

Attitude to people with disabilities as a condition for the implementation of an inclusive model of education

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Abstract— The article summarizes the results of a study on the problem of relational barriers and their impact on the development of inclusive education. The article deals with the main ideas of inclusive education, shows the importance of tolerance as a value basis for inclusion. The leading principle of educational inclusion is the recognition and acceptance of diversity, individuality, recognition of the capabilities of each person. A significant factor in the development of inclusive education is tolerance, which implies adequate knowledge and understanding of the essence of inclusive education (cognitive component), positive emotional attitude (emotional component), readiness for interaction, joint learning (activity component).

Keywords—*exclusivity, inclusion, inclusive education, tolerance, people with disabilities*

I. INTRODUCTION

People with disabilities are one of the social groups at high risk of social exclusion. Exclusion refers to the gradual process of accumulation of damage leading to the complete isolation of an individual or group from society [1]. M. Castells characterizes exclusivity as a dynamic three-stage process, moving from full integration through part-time, part-time and breaking relations to separation or exclusion. Exception in this case is perceived as accumulation of various infringements and as the last stage in the process of social disqualification [2, p. 254].

Exclusion processes are top-down, with each successive step leading to total exclusion further narrowing the range of resources available to the individual.

Social inclusion is the process of real inclusion of people with disabilities in active social life, including through education. It is equally necessary for all members of society. The leading trend in the field of social policy in the last two decades is to maintain integration and expand the inclusive space. In this regard, social inclusion means the full participation of all members of the community in its life and has a number of aspects: political and legal (the possibility of realizing their rights and interests), socio-economic (poverty eradication, availability of adequately paid work, quality housing and utilities), socio-cultural (affordable and quality education, inclusion in the cultural life of the community), psychological (tolerance, positive self-identification, sense of belonging to the community), etc.

People with disabilities should be provided with maximum access to educational institutions, proximity to the place of residence, the necessary conditions (barrier-free environment outside and within the educational organization) for joint training with healthy peers. The success of the implementation of the model of inclusive education largely depends on the attitude to people with disabilities, i.e. overcoming the relational barriers.

The purpose of this study is to characterize the attitude to people with disabilities as conditions for the development of an inclusive model of education.

The object of the study in this work is inclusive education, and the subject of the study is the impact of attitudes to people with disabilities on the development of inclusive education.

The authors solved the following tasks: first, the main categories in the field of inclusion and tolerance are characterized; second, the hypothesis of the impact of society's attitude to people with disabilities on the success of the inclusive model of education is formulated; third, the components of tolerance are identified, which allow to identify the specifics of attitudes to people with disabilities and inclusive education; fourth, an empirical study based on these components (indicators) and the interpretation of the results.

II. METHODS

In 2015-2018, a study was conducted to determine the specifics of the attitude (tolerant/tolerant manifestations) of respondents to people with disabilities and inclusive education. The questionnaire questions are designed to determine the cognitive component of the relationship to this category: the degree of awareness about the characteristics of people with disabilities and disabilities, possession of inclusive terminology; emotional – what feelings may arise (arose) in the process of interaction with this category; activity – readiness for interaction, joint learning. The sample included respondents from the following groups:

- 1) *Group 1*: parents of children in school;
- 2) *Group 2*: teachers of secondary schools;
- 3) *Group 3*: technical students;

4) *Group 4*: students of pedagogical specialties and the students of the specialty "Social work»;

5) *Group 5*: citizens aged 20 to 50 years, interviewed on the streets.

On average, 100-110 respondents were interviewed annually for each group.

A. Basic approaches to defining inclusive education and tolerance

The conceptual basis of this study is formed to date ideas about the essence of inclusion and tolerance, which to some extent explain the factors that influence the development of inclusive education, as well as contribute to the definition of the role of existing social attitudes, attitudes towards people with disabilities as a condition for the expansion of inclusive space. Using the provisions of inclusive approaches makes it possible to establish the existing cognitive, emotional, activity aspects of attitudes towards people with disabilities, allowing determining the most effective ways to improve tolerance.

The implementation of the model of inclusive education, in accordance with the provisions of international and Russian law, guarantees each person the realization of one of the basic rights – the right to education, while recognizing its unique features, interests, abilities and educational needs.

According to W. Janson, inclusion as a principle of the organization of education is a phenomenon of socio-pedagogical nature and is aimed at adapting the educational and social environment to the capabilities of the child [3].

An inclusive model of education implies a process of education and upbringing in which all students, regardless of their physical, mental, intellectual and other characteristics, are included in the General education system and are trained in the community together with their peers without disability/disability in the same educational organizations that take into account their special educational needs and provide the necessary special support [4-7].

