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DOI 10.21661/r-497723

INCLUSIVE EDUCATION

Аннотация: автор данной статьи раскрывает все аспекты инклюзивного образования. Автор пытается объяснить, как данное образование может влиять на разных людей и детей в целом. Кроме того, автор предлагает свою методику, которую можно применить в инклюзивном образовании.

Ключевые слова: дети, образование, дискриминация, адаптация.

Abstract: the author of the article writes about all aspects of inclusive education. She tries to explain how this education can influence different people and children as a whole. Also, the author suggests her methods that can be used in inclusive education.

Keywords: children, education, discrimination, adaptation.

Currently, special children have become increasingly common in life. The first inclusive educational institutions appeared in our country at the turn of 1980–1990. In 1991, in Moscow, at the initiative of the Moscow Center for Curative Pedagogy and the parent public organization, the school of inclusive education «The Ark» appeared.

The basis of inclusive education is an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs. Inclusive education is the process of development of general education, which implies access to education for all, in terms of adaptation to the various needs of all children, which provides access to education for children with special needs.

In this article I decided to talk on the topic, or rather the problem that touched me in my school years and in practice in kindergarten. And so – is it possible to include an «unusual» child in the environment of ordinary children?

Today, children with disabilities are admitted to kindergartens and schools. When I was in 10th grade, the boy came to us is not quite normal. In appearance, of course, he was an ordinary guy, with a good physique and good looks. But from the first day we noticed something amiss. He talked a little, moved quickly, flew out of the classroom with a call, and as I noticed that he was sitting, holding a pen over his head and examining it for a long time, he looked at it for 45 minutes. Here we understood everything. To say that our attitude towards him simply changed – to say nothing, many began to avoid him, to be afraid, some managed to scoff. I had my own opinion on this. It was very interesting to follow him, trying to understand what was happening with boy. Every morning I greeted my new friend, asked him what he is doing and tried to build a conversation. By virtue of my inexperience and naively, a strange, self-confident thought arose in my head that I, a simple schoolgirl, would be able to change him, «cure». I talked to him, tried to set up contact, but he was afraid of any communication, and the conversation rarely went beyond the simple word «hello.» So, at that moment I had a main question: was it for the benefit of him finding him among us? I perfectly understood that he is the same as us, he is not guilty. But for 2 years his communication with us was equal to zero. We just began to ignore him, because his academic performance began to fall.

My opinion was divided into two camps. I believe that children need to communicate with healthy children, but I am more inclined to think that it is better to send these children to specialized institutions, where a specially trained teacher will work with them. After all, in my teaching practice in kindergarten, a child met with the same violations. The situation was exactly the same; the attitude towards such a child was indifferent, and even individual attention was not paid to the child. He was on his own, and he was well and comfortably there, somewhere very far from the outside world and his environment.

By the way, psychologists say that children themselves have no fear of children with disabilities. It is adults who pass on this fear to children. That is, you need to start with the preparation of parents and teachers, and children will easily connect to this. And first of all, it is necessary to explain to adults what is the equal attitude towards all

children. This means that adults are not entitled to require a healthy child to give all their candy to a disabled child or to succumb to it in games. This is unfair because it violates the principle of equality of children. Sick feet to candy are not directly related. The most difficult thing in communicating healthy children and children with disabilities is a fair equalization of opportunities. A healthy child should learn not to abuse its advantages, not to assert itself at the expense of the patient. A disabled child learns not to abuse the best qualities of his healthy friend – kindness, justice, and a desire to help the weak.

I believe that this problem is relevant, and it needs to be addressed. A lot of these children and parents who live with the dream that their child is the same as everyone else. That is why they give them to ordinary educational institutions, thus make a huge, in my opinion, mistake. Children with mental problems are problem, but it doesn't the end of the world, which can be solved, it is enough to know how and to have a great desire. You can't put an end to their future, close his eyes and hide at home from the opinions of others.

After all, it is not news that a different approach is needed for a happy future child with mental problems. He is not exactly the same as all children, he is alone in this world, and who, if not parents, must share this world with him, make it brighter and more. In no event they can't be thrown into this pool alone. As for education for such children: this interaction should take place only under the supervision of professional psychologists who are ready to intervene at any time and direct communication in the right direction. Any children have the full right to take full part in our interesting, diverse and full of colors life.

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