persons. At the same time, various factors that affect the normative functioning of atypical people are put forward: cultural, social, psychological, pedagogical (Lushnikov, 2006: 37) [6].

Methods of research: methods of theoretical analysis of literature, comparative analysis, induction, deduction, systematization.

Literature review

The western researchers as L. Barton, J. Deppler, E. Doris, T. Loreman, U Sailor, E.K.Sliker, D. Harvey and others have been involved in the construction of theoretical concepts of inclusive education abroad. Among Russian scientists developing conceptual foundations of inclusive education: S. V. Alekhina, D. V. Zaitsev, E. N. Kutepova, N. N. Malofeev, E. R. Yarskaya-Smirnova and others. Subject characteristics as the basis for the successful development of inclusive educational practices are considered in the studies of L.A. Bloom, A.Kokhna, N.Kuns, J. Nelson et al. (Nikulina, 2016: 79) [7]. A great contribution to the study of dementia was made by E. Segen, F. Pinnel, J. Eskirol, J. Itar, A. Blanchet, M. Montessori, F. Plyats, and others.

Various interpretations of the atypical nature of children are reflected in the works of foreign

researchers W. Wolfensberger, B. Gerry, N. Coons, M. Leicester, J. Spratt, M. Forest and others. Understanding of atypical by Russian scientists has both common and distinctive features with Western counterparts and is reflected in the works of L. I. Akatov, V. Levi, D. A. Leontiev, I. B. Kantemirova, E. R. Yarskaya-Smirnova, and others (Melnik, 2012: 5) [8]. In the works of many Russian scientists (M.R. Khusnutdinova, S.V. Alekhina, OS Kuzmina, V.V. Khitryuk, etc.), foreign (K. Wedell, J. Porter, T. Lorman, J. Deppeler, D. Harvey and others.), Kazakhstani scientists (A.K.Kusainov, A.Kh.Argynov., R.A. Zhumakanova A.T. Iskakova, I.A.Oralkanova, Z.A.Movkebayeva, A. B. Aytbaeva, S.D. Aubakirova, and others) presented the problems of inclusive education.

Results and Discussion

Historical sources indicate that inclusive upbringing and education have been fragmentary used in many countries, since such a time as children with disabilities received the right to education. The very first mention of the disabled came to us from an ancient Egyptian source – the Ebers papyrus, which contained a list of magical healing spells, ancient recipes, and medical prescriptions (9).

It is necessary to note the role of the first woman in Italy, doctor of medicine, pedologist, teacher, philosopher M. Montessori, who created a pedagogical system that harmoniously fit into the development of integrated education. The first schools for disabled children appeared in Spain in 1578, these were schools for the deaf, then in England in 1648, in France in 1770. Schools for the blind appeared in France in 1670. In the XIX century begins the training of mentally retarded children. The first pedagogical experiments in teaching mentally retarded children were conducted by Hansen and Lippestad in Norway in 1871. In the USA, E.Segen run the first private schools for mentally retarded children. In these schools, he developed a system of training and education of mentally retarded children, placing great emphasis in the educational system on labor and physical education. Methodical manuals of E. Segen are still very relevant and popular among specialists. Then in 1891, institutions for the education of mentally retarded children appeared in London (Pritchard, 1963: 215) [10]. The first school for teaching children with disorders of the musculoskeletal system was established in London in 1865.

Subsequently, a number of legal documents regarding persons with disabilities appear. Thus, in 1971, the United Nations adopted the Declaration

on the Rights of Mentally Disabled Persons (approved by the UN General Assembly Resolution 2856 (XXVI) of December 20, 1971), followed in 1975 by the Declaration on the Rights of Persons with Disabilities United Nations Assembly of December 9, 1975). As a result of UN activities to protect the interests and rights of persons with disabilities, the Disability Support Program was developed and 1981 was announced the Year of Disabled Persons. In the United States, the term “inclusion” appears, which implies “reforming secondary schools and redesigning classrooms so that they meet the needs and requirements of all children without exception” [11].

