

IRSTI 14.35.01

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<https://doi.org/10.55956/PJXJ5890>

EDUCATION AND SOCIALIZATION OF THE INDIVIDUAL IN AN INCLUSIVE SPACE

Abstract. In the given article the issue of the individual's education and socialization in an inclusive space is observed. An inclusive space is an environment focused on the socialization of individuals in need of -fledged education and upbringing of all children on the basis of such knowledge, their equal. In addition to creating special material and technical conditions for persons in need of special education, it requires psychological literacy of teachers in the educational process. Support for the correct socialization concerning the personality with disabilities in the society through an inclusive space, contributes to their achievement during the life and forms the opportunity to join the society. And the people around them are brought up in tolerance, morality, compassion, guardianship.

Keywords: inclusive education, inclusive space, integration, personality for whom a special individual education is important, tolerance.

Introduction. The inclusive space creates an opportunity for the socialization and the special child's development in a general educational environment and for the child to achieve success in the educational process.

Inclusive environment is a social environment aimed at introducing learners with individual educational necessities into common educational sphere, not considering the physical, mental, intellectual, cultural, ethnic, linguistic and other peculiarities, to provide them with overcoming the barriers to get quality education and upbringing. Children with the need of special training usually include: children with disabilities, migrants' children, compatriots, refugees, children from minority families, children with social adaptation difficulties in society (orphans, children with victimization, children with deviant behavior, children from families with low social-economic, social-psychological status).

Conditions and methods of research. The main aim of inclusive education development is to realize the equal right of all types of people to a quality education.

The main objectives of inclusive education development:

- Improving the regulatory, legal, organizational and economic basis and mechanisms for developing the inclusive education;
- Improving the methodological, education and methodological basis for developing the inclusive education;
- Supporting the personalized correctional, pedagogical and social-psychological supporting, creating a favorable educational environment, in order to feel as an active member of their society, to have high self-esteem, increased motivation to study and socialize;
- Creating the "barrier-free accessible environment" supporting the students with the compensatory means;

- Improving the individual support of organizations who are engaged in inclusive education;

- Creating the conditions for those people who need a special training for continuing their education at the technical and professional, higher levels of education and at the same time to master the specialty in their future;

- Holding the specific investigation in the inclusive education sphere.

Basic principles of special training:

1. The value of a person is determined by what he has achieved to the best of his ability;

2. Everyone can have the right on making communication.

3. Each person is able to communicate;

4. Each one needs other people, i.e. each other;

5. In general education is going on with the help of a real communication;

6. It is very important for each person to have support and friendship from their peer's side;

7. Luckiness for each pupil is the implementation of their own activities that they can perform according to the possibilities;

8. Comprehensive expansion of the sphere of development of human life.

Works of a social teacher, psychologist at the school with students who need special knowledge. The features of its service are classified by K. A. Katkenov as follows.

- The formation of positive socio-moral behavior necessary for rapid adaptation to school conditions.
- Development of interest in learning.
- Overcoming difficulties in learning through the development of individual characteristics (learning activity, independent work, etc.).
- Development of general intellectual competence by age (hearing, communication, laundry group, etc.).
- Improving the overall level of development and correcting deviations in personal development.
- Formation of a favorable social environment for the general development and strengthening of business skills of the child in accordance with his age [1].

Research results. In 1994, Spain adopted the Solomon declaration. That is, the main objective of this declaration was to prove that all children have the right to go to school and to incorporate this concept into the legality of Education. At the same time, the Russian Federation was the first in the CIS to introduce inclusive education in its practice.

Political, social and economic changes which happened in Europe and in the Unites States of America in the 19th century contributes mainly to those changes, improving and expanding the public policies in the sphere of disability children education. Adopting the law on free and Compulsory Primary Education in European countries is the basis for the creation of a special institutions system for the education of this category of children. Thus, in many European countries, the first educational institutions for children with developmental disabilities began to open. At the same time, the introduction of special education for children with developmental disabilities in Australia, England, Germany, France, Denmark, Italy and other countries is justified by law.

