

Conditions for the Organization of Inclusive Education in General Education Institutions of the Russian Federation

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Abstract

This article examines the issues of justification and expediency of applying the socio-pedagogical approach (position) in the organization of inclusive education in educational organizations, including the need to develop appropriate technology for organizing and implementing inclusive education in general education organizations. The author also defines a set of socio-pedagogical conditions necessary for the development and implementation of inclusive education in educational organizations of the Russian Federation and presents the stages of the development and implementation of inclusive education. The authors take the position that the creation of a socio-cultural educational environment in a comprehensive school is a means and tool for organizing a new educational landscape that contributes to the effective implementation of an inclusive approach in the Russian education system. An important task of the development of inclusive education is also the training of personnel: managers of inclusive educational institutions, teachers, and specialists who implement the practice of inclusive education.

Key-words: Inclusion, Inclusive Education, Inclusive Educational Environment, Socio-Pedagogical Approach, Regulatory and Legal Support of Inclusive Education.

1. Introduction.

Inclusive education is a natural stage in the development of the world education system, a variety of approaches to the organization of educational activities of children with special educational needs due to their limited health opportunities (E.I. Purgina, 2014).

Russia has entered a new stage in the development of the democratic foundations of building society by ratifying the UN Convention on the Rights of Persons with Disabilities in May 2012. Article 24 of the Convention obliges state parties to ensure "inclusive education at all levels and lifelong learning". Such education is recognized not only as the main, but also the primary means of

realizing the right to education of persons with disabilities (including children with disabilities), and also emphasizes the developmental and personality-oriented, humanistic nature of education in general. This article of the Convention establishes a framework for ensuring inclusive education, a reasonable adaptation of the environment, and individualized support for the educational process (S.V. Alekhina, 2013).

Russia's ratification of international Conventions demonstrates a change in the perception of the state and society about the rights of children with disabilities (including disabled children) and the setting of the practical task of maximizing education coverage for all students from birth to 23 years of age who have different health conditions and different socio-psychological status.

The right of any citizen to receive an education that meets his/her needs and makes full use of the development opportunities becomes legitimate, which entails the need for structural, functional, substantive, and technological modernization of the country's educational system as a whole.

One of the important aspects of modernizing the modern education system in Russia is the need to create appropriate conditions in general education organizations for the development and self-realization of any child, including children with disabilities. This is guaranteed today by the Constitution of the Russian Federation – "getting a general education for every child of Russia". This is, in fact, the basis of inclusive personality-oriented education, the availability of education in Russia as a whole for every child, without exception, regardless of the state of their physical or mental health.

The Federal Law "On Education in the Russian Federation" has legislated the principle of accessibility of education for persons with special educational needs. The main principle of the law is "the principle of priority of universal value". Each child can have a different state of health, have different social statuses, and, consequently, have special educational requirements that need to be met in a modern mass school.

Modern general education schools in the Russian Federation strive to develop inclusive education, based on a methodology that aims to reach all children without exception and recognizes that all children are individuals with different fully realized individual learning needs. Inclusive education is based on the state ideology, which excludes any discrimination against children, ensures equal treatment for all, and creates special conditions for children with limited health capacities at all levels of education and in educational institutions of various forms, including in general education schools. Inclusive education seeks to develop effective approaches to the organization of education

and training, which will be more flexible and favorable to meet the different educational needs of children and adolescents with disabilities in health in a mainstream school environment. Thus, having become a principle of state policy, the idea of implementing an inclusive approach in the Russian education system has led to the need to ensure the right to education for people with special needs, and not just proclaim the equality of these rights.

"Education for all" is based on the idea that every child should have access to basic quality education. This leads to the need to create and develop a new inclusive educational environment in all general education organizations of the country. Such an environment should be inclusive towards children in all directions — effective and friendly, healthy and safe (S.V. Alekhina, 2013).

Today, the phenomenon of "harmonious personal development", in the context of the problem under consideration, is understood as a condition for the inclusion of children with special educational needs in an open social system in which they will live, study and work throughout their lives. Co-education and upbringing with ordinary children in a mass comprehensive school provide minors (children, adolescents, and youth) with disabilities with a model of normative behavior in Russian society as a whole, and offers possible ways to organize their life activities and further socialization and integration into modern society (T.A. Zamiralova, 2019).

If learning and education become more effective as a result of changes that are implemented and consolidated by inclusive education professionals, then everyone will benefit, not just children with special needs. This will allow "ordinary" students not only to gain experience of tolerant communication but also to develop and consolidate the highest spiritual and moral feelings and qualities (empathy, mutual assistance, a sense of responsibility and respect for the rights of others, etc.). For teachers, the possibility of developing the practice of individual and personality-oriented training and education in the system of organizing effective education is updated.

