INCLUSIVE EDUCATION IN HIGHER EDUCATION: PROBLEMS AND PROSPECTS

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Abstract

This paper examines the issue of inclusion in education, highlights the main problems of inclusive education at the higher school level, as one of the poorly developed elements of the educational system in terms of inclusion.

Keywords: inclusive education, higher school, University, students with disabilities, problems of inclusive higher education

I. INTRODUCTION

In modern society, the problem of understanding inclusion is acute. There is an increasing awareness that there are a huge number of people with disabilities in the world, and that they, too, are part of society and have equal rights with everyone. At the same time, the main thing is not how people with disabilities realize themselves in society, but how society itself treats such people.

The term "inclusion" means "inclusion", i.e., the process of real inclusion of people with disabilities in active social life. Inclusion involves the development and application of specific solutions that will allow everyone to participate equally in public life.

Inclusion provides for an individual with special needs to participate in all social processes, at all levels of education, in leisure activities, at work, and in the implementation of various social roles and functions.
without restrictions and freedom to choose their measures, forms, and methods.

Inclusive education is the organization of the learning process in which all students, regardless of their characteristics, are included in the General education system and study at their place of residence together with their peers in General educational organizations that take into account their special educational needs and provide their students with the necessary special support.

In accordance with the current legislation of the Russian Federation, professional educational organizations and higher education organizations must create special conditions for students with disabilities to receive education.

However, in the Russian socio-economic conditions and the level of public consciousness, inclusive education is still experimental.

II. METHODOLOGY

To understand the essence of inclusive education, it is necessary to use the socio-cultural method. The socio-cultural approach to the study and solution of problems of education, development and upbringing of the individual allows us to consider any pedagogical phenomenon and process as an element of the socio-cultural system, makes it possible to include them in a broader context of social development.

III. DISCUSSION

Psychological, social and legal aspects of inclusive education have been repeatedly considered in the works of psychologists, philosophers, sociologists and lawyers. E. I. Purygina, M. S. Staroverova, T. V. Timokhina and others made a great contribution to the development of this topic.

In the world educational practice, inclusion is considered exclusively as teaching schoolchildren and students with developmental disabilities in ordinary educational institutions together with their peers.

IV. RESULTS

In the theory and educational practice of Russia, there are two models of organizing education systems for students with disabilities: integrated education and inclusive education.

Integrated education is aimed at therapy, correction, rehabilitation of students, their adaptation to the requirements of the education system, while the system itself remains unchanged.

Inclusive education is aimed at adapting the education system to the needs of the student.

Basic principles of inclusive education:
1. The value of a person does not depend on their abilities and achievements;
2. Everyone is able to feel and think;
3. Everyone has the right to communicate and be heard;
4. All people need each other;
5. True education can only be carried out in the context of real relationships;
6. All people need the support and friendship of their peers.

Currently, the development of the system of inclusive higher education in Russia is one of the priority tasks. Based on the world practice of using inclusive education, today methods and programs have been developed, classrooms and infrastructure of many universities have been equipped, but many questions remain open.

We can distinguish the following problems of inclusive higher education:
1. The difficulties of changes in the educational systems of universities: to become an inclusive, education system at the University should be flexible and varied to suit the needs of different students. For example, it is necessary to develop adapted educational programs: students with disabilities and disabilities have their own specific features of perception, processing of material, which it imposes specific requirements for the selection and development of educational materials (for example, students with hearing impairments need to receive information visually, students with visual impairments – audibly (for example, using speech synthesizer programs) or using tiflo information devices, etc.). however, at the moment, the mechanism for developing adapted educational programs is not perfect, it requires the creation of approximate models,
prototypes.

2. The lack of readiness of the teaching staff to implement inclusive education: this lack of readiness concerns both the value-sense, psychological, and methodological aspects. This problem is revealed in the fact that not all teachers evaluate inclusive education as a value. Other teachers view this problem in a detached way: “I support inclusive education, however, I would not like to work with special students myself.” Another important problem in this block is the lack of professional staff in higher education who have an idea of the methods, tools, and technologies for training people with various types of diseases.

3. Psychological “barriers” related to public opinion (attitude to students with disabilities from students without disabilities): despite the fact that our society (including the younger generation) is becoming more tolerant, the problem of non-acceptance of students with disabilities, the formation of “unequal” attitude to them in the student group takes place, becoming the cause of difficulties in the process of socialization of such a student.

4. Unavailability of the architectural and material-technical environment of educational institutions: training of students with disabilities often requires special accessibility conditions—for example, for a student who moves in a wheelchair, ramps, accessible doorways, elevators, etc. are necessary (i.e. creating a special architectural environment for students with disabilities), and a student with hearing impairment needs specialized sound—amplifying equipment for full participation in the educational process—for example, induction loops in classrooms (i.e. creating a special material and technological base for teaching students with disabilities). However, this problem is a “problem”, since the possibility of organizing the architectural accessibility of University buildings, purchasing and using technical means for students with disabilities, and developing new devices is hindered by insufficient funding for inclusive education in higher education institutions. In addition, it is not technically possible to convert all University buildings to meet the needs of students with disabilities—in particular, students with musculoskeletal disorders.

In order to solve these problems, the following criteria are currently identified that characterize the effectiveness of University activities to ensure access to education for the disabled

- number of applicants with disabilities accepted for higher education programs (bachelor’s and specialty levels);
- the number of persons with disabilities who have completed the development of higher education programs at the bachelor’s and specialist level, including full-time education;
- percentage of persons with disabilities who have completed higher education programs, relative to the number of accepted students;
- the number of employed graduates with disabilities who have completed higher education programs at the bachelor’s and specialty levels;
- the share of employed and(or) continuing professional education graduates with disabilities from the total number of University graduates with disabilities.

V. CONCLUSION

In conclusion, I would like to note the main directions of development of the system of inclusive higher education in the Russian Federation.

1. Creation of a network of resource training centers for the training of disabled people on the basis of educational organizations of higher education.

2. Creation of conditions for higher education for persons with disabilities through the development of normative-methodical base.

3. Development of professional skill competitions for people with disabilities at the regional, national and international levels in terms of creating a new effective system of professional orientation, motivation, social rehabilitation and employment of people with disabilities.

4. Training and professional development of personnel to work with disabled people and persons with disabilities in the higher education system.

5. Promotion of employment of graduates with disabilities who have received professional education.
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REFERENCE LIST


