

CONCEPTION OF IMPLEMENTING INCLUSIVE EDUCATION CONSISTENT WITH MAINTAINING CONTINUITY ON VARIOUS LEVELS OF EDUCATIONAL SYSTEM

ABSTRACT: the work is devoted to pressing problem of inclusive education development in contemporary Russia. The author shows inconsistencies and restraint in statutory and regulatory activity at implementing inclusive concept in educational establishments. The main part of the article unfolds the author's thinking of implementing organizational, psychology and pedagogical aspects of inclusive education consistent with maintaining continuity in various levels of educational system: pre-primary education, elementary school, basic school, senior school and vocational educational institutions. The framework components to maintain continuity may become thorough diagnostics of personality development, monitoring and making a portfolio of achievements in learning and social skills of the students.

The key factor in implementing inclusive concept is the teachers' professional willingness to work with people «with different educational needs and abilities» on all levels of education.

KEYWORDS: inclusive education, social exclusion, mental barriers, health saving concept, the Federal State Educational Standards of Basic Education, continuous education.

The new idea in development of contemporary education in Russia turns to be implementing inclusive concept in the activities of educational establishments on different levels. However, putting the inclusive concept into practice is going on without a due elaboration of its scientific and pedagogical aspects since the notion of this kind of education is not clearly defined.

From the one hand, the notion *inclusive education* is understood as availability in an educational establishment groups for students with limited health capacities (LHC). From the other hand, it implies distance training; several other points of view also exist. But none of these approaches can be attributed to practice of inclusion. The above types of education do not in full measure realize the main designation of inclusive education concept: forming adaptive and



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social skills for people with limited health capacities and at the same time bringing up moral qualities and the sense of tolerance in the participants of educational process with good health. At present most of the researchers in the field of inclusive education studies consider it in the context of disabled children training. [1], [8]. A more thorough approach to the essence of inclusion being in full compliance with UNESCO priorities we find in the works written by members of the Institute of Inclusive Education at Moscow State University of Psychology and Education. These works present various models of integration into groups of children with good health and children with limited health capacities. [5], [6], [7]. These works can be regarded as the guidance in putting inclusion into practice.

The problems of inclusive education are hotly debated by not only teachers' community it also interests parents, politicians and public organizations. Some people vote against inclusion what witnesses the availability of certain barriers on the way of inclusive education development and creation of inclusive society granting to each person equitable opportunities for self-realization in an open environment.

To understand the essence and designation of inclusive education we must focus on the definition given by UNESCO «The notion «inclusion» must comprise the ways of integration cultural, political, racial, ethnic, sexual and language variety» [2]. From this point of view all children (and adults) are dif-

ferent, not similar to each other and possess certain distinctions. In this context inclusive education means complete adaptation of education/bringing-up process to each student with a view of diversity specific character and distinctive features of each individual.

In a similar way the problem is treated in the Federal Law «Of education in the Russian Federation» dated December, 29, 2012, №273-FZ, art. 2, clause 27 defining «inclusive education» as: «providing equal access to education for all attending classes with a glance to variety of specific educative demands and individual capabilities» [10].

At present educational research community discusses the core, significance and, most often, necessity to carefully approach this social and pedagogic phenomenon and each who votes either «for» or «against» inclusion have a point there.

Regarding inclusive education through the prism of democratic processes deepening and in the context of guidepath to eradication of social exclusion we confirm that this education being a new philosophy to gain future advancement.

Inclusive education is founded on a health saving approach to the development of educational process as a whole hence it promotes acceleration of the society moral invigoration and people tolerant attitude to each other.

Ideas of inclusive education are laid as a foundation stone in new Federal State Educational Standards of all levels: from pre-school to vocational. Brief overview of inclusive approach to Federal Standards is given below:

- Federal State Educational Standard for pre-primary education: while being elaborated the Standard made allowance for certain specific educational demands for particular categories of children including children with limited health capacities. Among other goals the Standard outlines providing the possibility to form educational programs with different levels of complexity and orientability with a view of the nursling's educational demands and capabilities. The Requirements for the main educational programmes structure (OOP) state the following: the content of the correction work and/or inclusive education is included into a program if it is planned to be developed. Moreover, the Requirements define special conditions for training and bringing up children with limited health capacities and disabilities. The necessary conditions for diagnostics and correcting developmental disabilities and social adaptation disorders are to be provided by the Standard as well as the specifications for elaborating individual programs of disabled children rehabilitation.

