

The Attitude Of The Inhabitants Of Central Kazakhstan To Inclusive Education And Ways Of Its Development

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Abstract

This article is devoted to the relevance of inclusive education. The authors consider the main problems of inclusion and the attitude of the inhabitants of Central Kazakhstan to inclusive education and the ways of its development. The authors of the article conducted a sociological study, the results of which are displayed in the article.

Keywords: Inclusive education, problems of inclusion, education, Kazakhstan.

INTRODUCTION

Education systems throughout the world are faced with the challenge of providing an effective education for all children and young people (Ainscow & Miles, 2009). According to the Ministry of Education and Science, the number of children with special educational needs in Kazakhstan is growing every year. At the same time, about 70% of schools have conditions for organizing inclusive education for children with disabilities. The confusion that exists within the field internationally arises, in part at least, from the fact that the idea of inclusive education can be defined in a variety of ways (Ainscow, Farrell & Tweddle, 2000). In 2021, at the plenary session of the Majilis of the Parliament, in the first reading, the draft law on inclusive education was supported, aimed at ensuring conditions for equal access to quality education for children with special needs.

Inclusion is a new and unfamiliar phenomenon, which is interpreted as providing equal access to education for all students, taking into account the diversity of their special educational needs and individual opportunities. The term “inclusive education” refers to the development of the general education system in the direction of accessibility for all children

and adaptation to the special needs of students with disabilities or “special needs”. Such a system develops a methodology that considers each child as an individual with special needs in the educational process. To fully meet the criteria of different categories of students, it must be accessible and flexible. Naturally, a special role in solving this problem is played by the creation of conditions for individual development from a developing child to a future specialist. Children have different learning needs and should be provided with appropriate facilities so that they can demonstrate their abilities in the learning process. In this regard, to achieve common goals, students and teachers need a range of strategies and tactics when choosing the right time and approach. This policy relates to educational methods that meet the special educational needs of students and strive to provide them with meaningful and equitable

access to the curriculum. Students may even have various significant difficulties that do not always reflect their cognitive abilities. Students may be gifted in certain areas but at the same time still experience learning difficulties in other areas. So due to this fact, teachers should be well-trained and prepared for the introduction of an inclusive approach in the educational school, since children can have different defects, for example emotional, behavioral, and speech difficulties, mental health problems, hearing and visual impairments, musculoskeletal problems, complex disorders, autism, etc.

Due to these difficulties, the school should conduct typical and special surveys. For example, psychological examination, social examination, medical examination, pedagogical examination, intellectual testing, observation of a defectologist or speech therapist.

Inclusive education, offering quality education with the right to choose, unites the points of view of all stakeholders. Inclusion is put into practice through differentiation.

Differentiation not only compensates for the learning process of the lagging behind but also ensures that the unit is co-planned so that teachers can present multiple educational approaches to students to achieve common goals. This includes a range of activities and resources appropriate to the student's goals and methods and related to their skills and knowledge. Curricula aim to create an inclusive learning environment and develop life skills that take into account the respective abilities and needs of children. The school provides a patronizing and gentle way of learning, avoiding demands that exceed the capabilities of children with learning difficulties, do not take into account special educational needs, do not consider children's life prospects and their practical needs. To form further knowledge and new learning, the prior knowledge of students is used to differentiate tasks and actions. The information is recorded in a learning profile for future use to enable planning for differentiation and improvement in teacher practice (MES RK, 2011).

At the moment, there are many reforms and changes in the field of education in our country. Leading experts are actively discussing the concept of inclusive education and an inclusive approach in working with gifted children, as well as applying it in

practice, observing, and giving reflective reports on the results.

The problem of organizing inclusive education affects all structures providing social services, so today representatives of education, healthcare, culture, sports, and the employment center are involved in the system of introducing inclusive education (Bazoyev, 2011).

Of fundamental importance in the development of inclusive education is interdepartmental interaction, which allows at a professional level to coordinate the actions of interested services and departments in solving the problems of complex rehabilitation of a child with disabilities in the prevention of developmental disorders in children, including disability, in timely diagnosis, and correction of developmental deficiencies (Cherepkova, 2014).

