

INCLUSIVE EDUCATION IN TEACHERS' PERCEPTIONS: FEATURES, PROBLEMS, EFFICIENCY IMPROVEMENT

EDUCACIÓN INCLUSIVA EN LA PERCEPCIÓN DE LOS DOCENTES: CARACTERÍSTICAS, PROBLEMAS, MEJORA DE LA EFICIENCIA

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ABSTRACT

In modern society, there is a complete restructuring of the institution of disability. It is important to study the opinion of actors of the educational environment. This article aims to analyze the peculiarities of teachers' perceptions and readiness for inclusive education. As a research method, the questionnaire method was used, which effectively identifies the peculiarities of the attitude of the agents of the educational environment to inclusive education. The authors of the article describe the peculiarity of the current stage of development of the practices of using inclusive education as a social phenomenon. For the first time, teachers' ideas about bodily atypicality were studied, and the educational environment's features in the inclusive education system were considered. The dependence of the age of the interviewed teachers on the willingness to develop new educational programs within inclusions is established. It was revealed that the older the teacher, the greater the probability of the classical method of teaching the material and the unavailability to work in inclusive classes. The interviewed teachers propose improving the current situation by attracting additional funding and raising public awareness about inclusive education.

Keywords: inclusive education; inclusive classes; teacher; educational environment; educational programs.

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RESUMEN

En la sociedad moderna, hay una reestructuración completa de la institución de la discapacidad. Es importante estudiar la opinión de los actores del entorno educativo. Este artículo tiene como objetivo analizar las peculiaridades de las percepciones y preparación de los docentes para la educación inclusiva. Como método de investigación se utilizó el método del cuestionario, que identifica de manera efectiva las peculiaridades de la actitud de los agentes del entorno educativo ante la educación inclusiva. Los autores del artículo describen la peculiaridad del estado actual de desarrollo de las prácticas de utilización de la educación inclusiva como fenómeno social. Por primera vez se estudiaron las ideas de los docentes sobre la atipicidad corporal y se consideraron las características del ambiente educativo en el sistema de educación inclusiva. Se establece la dependencia de la edad de los docentes entrevistados con la disposición a desarrollar nuevos programas educativos dentro de las inclusiones. Se reveló que a mayor edad del docente, mayor la probabilidad del método clásico de enseñar la materia y la indisponibilidad para trabajar en clases inclusivas. Los docentes entrevistados proponen mejorar la situación actual atrayendo fondos adicionales y sensibilizando al público sobre la educación inclusiva.

Palabras clave: educación inclusiva; clases inclusivas; docente; ambiente educativo, programas educativos.

INTRODUCTION

Now, the protection of people with disabilities from discrimination implies the recognition of the rights of people with disabilities along with the rights of physically healthy people. It follows from this that society strives to reduce the status of a disabled person to a medical category (Markov, 2000; Dmitrieva, 2002; Guslova, 2010; Shapovalova, 2004). There is an opinion that studies on appearance are the work of psychologists, however, if we judge, then such an aspect as discrimination is preceded by an element of evaluating appearance that means that a person evaluating the appearance of another person has some idea of the so-called “normal” appearance (Kanbul et al., 2021; Derzhavina et al., 2021; Tkáčová et al., 2021). That is, such an assessment is based on the stereotypes, ideas, prejudices that are spread in a social group, which, in turn, are subjected to sociological analysis (Gordeeva, 2002; Dykhan, 2000).

It is more common to assume that natural sciences such as anthropology, anatomy, physiology, genetics and other sciences are engaged in the study of the body (Martynenko et al., 2021). However, it is worth noting that the body is also an object of the study of various sciences (Gladkov, 2017; Orekhova, 2002; Petrushin & Petrushina, 2002).

The body is a primordial given of a person and initially it may not correspond to the canons of beauty established in public culture. This problem of appearance inconsistency with established norms in society can be solved with the help of medicine or, for example, sports (Avchinnikova, 2002; Kuchkin, 1994; Lisitzina et al., 2015). It is worth noting that over the history course, the human body has repeatedly been humiliated, then elevated. The attitude to a healthy body and to a disabled body also has changed (Weiner, 2001; Tarasenko, 2004; Shipitsyna, 2000; Orekhovskaya et al., 2019; Akhmadieva et al., 2021; Mashkin et al., 2021).

In addition to these reasons, it is worth noting that globalization entails migration and in this regard, such a phenomenon as atypical people is spreading. Atypicality can be understood as the presence of a certain kind of deviations of positive or negative connotation, which are due to belonging to ethnic, religious, cultural minorities, psychological or physiological features of development, etc. Disability should be considered not only as a physical pathology of the body, but also as a label that society puts on this group of people (Pasyukova, 2006).

