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Opportunities for inclusive education from the social and pedagogical standpoint

One of the urgent problems in the modern educational space is the introduction of inclusive education. The article reveals the possibilities of a social and pedagogical approach to inclusive education and the conditions of inclusive education in the city of Karaganda in accordance with the roadmap. Socially, inclusion ensures the full integration of children with special educational needs into society, provides an opportunity to interact with their peers, develop communication skills and adapt to the social environment. In the pedagogical aspect, inclusive education requires the use of differentiated teaching methods that take into account the individual characteristics of the student, which contributes to improving the quality of education. According to the evidence, this problem has been viewed worldwide as inclusion, often as educating students in need of exceptional education alongside healthy peers in the field of real education. Their task is to help students of this type integrate into society, adapt to their environment, and develop a sense of belonging. In particular, the situation with inclusive education represents a new approach to education that gives all children the right to education, ensures respect for the student and the individual independence of each student.

Keywords: inclusive education, inclusion, qualitative teaching, adjusted learning system, approach, social and pedagogical approach, rule of inclusiveness.

Introduction

Along with many positive reforms to promote the country's education sector, new projects have been launched, one of which is the problem of inclusive education. If we look at its history, by the end of the XX century, the concept appeared that everyone should have equal rights to education. In order to strengthen such education, an appropriate legislative framework was needed, that is, the UN Declaration on the rights of people with intellectual disabilities, the Universal Declaration on the existence, protection and development of children, the UN document for the protection of the rights of the child, the declaration reflecting their equal opportunities, the Declaration on principles, policies and actions in the field of special education was adopted in Salamanca in June 1994 with the support of UNESCO. This declaration obliges the governments of all countries to prioritize "uniting education" for children with special needs [1]. The Salamanca declaration was approved, as a reform that supports and welcomes inclusion in the differences and characteristics of each child. Above mentioned conceptual provisions provide for the rules of an inclusive school, access to knowledge, skills and information, and require the preservation and use of the individualization of the educational process. Also, based on the definition given in the conceptual approaches to the development of inclusive education, inclusive education is one of the processes of dissemination of the education system aimed at ensuring the access of all people to quality education, which involves the inclusion of children in the quality educational environment who need special education, regardless of physical, mental, intellectual, cultural, linguistic, other characteristics, avoiding obstacles, creating conditions for their quality education, their integration into society [2]. Such children aim not only to develop a special attitude and support, but also to develop their independent abilities, contribute to their successful study at school. Such education must be grounded in both social and pedagogical principles.

Materials and Methods

In the theoretical and practical basis of the research on this topic, the authors relied on the conclusions of fundamental research conducted in the context of inclusive education in the USA, Europe, Russia and Kazakhstan, as well as on the state of inclusive education in Karaganda to define the concept of inclusive education. As part of the study of the research problem, such general scientific methods as analysis, comparison

and refinement of scientific sources were applied. An analysis of the practice of inclusive education in schools shows that students with special health needs are usually more motivated to study. However, in the context of our research, we will focus not on the development of the student's professional competencies, but on the development of his personal characteristics, since the priority, in our opinion, will be personality development, providing opportunities for personal self-realization, and mastering a profession, in this case, is nothing more than one of the possibilities of personal self-realization. Today, the process of developing students' socio-cultural competence in inclusive education must be considered in connection with the changing attitude of society towards the rights of people with disabilities. An inclusive educational space, providing joint educational activities for all its subjects, is the optimal environment for the formation of communicative knowledge, skills, abilities, ways of activity, and all components of a person's communicative culture: cognitive, motivational, value-semantic, and practical.

An inclusive educational environment within an educational institution, understood as a socio-pedagogical system, enables the joint participation of all subjects in the educational process. It takes into account the diversity of their special educational needs and individual capabilities, and creates conditions that activate the resources for forming and developing a range of personal traits — traits that ultimately shape the personality's orientation, including its social dimension.