2. Methods.

The research was built on a theoretical and methodological basis, including scientific approaches (systematic, complex, humanistic, cultural, value-based). The presented analysis of the research results is based on the application of a set of methods: theoretical (analysis and synthesis, comparison and mapping, classification and systematization, modeling and design, system synthesis); empirical (analysis of pedagogical experience, observation, as well as overt observation,

conversations, interviews, questionnaires, tests, method of expert evaluation, pedagogical experiment, etc.), as well as methods of mathematical statistics.

3. Results.

Let us turn to the official statistics. According to statistics from the Ministry of Education, the number of children with disabilities and children with health limitations in Russia is growing by five percent every year. As of January 1, 2018, the number of disabled people in Russia is 11,750,000,0 per population of 146,800,000,0 people, which is about 8% of the population.

One million eighty-three thousand are citizens who have received disabilities since childhood, their number is 9.21% of the total number of disabled people in Russia. For children, statistics as of January 1, 2018, show that there are 655,000.0 children with disabilities in the Russian Federation under 18 years of age – this is 5.6 % of the total number of disabled people, and 751 thousand children with health limitations.

Healthy can be considered no more than 10% of preschool children and 4% of adolescent children. Table 1 shows the data on the number of disabled children registered in the Pension Fund of the Russian Federation.

Table 1 – Number of registered disabled children in the pension fund system of the Russian Federation

year	2011	2012	2013	2014	2015	2016	2017	2018
Number	541,000	560,000	568,000	580,000	605,000	617,000	636,000	655,000

The number of children with health limitations living in the Russian Federation is about 2 million, the number of children with disabilities is growing every year. Their number reached 651 thousand in 2018, 78% of them currently live in families, the rest in the boarding system. The population in the Moscow region is 7,423,470 people, of which the number of disabled children under 18 years of age is 23,325 people. Table 2 presents data describing the number of students with health limitations; Table 3 shows data describing the number of students with disabilities (A.A. Kvitkovskaya, 2019).

Table 2 – The number of students children with health limitations

Number (total) of students with health limitations			
Indicator	Urban settlements	Rural area	TOTAL
Institutions implementing general education programs			
Total students	285,317	285,317	405,510
Boarding schools that implement general education programs			
Total students	4,567	2,042	2,042

Table 3 – The number of students with disabilities

Number of students with disabilities			
Indicator	Urban settlements	Rural area	TOTAL
Institutions implementing general education programs			
Total students	165,831	57,475	223,306
Boarding schools that implement general education programs			
Total students	1,094	433	1,527

Based on the given quantitative statistical data (Tables 2, 3), it can be concluded that at present the education of children with special educational needs is a priority task for the Russian state and society.

Education for students from birth to 23 years old with different health conditions, with different statuses, is becoming an actual model of an inclusive approach that ensures the right of every person with different health conditions, with different statuses to education, proclaimed in the Universal Declaration of Human Rights.

In 2012, Russia legislated inclusive education as "equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities". This is a fairly progressive step in the development of education in Russia, which requires a revision of the methodological foundations of socio-pedagogical activity, the values that lie in the general education system of the country.

4. Discussion.

Getting education for children with health limitations and children with disabilities in general education institutions is one of the main and integral conditions for their successful socialization and integration into Russian society, ensuring their full participation in its life. In this regard, ensuring the realization of the right of children with health limitations to education should be considered as one of the most important tasks of the Russian state policy not only in the field of education but also in the field of demographic and socio-economic development of the country (Yu. V. Boginskaya, 2015)

The investment of various resources (political, financial, economic, cultural, human, scientific, and other) by the state and society in the education and upbringing of minors with different health conditions and different statuses is important and necessary for the following reasons:

the Russian State has moral and legal obligations to protect and respect the rights of children and adolescents with special educational needs, enshrined in the International Convention on the Rights of the Child, as well as in various legislative acts of the Russian Federation. A positive solution to the issues of the development of inclusive education in Russia will significantly affect the strengthening of Russia's authority and the strengthening of its image in the international community;

such investments in the development of inclusive education in the country will make it possible to create a healthier society shortly, to form a public consciousness based on the principles of kindness, charity, mutual assistance, and support. This will have beneficial consequences for the development of Russian society as a whole, including local communities and individuals (E.V. Kotomina, 2010).

