

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯUDC 376.2
МРНТИ 14.29.31DOI: <https://doi.org/10.37788/2021-3/9-14>**B.D. Kairbekova^{1*}, A.T. Tashimova¹, A.T. Kabbasova¹, A.K. Bektaev²**¹Innovative University of Eurasia, Kazakhstan²Public Foundation «Asya Ana KZ», Kazakhstan

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Socialization of children with special educational needs in inclusive educational system**Abstract**

Main problem: Today, the opinion about inclusion as the most progressive (in comparison with integration) approach is being strengthened among the society, which allows any child, regardless of the type and severity of the disorder, to learn with their normatively developing peers. The introduction of inclusive approaches into school practice can be called one of the top priorities of the state educational policy of the Republic of Kazakhstan. Inclusive education will help to resolve the contradiction between the legally guaranteed rights of children with disabilities to equal access to quality education and the de facto inequality in its implementation. Inclusion must be systematic and focused, not spontaneous. Therefore, it is optimal to teach a child with disabilities within the framework of the system of continuous general education. The creation and effective functioning of this system is impossible without a trained teacher, who is a key figure in the implementation of inclusive education.

Purpose: Substantiation and disclosure of the contradiction between the guaranteed right of children with IAD and equal access to quality education for the socialization of children with special educational needs in inclusive education.

Methods: in the course of the research, descriptive, systematization and analytical methods were used in the application of theoretical concepts, government programs, and legislative acts in inclusive education.

Results and their importance: The implementation of the research goal is facilitated by the use of an alternative to the classroom-based organization of the educational process for the progressive development of children with IAD, which allows them to study harmoniously, regardless of the type and severity of the violation, together with their normatively developing peers. The given pedagogical observation is the obtained practical result of this study. The development of the system of class-based organization of the educational process for children with IAD in educational institutions is aimed at forming an effective system for ensuring the comprehensive development of inclusive education.

Keywords: inclusive education, socialization, special educational needs, teenager, education, disclosure of spiritual, intellectual and physical potential, motivation, need, opportunity, ability.

Introduction

The Constitution of the Republic of Kazakhstan and the Law «On Education» state that children with developmental problems have equal rights with all to education [1]. The most important task of modernization is to ensure the availability of quality education, its individualization and differentiation, a systematic increase in the level of professional competence of teachers of correctional and developmental education, as well as creating conditions for achieving a new modern quality of general education. Inclusive education for children with mental disabilities is still a new business for Kazakhstan. Yes, individual examples can be recalled even from your childhood, but these examples are rather negative, since there was no system: it was just that a child with special needs was assigned to a regular school, and his adaptation in a new society was on its own. But such unsuccessful experiments, as well as later insufficiently thought out initiatives, cannot serve as an excuse for placing people in a kind of ghetto – namely, the life of many disabled people and their neighbors can still be compared with the ghetto. Reforming the education system is proceeding very slowly and not always smoothly [2].

Attempting to include people with special educational needs in a single learning process began a long time ago. This is how the course towards inclusion appeared. This implies the inclusion of all people in the life of society, not their exclusion. This thesis was confirmed by the 1994 Salamanca Declaration. The perception of children with disabilities is slowly changing, inclusive education is expanding. Society is trying to recognize individual differences and the right to learn independently of them. It is not always easy and fast, teachers often lack skills, premises are not equipped enough, society is not always ready. But it is necessary to overcome all this – globally and locally. Inclusive education has many goals. It implies that all children, if possible, go to kindergarten and school together. It promotes socialization, helps to overcome discrimination. «Inclusion»

means incorporation. In a general sense, it proposes to include people with different health capabilities in the life of society. As far as possible it is to implement.