Discussion of the research results. In many European countries and the United States, the idea of segregation prevails in society according to the

institutions segregation system improving. During the darkest period in the history, according to the state and government, the process of dividing the developmental disabilities children from the society in the darkest period of history led to the complete development of the underdeveloped children. So, in the second half of the twentieth century people started to look with positive view at the fluctuations in society development, which had led to the existing of the post-war democratic process. Since that period the Human Rights Universal Declaration was adopted in 1948, and the world community began to exist in accordance with international legal acts.

In this regard, the process of integration in Europe began to intensify, and in 1957 a common approach to the science problems, culture and education began to form in the countries of Western Europe.

- Since the beginning of the twentieth century, a number of regulatory documents have been adopted to protect the rights of disabled children:
- “Declaration of the child rights” (1959);
- Convention on the elimination of all forms of discrimination in education (1960);
- “Declaration of mentally retarded people’s rights” (1971);
- “Declaration of the people’s rights with disabilities” (1975);
- “World action program for the disabled” (1982);
- “Convention on the Child’ rights” (1989).

In Sweden in the 1970s Bank-Mikkelsen and B. Nij introduce the concept of “normalization”. The right of disabled people to education, employment and socialization is the basis of the standardization principle.

Based on foreign experience, in 1975 the process of inclusive education was introduced in the United States, classes for mentally retarded and disabled children were created, and teachers’ social, educational and technological work was organized at the school. The introduction of this practice into the education system continued in the UK, Sweden and Portugal. The emergence of socio-pedagogical specialties in the context of inclusive education abroad has led to a sharp trend: the rapid development of scientific technologies, the need for social and pedagogical assistance to the population, etc. Thus, located people need the professionalism of specialists who can increase social assistance in a difficult situation. Accordingly, a scientific and theoretical basis for the preparation process was required.

In 1990, the opening of the World Conference on Inclusive Education in Jomtien, Thailand, a movement to unite children with disabilities in general education. This conference is a kind of training that develops effective technologies for self-development and improvement of people, regardless of their physical condition, health, psychological disorders.

In Russian researchers’ the works (D.V. Zaitsev, I.I. Loshakova, E.K. Nabepushkina, P.V. Pomanov, E.P. Yapskaya-Simpnovas), 70% of knowledge on inclusive education is developed. It helps to master pedagogical values such as tolerance, self-help and psychological support.

The United Nations Declaration on Education, Science and culture (UNESCO) and the Universal Declaration of human rights and fundamental freedoms adopted by the United Nations Educational, Scientific and cultural organization in 1994. The idea of inclusive education was revived in accordance with state regulations. Therefore, it is necessary to focus on the concept of inclusive education, integration, modernization, etc.

In the context of inclusive education, the role of classroom teachers is becoming more complicated. Special support is provided to persons with disabilities in need of special education: helping students organize to work in the educational process; creating and developing children's team based on positive relationships; they must be responsible for close cooperation with parents.

According to N.N. Malofeev opinion, the main aim of organizing such an educational environment is to model the educational process by creating favorable conditions for the development of each student [2]. The educational environment should allow the child to achieve high results in various areas of development (physical, intellectual, moral, etc.).

Inclusive education gives every child the right to education, regardless of what they achieve in school. Children interact in a team, learn the rules of communication, learn to solve the problems of Creative Learning with a teacher. It is safe to say that inclusive education expands the personal potential of all children, contributes to forming and developing the morality, tolerance and utility.

In general, the term "tolerance" is often used in Social Psychology. It is interpreted primarily as tolerance for any differences - ethnic, national, religious, racial, and so on. The problem of tolerance is the same as the processual aspect of interpersonal relationships. In interpersonal communication, tolerance is interpreted, on the one hand, as the professionalism of the person, whose sphere of activity is interaction within the framework of "Man-Man", and as an indivisible nature (indicator) of his formation as a person, and on the other hand, as an image (ideal model) that constructs joint activities, performing the function of system-forming personality traits [3]. Hence one of the internal cognitive manifestations of the phenomenon of tolerance, which is the basis for the self-development of individuals entering into communication in an inclusive environment. As a function of personal potential, this is a positive response in the process of entering into a dialogue with a person, which causes a negative reaction on the basis of an internal tense state of a person - respect, acceptance, openness, attention, patience, tolerance, and readiness to accept and understand it.