Currently, it is the socio-pedagogical position of all subjects of education (management, teachers, students, parents, etc.) in the construction of the process of education and training in an educational organization that acts as a powerful factor that has an impact:

on the formation and development of all components of the health of students (physical, mental, social, spiritual);

on the creation of a single friendly school team that includes all interested parties, primarily children, teachers, and parents (A.A. Kvitkovskaya, 2018).

Any modern educational organization, based on the socio-pedagogical position in the organization and implementation of its professional activities, has huge advantages in implementing an inclusive approach. The socio-pedagogical position assumes not just the organization of high-

quality education of schoolchildren, it involves the creation of a comprehensive educational system that has its own unique goal: the formation of a harmonious personality of the future citizen of the country, ready to live and work in a Russian society built on humanistic principles.

An educational organization that takes a socio-pedagogical position has all the opportunities to create an effective socio-cultural educational environment at school, which will facilitate the passage of critical periods of adaptation to learning, learning loads, and social contacts for a "special" child, and will naturally develop normal self-esteem and appropriate behavior.

The category "educational environment" connects the understanding of education as a sphere of social life, and the environment as a factor that provides education. The educational environment is a system of influences and conditions that influence the formation of a personality, a set of opportunities for its development contained in the social and spatial-subject environment (A.S. Suntsova, 2013).

M. Csikszentmihalyi drew attention to the correlation of abilities and tasks as something that affects development. If a person's abilities greatly exceed the tasks that they have to perform, then they experience a state of boredom, passivity, and apathy. If the tasks greatly exceed in their complexity the possibilities that he/she feels, the state of anxiety dominates, also not very favorable. However, if the tasks that a person faces or that he/she sets himself/herself are on the verge of his/her capabilities, make a person tense, but at the same time do not cause a feeling of impossibility and hopelessness, they help a person to rise above himself/herself and further develop his/her skills, capabilities and strength (D.A. Leontiev, 2014).

An inclusive general education organization is a school of equal opportunities, where students learn from each other, help each other, and all together become a single community (school team), the members of which can communicate and interact on value-based meanings (Pedagogy, 2013).

The inclusive socio-cultural educational environment in modern general education institutions is a multi-component system integrated into a single infrastructure with the educational process. Therewith, not only a horizontal but also a continuous and successive vertical of education for disabled people and people with health limitations is being built: from the development of early aid services for children of this category and their families, the organization of comprehensive psychological, pedagogical, medical and social support for their education to professional rehabilitation, through the creation of an inclusive educational environment, including the provision

of correctional and developmental pedagogical activities, psychological, pedagogical and medical and social assistance.

It should be noted that today Russian society is in demand not only to improve the quality of education but also to preserve and strengthen the health of students. According to the Ministry of Education of the Russian Federation, 85% of children in kindergartens and school students need medical, pedagogical or psychological assistance.

An inclusive socio-cultural educational environment is a type of educational environment that provides all subjects of the educational process with opportunities for effective self-development, including children with health limitations. It involves solving the problem of education for students with different health conditions, with different statuses by adapting the educational space to the needs of each student, including reforming the educational process, methodological flexibility and variability, a favorable psychological climate, redevelopment of educational premises so that they meet the needs of all students without exception and ensure their full participation in the educational process (A.S. Suntsova, 2013).

The analysis of this problem allowed identifying the main problems of the development of an inclusive educational environment in the existing system of general education organizations in the country:

the autonomy of the subsystems of the educational system, i.e. the preservation of the discrete nature of the individual stages of education;

lack of effective methodological interaction between school teachers. The formation and development of education in each link is carried out without relying on previous education and without taking into account prospects;

lack of consistency in the selection of training content and the organization of educational material by level;

the absence of the principle of continuity in education. The gap between the final goals and requirements when teaching individual subjects at different stages of the educational process. Inconsistency between the "input" and "output" data of students with special educational needs, kindergarten, and school requirements;

the lack of provision of the educational process in the systems of continuing education with teaching materials and didactic manuals, the imperfection of existing textbooks and their inconsistency with the new goals and requirements of training;

non-compliance with psychological continuity;

the imperfection of existing diagnostic systems in the transition of students from one educational level to another;

insufficient level of training of teachers to work in the new modern conditions of the system of continuous inclusive education;

weak managerial and organizational continuity, i.e. difficulties in the overall management of the entire process of education, training, and development of students in both subsystems of the kindergarten – school complexes";

lack of effective interagency cooperation (E.N. Likhacheva, 2014).

The solution of existing problems and the development of an inclusive environment in general education organizations can be the system of external influences that ensures the normal process of growth, development, and formation of the health of the child's body at the stage of its maturation, which falls on the school period and change the "sign of the impact" of negative school factors on the child's health from "negative" to "positive".