Results and Discussion

The term "inclusive education" in various sources devoted to the education of this category of children is explained by different positions in the organization of the pedagogical process: one of the concepts used in describing the process of teaching a learner in the context of inclusive education [3]. In many schools across the globe, inclusion was intended to educate special children along with normal healthy learners. One of the main objectives of the inclusive school is to provide all learners with the opportunity to take an active part in a full-fledged social environment, community work, on the basis of which interaction and care as members of society are ensured.

More specifically, inclusive education (lat. Include — summarize, add) exists in the joint education of children with normal healthy peers who need special education [4]: this group includes not only such children, but also children with poor social status. Inclusive education is considered in modern society as a legal stage in the implementation of general education in connection with the development of democracy, as an alternative to special education, in which children with disabilities study in a mass school together with ordinary children.

It is necessary to use the social and pedagogical stand in inclusive education. In general, the concept of "approach" is used in pedagogy as a specific approach, an element used by science. The platform of social influence is aimed at establishing the social environment and educational space, the process of socialization of the individual, the formation of the spiritual and moral value of the individual on the basis of social communication.

Socialization in the context of inclusive education is the process of formation of the individual, his training, education and assimilation of social norms, values, attitudes, patterns of behavior related to this society.

Socialization of learners in need of special education performs three main tasks:

1) To adapt a person to society, an inclusive environment, acquisition of social skills through the assimilation of cultural norms and values by learners;

2) To promote the assimilation of behavior and actions of learners in the social environment, interaction with the environment;

3) To determine the learner's ability to know his place in the social environment. That is, the formation of the learner's own habitual, comfortable and pleasant environment.

Socialization of children in need of special education in the public environment takes place in several stages:

1) *Initial stage of socialization.* First socialization is very important for the child, as it is the basis for the rest of the socialization process. First socialization starts with a family. The physiological, psychological, social development and adaptation of the child to the environment, his norms of behavior, skills are formed.

2) *Second stage of socialization.* The second socialization takes place in the child's environment outside the home. It is based on pre-school educational organizations, that is, nurseries, schools, and development centers. Children master, according to new rules, actions to adapt to new conditions, to a new environment in

it. In the second process of socialization, the child, as a person, is included not in a small group, but in the general environment.

3) *Third stage of socialization.* The highest level of personal socialization of children in need of special education is their self-affirmation, the realization of their social potential. This is a complex process, usually carried out in accordance with certain socio-psychological conditions. Its content depends both on the role positions of the subject and on external conditions, that is, on the influence of the social microenvironment.

The adaptation and socialization of children who need special education in the public environment is directly connected with the rational organization of the pedagogical process.

Today, as all educational institutions across the country operate under inclusive education conditions, teachers apply specialized teaching methods tailored to working with such children. These methods encompass all stages of the pedagogical process — including the explanation of new material, the completion of assignments, the assessment of student work, and more.

They use following methodological methods:
- Explaining assignments step by step.
- Completing tasks systematically and consistently.
- Maintaining close interaction with students during instruction.
- Employing a variety of methods when working with students.
- Including breaks during physical activities.
- Providing additional time for all types of assignments.
- Considering learners' opinions.
- Conducting exercises and warm-up activities.
- Supplementing printed materials with video resources.
- Evaluating responses of children with special educational needs.

Types of activities when working with children in need of special education:
- Cognitive activity;
- Different classes on interest;
- Collective activity;
- Group activity;
- Individual-creative activity.

Extracurricular activities are very important in working with children in need of special education. In the implementation of their abilities and creative skills, children have the opportunity to spend free time from classes to feel confident among positive peers. A special contribution to the development and manifestation of the child's individuality is made by psychological work, trainings: training "self-improvement of the personality"; thematic class hours "Be Yourself", "know yourself", "create yourself", the game "journey to me and my world", contests, quizzes, master classes, etc.

Today, the problem of socialization of children with special educational needs is very often discussed at different levels of the country's education system and even requires special study. Socialization, active adaptation of the individual to the conditions of the social environment is considered as the basis for the well-being of people in society. But the process of socialization among children who need special education is quite difficult, it directly depends on their future, adaptation to society, work, living, building their own life, establishing relationships with others, organizing their free time.

