

1. НАУКА – ПРАКТИЦІ



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PSYCHOLOGICAL ASPECTS OF INCLUSIVE EDUCATION

Annotation.

In the XXI century, the transition of secondary and higher education to an inclusive environment is actively underway all over the world, the education system of Azerbaijan, together with the UN Children's Fund (UNICEF), is also taking all possible measures for its development in the republic. The initial interpretation of inclusive education reads: inclusive education is the co-education of children with special needs in care with healthy children in general education institutions.

The main purpose of this introduction is to enable children with physical and mental disabilities to develop and unlock their potential and improve the possibility of being. This education system requires a special approach, primarily psychological, as it is aimed at increasing the self-confidence of special children and is based on the Constitutional Right of a citizen, which reads, "The state guarantees the creation of opportunities to receive education for every citizen regardless of his gender, race, language, religion, political beliefs, nationality, social status, origin, health opportunities and non-discrimination". Inclusive education is not only about supporting the right of children in need of special care to education, this type of education promotes the integration of children with disabilities into society, teaching opportunities, rights to independent decision-making, and therefore, before accepting a "special child into the classroom," you need to prepare psychologically for it in advance. Practice shows that for the successful implementation of inclusion in the education system, it is necessary to train special teachers who will take courses of psychological adaptation to the adoption of special children and fruitful work with them. After all, the negative attitude and behavior of teachers towards children with disabilities and learning difficulties can hinder academic progress. Numerous studies have focused on teachers' attitudes to inclusive learning inclusion and focuses on the impact of relationships on the effectiveness of inclusive learning practices and conclusions.

In this article we will talk about the psychological features of the adoption and education of special children in general education institutions of Azerbaijan

Keywords: *inclusive education; psychological training; negative stereotypes; socialization.*

In the Republic of Azerbaijan, education can be full-time, part-time, distance learning, as well as home schooling and individual training can be organized within the framework of free education.

In 2013, the "State Program for the development of inclusive education for persons with disabilities in Azerbaijan for 2018–2024" was approved. Within the framework of the project "Expansion of the network of educational institutions with inclusive classes", which is implemented by the Institute of Education of the Republic of Azerbaijan in cooperation with the Ministry of Science and Education, as well as the United Nations Children's Fund (UNICEF). This project has been in effect since 2021/22 and covers 22 educational institutions in 10 regions [1].

To date, the number of special children according to official statistics is 55,782. The normal development

of such children, the creation of numerous inclusive public institutions is a priority.

And so inclusive education is a form of education in which people with physical and mental problems study together with healthy people. In the practice of the countries of the world, much attention is paid to the application of this form of education in the initial years of study. Recently, this concept has been applied not only to people with physical and mental problems, but also to all groups that face various pressures in society (ethnic, historical, religious, economic and social, etc.). The goal is to break negative stereotypes with the help of a form of co-education, to achieve the development of children who need to be taken special care of so that other children develop and form at the same time without feeling social difference. In other words, inclusive education does not consider

differences and special needs of people as problems, but considers education as an opportunity, a factor enriching it. The construction of such a system is based on humanistic ideas [2]. For example, everyone, regardless of abilities and capabilities, should be able to live and receive education in conditions as close to normal as possible.

Inclusive education is not just aimed at transmitting information to the student (student or student). Properly constructed inclusive education plays a key role in becoming an educated person, a responsible citizen, and also instills high personal qualities, diverse knowledge and skills. In modern models of the education system, it is assumed that students discover “themselves” from an early age, acquire linguistic and technological knowledge, which is the main requirement of the era. In addition, students acquire such communication skills, integration with which they will be able to use in adult life and make the right choice. It is based on basic skills, such as the ability to research, analyze, draw conclusions, critical thinking, the ability to express opinions, offer theoretical solutions and be able to implement them. Inclusive education is necessary so that people with physical and mental disabilities also acquire these skills. Why do we need a person who is capable of all this, but who turns a blind eye to the shortcomings of his country, his people, his society, indifferent, ruthless and thinking only capitalistically? Inclusive education opposes this approach to life [3, p. 85–90].

Eight basic principles of inclusive education have been fixed in the education *system*:

1. The value of a person does not depend on his abilities and achievements;
2. Every person is able to feel and think;
3. Everyone has the right to communicate and to be heard;
4. All people need each other;
5. Genuine education can be carried out only in the context of real relationships;
6. All people need the support and friendship of their peers;
7. For all students, making progress may be more about what they can do than what they can't;
8. Diversity enhances all aspects of human life [4, p. 7–16].