The value of the concept of «inclusive education» for us is as follows. It is a system that recognizes that every child may have different learning needs. Each needs an individual approach, but not an average one. Such a system benefits not only children with special needs. It changes the society, and these changes are beneficial to all members of the society. Expanded access to learning is often associated with inclusion. That is right. But don't forget about social integration as well. The goal of the latter is to make sure that each individual is accepted by all members of the group. Inclusive education is one of the main directions of modernization of the special education system in many countries of the world. According to the 2006 UN Convention on the Rights of Persons with Disabilities, «States Parties (including Kazakhstan) recognize the rights of persons with disabilities to education. In order to realize this right, without discrimination and on the basis of equality of opportunity, ensure inclusive education at all levels».

Inclusive education is a process of development of general education, which implies the availability of education for all, in terms of adaptation to the different needs of all children, which ensures access to education for children with special needs. The main priority of inclusive education is that all children, despite their physical, mental and other characteristics to study together with their peers at their place of residence in a mass general education school, where they are provided with the necessary special support.

Materials and methods

Today, inclusive education is described as a process of joint education and training of persons with disabilities and normally developing peers, in the process of which the child is being socialized.

Socialization is a process and result of the inclusion of an individual in social relations. In the process of socialization, the individual becomes a person and acquires the knowledge, skills and abilities necessary for life among people. In the process of socialization, the individual is included in social relations, and due to this, their psyche can change.

The highest level of socialization of a person is their self-affirmation, the realization of their social potential. This complex process is usually carried out in accordance with a certain socio-psychological scenario, the content of which depends both on the role positions of the subject and on external conditions, such as, the impact of the social microenvironment. Within the educational program «School for All», implemented in 2003-2006 and the new Educational Program “From «School for All» to «School for Everyone», adopted by the pedagogical council in 2007 as a local mobile document of the school, the schools managed to create conditions that provide affordable quality education that meets the needs of social customers of education – parents and students. Trying to resolve the existing contradictions between the need, on the one hand, to master the educational standard, and on the other, to create conditions for the free development of the individual, the exercise of their rights to self-development and self-determination, pedagogical collectives use in their work a new pedagogical technology – inclusive education, which is based on the principle of recognition by teachers of the individual characteristics of students is laid, and the readiness of the school to create the necessary conditions to meet the educational needs of all children, without exception. Inclusive education is an alternative to the class-lesson organization of the educational process.

This technology uses the pedagogy of relationships (not requirements), a nature-friendly educational process (differs from the lessons both in design and in the placement of educational and upbringing fields), comprehensive education, teaching without rigid programs and textbooks, project method and immersion methods, non-judgmental creative activity students. Inclusive learning, acting as one of the forms of alternative learning, is based on the following priorities: social adaptation of the child at each age stage; pyro-consistency of educational tasks, methods and techniques both to the child's capabilities and the general logic of development; development of information and communication competencies, skills to interact with other people; creation of a barrier-free educational environment.

Using methods and techniques of working process that are traditional for the teaching staff to increase the educational motivation of students, basing on the experience of the school in the direction of social design, within the framework of the use of inclusive education technologies, the teaching staff of the school works out the following aspects: development and testing new forms of multi-level presentation of educational material and organization of lessons ; development of individual training patterns and plans; organization of the work of an interdisciplinary team of specialists; creating a system of education of tolerant self-awareness among students; creating conditions for general accessibility of an educational institution.

To increase the motivation of students, school teachers use the entire arsenal of methods for organizing and implementing educational activities: verbal, visual and practical; reproductive and exploratory; methods of independent study and work under the guidance of a teacher. Problem-search methods are effective methods of increasing the motivation of students' educational activities. They have a stimulating effect when problematic situations are in the zone of real educational opportunities of schoolchildren and are available for independent resolution. In this case, the motive for the learning activity of students is the desire to solve the problem. At school, project activities are widely used as a pedagogical technology, focused not on the integration of factual knowledge, but on their application and the acquisition of new ones through self-education. Educational projects take students to a new level of learning motivation. It can be considered as an experience of early professionalization, since project topics are often chosen in the area in which students would like to pursue

further education and profession. Experience in the field of social design allows secondary school students to approach the choice of a further education profile in the senior level more consciously.