The socio-pedagogical approach proposes to ensure the special rights of students for a full-fledged education, the change of those needs, that is, reflects the education system itself. The education system must be flexible and capable of taking into account the unique right and own opportunities to educate all children without discrimination. In addition, in its successful training and development, it is necessary to take into account the needs of the child in accordance with his capabilities.

It is defined as a specially organized interaction of teachers with ordinary learners and also learners with developmental disabilities in the educational space in the context of inclusive education. Such interaction involves the use of organizational (regulatory framework, comprehensive diagnostics, gradual inclusion of children with health problems in education) and pedagogical conditions of teaching (organization of a specialized learning environment, psychological, medical and pedagogical support in the learning process, the formation of an inclusive culture in children, teachers, parents). In the context of inclusive education, the learning process (environment, conditions, and tools) uniquely identifies the needs of the child and education, necessarily providing an individual training program. Inclusive education is the main factor

in ensuring equal opportunities for schoolchildren in need of special education. This contributes to overcoming obstacles, as in the learning environment.

The concept of "inclusive education" is associated with the concept of "adaptive learning system" — an educational system in which each learner helps to achieve an intellectual level in accordance with the natural inclinations and abilities of the child. In this case, adaptation is interpreted as an active process of interaction between the individual and the environment [5]. During such training, educational materials are compiled taking into consideration the individual characteristics of the students, including psychological characteristics, the process of admission, the level of education, as well as individual goals and objectives of training.

Such education is considered as a special pedagogical system, a program of cooperation, and individual training. Cooperation in the learning process is the main principle of creating inclusive education, in which each member of the school community bears a certain responsibility for the success of a common cause. Cooperation creates a positive social atmosphere in the classroom and school, eliminates isolation, separation. As children build relationships with one another, they become more willing to help their peers, show kindness, initiate contact, and foster a sense of closeness. This process contributes to the development of positive and meaningful communication. According to the research of scientists, for example, P. Frostad and S.J. Pijl allowed learners with developmental disabilities to see the relationship between their social skills as well as the social status of those children in an inclusive class. This means that social integration shows three varieties, that is: peer acceptance, friendship and transition to cohesive group membership [6].

So, if we reveal the following 8 basic principles of inclusive education:

1. The value of a person is characterized by his abilities and achievements.
2. Everyone can feel and think.
3. Everyone has the right to enter into a relationship.
4. Everyone should help each other.
5. Education is carried out within the framework of real actions and relationships.
6. Personality requires general support and friendship with peers.
7. Each learner can achieve success only by doing what he can do.
8. Being versatile increases the circle of development of a person's life.

Based on the experience of several countries (Great Britain, Italy, Canada, USA, Norway, Australia) and in accordance with specific developmental conditions, general inclusive education is implemented, creating opportunities for children to study in mainstream schools. In some countries (France, Germany, the Netherlands, Finland, Belgium), it is combined with education in special schools or special secondary schools, while interaction with children with typical development takes place outside the classroom. After the discussion, each country involved in integration went its own way. Their advantage, efficiency and regulatory features should be supported and respected. Integration in the field of education, as a socio-pedagogical phenomenon, took shape in the 1970s in the context of the United States and Western Europe. With a conscious understanding of human life and Personal Development, Society began to take care of guilty children.

One of the first countries to introduce inclusive education was the United States, whose scientists confirm its effectiveness in the integrated study of school children classified as children with special needs. The work of such a system in the United States when enrolling children in school, a psychological and pedagogical Council is held, in which parents or guardians of the child, a teacher, a psychologist, a social worker, and sometimes a learner child himself participate. It defines the goals and objectives of this academic year and methods of achieving them. Scientists have found that children who spend more time in class with healthy peers perform better on tests [7]. In 1971, a law was adopted in Italy on the education of such children, for the first time at school. As for the specifics of the Italian approach, then they are served by specialists of medical and social orientation, who organize research practice and medical work. Since 1986, a special school has been closed in Sweden, which was opened for children with disabilities, and a special Center has been functioning to help integrated children in classrooms.