- Federal State Educational Standards for primary school consider provisions for efficient implementation of primary school basic educational programs, the necessity to provide special conditions for children with limited health capacities and disabilities. The Requirements for the main educational programs structure (OOP) state the following: availability of correction work program providing improvement of disorders in physical or (and) mental development for children with limited health capacities and rendering aid in acquisition of the main educational programs for primary general education. The Program must identify specific children's educational demands and individually oriented psychological, medical and pedagogical aid. The Standard also defines special conditions for training and bringing up children with limited health capacities.
- Federal State Educational Standards for basic school: the standard is focused on age and individual peculiarities of pupils including educational demands of children with limited health capacities and disabilities. The Requirements for the basic educational programs structure (OOP) state the necessity of correction work program providing improvement of disorders in physical or (and) mental development for children with limited health capacities, overcoming their difficulties in mastering the basic program to support this category of children. The Program must identify specific children's educational demands and individually oriented psychological, medical and pedagogical aid to comply with admissible mental load level defined with the help of medical staff; taking group and individual correction classes; rendering technical assistance (by a special helper) to this category of children.
- Federal State Educational Standards for senior school: the Requirements for the basic educational programs structure (OOP) state the necessity of organizing correction work for students with limited health capacities and disabilities. Correction work program must be directed to implementation of complex psychological, medical and pedagogical support of the trainees with a view of their health condition and special needs, improvement of disorders in physical or (and) mental development for children with limited health capacities, rendering them aid in mastering the basic educational program. To support this category of children it is necessary to provide necessary conditions for training and bringing up children with limited health capacities and disabilities, to form open barrier-free environment

for life-sustaining and educational activities.

As it is seen from the analysis of Federal State Educational Standards the idea of inclusive approach to general education flows through all standards but unfortunately, it is not thoroughly developed in the documents designed for vocational education and training.

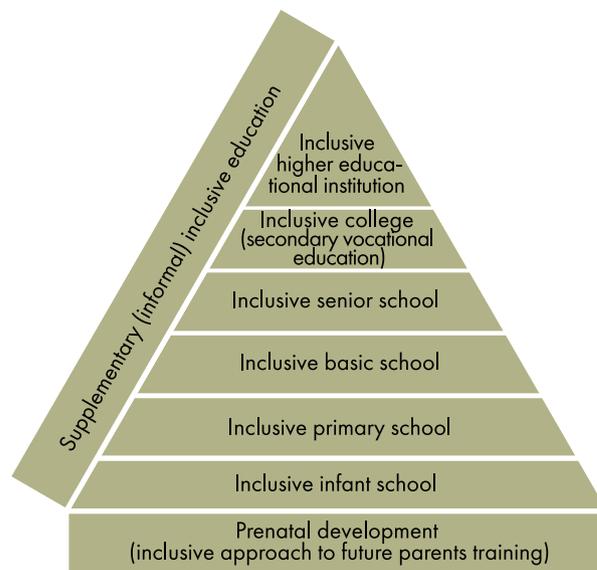
According to our reckoning the success of inclusive education system is determined by the following five organizational-pedagogic stipulations.

1. Existence of Accessibility comprising appropriate architecture of facilities and workplaces, compassionate relations between teachers and children, parents and each other.
2. A scientifically grounded system of integrating trainees in mixed groups, freedom from segregation and barrier free training environment for each child in close propinquity to his house.
3. Teaching staff's complete professionalism and operational excellence of the inclusive establishments' responsible executives who are to possess the skills of reflection and facilitation.
4. Organizational culture and the spirit of mutual understanding in an educational establishment, involvement of all participants starting from director, Board of Education Head and the Minister right up to servitorial staff in the educational process.
5. Integration of inclusive educational establishment with social institutions to allow utilizing socio-cultural area in context of social adjustment for subjects of inclusive education.

Needless to say that we do not call for artificial system of inclusive education *grafted* from the above and outside: inclusion cannot be implanted as a plantlet. True inclusion will be put into practice only in case of educative-nurturant environment being created to comprise all those stipulations mentioned above. But meanwhile in our country the inclusive education system and the model of inclusive education establishment remain to be an important problem into which too few enthusiasts have researched. They try to elaborate an inclusive educational establishment being «in the image and likeness» of other countries' experience without due notice of specific character inherent to certain multicultural aspect of development. No comprehensive concept of inclusive education with due account for continuity of all standards of education has been created in our country yet.

Let us present continuing education in the form of a pyramid where the base being inclusive pre-school educational establishments. Then each stage of this pyramid will be the levels of education. The most im-

portant periods of inclusive concept implementation turn to be pre-school and school education in particular. But theoretically an ideal model of continuous inclusion shall comprise training activity at prenatal stage. i.e. development of a personality before and after birth [4]. The basis of forming children's development and social adaptation is laid at this particular time. And at the stage of vocational training significant losses of untapped resources become apparent.



1. Educational standards serve as an interlink in putting the idea of inclusive education continuity education/bringing-up process into practice. The idea of inclusive approach to organization of education/bringing-up process is laid into Educational Standards but it requires essential follow on development and clear definition of the inclusive education core. Detailed definition would make possible to ensure uniformity of requirements in an organization and provide a teacher's technical support at work in inclusive groups.
2. The second approach to implementing inclusive education continuity lies in diagnostics procedures of psychological and pedagogical support for inclusive education subjects: monitoring of development processes, social adaptation and interpersonal cooperation in groups of inclusive type. Such diagnostic complex with a glance to trainees' age factor and their «exceptional nature» has been already developed by our Institute and can be presented to the public in the near future.
3. Continuous monitoring of inclusive group subjects evolvement will make possible to create a portfolio of trainees, to watch dynamics of

change and tendencies of development and monitor personal and social factors of their successful «inclusion» in education/bringing-up process.