Results

A team of specialists from schools that includes (inclusive) education has developed a policy based on mark-free learning. Mark-free learning is a system in which there are no form of marks as a quantitative expression of the result of evaluative activity. Under the conditions of such training, control and assessment should reflect, first of all, the qualitative result of the training process. Collaborative relationships between teachers, students, parents and administrators are built in a mark-free learning environment. The main principles of mark-free teaching are: an extensive system of evaluative relationships - an indicator of teacher-child cooperation; content control and assessment are based on criteria developed jointly with the students. The criteria are the degree of mastery of the educational material and the ratio of the goals set to the results of activities; the priority of self-esteem is that the student's self-esteem should precede the teacher's assessment, give a meaningful description of the child's development today, note the already acquired knowledge, abilities and skills and outline the prospect of further development [3].

Content control and assessment involves the use of various procedures and methods for studying the effectiveness of training, the study of both individual and in-group, collective results of educational activities. Monitoring and evaluation should be conducted in an environment that reduces student stress and strain. The long-term goal of mark-free learning is to determine the potential and support for the strengths of learning, as well as to achieve students' responsibility for the process and result of continuous self-education. The use of a mark-free assessment system is associated with the creation of individual educational routes and curricula for students, by taking into account their needs and capabilities.

The ideas of accelerated disclosure of a person's spiritual, intellectual and professional potential have always been occupied by scientists and teachers Ya.A. Komensky, K.D. Ushinsky, V.A. Sukhomlinsky, Ya. Korchak, A.S. Makarenko, Y. Altynsarin and others. Modern innovative teachers are guided by a humane, personality-oriented approach, the ideas of subject-subject relations, cooperation and co-creation of generations. The Georgian teacher Shalva Aleksandrovich Amonashvili said: «Humane pedagogy accepts the child as he is, agrees with his nature. She sees in the child his boundlessness, realizes his cosmicity and leads, prepares him for serving humanity throughout his life. It establishes the personality in the child by revealing his free will and builds pedagogical systems, the processuality of which is predetermined by the teacher's love, optimism, high spiritual morality. Humane pedagogical thinking strives to embrace the immensity, and this is the strength of educational systems and processes born in its depths» [4].

Every year, the number of children diagnosed with cerebral palsy and other complex diseases in the field of speech development and mental development is inexorably growing. In July 2018, the Republican NGOs and the Ministry of Health of the Republic of Kazakhstan decided to approve the «Roadmap», which will reflect a step-by-step strategy, starting from prevention, diagnosis, treatment, rehabilitation and ending with the socialization of children with cerebral palsy and mental illnesses.

In Pavlodar, a 26-year-old young man with a disability, together with his mother, a doctor, helps his brothers with the same diagnoses. More than three months ago, he opened a social office, where he himself goes through a rehabilitation school and helps others. He is a disabled human, who received a brain injury at birth, due to lack of oxygen. The diagnosis is cerebral palsy, the second group, walked on tiptoes and with bent knees and at the age of six he had an operation. His muscles were cut, after which he lay in a cast for a year. Then he was sent to the village to my grandfather, because in urban conditions (in this case, in an apartment) the muscles atrophy, and they required activity every day. My grandfather's strict discipline helped, he did not feel sorry for his grandson, did not treat him as a disabled person, demanded from him to do household chores and tasks in everything. To drive the herd, to bring water or coal – all these village jobs he performed with difficulty, but with great desire and very carefully, but if he did something wrong, he was even punished. He was taught to ride a horse, though he was terribly afraid of a horse, and his grandfather used it in education and training, even scared him: «If you don't put the shovel in place, and I won't find it tomorrow, I will put you on a horse, tie your legs with a rope and let you go into the field», of course, the methods were tough, but they did not see a disabled person in the child, but considered him a full-fledged person who can perform all household chores. Once, having committed a crime, my grandfather took him under his arm, put him on a horse, tied him to the saddle and let him go, the horse reached the watering hole, drank water and returned, and our rider learned to stay in the saddle.

