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INCLUSIVE EDUCATION, INFORMING SOCIAL TOLERANCE

BEGIMOVA MALIKA*

Caspian Public University (Almaty, Kazakhstan)
e-mail: malikabegimova@gmail.com

SHARIPOVA AIGERIM²

Caspian university of technology and engineering
named after Sh.Yessenov (Aktau, Kazakhstan)
e-mail: aigerim1.sharipova@yu.edu.kz

Abstract. This article explores practical strategies for fostering inclusive educational environments by cultivating tolerant attitudes toward students with disabilities. Addressing students, teachers, and parents alike, the authors provide concrete methods for promoting understanding and acceptance within both inclusive and general education settings.

The article moves beyond theoretical ideals, outlining specific interactive teaching techniques that can be readily implemented in classrooms. Role-playing games, art therapy, and story therapy are presented as engaging and impactful tools for breaking down barriers and encouraging empathy. By equipping educators with these methods, the article aims to translate the principles of inclusion into tangible and positive classroom experiences for all students.

Keywords: inclusive education, educational environment, tolerance, pedagogical consciousness, tolerant attitude, child psychology.

Introduction

Inclusive education today in scientific and pedagogical work is considered a process of teaching children with disabilities in a general education environment. Inclusive education is a whole philosophy of views and it is impossible to fit it into one modest definition. Integration in education is considered as the right of every student to choose the place, method, and language of instruction. For students with disabilities, if they choose a general education organization as their place of study, special conditions and full involvement in the educational process of a general education organization (inclusion) adequate to the capabilities of a special educational institution should be created. For the rest of the students, educational integration (inclusion) means the freedom to choose between an inclusive and an ordinary class that ensures the quality and pace of learning provided by the state educational standard.

Concepts, pros and cons

Inclusion poses new challenges for education and underlines the importance of tolerance as a value. As an important carrier of social values and virtues, the task of education is to teach people tolerance and democracy, to ensure that others are valued and accepted.

There is a gap in the new universal model of education, with access to education for all students. Children must be taught not to humiliate, harass, harm and physically abuse students with disabilities. In other words, it is about tolerance. Inclusive education is a culture of coexistence, reciprocity and communication. Tolerance and trust are the basis for future generations to choose peaceful coexistence over conflict and war [1].

Because in a democratic society, children with different health problems should not live separately and receive separate education, but should live with the same rights as their healthy peers.

Tolerance is a highly personal concept, but it has complex social values as it affects people's social interactions. It lies between public values and personal values and interests. For some it means discomfort or disagreement, such as having to put up with a noisy person in a crowd or a grumpy boss at work. For others it means conflict (overt or covert), such as having to tolerate the behavior, views, ideas and values of others in scientific debates, political discussions or friendly conversations. Understanding tolerance is therefore a subjective assessment, attractive for scientific research and theoretical discussions, but difficult for practical development in educational settings.

"Tolerance and how to promote it?". The question arises as to how to promote tolerance in the educational environment. Tolerance should not be limited to indifference, sympathy and violation of one's own interests. Above all, it requires reciprocity and a positive position for all concerned. Tolerance is an important element of the mature human way of life. Mature people have their own values and interests and are ready to defend them when necessary, but they also respect the interests and values of others and act with an understanding of their limits. Young people, however, are not mature people, nor are their personalities fully formed. The question is how to develop tolerance. Education in the spirit of tolerance is not limited to the assimilation of the concepts of 'tolerance' and 'tolerant personality'. According to Gordon Allport [15], the qualities of tolerance or intolerance are formed in early childhood. Such children are loved and accepted no matter what they do or how they do it. Punishment in such homes is not severe or consistent, and children do not have to suppress their impulses moment by moment to avoid parental wrath In the past, unlike permissive children, prejudiced children have often been brought up in a 'threatening environment'. The main point of tolerant children's lives is safety, not punishment or threat"; G. Allport argued that each person is unique and has his/her own characteristics [2].

Different students can be divided into punctual and romantic, well-mannered and fragile, gifted and normal, but not disabled and able-bodied.

The constitutional right of children with disabilities to receive education close to their place of residence can be realized by developing inclusive education with their non-disabled peers within the regular educational environment [3]. However, our society faces a number of problems related to mainstreaming:

- Lack of accessible educational environments and technological rehabilitation equipment to facilitate the learning process of students with special educational needs;
- Lack of special education knowledge in the basic educational environment of educational institutions, corresponding to the teaching and learning methods of students with special educational needs;
- ignorance and therefore unwillingness of the general public that the educational rights of students with disabilities should be recognized among able-bodied people;
- The reluctance of many parents to teach able-bodied children in the same classrooms with children with disabilities;
- Perceptions of able-bodied children and their classmates with disabilities of poor academic performance;
- Social and psychological adjustment difficulties.
- Problems of rejection of students with disabilities by other participants in the educational process [9].

In this context, one of the main tasks of any educational institution is to form attitudes towards students with special needs. This is the training of special teachers and the development of educational tolerance between parents and able-bodied students, i.e. the ability to understand and accept children with disabilities as they are. Such tolerance helps to understand other values, other forms of behavior and to respect children with special needs. Tolerance is the willingness to

accept others (even if they have different ethnic, religious or cultural characteristics) and to interact with them on the basis of consent and cooperation. Above all, this implies reciprocity and a positive position of all stakeholders [5]. Tolerance is an important element of the lifestyle of a mature person, in which one has one's own values and interests and at the same time respects the values and interests of others [6].