This process in the USA was preceded by numerous pedagogical searches, experiments on ways of integration in teaching. Thus, in 1962 in the United States of America, M. Reynolds publishes a special education program in which he emphasizes the importance of achieving the greatest possible participation of children with (SEN) special educational needs) in the mainstream on the principle: “specifics are no more than usual”. In 1970, the American scientist I. Deno proposed a similar concept – the Cascade model (Deno, 1970: 229) [12]. Cascade is understood as a system of social and pedagogical measures that allow a child with disabilities to interact as effectively as possible in the general flow. Since 1975, the United States of America, by adopting Law 94-142 “On the Education of Disabled Children”, put the integration processes in education on a legal basis. This law was intended to ensure the right to free education of children with disabilities in public schools at the expense of the federal budget.

A breakthrough in the development of joint training for children with disabilities and healthy children was the holding of the World Conference on “Education for All” in March 1990 in Jomtien (Thailand). Representatives of 155 countries and 160 governmental and non-governmental organizations participating in the Conference adopted the Program of Action, which established clear lines of action and measures to achieve these goals, and endorsed the World Declaration on Education for All [11]. The World Conference on Education for Persons with Special Needs, held in 1994 in Spain (Salamanca), was a bright event for the global pedagogical community” (Ratner, 2012: 162) [13].

The conference adopted the “Salamanca Declaration on Principles, Policies and Practical Activities in the Field of Education for Persons with Special Educational Needs”.

In 2000, the World Education Forum was held in Dakar, where the Dakar Framework for Action was adopted, outlining the main goals of the Millennium Development Goals on Education (14).

Let us turn to the experience of organizing inclusive education in the United States. In modern American schools, students with disabilities who receive special educational services are usually included in general education classes with regular students (Halvorsen, 2009) [15]. In contrast to the outdated practice of mass education, in an inclusive class, learners are members of the general education class and do not belong to any other separate specialized environment based on the characteristics of their disability (Hope, 2009: 67) [16].

Important legislation and litigation, important political events and the protection of parents, teachers and pedagogues shaped the integration of services for learners with disabilities. The enactment of the Education Act of 1975 (EAHCA – Education for All Handicapped Children Act) defined special education as compulsory for all disabled children in the United States. These actions affected the closure of large boarding schools and psychiatric hospitals for people lagging behind in the years 1960-1970. in Sweden, and afterwards in most other developed countries.

The Education for All Children with Disabilities Act (EAHCA) was the first defense of American learners with (SEN) special educational needs) against discriminatory treatment from municipal educational institutions (Wong, 1993: 827) [17]. The modern period of inclusion in special education was enacted by the Law on the absence of children left unsupervised (NCLB– No Child Left Behind-) of 2001, and the Law on Education for Persons with Disabilities (IDEA– Individuals with Disabilities Education Act) of 2004 of the year . The Education for All Children with Disabilities Act (EAHCA) of 1975 became a legislative milestone for special education in the United States, as it provided free and appropriate public education for children with special needs (18).

Japan is considered one of the leading countries in the organization of inclusive education (Ganberg, 2017: 26) [19]. In a short time, this country moved from discrimination to persons with disabilities to creating the necessary conditions for them and including them in society. Since the 1970s, Japan began to develop a legal and regulatory framework conducive to the expansion of educational opportunities for people with disabilities. The main laws that reinforce national standards and state policy regarding persons with physical disabilities

were adopted in 1990 (Brazhnik, 2005: 975) [20]. In Japan, the involvement of special children in society begins with a kindergarten and continues to the highest level of school. From a very young age, children are taught a humane attitude towards people with disabilities, and they inculcate the skills of caring for those who need help. A feature of inclusive education in the Japanese school is the organization of the so-called resource rooms. Here, disabled children studying in ordinary schools can get expert advice. For some children, there are tutors who can provide individual help to children.

The goal of inclusive education in Japan is to ensure, in accordance with the Constitution of Japan and the basic law "On Education", the conditions for the full development of children with disabilities, their abilities and personality. Only in this case, the sick child can continue to count on getting a workplace and real personal happiness. After graduation, people with disabilities have a real job opportunity. There are benefits for companies that provide jobs for this category [19].