The request for inclusive education is currently formed to the greatest extent among parents raising children with disabilities. Parents of children attending compensatory kindergarten groups are not further oriented towards special educational conditions for their children and, to a greater extent, choose a mass general education school. Therefore, they are very actively involved in the educational life of their children. One of the important remarks (one might say – requirements) of parents of children with disabilities is the existence of a system for accompanying and supporting children, in particular tutor support. To organize personal support, individual work in the educational space with students experiencing difficulties in mastering the educational program, today the Department of Education is deciding on the legal and financial support for the introduction of tutors into the staff list.

A significant majority of parents of children with disabilities and children with disabilities themselves prefer learning at home and the classroom system, they are fully or partially satisfied with these forms of education, as well as with the quality of their children's knowledge. At the same time, they have a positive attitude towards joint learning, and difficulties do not frighten them. They consider relationships with classmates to be the most problematic in joint education. This opinion was expressed not only by parents but also by children, which indicates the presence of doubts

and fear in the transition to joint education (Cherepkova, Kovalenko & Sarkisyan, 2014).

The principles of inclusive education are:

- the importance of a person does not depend on his capabilities and victories;
- each person can feel and think;
- each person has the right to friendship and to be heard;
- all people need each other;
- true education can be realized only in the context of real relationships;
- all people need the help and support of their peers;
- for all learning children, the success of progress is more likely to be in what they can do than in what they cannot;
- diversity enhances all aspects of human life (Goryacheva, 2013).

The concept of inclusion includes educational institutions of secondary, vocational, and higher education. Its main goal is to create a barrier-free environment in the education and training of people with disabilities. This set of measures involves 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 aimed at mitigating the process of adaptation of children with disabilities in a general education institution are important.

To date, in many Western countries, there is a consensus on the importance of integrating children with disabilities. State schools receive budget funding for children with special needs, and, accordingly, are interested in increasing the number of students officially registered as disabled (Demytyeva & Modestov, 2013).

In inclusive institutions, there is a different approach to understanding disability - social. According to it, disability is the result of the interaction of a person with a health disorder with the surrounding architectural and "relational" barriers. A person in a wheelchair can feel uncomfortable when there are stairs in front of him, which he will not be able to get to. The stairs are not suitable for wheelchair users, which means they are out of society. The ideal is that everything in society should be adapted for everyone (not specifically for the disabled, but for all citizens).

Today there is an opinion that the arrival of children with a developmental delay at school slows down the progress of the entire class. The fictitiousness of this statement has been proved by practice. In the UK, schools were assessed by the degree of preparation of graduates. In the top ten of the rating was an educational institution that has long and firmly embarked on the path of inclusion. This means that good teachers work in this school, who give high-quality knowledge to all children.

There is a need for psychological acceptance by the parent community, children's and teaching staff of children with disabilities, as well as the availability of specially trained teaching staff to work in an inclusive school.

Children with disabilities are far from homogeneous groups. They have developmental disorders of various nature and severity, as well as, like any child, psychophysical and individual typological features. Therefore, it is very important that a child with disabilities can receive education in the form that is optimal for him.

Along with the development of inclusive education in the region, home-based education is preserved and is being developed (Bazoyev, 2011).

Education at home is provided with the consent of the parents under the full general educational or individual program for children with disabilities who, for health reasons, do not have the opportunity to receive education and training in general or special preschool or general education institutions (Demytyeva, Boltenko, Dotsenko etc. 2012).

Materials and Methods

Currently, the Kazakh system of inclusive education is at the stage of formation and understanding of the essential foundations of inclusive education, which requires a clear understanding of the role of the subject in organizing educational strategies suitable for an atypical child (Melnik, 2012). Research shows that there are strong and lasting friendships between ordinary children and children with disabilities in inclusive classrooms. This friendship will help them feel better about diversity. Students feel more comfortable and are not afraid to interact with people who are different from them. They interact with their disabled peers on a different level.