Goals and objectives. The system of inclusive education includes educational institutions of secondary, vocational and higher education. Its goal is to create a barrier-free environment in the education and training of people with disabilities. This set of measures implies both the technical equipment of educational institutions and the development of special training courses for teachers and other students aimed at developing their interaction with people with disabilities. In addition, special programs are needed to facilitate the process of adaptation of children with disabilities in a general education institution [5].

The beginning of inclusive education begins with the acceptance of the fact of education and development of healthy children with special children, therefore, before the arrival of a special child in the classroom, it is necessary to prepare psychologically in advance as a teacher, and properly prepare the class itself. Another question is the psychological attitude of a special child to leave the “comfort” zone and adapt to new people and places, here, of course, the parents of a “special” child will play an important role.

The involvement of parents is one of the most important components of the formation of inclusive educational work. While the State supports inclusive education politically and legally through its policies and in the day-to-day decisions of schools and education departments, parents play an important role in educating and preparing special children for this process.

And so, the psychological basis of inclusive education is:

1. Partnership between parents and educational institutions. Inclusive education requires close cooperation between parents and teachers. Parents play the role of active participants in the educational process, exchanging information about their child with teachers and specialists. Together they can develop individual educational plans that take into account the characteristics of the child and provide support for his development.

2. Psychological support of parents in the educational process:

Parents are the main defenders of the interests of their children, so it is important that they receive the necessary information and resources to support the educational process. Educational institutions can provide parents with guidance on inclusive education, training activities, and counseling, helping them better understand their children's needs and develop the skills needed to effectively support their learning.

3. Active participation of parents in decision-making:

Parents have valuable experience and knowledge about their children, and their opinion should be taken into account when making decisions regarding the educational environment and the support that will be provided. Involving parents in the decision-making process allows creating a more individualized and adapted learning environment for each child.

4. Online support for parents:

Parents of children receiving inclusive education can exchange experiences and support each other. The formation of support networks for parents can be a valuable resource that provides an opportunity for information exchange, emotional support and joint search for solutions [6, p. 4–15].

Thus, the involvement of special children in the education system has many components:

- Cooperation with inclusive education;
- Evaluation;
- Individual training program;
- Organization of rehabilitation services in inclusive education
 - The role of teachers and psychologists in inclusive education
 - Organization of other services in inclusive education
 - Organization of work with parents in inclusive education
- Vocational education, etc. [7, p. 1–18].

The main part. Speaking about the adoption of a special child in the classroom, it is necessary to psychologically prepare the class for the fact that inclusive education means the adaptation of the education system to each child: “this includes all categories of disabilities – physical and intellectual. But it should be noted that inclusive education implies not only children with disabilities, but also those who lag behind the school curriculum due to certain circumstances. These may be military children moving from one district to another, children of refugees and internally displaced persons, gypsies, children living on the street”, etc.

Therefore, teachers before the start of the school year should get acquainted with the dossier of a new student, find out his weak and problematic sides, talk about them with students, as well as conduct conversations with the parents of the trainees, so that they would also conduct educational dialogues at home and set up their children for a friendly perception of a new student. Equality and tolerance are important components of a civilized society. Everything starts from childhood, and it is important that no child from an early age feels outside of society, so that no one thinks that he is worse than others.

The international community explains the term “inclusion” as active participation in public life. With an inclusive approach to the educational environment in general, school students and their parents are encouraged to accept children with disabilities as full members of society. The views of special children are also beginning to gain importance for the environment, first of all, they no longer work from home, as in correctional special schools, they do not live in isolation. Inclusion is also considered as an element of the mechanism for the protection of human rights, as a process of ensuring the education of all and as the organization of a school for all [8].

Inclusive education allows you to abandon private schools or it will lead to a decrease in their number.

The support of special people in modern society enlightens at the social level, it also requires the performance of informative and psychological work. Because the formation of public consciousness is of great importance for the support of inclusive education policy. Only in connection with the change

in public opinion regarding people with disabilities, as well as in the creation of a prosperous social environment and psychological support, there will be an opportunity for special children and adults to participate in active social life.

Studies in the field of inclusion note that society believes that children with disabilities demonstrate a neutral or passive-compassionate attitude towards their assimilation: so the problem of children is considered by others not as a duty of the environment, but as a personal responsibility of children and their parents, it is perceived as their difficulties. The majority in society shows passive tolerance to the socialization of such people [9].

Conclusions. It is estimated that there are 240 million children with disabilities worldwide. Like all children, children with disabilities have ambitions and dreams about their future. Like all children, they need a quality education to develop their skills and realize their full potential.

However, children with disabilities are often ignored in policy development, which limits their access to education and their ability to participate in social, economic and political life. All over the world, these children most often do not attend school. They face persistent barriers to education arising from discrimination, stigmatization and the regular inability of decision makers to take disability into account in school services.

