

Situations of Inclusive Education As a Way Of Modern and Equal Communication

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Abstract: In the national educational system inclusive education of adolescents is not only a modern concept in the new mission of the Bulgarian school, but also a qualitatively new policy concerning the students with special educational needs in mainstream schools. Its phased implementation is a positive and timely response to the Salamanca Declaration "Education for All". Let the present paper be considered only as a successful attempt for a shared human happiness of a Bulgarian teacher who dedicated their adult life to adolescents and in particular, to their favourite and beloved student, Nermedin Nedret Ziyadil from the town of Burgas. The boy's strong will to overcome the pain from his serious illness (progressive muscular dystrophy, Duchenne type), made me a better person!...

1. Introduction

The teaching and educational practices are hummanely manifestation of concern to the people, and in particular the people disadvantaged in community. As we speak of the formularized problem, I must claim, to inform all of my pedagogical colleagues, that I am such a teacher too and my activities with disadvantaged children are described in my book: "Educational methods for children with specific educational needs - progressive muscular dystrophy, Duchenne's type" and it is expressed as follows:

- acquaintance with illness and medical documentation of the student;
- a solution for collaboratively activity of the teacher with the one in need of educating, and their family - a difficult and responsible moment in professional and worldly path of the pedagogue;
- working on a variation of programmes for individual form of educating including several sections: general motorial development, fine morot skills, self-service, cognitive skills, speech-language development and communication, social skills, artistic and work activities, healing physical education;

The aspiration of research and my actual pedagogical activity are an optimistic disproof of medical science which claims that the people with such diagnosis are not liable to any kind of teaching. A proof of this are the notebooks' facsimiles of lessons I had with Nermedin, published in my book, as well as the kind words and appreciation of his parents - Zeyra Ziyadil and Nedret Ziyadil.

The pedagogical purpose is structured in time and place, and it is a totality of informational striving to shape specific characteristics and personable qualities in the person. N. Koleva defines that "the individual purpose can be defined as a totality of the best and most expressive potential and possible

conditions of personable development, conditioned by peculiarity of human's character, as the subject of informational activity is out of pedagogical context" [3].

2. Research and analyses

The social environment, a part of which is the informational environment of teacher's professional activity, is in most general form defined as totality of social, material and spiritual conditions in which man's activity runs. N. Koleva specifies that "The macroenvironment is often isolated, embracing all of the social-economical systems, while the microenvironment is presented as direct surrounding environment of man." [5].

The hummanely attitude toward children with medical problems in the present day includes also their right to be educated in regular (mass) schools, providing an environment and security to all adolescent from vulnerable social groups. And if that was ignored so far now the laws of the European Union and "Strategy 2020" demand it and it will be imposed even more explicitly.

I accepted the challenge to join a child with specific educational needs (SEN) to my school class as my own human and professional mission. The lack of theoretical psycho-pedagogical analyses of that problem made me study it, and to make a general conclusion with deductions and recommendations to the pedagogical practice, which will be in whole teacher-college's favour.

First of all, I compared the medical system for classification of defects, injuries and disablements, to pedagogical one. I made a historical review of bulgarian public documents, which specify the methods of educating students with SEN. I considered the importance of teacher's role during the experimentation of new educational methods in educational process in mass schools with them (1-4 grades).

The emphasis of my research and of my practical activity is on individual form of work of a child with progressive muscular dystrophy, Duchenne's type. The book "Educational methods for children with SEN" is a synthesis of my entirely activity with a specific student included in class in elementary school age.

The activities are grouped together - preparatory period and primary period. The steppes of educational process, which I pass with my student, are as follows:

- ⇒ forming behaviour habits;
- ⇒ self-behaviour and brainwork education; work, game and community-service activities;
- ⇒ healing physical education.

There is a special day regime prepared for the student, the class and the parents are prepared to accept the "different" child well and to help it out.

In order to report the results of the work I developed criteria for mental, physical, aesthetic and social development of self-activity skills. Their correlation as a beginning and a final of the entirely accomplished educational activity with the student, can be illustrated as it follows:

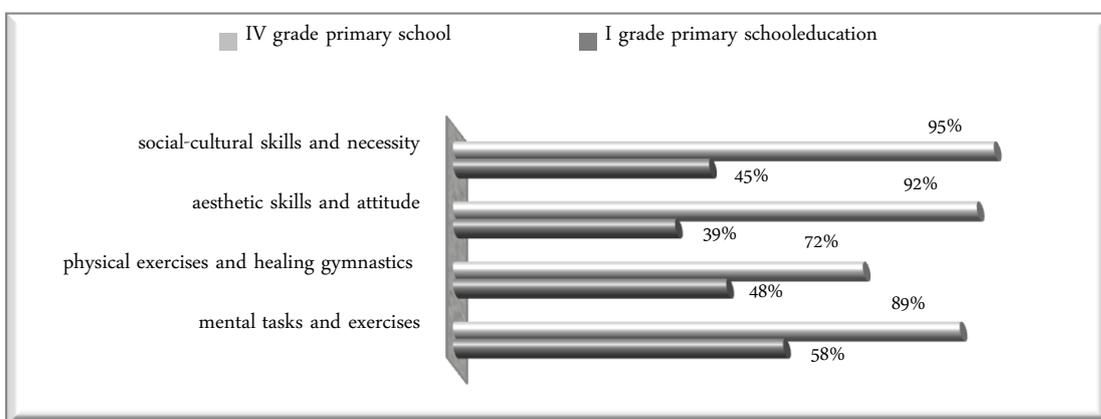


Fig.1.

A comparative analyses of disciplines' yearly rate in primary course of education - full time and individual form of education, as well as developments of pedagogical methods (synopsis of lessons, studies, exercises with the student), are presented in the book.

With the help of the patience of a mother and a person who believes in nothing but good, and my love toward children and teachership, my hard work was rewarded with promising results in real pedagogical practice with child with SEN. In this sense, the grave illness of Nermedin Ziyadil determined by the medicine as educational-impossible was refuted in real life.

A considerable part of Bulgarian children belongs to the group of so called "children in real risk", "children from vulnerable social groups" children whose fate has been predestined by nature to passes under the weight of physical illness- deaf, blind, crippled or mental burdened, deviant behaviour (drug addicted, neglected, prostitutes). Currently, the community is not yet prepared to manage the different manifestations of physical and deviant behavior among adolescents. "A huge empirical attempt exists for creating a solid and flexible educational programmes, which will help the educating but all of them must be synchronized with psychological development of the person". [5].

3. Conclusion

The school of 21st century takes care of the children in risk, strives to provide an environment and security, which aim at:

- ✦ creating economic and social preconditions for normal development and growing up of the children - resources centres, special educational programmes, architectural environment suitable for them, where they can get educated and to communicate with their coevals;

- ✦ creating friendly conditions for the emotional prosperity and socialization of the children with deviant behaviour;

- ✦ creating structures for extracurricular and out-of-school activities that will work with children with SEN - clubs of interests, study circles, sports schools, etc.;

Considering an survey with teachers, working at resources centres, and parents of children with SEN - total of 71 persons, these are the conclusions and recommendations that arise for future activities:

- ✦ there is a need of a professional purpose for the education of children with SEN in primary school, so they can get a profession (job) - 87%

- ✦ the activity of the mass school must be coordinated with other social factors in order to solve the problems of an individual and of the school (children) community - 95%

- ✦ creating a system for "a help for a self-help" in the families with children with SEN - psycho-pedagogical, social-pedagogical, psycho-social.

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