Let us turn to the experience of Great Britain, where after the adoption of the Education Act (1981), the number of students in special schools increased. In addition, all the nosological categories of "features" were abolished in the special education of the country. From this point on, special education in the UK continues to evolve in an integrated learning environment. In Western European countries, such as the United Kingdom, Italy, and Norway, the inclusive education trend prevails when the child is at school. In a number of other countries, the child is enrolled in a special school, and spends extracurricular time with healthy children. In Scandinavia, integration begins in a largely normative and practical way. Thus, in Denmark, with a parliamentary decision (1969), children with disabilities receive the right to attend mass school with the rest of the children in order not to be isolated from their peers and their usual living environment. And also, their insignificant part, mainly with unexpressed disorders (of vision, hearing, intellect, musculoskeletal system), was given the opportunity to study in secondary schools.

In France, the Education Act of 1989 enshrined the right to education of all children and adolescents living in the country, regardless of social origin, cultural level or nationality. The same law also confirmed the integrative trends in special education. In Norway, the system of inclusive education has existed for several decades. In Ireland, inclusive education has been developing since the 1980s – 1990s. In 1993, the Report of the Special Education

Committee was published, which was important in the development of educational policies for children with SEN. Subsequently, a number of laws were adopted, which laid the legal basis for the establishment of an inclusive education system in Ireland (Aubakirova, 2017: 162) [21].

Education in Finland is based on the principles of necessity, inclusion and equality. Therefore, every child from 7 to 17 years old is obliged to attend an educational institution. In Finland, the education of persons with disabilities is guaranteed by law and depends on the type of pathology (Prushinsky, 2015) [22]. In addition, in Finland there are almost no secondary schools for gifted children and children of wealthy parents. Disabled children, children of the "elite", children from low-income families, talented children, all without exception study in the same educational institutions (Pristupa, 2016: 306) [23]. In the Republic of Latvia (LR), inclusive education has been actively debated since 1998, after the law "On Education" entered into force. According to the data of the Central Statistical Office in the Latvian general education classes, approximately 10% of the number of children with special needs are trained in general, and the rest – in special educational programs (24). The following triad of inclusive education was enshrined in legislation: inclusive education as special education; inclusive education as integration; a child as a subject of inclusive education in educational institutions of various types in order to educate a full-fledged member of society (Selivanova, 2015: 90) [25].

Lithuania's national policy on inclusive education is complex, which is reflected in its overall country strategy, as well as financial and administrative bases. Education Action Plan developed by Lithuania for the period 2014-2020 focuses on the availability of inclusive education and the quality of multi-professional support for the education of children with special needs and their families. Special attention should be paid to the methodology of financing school and pre-school education, which was revised in 2011. The concept of "money follows the child" or "learner's backpack" provides for an increase in funds by 35%, if the child is with special needs. Depending on the marital status and status, discounts are offered for children of preschool age, and the Yellow Bus program provides transport for children living in rural areas (26).

The development of inclusive education in Russia is most often carried out in partnership with government agencies and non-governmental organizations. The initiators of the inclusion of children with special needs in the educational process

in the system of general educational institutions are the associations of parents of children with disabilities, organizations defending the rights and interests of people with disabilities, professional communities and educational institutions working in experimental and project regime(27). Guided by the provisions of the conventions, recommendations and declarations in the field of human rights (Universal Declaration of Human Rights of December 10, 1948 (28), the UNESCO Convention on Combating Discrimination in Education (29) Kazakhstan undertakes to ensure the right to quality education to all children, including special educational needs due to health problems and socialization.

In the Republic of Kazakhstan, a complex system of early psychological, pedagogical, medical and pedagogical– correctional support for children with developmental pathologies is being developed, thereby contributing to the greatest possible psychophysical development, and creating an opportunity for learning in the educational environment. Preschool, primary, secondary, higher and lifelong education recognizes and includes an inclusive approach (Magauova, 2018: 4) [30].