It is the parents of “special” children who insist on their inclusion in the normal children's community. First of all, this is due to the fact that in an established system of correctional (special) education with a well-established methodology for teaching children with developmental problems, the social adaptation of a “special” child in the real world is poorly developed - he is isolated from society. Children with special needs adapt to life in mainstream schools better than in specialized institutions. The difference is especially noticeable in the acquisition of social experience. Healthy children improve learning opportunities, develop tolerance, activity, and independence.

In this process, the role of teachers and special educators is important, who bring their experience and knowledge so that each child can learn with the greatest benefit for himself. An inclusive approach means that teachers provide individual support to all students, but at the same time, some groups of students are not separated from others.

It can be argued that the problem of inclusive education is complex, multidimensional, including many components. It is necessary to point out social difficulties, which consist in overcoming widespread prejudices and pedagogical stereotypes, and organizational ones, associated with the creation of a so-called barrier-free environment, ensuring not only an effective but also an economical way of developing the education of children with disabilities. Of particular relevance is the study of public opinion about the problems of education, the ideas of school children, their parents, teachers about the advantages and disadvantages of educating children with disabilities in conditions of co-education with ordinary children (Educational integration and social adaptation of persons with disabilities, 2005).

Results and Discussion

We conducted a study of the attitude of the inhabitants of Central Kazakhstan to the problem of inclusive education. For this purpose, a questionnaire was developed containing questions regarding the attitude of the inhabitants of Central Kazakhstan. The study involved 382 people. The survey included 11 questions, namely:

1. What is your gender?
2. What is your age?
3. What is your marital status?
4. Do you have children?
5. Do you know what inclusive education is?
6. Who do you think the participants in inclusive education are?
7. What do you think about children with special educational needs?
8. Where do you think children with special educational needs should study?
9. Is inclusive education necessary in the Republic of Kazakhstan?
10. Do you think that inclusive education is an effective model of education?
11. Do you agree that your child is co-educated with a child with special educational needs?

Figure 1. Age of survey participants.

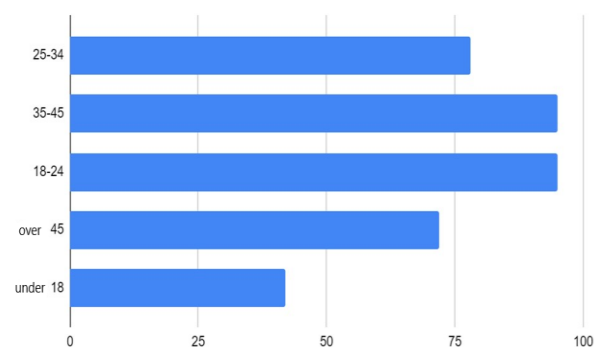


Figure 2. Marital status of survey participants

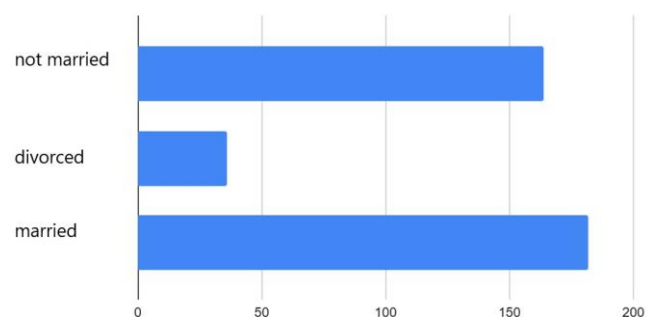


Figure 3. The answer to the question “Do you have children?”

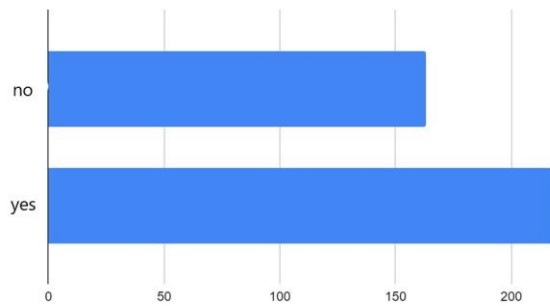


Figure 4. Awareness of participants on the issue of “Inclusive Education”.

