

ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ КАК ШАГ К ГУМАНИЗАЦИИ СОВРЕМЕННОГО ОБЩЕСТВА

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В данной статье речь идет об инклюзивном образовании как о шаге к гуманизации современного общества. Автор представляет ряд решений данной проблемы.

Ключевые слова: гуманизация, современное общество, инклюзивное образование, люди с ограниченными возможностями, толерантность, права человека, социальные проблемы.

INCLUSIVE EDUCATION AS A STEP TO HUMANIZATION OF MODERN SOCIETY

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This article deals with inclusive education as a step to humanization of modern society. The author presents a number of solutions to this problem.

Key words: humanization, modern society, inclusive education, people with disabilities, tolerance, human rights, social problems.

Humanization of the individual and society is an integral part of education. One of the aspects of a humanized society is its ability to tolerance, to understand the “others”.

It is obvious that “a man is a social being. The spiritual state and health of the society depend on how it is formed, how a person with disabilities is perceived in it, how he fits into it and what place he occupies in it” [5]. Inclusive education is one of the results of the development of humanistic ideas: the human rights to freedom, happiness, development and showing the abilities. Article 43 of the Constitution of the Russian Federation states that everyone has the right to education. The direct task of the society and the state is to create conditions for the accessibility of education for disabled people.

Inclusive education is the most advanced system of education for people with disabilities, based on joint training of healthy and disabled ones.

Education, as a fulcrum of the country's economic development, should take into account the diverse composition of the state and the people living in it, having the opportunity to work and reveal the potential of all its representatives.

However, people with disabilities experience the greatest difficulties at all levels of education. “In our country, the entire infrastructure has not taken into account the interests of people with other needs for many years. Today, the situation has changed. There is an understanding that the problem of inclusive education meets the urgent needs of modern society” [1].

Basic values supporting inclusive education are:

- Every man is a personality.
- Everyone can learn – there are no untrained people.
- Everyone has unique features, interests, abilities, and learning needs.
- Prohibition of discrimination in any form.
- The right of everyone to participate in society: inclusive education provides an opportunity to communicate and involve people with disabilities in society on equal terms.
- Inclusive education helps potential participants of society become this society, regardless of their physical disabilities or features of their development.
- Tolerance for each other, willingness to live together, in peace with each other.
- Accepting people with all their shortcomings.
- Tolerant education, understood as “harmony in diversity” [2].

One of the important tasks is to create a stable, developing, and effective system of psychological and pedagogical support for inclusive education in educational institutions of various types [3].

Not everyone is able to accept and understand special students, which can lead to various misunderstandings or conflicts. To avoid this, it is necessary to conduct educational work aimed at accepting other people, their characteristics and capabilities. These can be conversations and dialogues with a

psychologist, a class teacher at a school or a tutor at a University, teachers, and parents. It is necessary to form an opinion about the equality of all people, everyone is unique, valuable and respected. It is necessary to negate any aggression and misunderstandings as not worthy of attention and turn the conversation to another topic as if nothing had happened. Practice shows the feasibility of this approach.

The problem of inclusive education is complex and debatable, but the main thing is that it is really social, since the interests of a huge number of people are affected in the course of its solution. Society should give everyone the right to choose the type of education depending on his interests, needs, and opportunities.

Not every teacher who works in an educational institution with normal-developing children can work with a student who has physical disabilities. "A teacher who is going to teach students with disabilities should accept the following professional and valuable orientations: recognition of the personality value, regardless of the severity of his violation; orientation on the development of a person with a developmental disability in general, and on obtaining knowledge; understanding that he is responsible, since he performs the role of culture's bearer and a translator for people with health problems" [4].

A teacher who works with students with disabilities should have a high level of regulation of his activity, control himself in stressful situations, immediately respond to circumstances and make a decision. He needs to have skills that will help him cope with negative emotions, the ability to adapt in difficult conditions.

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