Results and discussions Thus, the emergence of inclusive education abroad has an earlier history of inclusive education in comparison with Russia and Kazakhstan. In the described countries, effective organization of inclusive learning strategies is being implemented, as well as the mass practice of inclusive education of typical and atypical children, effective technologies for incorporating atypical children into the general educational structure and the subject positions of all participants of inclusive education are noted. Various interpretations of the atypical nature of children are reflected in the works of foreign researchers W. Wolfensberger, B. Gerry, N. Coons, M. Leicester, J. Spratt, M. Forest and others. Understanding of atypicality by Russian scientists has both common and distinctive features with Western counterparts and is reflected in the works of L. I. Akatov, V. Levi, D. A. Leontiev, I. B. Kantemirova, E. R. Yarskaya-Smirnova, and others [8].

In the 1970s in Sweden, N. Benk-Mikkelson, Head of the Danish Mental Health Service, and B. Nirjer, Director of the Association of the Mentally Handicapped, introduce the concept of “normalization” (Nirje, 1994: 19) [31]. The fundamental principle of normalization is the provision on the right of people with disabilities to education, work, and living conditions close to the norm (Culham, 2003: 65) [32]. The fundamental

core of the concept of normalization was that the child should be raised in the spirit of the cultural norms adopted by the society in which he lives (Ratner, 2012: 162) [33].

The meeting of 153 countries in Geneva concluded that the expanded concept of inclusive education, which addresses the diverse needs of all students and is relevant, fair and effective, “can be seen as a general guideline for strengthening education for sustainable development, lifelong learning for equal access of all levels of society to learning opportunities”(UNESCO 2009) (34).

Comparison of Russian and Western interpretations of inclusive education is characterized by more detailed foreign versions, when inclusive education is considered in relation to various categories of atypicality, while in Russia the emphasis is placed on children with (SEN) special educational needs). (Nikulina, 2016: 79) [35].

It should be noted that modern domestic psychology actively develops the ideas of L.S. Vygotsky and his followers, referring to the study of the developmental and social effects of the process of inclusion for children with different abilities, to the search for appropriate psychological and pedagogical conditions for building different levels of relations between participants in the educational process (Vygotsky, 1983: 369) [36].

After analyzing the foreign experience of organizing inclusive education, we summarize that inclusive education is a complex process that requires a certain transformation of the usual way of the educational environment, certain social and educational conditions that will essentially allow a systematic approach to the inclusion of people with disabilities in the educational space. And in solving this social problem, the improvement of the quality of professional training of specialists, in particular social pedagogues, is significant [30].

Conclusion

So, after analyzing the research results and scientific positions of scientists, it is necessary to identify the main trends in the development of inclusive education abroad: – ensuring the right to quality education for all children, including children with special educational needs; – focusing on the formation of an inclusive culture in an educational institution, which is based on the adoption of a child with disabilities, as well as the development of the philosophy of inclusion in general; – use in inclusive practices of various technologies and strategies to support children with disabilities;

– coordination of activities of all participants in education, inclusion of parents in the inclusive educational process for maximum assistance to children with disabilities; -special training of pedagogues for work in the conditions of inclusive education and team teaching; – support of the inclusive school by its partners and assistants in the face of various social organizations and psychological and educational services; -individualization of the educational program for the inclusion of children with disabilities in the educational process and the development of an individual plan for their education.

Analysis of trends in the development of inclusive education abroad allows us to formulate the following conclusions: 1. The development

of inclusive education abroad is a socially significant process due to sociopolitical changes, the development of the concepts of human rights and equal opportunities, the anti-discrimination movement and changing attitudes to the education of children with disabilities. 2. Foreign inclusive theory and practice is focused on large-scale transformations related not only to the educational, but also to the socio-economic sphere. Thus, this creates prerequisites for the development in society of an inclusive culture and a special procedure for “adopting” a child with disabilities, including in general educational institutions.

3. Foreign researchers almost unanimously recognize the importance of special training of pedagogues to work in an inclusive education.

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