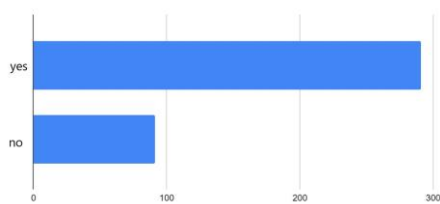
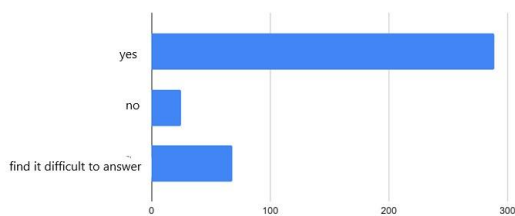


Figure 5. Answer to the question “Is inclusive education necessary in the Republic of Kazakhstan?”



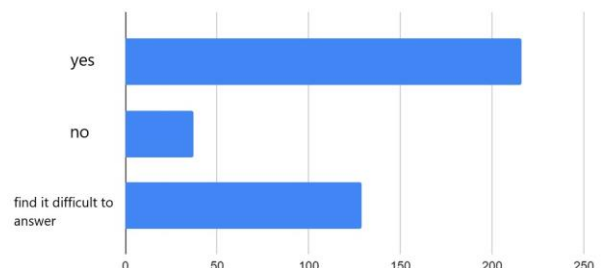
Respondents gave detailed answers to other questions. Let's study the statistics of their answers. To question 6 “Who do you think are the participants in inclusive education?” 3.7% of respondents answered that they did not know, 3.1% answered that they were children with special educational needs, and 2.1% that they were children with disabilities. The rest of the participants gave different answers, for example, children with health problems; a form of education for children with disabilities, based on the joint education of healthy children and children with disabilities. To question 7 “Who do you think children with SEN include?” 2.6% answered that they did not know, 3.1% answered “disabled”, and 2.4% that they were children with disabilities. The rest of the participants gave different answers, for example, special children (cerebral palsy, Down syndrome, etc.); children with

physiological abnormalities, in the form of various types of diseases, both acquired and hereditary diseases; geeks and just smart kids.

This indicates that the residents of Central Kazakhstan do not have an accurate understanding and knowledge of who the participants in inclusive education are, and who includes children with SEN. This may be due to the fact that inclusion is a new and unfamiliar phenomenon that is only gaining momentum.

Question 8 “Where do you think children with special educational needs should study?” showed a more grouped opinion. 183 participants noted that children with special educational needs should study in specialized institutions, this is 47.9%, in a regular school, there are only 127 participants, this is 33.2%, at home - 4.5%. In this regard, let's consider question 11, “Do you agree that your child is co-educated with a child with special educational needs?”, 272 participants agreed - 71.2%, disagreed 62 participants -16.2%.

Figure 6. Answers to question 10 “Do you think that inclusive education is an effective model of education?”



As can be seen from the diagram in Figure 6, 56.6% (216 people) chose the answer yes, 33.8% (129 people) found it difficult to answer, and 9.7% (9 people) answered no.

Currently, an urgent problem in working with children with special educational needs is inclusive education. Inclusive education allows children with a disability to exercise their rights. How to explain to a preschooler playing with children of his age on the street that he is not going to a simple school, but to a school with special conditions? The system of inclusive education itself is an effective mechanism for the development of an inclusive society. By developing an inclusive education system, we open the way to the development of an inclusive society, that is, a society for every person. Inclusive education allows children

with disabilities to fully participate in the life of kindergarten, school at preschool, and school age. Inclusive education motivates children with disabilities towards equality. The current young generation is our future. In this young generation, there are both ordinary children and children with developmental disabilities.