The role of inclusive education in the formation of a model of a person with high personal qualities is undeniable. Inclusive education is based on an equal society, an environment in which there is no incitement to hatred, a fair and individual approach, breaking negative stereotypes. Of course, students should instill collective or team work, open-mindedness, empathy, friendship and not consider differences as obstacles. This means social development in society. Such education will become the germ of a society full of trust, hope, away from negative situations such as fear, humiliation, psychological and physical violence, discrimination, bullying. Of course, it will not be easy to create such an environment. In such a system, teachers need an individual approach, more effort, responsibility and patience. Teachers should move away from traditionalism and master modern knowledge and skills, further develop their methodological approach, set an example to their students by their character and behavior.

No wonder the famous teacher Vasily Sukhomlinsky said: “Who is a good teacher? A good teacher is someone who believes that every child will be a good person, knows how to be friends with children, takes children’s joys and sorrows to heart, knows a child’s soul and never forgets that he was once a child. A good teacher is someone who knows psychology and pedagogy, understands that it is impossible to work with children without knowing the science of education... The moral approach to

education is the main basis of the education system. Filter information through your own knowledge, combining your internal and external capabilities. Learning how to cook or make is a practical application of what has been learned. Learning to live together means creating equal opportunities for the development of oneself, one's family and society for all and forming the ability to reject any discrimination. Learning to exist is the skills a person needs to develop their potential. In fact, the global competencies necessary for a person to survive in the modern world have been identified. The following tasks are set before us: to teach to acquire knowledge (to teach to learn), to teach to work and make a profit (to teach to work), to teach to live together (to teach to coexist)" [10, p. 50–82]. All of the above is being developed and successfully implemented by our state. Schools should accept all children, regardless of their physical, intellectual, social, emotional, linguistic and other characteristics. This also applies to children with mental and physical disabilities, special talents, orphans, children with certain disabilities, as well as children belonging to ethnic and cultural minorities.

Currently, in our country, children with different levels of development have the opportunity to study in one place. Children with disabilities go through the process of socialization and adaptation, and children comprehend the concepts of respect for others and self-respect. The importance of inclusive education lies in the fact that teachers work with great enthusiasm and love with children in need of special education, regardless of their social status, emotional, physical and intellectual development. Teachers create conditions for them on the basis of psychological and pedagogical techniques focused on the needs of these children. But when implementing integration training, teachers also face many problems. The first of them is to create a common educational area suitable for all students. It is important that every child feels comfortable and free. The next difficulty is direct assistance to schoolchildren in solving urgent problems of development and socialization. It is certainly difficult for a child with disabilities to draw up a curriculum and implement it. Psychologists and teachers should help them with this. Psychological support of effective educational systems and programs is the cause of the Third problem for teachers. Currently, we have many innovative teachers who offer new teaching methods that can become the basis of effective educational programs. At the same time, we should not lose sight of the presence of psychological and pedagogical competence, as well as the development of the psychological culture of our teachers, students and their parents. The availability of a child support system during inclusive education is also one of the very important issues. This requires the presence of teachers who can provide direct assistance to

teachers, psychologists and other specialists in their work. In this work, parents' activities should also not be overlooked. One of the main conditions is that parents understand the essence and purpose of classes, as well as their participation in their child's work to achieve success in the process of social adaptation. Who, in your opinion, is responsible for educating parents to interact with their children, cooperate with their children and analyze their child's problems, develop and implement a strategy for his help, as well as share responsibility at this time? In all cases;

– Providing emotional support to parents;

Providing psychological support to parents, as well as providing this support to representatives of other parties, be it a psychologist, a defectologist, a doctor, a social worker or a teacher, educator, should be quite important. For us, the concept of "inclusive education" is new, and there are some disturbing moments in the laws on inclusive education. And for this, changes are needed in the systems of full secondary, general secondary, and professional.

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ПСИХОЛОГІЧНІ АСПЕКТИ ІНКЛЮЗИВНОЇ ОСВІТИ

Анотація.

У XXI столітті в усьому світі активно йде перехід середньої та вищої освіти в інклюзивне середовище. Інклюзивна освіта – це спільне навчання дітей з особливими потребами разом зі здоровими дітьми в загальноосвітніх установах. Основна мета даного введення полягає в тому, щоб надати можливість дітям з обмеженими фізичними і розумовими можливостями розвинути і розкрити свій потенціал, а також поліпшити можливість буття. Ця система освіти вимагає особливого підходу, насамперед психологічного, оскільки вона спрямована на підвищення впевненості в собі особливих дітей, а також на розширення можливостей для їхньої соціалізації.

Ключові слова: інклюзивна освіта, психологічний тренінг, негативні стереотипи, соціалізація.

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