In the 1980s-1990s, inclusive education institutions were opened in Russia for the first time. In 1992, the project "integration of people with disabilities" was launched. At the same time, according to various documents, in 2008-2009 such education was introduced as an experiment in a number of educational organizations of various types of the Federation. According to the inclusive training program, 47 educational institutions worked in Moscow. On April 28, 2010, the law "on education of this category of people in Moscow" was adopted, which provided for the creation of conditions for the education of children with health problems, their adaptation to society [8].

The scientific and methodological foundations of inclusive education in the countries of the USA, Europe and Russia have been considered in the works of many scientists. The authors fully accept the importance of inclusive education; have developed its effective models. A number of scientists believe that inclusive education is part of the educational policy and social policy of any state.

The concept of "inclusive education" is provided for by the law of the Republic of Kazakhstan "On education" [9]. This concept is the process of ensuring equal access to education for all learners, in accordance with the age and individual characteristics of children with special educational needs. Inclusive education is a national policy that creates conditions for special education in all educational institutions by removing barriers and ensuring the inclusion of children with disabilities in the educational process.

In the conceptual approach to the development of inclusive education in the Republic of Kazakhstan, inclusive education is a trend towards promoting the education system designed to ensure that all people have access to quality education. It ensures the unhindered integration of children with special educational needs into a quality educational environment and their social adaptation and integration into society, regardless of the physical, psychological, intellectual, linguistic, cultural characteristics of children.

That is to say, from a socio-pedagogical point of view, we proceed to the assessment of learners, in which learners are based on the concept that special educational needs are difficult to teach because of the "imperfection" of the educational environment, which is ready for the conditions of the public education system, meets the different needs of all school children. Assessment is focused on the needs of the person, and training is an environment that supports and adapts educational factors".

In accordance with the basic provisions of the general convention, we must ensure the conditions of inclusive education at all levels in the country. Therefore, inclusive education is not a separate model; it follows the certain principle of special education [10].

For the development of education based on the principle of inclusivity, it presupposes a change in its value orientations. Values will belong to all inclusive education learners:

- - to reveal a tolerant culture of behavior in society, it is necessary to improve the pedagogical skills of a teacher.

- - the learning process should be built with a focus only on learners with successful learning, and not on all learners in the class.

- - use a team approach to solving problems of providing assistance in the process of teaching children of this category.

The school is obliged to provide the learner with special education all the necessary conditions and services for successful training taking into consideration his individual needs. For example: in accordance with the program for the development of education and the corresponding roadmap for the development of education, inclusive education is being gradually introduced in Karaganda. In order to achieve this goal, the educational environment considers it necessary to meet their need [11].

The primary focus was correctional classes at the school and special classes for children with developmental disabilities, as well as learners with mental disabilities. For example, in 6 schools of the city there are 21 special classes (4 classes with mental disorders, coverage of 27 students), where 174 children study in general. In 16 preschool organizations, there are 66 correctional groups for children with speech, vision, hearing disorders, PDT. The educational and developmental process in them is regulated by the state regulatory framework for Inclusive Education. To organize the educational and developmental process, the work of special specialists (defectologist-teacher, speech therapist, oligophreno — teacher-psychologist) is required. The Learner Support Service is provided by children's psychiatrists (secondary school No. 25, 27). However, these specialists have to undergo special training and improve their skills in specific courses. Today we have 100 % personnel support for work in special classes and groups.

The second direction is the inclusion of children with health problems in the mass class or preschool group, that is, inclusion. According to such an educational principle, children in need of special education, regardless of their social status, physical, emotional and intellectual development, are admitted to groups of ordinary schools and kindergartens, where conditions for affordable learning are created for them. In 49 educational organizations-295 such classes have been opened, including 399 learners. In the kindergarten "Almagul" and "Aynalayin" there are 5 inclusive groups with 13 children [12].