The orientation of tolerance in the system of inclusive education, especially in forming the teachers' professional training, is clearly described in the studies of M. Z. Seidina and G. Zh. Menlibekova [4]. The development of their tolerance orientation in the professional training of the specialists' future is considered through interdisciplinary communication based on solving methodological (formation of a research subject), organizational (creation of communication and interaction of researchers) and information (ensuring the transfer of Applied Research) problems.

Conclusion. At present, inclusive education is becoming more and more widespread in the field of Education, which means that quality education is the same for everyone. That is, to provide equal education and conditions for the disabled and other socially vulnerable groups in secondary schools, colleges, universities, etc. Conditions for the development of inclusive education:

1. Socialization of a special child in a team and through a team;
2. The Unit of respectability is reflected in the requirements for the personality of the child;
3. Consistency, strength, continuity of educational and educational influence;
4. Compliance of the educational program with the age and individual characteristics of the student;
5. Psychological training of teachers of inclusive classes in the educational process.

Inclusive learning is evaluated as a simplified learning system with the aim of facilitating the processes of socialization and integration of persons with disabilities with normally developed children. On the basis of such education, it is necessary to meet the need for equal treatment of all people, the creation of special conditions for children in need of special education, the implementation of individual correctional and developmental programs. The direct influence of the teacher is necessary for children to treat each other with understanding and communicate on an equal footing. Through the inclusive orientation, children with disabilities are encouraged to achieve success in their studies and create opportunities for a better life. By introducing this direction into the education system, we can educate students in morality, virtue, charity. Inclusive education is aimed at eliminating the shortcomings of special children, preparing them to become full members of a comprehensively developed society.

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Material received on 17.05.23

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ИНКЛЮЗИВТІ КЕҢІСТІКТЕ БІЛІМ БЕРУ ЖӘНЕ ТҰЛҒАНЫ ӘЛЕУМЕТТЕНДІРУ

Аңдатпа. Мақалада инклюзивті кеңістікте білім беру және тұлғаны әлеуметтендіру мәселесі қарастырылған. Инклюзивті кеңістік ерекше білім беруді қажет ететін тұлғалардың әлеуметтенуіне бағытталған орта. Ал инклюзивті білім беру сол ортада қалыпты дамыған балалармен бірге оқыту жүйесін ұйымдастыру. Мұндай білім негізінде барлық балаларды толыққанды оқыту мен тәрбие беру үдерісін қамтамасыз ету, оларға тең қарым-қатынас жасау. Ерекше білім беруді қажет ететін тұлғаларға арнайы материалдық-техникалық жағдай жасаумен қатар, оқу-тәрбие үдерісіндегі педагогтардың психологиялық сауаттылығын талап етеді. Инклюзивті кеңістік арқылы мүмкіндігі шектеулі тұлғалардың қоғамда дұрыс әлеуметтенуіне қолдау, олардың өмір сүру барысында жетістікке жетуіне ықпал етіп, қоғамға қосылу мүмкіндігін қалыптастырады. Ал оларды қоршаған адамдарды толеранттылыққа, адамгершілікке, жанашырлыққа, қамқоршылыққа тәрбиелейді.

Тірек сөздер: инклюзивті білім беру, инклюзивті кеңістік, интеграция, ерекше білім беруді қажет ететін тұлға, толеранттылық.

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ОБУЧЕНИЕ И СОЦИАЛИЗАЦИЯ ЛИЧНОСТИ В ИНКЛЮЗИВНОМ ПРОСТРАНСТВЕ

Аннотация. В статье рассматривается проблема обучения и социализации личности в инклюзивном пространстве. Инклюзивное пространство-это среда, ориентированная на социализацию лиц с особыми образовательными потребностями. А инклюзивное образование-это организация системы обучения с нормально развитыми детьми в той же среде. Обеспечение полноценного процесса обучения и воспитания всех детей на основе таких знаний, равноправное отношение к ним. Помимо создания специальных материально-технических условий для лиц с особыми образовательными потребностями, это требует психологической грамотности педагогов в учебно-воспитательном процессе. Поддержка правильной социализации людей с ограниченными возможностями в обществе через инклюзивное пространство, способствующая их успеху в процессе жизни, формирует возможность присоединения к обществу. А окружающих их людей воспитывают в терпимости, нравственности, сострадании, заботе.

Ключевые слова: инклюзивное образование, инклюзивное пространство, интеграция, личность с особыми образовательными потребностями, толерантность.