Of course, such problems cannot be solved only by school psychologists; the development of tolerance should be practiced by everyone involved in the educational process of the following target groups:

- Teachers and inclusive education specialists (speech therapists, defectologists, psychologists, audiologists, behavioral therapists, rehabilitation teachers);
- Parents, guardians and legal representatives.
- Students [7].

Activities aimed at creating a tolerant attitude towards students with disabilities should be carried out everywhere and at different levels, with the attention of the general public, representatives of different positions in government, social services and the media [8]. These include scientific conferences and seminars, round tables, publications in periodicals, organization of refresher and advanced training courses for mixed activities of professionals from different positions in the education system, research on foreign experiences in the field of education in the field of social and educational integration of children with disabilities, etc. Of course, for inclusive education to be successful, such work needs to be carried out in all secondary schools [10].

Tolerance formed during school years is one of the most important conditions for the successful realization of a person's future potential. An important role in the education of tolerant students is played by the school, where they spend most of their day, experience mutual respect and develop friendly and tolerant attitudes towards others [11].

Conclusion

Psychologists should provide education and therapy to both students with disabilities and students in general, taking into account the age of the students. Different methods include role-playing games, psychodrama, story therapy and discussions about how to overcome barriers and how to achieve cooperative learning. The logic and techniques of tolerance education depend on the main type of activity of the students. In other words, for younger students, the emotional component is the priority in any activity, so it makes sense to plan therapeutic activities with this in mind. For lower grades, it is important to use emotionally-oriented techniques, the main purpose of which is to reject children's negative emotions and stress situations.

For example, the use of Braille can introduce students to the learning characteristics of the visually impaired and hearing aids can help students with hearing problems. One of the best ways to introduce the importance of inclusive education to the general primary school population is to include games in which students are asked to perform various tasks without sight, using only their sense of touch. In these games, students feel how difficult it is for people with disabilities to adapt to society without outside help. In their work, psychologists should use different forms and methods of interaction that contribute to creating an atmosphere of trust and friendliness, promoting self-esteem and developing the skills of tolerant behavior.

Since ignorance is the greatest enemy of tolerance, the goals of educational institutions and school psychologists are aligned. Programs to promote tolerant attitudes and eliminate ignorance among students, parents and teachers include the following:

- Organizing seminars, round tables and discussions; using media, video materials and presentations;
- Creating a positive image of people with disabilities; eliminating negative stereotypes and prejudices towards inclusive education; mandatory interaction of all participants in the educational process (students, teachers, psychologists, parents); role-playing games and fairy tales; building positive attitudes towards inclusive education. Implementation of games and trainings in subjects such as therapy, which is considered the most effective form:

- Planning and implementation of on-the-job training. Courses for teachers to learn how and how to solve problems in inclusive education settings and to share work experience and communication skills.

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Бегимова Малика*

Каспийский государственный университет (Алматы, Казахстан)

Шарипова Айгерим

*Каспийский университет технологий и инженерии
им. Ш.Есенова (Актау, Казахстан)*

ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ, ФОРМИРОВАНИЕ СОЦИАЛЬНОЙ ТОЛЕРАНТНОСТИ

Аннотация. В этой статье рассматриваются практические стратегии создания инклюзивной образовательной среды путем формирования толерантного отношения к учащимся с ограниченными возможностями. Обращаясь к учащимся, преподавателям и родителям, авторы предлагают конкретные методы содействия пониманию и принятию как в инклюзивных, так и в общеобразовательных учреждениях.

Статья выходит за рамки теоретических представлений и описывает конкретные интерактивные методы обучения, которые могут быть легко применены в классах. Ролевые игры, арт-терапия и терапия рассказами представлены как увлекательные и действенные инструменты для преодоления барьеров и поощрения эмпатии. Предоставляя преподавателям эти методы, авторы статьи стремятся воплотить принципы инклюзивности в ощутимый и позитивный опыт занятий для всех учащихся.

Ключевые слова: дети с ограниченными возможностями, инклюзивное образование, образовательная среда, толерантность, педагогическое сознание, толерантное отношение, детская психология.

Бегімова Малика*

Каспий қоғамдық университеті (Алматы, Қазақстан)

Шәріпова Әйгерім

*Каспий технологиялар және инжиниринг университеті
Ш.Есенов атындағы (Ақтау, Қазақстан)*

ИНКЛЮЗИВТІ БІЛІМ БЕРУ, ӘЛЕУМЕТТІК ТОЛЕРАНТТЫЛЫҚТЫ АҚПАРАТТАНДЫРУ

Аннотация. Бұл мақалада мүмкіндігі шектеулі студенттерге толерантты қатынасты дамыту арқылы инклюзивті білім беру ортасын құрудың практикалық стратегиялары қарастырылған. Оқушыларға да, мұғалімдерге де, ата-аналарға да сілтеме жасай отырып, авторлар инклюзивті және жалпы білім беру жағдайында түсіну мен қабылдауды ілгерілетудің нақты әдістерін ұсынады.

Мақала теориялық идеалдар шеңберінен шығып, сыныптарда оңай енгізуге болатын оқытудың нақты интерактивті әдістерін сипаттайды. Рөлдік ойындар, арт-терапия және сюжеттік терапия кедергілерді жою және эмпатияны ынталандыру үшін тартымды және әсерлі құралдар ретінде ұсынылған. Тәрбиешілерді осы әдістермен жабдықтай отырып, мақала инклюзивтілік принциптерін барлық оқушылар үшін сыныптағы нақты және жағымды тәжірибеге аударуға бағытталған.

Түйінді сөздер: мүмкіндігі шектеулі балалар, инклюзивті білім беру, білім беру ортасы, толеранттылық, педагогикалық сана, толерантты көзқарас, балалар психологиясы.