The third direction implies the creation of conditions for Inclusive Education, that is to say Home Education of children. This category includes children who temporarily do not attend school due to illness, injury. During homeschooling, teachers visit the child and conduct classes with him directly at the place of residence. As a rule, training is carried out through the efforts of teachers of a nearby educational institution. By

studying in an inclusive way, these children learn to openness, vital communication skills, interaction with the people surrounding them. In fact, communication is the starting point for learning for the effectiveness of the education system.

Analyzing the above-mentioned point, it is important to emphasize that this issue does not lose relevance when considered from its social and pedagogical perspective. In accordance with the requirements of modernity, the formation of these children as one member of society is ruled by the demand for the continuous development of inclusive education.

The basic principle of public policy is that every individual has an equal right to quality education. Educational systems at all levels aim to foster intellectual development, support psychophysiological well-being, and provide learning opportunities that take into account each person's unique characteristics. The systematic development and improvement of the conditions of inclusive education during the reform period, based on fundamental new approaches, takes into account the readiness for the possibility of barrier-free learning and the connection of integration pedagogy with special pedagogy. Special educational needs are achieved by providing assistance in the educational process by specific methods in order to ensure success in teaching children. At the same time, Inclusive Education provides for the full inclusion of children with various disabilities in school life. Full inclusion allows them to receive additional services if they are required to study in a specific class, regardless of the type, severity, or nature of the deviation in their development. It contributes to the assessment of the needs of all learners, their true adaptation to the school space. In the learning process of the school, there will always be children for certain reasons, and it is necessary to meet their special educational needs, accepting the result with those who have difficulties in learning. It is also important that in the practice of inclusion it is not based on the desire or even more coercion to "be like everyone", since in this case it is contrary to the right to "be oneself". The success of a society's willingness to change towards another is an important prerequisite for inclusion. This makes it possible, first of all, to successfully social adaptation and self-improvement.

Conclusion

Concluding our research, inclusive education provides many social and pedagogical opportunities. It contributes to the creation of a more equitable and diverse educational space where all students, regardless of their characteristics, can develop and learn together.

Social opportunities:

Socialization: inclusive education helps children with special needs to better integrate into society, develop communication and interaction skills with peers.

Reducing stigma: learning in an inclusive environment helps reduce bias and stereotypes by building students' respect for differences.

Family support: parental involvement in the educational process creates communities where families can share experiences and resources.

Educational opportunities:

Individual approach: teachers can apply a variety of methods and approaches, adapting the curriculum to the needs of each student.

Skill development: all students have the opportunity to develop both academic and social skills, which increases their competitiveness in the future.

Professional development of teachers: working in inclusive classrooms contributes to the professional growth of teachers, developing their abilities for differentiated learning.

In addition, inclusive education not only ensures equal access to knowledge for all students, but also forms a more harmonious society where diversity and mutual understanding are valued. This requires constant effort and resources, but the results, both for individual students and for society as a whole, make this process extremely important.

The implementation of inclusive education within the socio-pedagogical framework encompasses the following responsibilities:

- Addressing societal stereotypes that foster a negative perception of students with special educational needs, particularly concerning their abilities and their right to receive an education in mainstream schools within their local communities.

- Examining and applying insights from current socio-pedagogical research to identify the social and/or personal challenges faced by students with disabilities, and providing timely professional psychological and pedagogical assistance.

- Establishing a supportive educational atmosphere designed to address the negative socialization experiences of students with special educational needs, while offering appropriate assistance to facilitate their adaptation and integration within the school community.

- Providing social and educational assistance to parents of children with special needs.

- Working with talented children, especially those with special needs, involves developing their artistic, athletic or academic abilities.

- Adaptation of teaching materials and changes in the educational process in order to form a new educational philosophy — pedagogy of tolerance.