The main principles of the implementation of an inclusive model of education is the recognition and respect for the differences of students, respect for the interests of everyone (R. Boone, V. Spencer, P. strain, M. Kerr, D. RIX, P. Cooper, E. Anderson) [8-12]. Inclusive education is based on an ideology that excludes any discrimination, ensures equal treatment of all people, but creates special conditions for those who have special educational needs.

Inclusive education – education that each student, despite the physical, intellectual, social, emotional, linguistic and other features, provides an opportunity to be included in the overall (single, holistic) process of learning and education (development and socialization), which will then allow to become an equal member of society, reduce the risks of social exclusion.

Thus, inclusion begins with the recognition of differences between students, provided that such differences are respected and are the basis of the educational process. Therefore, tolerance can be considered as a value platform, a key condition for the implementation of an inclusive model of education and overcoming social exclusion.

In the legal aspect, the need for tolerance is proclaimed as one of the key principles of international law – the principle of non-discrimination. In legal acts of different levels, tolerance means respect, acceptance and correct understanding of the diversity of the world, forms of expression and ways of expressing human individuality; recognition that human beings are inherently different in appearance, position, speech, behavior and values and have the right to live in peace and preserve their individuality.

Within the framework of the main psychological schools tolerance is interpreted in the following aspects: the functioning of psychological protection, coping strategies of behavior, as the adoption of the agreement on the "rules of the game" (R. Lazarus., K. Horney, S. Volkman, J.Sullivan, George.Pierson, J.Markus et al.) [13-15]; formation of mechanisms of tolerance, such as social categorization, cognitive dissonance, social attitudes, social stereotypes and attributions, social representations (J.Turner, L. Festinger, F. Hyder) [16]; manifestations of tolerance, based on the satisfaction of social needs, the reaction of social fears, adequate acceptance of the environment and himself; the formation of the foundations of aggressive behavior as one of the extreme forms of manifestation of intolerance (B. Skinner, J.Volpe, R. Baron, D. Richardson) [17,18].

Thus, tolerance is a property of openness and free thinking, it is a personal or social characteristic, which involves the realization that the world and the social environment are multidimensional, and therefore views on this world are different and should not be reduced to uniformity or in someone's favor.

Therefore, tolerance excludes rejection, stigmatization, and discrimination and implies recognition of uniqueness, the need for integration. In essence, tolerance can be seen as a condition of inclusion, and intolerance as a cause of social exclusion. Moreover, inclusive educational organizations are a training ground for a society focused on meeting the needs of people, in which there is respect for the differences and dignity of everyone.

III. RESULTS

The study revealed certain differences in the characteristics of cognitive, emotional and activity components in different groups of respondents.

A. Group 1: parents of schoolchildren

Having assessed the cognitive component, the following can be noted.

Most parents are aware of what inclusive education is, while 20.3 per cent find it difficult to define the term and have a vague idea of the characteristics of people with disabilities. It is noteworthy that almost all representatives of this category (83.7%) had no experience of interaction with this category of children. This explains the fact that parents believe that all children in this category need to create special conditions of education, otherwise they will not be able to withstand the load.

The emotional component indicates the readiness of parents to teach children in integrated classes. The parents are convinced that the harmonious interaction of healthy children and children with disabilities will enhance the process of self-development.

Characteristics of the activity component suggests that parents doubt the ability of children with disabilities to learn on a common basis and see the need for an individual approach ("in co-education it will not be", "the teacher will not be able to devote sufficient time to the student with disabilities").

Thus, parents are aware of what inclusive education is, but have not met this category and are therefore subject to the stereotype that children with disabilities will not cope with the workload and will require a major restructuring of the learning process.

B. Group 2: teachers of secondary schools

Cognitive component: this group is aware of the features of inclusive education. At the same time, teachers believe that the educational load designed for healthy children will worsen the physical and mental health of children with disabilities and disabilities (14.7%).

The analysis of the emotional component shows that teachers see a lot of positive effects from interaction in inclusive classes: "healthy children learn compassion", "understanding", "and acceptance of the diversity of the world", "become kinder, more tolerant, and more attentive to relatives", children with disabilities feel "more confident, stronger". The study revealed the fears of teachers associated with possible aggression, cruelty of healthy children and their parents.

The activity component is represented by ideas about the possible "expansion of the circle of communication of children". At the same time, teachers warn about the need for a serious restructuring of the material and technical base, the lack of preparation of teachers for training in this category, Express doubts about the possibility of children with disabilities to carry out the teaching load at the General pace with healthy children.

Thus, the study showed that teachers understand the effectiveness and the need for inclusive education, but do not demonstrate a willingness to implement this process, because they see many difficulties in its implementation.