After graduating from high school, he entered the Innovative University of Eurasia on a grant in the specialty «Food Production Technology». While living in the district, he was engaged in arm wrestling, and during his student years he became addicted to power triathlon – powerlifting and became the winner of regional, National and International competitions. In addition, since childhood, he began to be interested in his disease, he was always wondering why it happened, what was wrong with it. There are different forms of cerebral palsy and different causes, but basically everything converges to one, the reason is that brain signals do not pass to the central nervous system, so there is tension, muscle spasticity. He read and studied a lot of medical literature, his mother's textbooks on human physiology and anatomy. After learning what was happening in his body, he began to train himself purposefully, restore functions. In addition, sport has developed in him

willpower, fortitude and, of course, physical health, and each new achievement is a great victory over himself and the way to new heights.

Having passed his own path, Atim wanted to share his vision, his knowledge and his feelings with others. And in the spring of 2020, a couple of young guys, Alibek Bektayev and Nursultan Nygmetov, opened the Public Fund «Asyl Ana KZ» after a while, Atim joined them. Within the framework of the foundation, he began working towards the realization of his long standing dream - to introduce inclusion for the disabled people of Pavlodar, and in August, the guys, having defended the White Lotus project, received half-year funding within the framework of the Areket project from the Samruk kazyna trust Social Project Development Fund. And for three months now, in the White Lotus office, they have been teaching classes themselves and helping the same guys like them to believe in their strength and in their potential. Thanks to the project, classes are held for disabled people of different age categories and general education classes that are required for people without disabilities. Since the project is social and aimed at business, all classes, physical therapy, massage and rehabilitation are free for the disabled. But, thanks to other categories of clients, the rent and salary of a speech therapist, massage therapists and physical therapy instructors pays off. In the office there are simulators for the development of motor skills and dynamics of development, there are also simulators for the development of physical activity for cerebral palsy of sick children. A training suit «Abc of Movement» was purchased from Novosibirsk, there is no such simulator in the Pavlodar region yet, the suit holds the child, helps to stabilize the body, and the child begins to walk slowly. The second suit «Atlant» is already for older children, it has tubes that inflate and a person in a suit can stand and walk smoothly. With the help of such simulators, it is very important for children with cerebral palsy to train the movement of the musculoskeletal system and the ability to stay on their feet. While specialists are engaged in the physical health of children, Aitim and his friends are engaged in coaching and teaching children. In their classes, they discover a great thing for disabled children, that disability is only in the imagination and imagination, i.e. in thinking. The main problems are not physical, but mental, as we allow ourselves to think, imagine, we have both in life and in reality.

Discussion

Everyone wants a respectful attitude of the people around him, to have a favorite job, friends, and this is normal, and most importantly, to change their thinking to themselves, to believe in their own strength. The White Lotus project is aimed at solving the problem of dependency among disabled people. We understand that this is not so much his problem as the problem of society. But you also have to do something by yourself, without relying on others. Of course, there is a dependency, expressed in the material plan, when a person does not want to work. And there is a moral dependency, when a person gives up: they say, my pension is enough for me, I am sitting in the custody of my parents, which is called an atrophied will.