Despite the fact that the phenomenon has not been studied, researchers distinguish the types of stigma presented in Figure 1.

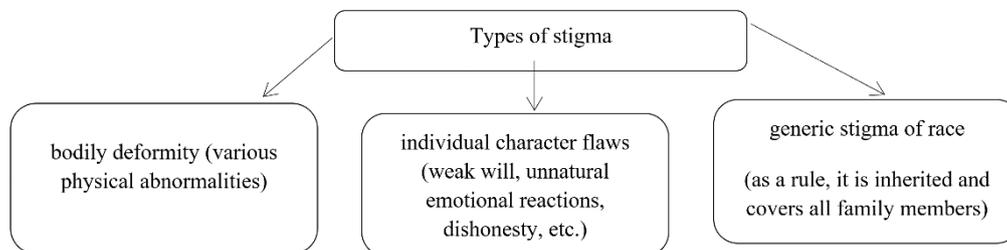


Figure1. types of stigma

It is important to note that in this study the concept of stigma should be used in relation to a physical defect. E.R. Yarskaya-Smirnova and V.N. Yarskaya (2020) says that such a stigma is characterized by a visible atypicality of the body, which arises in connection with the characteristics of the body, such as: disease or disability (Yarskaya & Yarskaya-Smirnova, 2020; Yarskaya-Smirnova & Yarskaya, 2020). The author also notes the fact that visually invisible body defects that are recorded in the patient’s medical record are also stigmatized by exclusion practices, especially often this phenomenon can be observed in political and professional spheres of life (Yarskaya-Smirnova & Naberushkina, 2004).

The first half of the 20th century was marked by the fact that mainly philosophers and social anthropologists were engaged in the study of physicality, atypicality and disability. Russian society, today, is following the path of humanity and civility and, in this regard, it requires awareness of the problems of atypicality. It is particularly relevant to study the problems of the most vulnerable groups of the population, for example, families with disabled children. Despite the positive trends in the adaptation of the social environment for the disabled, it is quite difficult to change the existing psychological stereotypes of perception of people with disabilities. This requires the development of cultural values of civil society, such as tolerance, empathy, respect for human dignity and humanism (Anderson & Mc Alvey, 2005; Vorontsova, 2010; Afanasyeva, Bezukh & Dolgikh, 2010). In recent years, the growth in the number of disabled people has increased significantly. In this regard, such a phenomenon as the disability of society requires special attention from health, education and social protection. One of the important aspects of this problem is the need for interaction between researchers and practitioners (Egupova, 2010; Kuvaeva, 2010; Kostin, 2007). Such scientists as: D.I. Lavrova (2000), A.I. Osadchikh, S.N. Puzin and D.I. Lavrova (2002); I.I. Loshakova and E.P. Yarskaya-Smirnova (2002) also devoted their works to the problem of the body, physicality and atypicality.

The area of interest of the works of scientists devoted to the study of physicality and atypicality includes the study of historical, logical, scientific and methodological foundations for the formation of various value orientations in the field of physicality and atypicality, also the focus of research interest includes the analysis of the interaction of body culture with other cultures, for example, such as economic,

political, environmental and aesthetic cultures (Dobrovolskaya & Shabalina, 1991; Sorokoumova & Cherdymova, 2021; Zhigareva, 2011; Efremov, 2001). Some authors note that physicality is a broader concept that includes the concept of a body. Physicality is a body with its inherent motor activity, expressive forms of manifestation, located in a socio-cultural space and interacting with it, determined in its somatic and motor characteristics, both by natural regularities and by the features of this space (Puzin, Grishina & Kardakov, 2009; Sorokoumova et al., 2020; Cherdymova, 2019; Bayanova et al., 2019; Sandis, 2005; Valco et al., 2019; Tugun et al., 2020).

The problem of co-education of children with disabilities with peers, is the subject of study, discussion, controversy and an area of methodological study, which is to be considered and discussed in this article.

METHODS

At the first stage, the following concepts came into the field of the research: body, physicality, disability, limited health opportunities, inclusive education. It is worth noting that the definitions of «body» and «physicality» do not have a single definition. In the cultural aspect, the body is defined as a thing or object, as for physicality. This concept is broader and covers both external and internal properties of a person and includes a complex of various characteristics, for example, cultural. It is important to note the fact that such concepts as body, physicality and flesh, of course, are close to each other, but in the content aspect they are different.

At the second stage, the aim of the study was to determine the readiness of the agents of the educational environment for inclusive education. A questionnaire was developed that included the following research questions.