The First President of the Republic of Kazakhstan N.A. Nazarbayev said: "We must pay more attention to our citizens with disabilities. For them, Kazakhstan must become a barrier-free zone. We must take care of such people, of whom we have many. This is our duty to ourselves and society." The educational institution must adapt to the needs of children with disabilities, be "barrier-free", as it must ensure the full integration of children with disabilities. Currently, the problem that attracts the attention of the entire world community is inclusive education, which provides for the full inclusion of children in the educational process with the participation of the environment, the family in accordance with their individual needs and characteristics. The word "inclusive" translated from Latin means "I include myself". Inclusive education is the ability of children to receive a quality education and develop their potential regardless of gender, age, the geographical place of residence, motor and mental state, socio-economic status.

To date, some of the children with disabilities studying at home are provided with computers. Inclusive education is perceived and implemented in world practice as a benefit for all who are given the opportunity to practically implement the humane values of the rights, freedoms, and equality of each person, both for those who teach such children, and for those who study with them, and for those who bring them up in the family.

Nowadays, students with intellectual or mental disabilities study in general education schools for supporting the direction of inclusive education. Each student has his characteristics in learning. Thus, the level of development of emotional and mental cognitive processes is different for each student. At present, the conscious upbringing of the personality of each student is a vital requirement for quality education. Today, the state is gradually opening classes for correctional and developmental education in general education schools in all regions of the country on the basis of supporting the education of children with

disabilities. The purpose of such classes is to bring students with disabilities into one class and give each student an individual class and curriculum. This class, despite the opening, has several disadvantages. The reason is that some schools have students from different age groups in this class. Another disadvantage is the low volume of special pedagogical knowledge of subject teachers teaching in such a class. As a result, children face difficulties from the very first stage of education. The goal of inclusive education is education of children with developmental disabilities with normal children. That is, the system of education of a person regardless of gender, religion, origin. This special knowledge does not replace the traditionally formed and developing formats in the system. Systems of real inclusive education bring together general and special systems. Organization of joint (integrated) education of students with disabilities in a general education school.

Children in special groups unite for joint walks, holidays, competitions, personal affairs. Children with mental disabilities are included in the usual groups of kindergarten, class, school, correctional assistance is provided by parents. Students with special educational needs have the full right to study in the general classes under the program.

General education schools, kindergartens should be ready for inclusive education according to the curriculum, depending on the level of each child. Inclusive education is based on the ideology of denying any discrimination against children, ensuring equal treatment of all people, as well as creating special conditions for children with special learning needs. Inclusive education contributes to the success of such children in their studies, creates the possibility of a better life. In schools, the task was set to create conditions for equal access to the education and upbringing of children with disabilities (the presence in schools of teachers – defectologists, psychological and pedagogical support for children, special individual technical and compensatory means). Disabled children studying at home will be provided with computers, taking into account their individual capabilities and needs. Thus, the state creates all the necessary conditions for the social protection of people with disabilities, their integration into society, their rehabilitation, employment, and the creation of new jobs, training, and retraining. Inclusive education allows all children to actively participate in the

life of the school and preschool educational institutions, determines the equal rights of students and allows them to participate in the activities of the team and allows them to develop the necessary abilities of people in communication.

If the changes made to inclusive learning and teaching are effective, the situation of children with special needs will also change. In order for children to treat each other understandingly and communicate on equal terms, the direct influence of the teacher is necessary.

Advanced training of teaching staff capable of providing comprehensive psychological and pedagogical assistance in order to integrate children with speech, vision, hearing, motor apparatus, sensual-volitional environment, learning, communication, behavior, etc. disorders have an important role in the development of inclusion.