4. To provide continuity in the work of teachers at different levels it is necessary to carry out a kind of a «revision» determining the teaching staff readiness to operate in the context of inclusive groups and to provide conditions for scientifically grounded and practice oriented training system for the teachers to master the inclusive education technologies.
Nowadays this work is not of systematic nature, most of the programs are not authorized by an appropriate education board. That is why teaching staff and senior executives of educational establishments cannot follow the right track to form inclusive educational environment in an infant or basic school. To put into practice inclusive training we need a person being an educationary – facilitator engaged in self-reflection, a sensitive integrative personality possessing certain knowledge in the field of medicine, being competent in developmental psychology, defectology, physiognomy, and educational technologies. In a word, it should be a dedicated teacher, a compassionate tolerant person.
5. A coordinating center capable to accumulate research in the field of inclusive education theory and supervise introduction of the best practices based on scientific investigation to designate them to be used by teachers and senior management could have become the Ministry of Education and Science of the Republic of Tatarstan.

Thus, we can state that the Republic of Tatarstan has a strong demand in development of inclusive education system and all opportunities for it to be implemented.

But is our Republic ready for complex and efficient introduction of inclusive training into every day activities of educational establishments?

Local studies of individual educational organizations, among which a special emphasis should be made at Kazan Research Technical University (KNITU) – Kazan Aviation Institute (KAI) named after A.N. Tupolev, witness that the Republic possesses the scientific community to a higher specification studying the potential adaptability of people with limited health capacities against the background of professional training.

The studies carried out under the leadership of Doctor of Engineering, professor Kochergin A.V. deserve to be specially recognized [3].

Having got an approval of the RF Education Minister, D.V. Livanov, our Institute of Economics,

Management and Law focused efforts on the development of inclusive education methodological support creating a pilot model at the premises of the Institute. At the present time the Institute possesses a sole in the Republic chair of «Theoretical and Inclusive Education Science» with 3 Doctors of Education, 4 Candidates of Pedagogic and Psychological Sciences. Other scientific men of the Institute, students in further education and Master's Degree Students joined the above studies of inclusive education technologies adaptation to practice. Thus, we can say, that a scholar school in research of inclusive education ways and methods is now being formed. For the time being our research creative team counts 12 persons but it is replenished by our partners and teachers engaged in practical training who find us and offer their services. Over a relatively short period of time we prepared and published 8 textbooks of methodics, 1 work book for bachelor's degree recipients called «Education Science, Psychology and Inclusive Education Technology», 1 monograph «Inclusive Education Pedagogics»; proceedings of three international conferences on inclusive education and methods of aesthetic influence in social work, 15 science-method and methodologic seminars were held in Kazan and regions of Tatarstan encompassing more than 3000 teachers of different education levels. Moreover, we made 15 joint work agreements within the frames of pilot test areas at the Institute. An International Centre of Inclusive Education with partner organizations from 20 countries and continents (Asia, Africa, America, Europe, Russia) not including physical persons was organized on the base of the Institute. We have also developed a laboratory under the name of «VERA» for testing inclusive education technologies and implementing the unique programmes of adaptation, social-psychological rehabilitation and resocialization for people in hard circumstances. At the present time the Centre «VERA» is engaged in approbating the intervention Program for adaptation and training Nursery children with multiple health problems based on a grant received from the National Charity Fund. In inclusive training groups we also realize the charity Program of resocialization for people serving their sentence in penal institutions. For the first time ever in the Republic of Tatarstan we train 10 Magister's and 63 Bachelor' degree recipients in «Psychologic Teacher Education» (specialty «Pedagogics and Psychology of Inclusive Education» including the groups with budget financing). In the near future 32 members of a therapeutic pedagogy profession will be graduated from our Institute.

As can be seen from the above our Institute is ready to become a research guidance center for inclusive education support in the Republic of Tatarstan.

But inclusive education is not a goal in itself. The development of education system in Russia in the context of inclusive education ideas is determined by democratic processes in a rapidly globalizing world.

In the opinion of Timiryasova A.V. to put into practice the world's tendencies in education we need «developing social partnership, refining structure, content and qualitative assessment of vocational education and training in compliance with West European quality standards» [9]. These words are intended to focus our attention on training of proficient personnel at first hand for education, i.e. training for education. Within the context of social and cultural phenomenon education being possible to exert influence over the processes of social development, we regard inclusive education as the future way to moral and tolerant community of people with equitable educational and social opportunities.

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