- Have you had any experience in teaching children with disabilities?
- How do you feel about co-education of children with disabilities with other students?
- In your opinion, are the children themselves ready to accept special students into their team?
- Do you consider yourself ready to teach a class in which there will be children with disabilities?
- Do you think it is important to introduce obligatory courses for teachers on working with children with disabilities?
- What personal qualities, in your opinion, should a teacher working with children with disabilities have?
- Do you have any suggestions about including children with disabilities in the educational environment?

At the third stage of the study, a survey of teachers was conducted, and the results were processed.

As part of the study, the teachers were asked questions that reveal the task of their readiness to work in a classroom where children with disabilities and children with normal development study together. As a result of the analysis of the survey results, two polar groups were identified: those who are ready to work in an inclusive classroom, and those who refrain from this type of work.

(Figure 2)

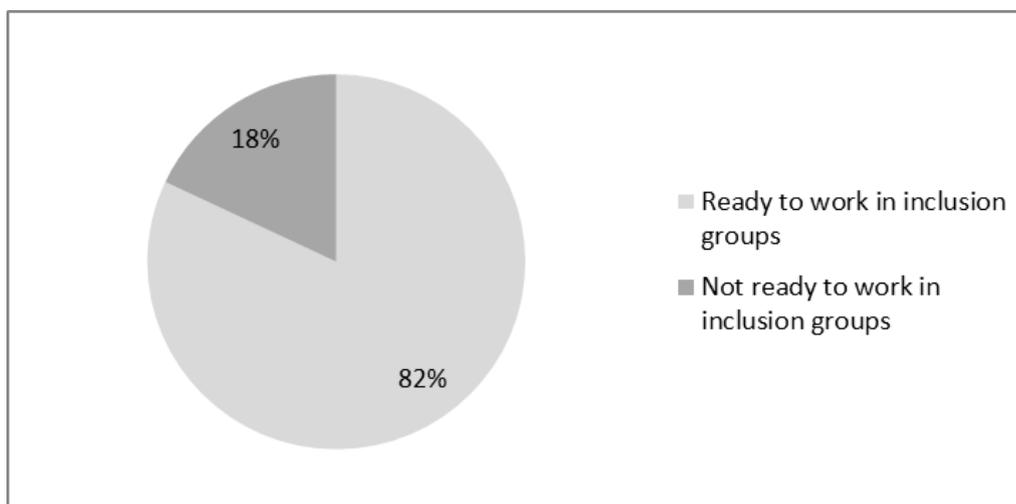


Figure 2. Teacher readiness to work in inclusive classrooms

The interviewed teachers (89%) note that teaching children with disabilities is not a difficult burden for a teacher, but, on the contrary, as a rule, such children demonstrate a craving for learning. Despite the fact that the interviewed teachers are ready to help in the adaptation of children with disabilities in the educational process, they emphasize that in addition to the importance of the teacher's work, a lot of responsibility falls on the shoulders of parents who consciously gave their children to education (100%). Noting the fact of the implementation of mixed classes in modern realities, the interviewed teachers emphasize the importance of organizing classrooms and special training of the school staff (68%). This opinion confirms the fact that a competent organization within the learning environment is one of the main factors of inclusive education. With a competent approach and compliance with the necessary conditions, children do not just get an education, but learn to empathize, respect and understand peers with limited health opportunities. Thus, tolerant thinking towards others is brought up.

RESULTS

As part of one of the research questions, the opinion of the interviewed teachers was revealed in relation to the readiness of the children themselves to accept children with disabilities into their team. It is worth noting that the interviewed teachers answered the question very seriously and gave positive forecasts. The interviewed teachers note (71%) that, despite the fact that it is possible for children to accept children with special needs, but at the same time they will have to go through a difficult path and overcome internal barriers to accepting another.

It should be noted that readiness for inclusive education depends on the age category to which teachers belong. Younger teachers (79%) are much more mobile in the face of changes and are ready to take on new functions and responsibilities, which cannot be said about teachers of an older age category (48%) who are used to working within the framework of classical education.

Another important indicator of the introduction of successful inclusive education in secondary schools is the training of teachers by passing special courses. It should be emphasized that all the interviewed teachers (100%) have taken training courses on working with children with disabilities and believe that the obligatory introduction of these courses for all teachers is necessary, since additional knowledge in the field of inclusion helps the teacher feel more confident in the process of

teaching schoolchildren. Thus, the interviewed teachers note the need for obligatory introduction of inclusive education courses.

The interviewed teachers highlight the strong-willed qualities of the teacher, such as confidence, rigor, fairness, the ability to discipline and organize the educational process. As well as such personal qualities as tolerance, benevolence, compassion, understanding, responsiveness, delicacy, sincerity, multitasking, etc. As for the question of the readiness of the city's schools to accept disabled children, the interviewed teachers note that the schools are equipped, of course, with ramps, but this is not enough. In general, the surveyed teachers (89%) speak of a positive trend in the organization of school space for the implementation of inclusive education, but at the same time note that not all individual needs are realized, for example, the organization of an educational place.