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Инклюзивті білім беруге әлеуметтік және педагогикалық тұғырынан келу мүмкіншіліктері

Қазіргі білім беру кеңістігінде өзекті мәселелердің бірі инклюзивті білім беруді енгізу. Мақалада инклюзивті білім беруге әлеуметтік және педагогикалық тұғырынан келу мүмкіндіктері және жол картасына сәйкес Қарағанды қаласында инклюзивті білім беру жағдайы айтылған. Әлеуметтік тұрғыдан, инклюзия ерекше білім беруді қажет ететін балалардың қоғамда толыққанды интеграциясын қамтамасыз етеді, құрдастарымен әрекеттесу, коммуникация дағдыларын дамыту және әлеуметтік ортаға бейімделу мүмкіндігін береді. Педагогикалық аспектіде инклюзивті білім беру оқушының жеке ерекшеліктерін ескеретін, дифференциалды оқыту әдістерін қолдануды талап етеді, бұл білім сапасын арттыруға ықпал етеді. Нақты мәліметтерге сүйенсек, бұл мәселе әлем бойынша инклюзия көбінесе ерекше білім беруді қажет ететін оқушы балаларды нақты білім алу саласында дені сау

құрдастарымен бірге оқыту ретінде қарастырылды. Олардың алға қойған міндеті — осы типтегі оқушы балалардың әлеуметтік өмірге, ортаға бейімделуіне, өзін қоғамның мүшесі ретінде толық сезінуге мүмкіндік беру. Әрине, балаларды оқытуда білім сапасының тиімділігін көрсететін инклюзивті білім беру жағдайы Қазақстанда емес, әлем бойынша толықтай қамтылмаған жүйе болып саналады. Осындай білім алуды қажет ететін балалардың құқығын қорғау халықаралық конференцияларда өзекті тақырыптардың бірі болып отыр. Нақтырақ айтқанда, инклюзивті білім беру жағдайы барлық балаларға білім беру құқығын беретін, оқушыны құрметтеуді әрбір оқушының дара дербестігін қамтамасыз ететін білімге деген жаңа көзқарасты білдіреді. Осыған орай инклюзивті білім беруге әлеуметтік және педагогикалық тұрғысынан келу оның маңыздылығын арттырады.

Кілт сөздер: инклюзивті білім, инклюзия, сапалы білім беру, бейімделген оқыту жүйесі, тұғыр, әлеуметтік-педагогикалық тұғыр, инклюзивтілік қағида, байланыс.

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Возможности социально-педагогического подхода к инклюзивному образованию

Одной из актуальных проблем современного образовательного пространства является внедрение инклюзивного образования. В статье рассмотрены возможности социального и педагогического подходов к инклюзивному образованию, а также условия его реализации в городе Караганде в соответствии с дорожной картой. С социальной точки зрения инклюзия обеспечивает полноценную интеграцию детей с особыми образовательными потребностями в общество, даёт возможность взаимодействовать со сверстниками, развивать коммуникативные навыки и адаптироваться к социальной среде. В педагогическом аспекте инклюзивное образование требует применения дифференцированных методов обучения, учитывающих индивидуальные особенности каждого учащегося, что способствует повышению качества образования. По фактическим данным, во всём мире инклюзия рассматривается как обучение детей, нуждающихся в специализированном образовании, совместно со здоровыми сверстниками в рамках общего образовательного процесса. Их задача — предоставить учащимся данного типа возможность адаптироваться к социальной жизни и окружающей среде, полноценно чувствовать себя членами общества. Безусловно, ситуация с инклюзивным образованием, отражающая качество обучения детей, остается недостаточно обеспеченной не только в Казахстане, но и во всем мире. Защита прав детей, нуждающихся в таком образовании, является одной из актуальных тем на международных конференциях. В частности, ситуация с инклюзивным образованием представляет собой новый подход к образованию, который дает всем детям право на образование, обеспечивает уважение к ученику и индивидуальную самостоятельность каждого ученика. В этой связи, приход к инклюзивному образованию с социальной и педагогической точки зрения повышает его значимость.

Ключевые слова: инклюзивное образование, инклюзия, качественное образование, адаптированная система обучения, подход, социально-педагогический подход, принцип инклюзивности.

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