Today, as part of supporting inclusive education, students with intellectual or mental disabilities study in general education schools. Each student has his characteristics in learning. Thus, the level of development of emotional and mental cognitive processes is different for each student. Is any educator armed with the knowledge that can accurately discern this? Is a student who graduated from a pedagogical university able to work within the walls of a school with children with various disabilities in modern conditions? A future professional who has been educated based on the state standard of general education receives a bachelor's degree in this field, adapts to work with ordinary students in preschool organizations and secondary schools. But these teachers did not practice working with children with various disabilities. Therefore, in order to form elementary ideas about inclusive education, allowing the future teacher to work with children with disabilities in all pedagogical areas of training, the course "Inclusive Education" is being introduced. Special knowledge as one of the forms of education for children with disabilities is traditionally combined with those that are being formed and developed in the preschool system.

According to teachers and defectologists, in our country, there are practically no new productive programs and methods for working with such children. Studying the problems of children with disabilities, attracting domestic specialists, relying on world experience in solving them is a topical issue today.

At the current transitional stage, rather, it is worth talking not about "inclusion", but about some experience of teaching children with different health abilities in a single educational environment. Therefore, in the course of the study, certain methodological difficulties associated with the uncertainty of most phenomena were revealed.

These include:

- unformed conceptual apparatus for describing the phenomena of inclusive education;
- confusion between the concepts of "integration" and "inclusion";
- the conditional division into general education and inclusive schools;
- the vagueness of school readiness criteria in terms of material and technical characteristics and professional qualifications of the teaching staff.

Attitudes towards inclusive education are far from unambiguous. This issue is very delicate and complex, and it must be dealt with carefully and thoughtfully. Our modern society is not yet ready to fully accept the non-traditional education system.

Today there are a number of barriers:

- poor material and technical equipment of educational institutions. There are no special devices and educational materials for children, as well as teaching aids for teachers.
- physical access barrier. There is a large category of children with limited mobility who, in terms of the level of development of their intellect, could be successful, but so far, no conditions have been created for such children in schools or kindergartens.
- lack of specially trained teaching staff;
- the incorrect attitude of society towards children with disabilities;
- strict requirements of the state standard. There is no graduated system for assessing the achievements of children, and there are no correctional training programs for pupils.

The experience of foreign countries shows that the creation of accessible schools and joint education (inclusive education) contributes to social adaptation, the development of independence of children with developmental disabilities, and most importantly, it changes public opinion towards people with disabilities, forms an attitude towards them as full-fledged people, contributes to the creation of a favorable atmosphere in society.

The implementation of inclusive education in Kazakhstan requires coordinated actions on the part of the authorized bodies of education, social protection, healthcare, public associations, and the parent community. However, at the moment, the mechanism of interdepartmental interaction to support people with disabilities is far from perfect. In the Republic of Kazakhstan, active work is underway to develop theoretical and methodological, methodological, organizational, etc. issues of inclusive education.

According to Tanalinova A.U., today is the most cost-effective model for preparation teachers is various trainings and professional development aimed at working with children with SEN. There is also a need to create a psychological and pedagogical support service for educational institutions (psychologist, speech therapist, special and social teacher) to provide advice to teachers, children, and their parents (Tanalinova, 2019).

Conclusion

Without a doubt, Kazakhstan has made a big leap in the development of the educational system as a whole. And the next stage should be the full-scale development of inclusive education. Modern Kazakhstan does not stand still, and all people who are in difficult life circumstances, and even more so children with special needs, can and should receive a full and high-quality education in order to be able to fulfill all their dreams and wishes in the future.

For an effective transition to high-quality inclusive education, the following issues are currently being addressed:

- providing teachers with full methodological support;
- formation and education of a tolerant attitude towards children with special needs both at the school level and outside of school;
- ensuring the full training of new personnel and retraining of existing personnel;
- development of requirements and instructions for specialists implementing inclusive education.

Thus, a review of the inclusive situation in the Republic of Kazakhstan shows that there is a need in the country to conduct scientific, theoretical, and practical research in order to improve the organization of inclusive

education; development of methodology and methodology for determining special educational needs, the level of providing pedagogical support to students with SEN.

The development of inclusive education can provide children with special needs with the right to a quality, interesting and meaningful curriculum in its context. Inclusive education will improve the quality of life of these children and will form a solid foundation for later life.

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