During the survey, the interviewed teachers also noted the general unpreparedness of the school space for the free mobility of disabled people. The teachers believe that existing programs for the improvement of the city, for example, an accessible environment, do not cope with the tasks set.

In connection with all the difficulties of the full implementation of inclusive education, the interviewed teachers made their proposals regarding the inclusion of children with disabilities in the general education environment. They stressed the fact that urban space is not safe for children with disabilities and unaccompanied children cannot get to school, where teachers guarantee their safety and are responsible for all students. The interviewed teachers propose to improve the current situation by attracting additional funding, as well as raising public awareness about inclusive education.

DISCUSSION

Currently, issues related to the body transformation, beauty, healthy lifestyle, proper nutrition, etc. are relevant and are taking one of the important places in society. It cannot be said that before a person was not interested in what he looks like, but right now, due to the mass nature of bodily practices, appearance is one of the most important problems of our time. It can be said that now a person can present himself with the help of his body, thereby transmitting more complete and in-depth information about himself to other people.

In this day and age, self-care and body care take one of the first places in people's minds. It is worth noting that now caring for the body has taken on a more complex form. Even hygiene procedures have transformed into a different form - special body care salons have appeared, that in turn increases the hygienic requirements from society.

A modern man treats his body differently in comparison with a person who lived earlier, and that's why researchers began to pay their attention to the human body in the middle of the 20th century. Previously, a person adjusted his appearance to the certain norms and traditions adopted in the tribe and perceived the body as given from above. Nowadays, it is possible to create your own body based on your life ideas. But it is worth noting that today the construction of the body proceeds not only from one's own considerations, but also from the focus on the norms of the culture in which a person is located, on what is fashionable.

It is also worth noting that throughout history, the human body has been completed in a certain way, for example, with clothes, jewelry, cosmetics, scars and tattoos. Thus, in ancient times, for example,

in Slavic culture, clothing served as protection, amulet and provision of vitality, while in modern times clothing has lost its vital functions, reflecting, to a greater extent, a person's belonging to a certain social layer.

Unfortunately, in our country, today, it has been accepted that young people who have disabilities are traditionally considered by society as an object of education, continuous training and assistance in inclusion in socialization. At the moment, the younger generation is the most valuable Capital of the society and the state. In this regard, the preservation and improvement of health is an important factor influencing the national security of the country.

It is important to note that people who have lost any functional ability are considered disabled people, but this does not mean that such a person is completely weak in all his life manifestations. There are many truly talented people among people with disabilities. But, unfortunately, today such needs as: full communication, education, family creation, housing, demand in society – are not fully realized.

CONCLUSIONS

Thus, the study of teachers as the factors of the educational environment allows us to draw the following conclusions regarding the participants of the study.

The interviewed teachers are generally positive about such a form of the educational process as inclusion. The teachers are ready to help children with disabilities adapting in an ordinary class. At the same time, the interviewed teachers note that not only factors of the educational sphere should participate in the successful implementation of inclusive education, but also parents of children. According to the interviewed teachers, it depends more on the parents - how children will be psychologically and morally ready to accept others. The interviewed teachers noted the importance of a clear organization of the teaching staff and the readiness of the school space as one of the most important factors for the successful introduction of inclusive education. A competent approach makes it possible not only to get a quality education, but also to teach peers to empathize, help each other and accept each other as they are.

Among the interviewed teachers, only a few are ready to work in inclusive classes. This phenomenon is due to the weak organization of teacher training for classes where both children with disabilities and children with normal physical development study together. The study also established the dependence of the age of the interviewed teachers with the willingness to develop new educational programs within the framework of inclusions. The older the informant, the more likely it is to be a classical method of teaching material.

It is worth noting that some surveyed teachers note working in inclusive classes as an interesting experience in their pedagogical career. The interviewed teachers emphasize that they are ready to develop in this area, take on new functions and responsibilities. The teachers also talk about the importance of compulsory inclusive education courses, thanks to which teachers and psychologists learn to overcome their internal barriers and fears about responsibility and complexity of working in an inclusive environment.

It was also possible to identify the qualities that the surveyed teachers consider to be the main in working with an inclusive class: confidence, rigor, fairness, ability to discipline and organize the educational process, tolerance, benevolence, compassion, understanding, responsiveness, delicacy,

sincerity, multitasking, wit, ambition and diligence.

The interviewed teachers noted the lack of preparedness of school and urban infrastructure for inclusion. But, at the same time, the interviewed teachers emphasize that the environment is partially adapted to the needs of people with disabilities.

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