This office is based on the public foundation, where trainings are held, which tell about simple everyday moments, show and prove how to choose an area of activity in which you can develop. The Internet, music, Paralympic sports, i.e. so many roads open up on which you can realize yourself as a person, break through and earn money. Yes, there are musculoskeletal problems, but after all, every person has his own potential – physical, mental, creative, so you don't need to look at your disability as a feature that distinguishes them from others. And those who come to the trainings, slowly begin to help their neighbor, are very happy about it and want to do even more. Of course, we need help from the parental side so that the children get rid of dependency forever. It turns out that a disabled person is as disabled as he allows himself to be. Yes, only the person himself creates a framework for himself. The state provides opportunities for the realization of disabled people, but many prefer to complain rather than see them. The White Lotus project continues to work and expand its opportunities for other categories of children. According to the project, medical rehabilitation, physical therapy, massage, trainings will be provided. On the basis of this project, we want to develop invitation of international business coaches, neurosurgeons, craftsmen who can teach some crafts, robotics – in general, sedentary work. For example, in Novosibirsk, disabled people earn money at home, doing accounting by order, working as copywriters, etc. On the basis of the project, we also plan to open a business workshop for the development of social entrepreneurship among disabled people. Often, many children with disabilities have cerebral palsy, and their parents approach the question of why, for what from all sides. And with physical, and with psychological, and even generic, because there may be mistakes of doctors or medical staff somewhere. But the most important thing is to understand «why», «for what» and who realizes this, he will be able to move further in his development. And some aspects in their features need to be multiplied for the better. It is important to say that you can do what any other person can do and your child is the same as everyone else, but you need to make sure that there is support for this child, and the child will develop according to the social environment. Each disease is given to a person so that he stops and asks the question «what is it for?». Maybe this is a lesson for parents who, from generation to generation, have not been able to resolve some situation. If the situation is difficult, she shows them – it's through the child. And a disabled child becomes such a stop signal or a sign to turn in the other direction.

Purely a massage therapist-neurology and purely physical therapy-zero in medicine. We need drugs that can relax the muscles, and then the tendons begin to work. With the help of a professional team of neurologists, neurologists, massage therapists, physical therapy doctors. After all, often with a cerebral palsy diagnosis comes not only physical abnormalities in the child, but also a speech delay. Here you also need to connect a speech

therapist. Which will correctly guide the child to the development of thinking. In order for a child with special needs to develop correctly, complex approaches are needed in its formation and development [5].

Conclusions

For many years, the education system clearly divided children into ordinary and disabled children, who practically had no opportunity to get an education and realize their opportunities, they were not taken to institutions where normal children study.

To realize the value of self-disclosure of innovative abilities of students with the accompanying, supporting role of the teacher, it is necessary to recognize the intellectual reflexive mechanism of a person as the main subject of education. Developed reflexive abilities are a logical condition for a person to independently overcome all sorts of difficulties in life and activity. During the entire process of educational and pedagogical interaction with students, the teacher should monitor the formation of these abilities and, if necessary, take corrective actions. The culture of a modern teacher is determined by the knowledge and skills of using objective methods and paradigms of thinking, communication and interaction. Demonstrating this culture, the teacher creates an environment of mutual development and indirectly contributes to the self-disclosure of the potential of students, acts as a kind of trigger that triggers the process of self-education of a person throughout life.

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Инклюзивті білім беруде ерекше білім беру қажеттіліктері бар балаларды әлеуметтендіру

Бүгінгі таңда қоғамдық санада инклюзия туралы пікір кез-келген балаға, бұзушылықтың түрі мен ауырлығына қарамастан, өзінің нормативтік дамып келе жатқан құрдастарымен бірге оқуға мүмкіндік беретін ең прогрессивті (интеграциямен салыстырғанда) тәсіл ретінде бекіп келеді. Мектеп тәжірибесіне инклюзивті тәсілдерді енгізуді Қазақстан Республикасының мемлекеттік білім беру

саясатының басымдықтарының бірі деп атауға болады. Шынайы инклюзивті білім беру жоғары сапалы білімге тең қол жеткізуге мүмкіндігі бар балалардың заңмен кепілдендірілген құқығы мен оны жүзеге асырудағы нақты теңсіздік арасындағы қайшылықты шешуге мүмкіндік береді. Инклюзия стихиялық және стихиялық емес, жүйелі және мақсатты болуы керек. Сондықтан үздіксіз жалпы білім беру жүйесі аясында мүмкіндігі шектеулі баланы оқыту оңтайлы болып табылады. Бұл жүйені құру және оның тиімді жұмыс істеуі – инклюзивті білім беруді жүзеге асырудың негізгі тұлғасы болып табылатын – мұғалімсіз мүмкін емес.