Inclusive education at the University also has a sustainable development trend. There are questions related to the willingness of students to learn in inclusive groups, to work with colleagues with disabilities.

C. Group 3: technical students

Studying the cognitive component, we note that 43.5 % of students of technical fields of study do not know about inclusive education. At the same time, from those who know, information is obtained from the following sources: the media – 30%, from teachers – 24%, the Internet – 12%, work – 8%, from students studying in pedagogical areas of training and in the direction of "Social work" – 6%.

At the same time, 48% of students know how to interact with people with disabilities, 29% – do not know, 23% – find it difficult to answer.

Thus, the reality itself makes students need to have information about the specifics of interaction with people with disabilities, so they use different sources of information, because they lack their own knowledge.

The result of ignorance of this category is that 70% of students find it difficult to answer the question about the attitude to co-education with people with disabilities (emotional component). Only 24% of students in technical fields have a positive attitude to this possibility. At the same time, students believe that students with HIA will become a "target for ridicule" (34%), it will be difficult for them in the team (27%).

The characteristic of the activity component also becomes logical: 64% – do not know how to interact with people with disabilities, 24% – do not consider it possible to study in conventional (non-specialized) educational institutions, 21% are sure that such students need special conditions and 14% claim that they will not cope with the curriculum.

D. Group 4: students of pedagogical areas of preparation and students of "Social work" preparation

This category has shown the completeness of knowledge about inclusive education (cognitive component), as the curriculum involves special disciplines, the content of which is inclusive education.

Students expressed willingness to interact with individuals with HIA both as clients and colleagues (emotional component).

At the same time, students call the specific rules of interaction with this category – "to be more sensitive", "to communicate on equal terms", "to offer help", "to address specifically to a person, and not through an intermediary" (activity component).

The results of the group 1-4 survey show that the lack of specific knowledge about inclusive education forms the unwillingness to interact with healthy people and people with disabilities.

This fact is confirmed by the survey of group 5.

Group 5: citizens aged 20 to 50 years, interviewed on the streets.

Cognitive component: a vague idea of the concept of "children with disabilities" ("mental disorders", "physical defects", "inability to perform any activity without the support of an adult"). This perception dictates the need to train such people in a separate group (32%).

To the question: "What feelings will you experience (experienced), meeting a person with HIA at school/work/with friends?"(Emotional component) answers were distributed as follows:

- don't have any feelings – 55%,
- other (sympathy, desire to help) – 27%,
- dislike – 18%.

The activity component is characterized by doubt in the possibility to help a person with disabilities (18%), negative attitude to the integrated educational environment (9%), the need to find a person with disabilities and HIA in their social group (study, work) – 18%. Only 64% of respondents have a positive attitude to co-education with people with disabilities.

Thus, the study established a clear relationship of cognitive, emotional and activity components. Respondents

not related to the socio-pedagogical sphere (1, 3, 5 groups) are characterized by vague ideas about the essence of inclusive education, the forms of its organization. Lack of experience of interaction with people with disabilities in everyday life complicates their adequate perception, the formation of the position of acceptance, which leads to the formation of relational (psychological) barriers. However, the majority of respondents in all groups are potentially ready to interact with people with HIA.

IV. DISCUSSION

In this paper, the attitude to people with disabilities is presented as a condition for the development of an inclusive model of education. The development of inclusive practices requires systemic institutional changes that take considerable time. But the most difficult of them are changes in thinking and consciousness of people, their attitude to people with disabilities, the formation of the position of acceptance, respect for their uniqueness, which will reduce the relational barriers and become a reliable Foundation for the implementation of an inclusive model of education.

A distorted view of people with disabilities leads to exclusion – unwillingness to communicate with this category, its allocation in a special isolated social group. At the same time, an adequate understanding of the features and capabilities of this category is a solid Foundation for inclusive processes. Therefore, it is necessary to inform the General public about such a significant social phenomenon as inclusive education, using proven sources of information, to create visual images of disability (by watching movies, videos, where the main characters are people with different neologies), to form the experience of interaction in integrated groups of different ages, to test inclusive education at different levels. The rejection of stereotypes, the recognition of differences between individuals are a solid basis for social inclusion – the process of real inclusion of people with disabilities in active public life, including through education, which, in turn, will form a tolerant democratic society, one of the main features of which is the recognition of its heterogeneity.

The development of this study involves a number of areas. First, it is necessary to identify the attitude of people with disabilities to the implementation of the model of inclusive education in the most appropriate forms for them. Secondly, it is advisable to study the perception of people with disabilities existing barriers to determine the most difficult. Thirdly, it is necessary to determine the most resource-based ways of forming tolerant interaction in heterogeneous groups, which can solve the problem of social exclusion of the most vulnerable categories.

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