The number of inclusive classes and groups in Russia has significantly increased in recent years. During the same period, the number of exclusively compensatory groups decreased. That is, we can say that there is a trend towards the active development of inclusive education (Secondary education in Russia, 2014).

There has been an increase in the quantitative indicators of inclusive vocational education over the past 3 years: an increase in the number of students with disabilities and people with health limitations in the programs of vocational training, an increase in the share of professional educational organizations that teach disabled people and people with health limitations. Basic professional educational organizations – a professional educational organization that supports the functioning of regional systems of inclusive professional education for disabled people and people with health limitations in the subjects of the Russian Federation are successfully operating.

In total, more than 21 thousand people from among the disabled and people with health limitations are trained under the secondary vocational education programs, including about 14.3 thousand disabled people and disabled children. Compared to the previous academic year, the number of students in this category increased by 12.7%.

Disabled people and persons with health limitations study in 2,109 educational institutions of secondary vocational education, which is 64% of the total number of such educational institutions.

Disabled people and people with health limitations study in 320 educational programs of secondary vocational education, which cover almost all enlarged groups of professions and specialties.

The education of young people with disabilities plays a crucial role in their professional rehabilitation, as it creates a basis for the implementation of the principle of equal opportunities for people with disabilities. The projects to expand distance learning networks based on Internet classes are effective to solve the problems of education of young people with disabilities. Such training and subsequent employment allow people with disabilities to realize the concept of independent life, provide independent income, and are also economically beneficial to the state. Education creates the conditions to meet the many needs of young people with disabilities, as well as reduces the processes of marginalization of persons with disabilities. The readiness of universities to accept "special" students, to ensure the accessibility, safety, and effectiveness of their training is a complex task that requires an integrated approach (L.F. Tikhomirova, T.V. Makeeva, 2017).

5. Conclusion.

An inclusive educational environment provides for the creation of certain socio-pedagogical conditions due to the needs of adaptation in it of specific categories of students with special adaptive needs, which are fixed in regulatory, regulatory, and recommendation documents (D.M. Voronin, 2016). Such conditions can be divided into several groups that determine the direction of the work of an educational organization that implements inclusive educational activities. These conditions include:

- creating a regulatory and legal framework in the complex, providing legal and other bases for the implementation of the development of an inclusive educational environment in the institution;
- creating a universal barrier-free environment that allows for the full integration of children with special adaptive abilities into an inclusive educational environment. Therewith, this condition is supplemented by the task of creating a general health-saving adaptive educational environment at the level of an educational organization;
- the material and technical base is the provision of the educational environment with special equipment; the possibility of organizing distance learning;

- organizational and organizational-pedagogical support of the educational process;
- comprehensive psychological and pedagogical support of students, if necessary, provision of the necessary correctional work with the student;
- personnel support. Special training of teaching staff to work with children with health limitations (with special adaptive abilities) work in an inclusive educational environment.

An important task of the development of inclusive education is the training of personnel: managers of inclusive educational institutions, teachers, and specialists who implement the practice of inclusive education.

All state reforms related to the introduction of inclusive education in foreign countries are associated with large-scale programs aimed at training (through advanced training courses for teaching staff, teachers of higher education, colleges, teachers working with students from 0 to 23 years old with different health conditions, with different statuses, students with learning difficulties).

The professional standard "Specialist in the field of education" was approved by order of the Ministry of Labor of Russia dated January 10, 2017, No. 10n. One of the labor functions of which is tutor support for students (pedagogical support for the implementation by students, including students with disabilities and health limitations, individual educational routes, projects; educational environment for the implementation by students, including students with disabilities and health limitations, individual educational routes, projects; organizational and methodological support for the implementation by students, including students with disabilities and health limitations, individual educational routes, projects).

5.1 Legislative resources for the Concept development:

Constitution of the Russian Federation; Law of the Russian Federation "On Education" dated July 12, 1992, No. 3266-1; Federal Law "On Social Protection of Disabled People in the Russian Federation" dated November 24, 1995, No. 181-F; Federal Law No. 124 of July 24, 1998 "On the Basic Guarantees of the Rights of the Child in the Russian Federation"; Protocol No. 1 to the European Convention for the Protection of Human Rights and Fundamental Freedoms; European strategy for child and adolescent health and development; The Millennium Declaration adopted at the

53rd session of WHO in 2003; Strategic directions for improving the health and development of children and adolescents, adopted by WHO in 2003; UN Convention on the Rights of the Child.

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