Ерекше білім беру қажеттіліктері бар ОБ балаларды инклюзивті білім беруде әлеуметтендіру үшін жоғары сапалы білімге тең қол жеткізу және мүмкіндігі шектеулі балалардың кепілдендірілген құқығы арасындағы қайшылықты негіздеу және ашу қажет. Зерттеу барысында инклюзивті білім беруде теориялық тұжырымдамаларды, мемлекеттік бағдарламаларды, заңнамалық актілерді қолдануда сипаттамалық, жүйелендіру және аналитикалық әдістер қолданылды.

Зерттеу мақсатын жүзеге асыру бұзылыстың түрі мен ауырлығына қарамастан үйлесімді түрде дамып келе жатқан құрдастарымен бірге оқуға мүмкіндік беретін ОБ бар балалардың прогрессивті дамуы үшін оқу процесін сынып-сабақ ұйымдастырудың баламасын қолдануға ықпал етеді. Жоғарыда келтірілген педагогикалық бақылау осы зерттеудің практикалық нәтижесі болып табылады. Білім беру мекемелерінде мүмкіндігі шектеулі балаларға арналған оқу процесін сыныптық-сабақтық ұйымдастыру жүйесін дамыту инклюзивті білім беруді жан-жақты дамытуды қамтамасыз етудің тиімді жүйесін қалыптастыруға бағытталған.

Түйінді сөздер: инклюзивті білім беру, әлеуметтену, ерекше білім беру қажеттіліктері, жасөспірім, білім беру, рухани, зияткерлік және физикалық әлеуетті ашу, мотивация, қажеттілік, мүмкіндік, қабілет.

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Социализация детей с особо образовательными потребностями в инклюзивном образовании

Сегодня в общественном сознании укрепляется мнение об инклюзии как наиболее прогрессивном (по сравнению с интеграцией) подходе, позволяющем любому ребенку, независимо от типа и степени выраженности нарушения, обучаться вместе с нормативно развивающимися сверстниками. Внедрение инклюзивных подходов в школьную практику можно назвать одним из приоритетов государственной образовательной политики Республики Казахстан. Подлинное инклюзивное образование позволит разрешить противоречие между законодательно гарантированным правом детей с ОВР на равный доступ к качественному образованию и фактически сохраняющимся неравенством в его реализации. Инклюзия должна быть систематической и целенаправленной, а не спонтанной и стихийной. Поэтому оптимальным является обучение ребенка с ОВР в рамках системы непрерывного общего образования. Создание и эффективное функционирование этой системы невозможно без подготовленного учителя, который является ключевой фигурой реализации инклюзивного образования.

Обоснование и раскрытие противоречия между гарантированным правом детей с ОВР и равным доступом к качественному образованию для социализации детей с особыми образовательными потребностями в инклюзивном образовании. В ходе исследования были использованы описательные, систематизационные и аналитические методы в применении в инклюзивном образовании теоретрических концепций, правительственных программ, законодательных актов.

Реализация цели исследования способствует использованию альтернативы классно-урочной организации учебного процесса для прогрессивного развития детей с ОВР, позволяющей гармонично, независимо от типа и степени выраженности нарушения, обучаться вместе со своими нормативно развивающимися сверстниками. Приведенное педагогическое наблюдение является полученным практическим результатом данного исследования. Развитие системы классно-урочной организации учебного процесса для детей с ОВР в образовательных учреждениях направлено на формирование эффективной системы обеспечения всестороннего развития инклюзивного образования.

Ключевые слова: инклюзивное образование, социализация, особые образовательные потребности, подросток, образование, раскрытие духовного, интеллектуального и физического потенциала, мотивация, потребность, возможность, способность.

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