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TÍTULO: Problemas y perspectivas sobre el desarrollo de la educación inclusiva en la República Kabardino-Balkaria.

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RESUMEN: El documento está dirigido a identificar problemas y perspectivas de implementación de la educación inclusiva. El documento describe el modelo de grupo para desarrollar la educación inclusiva utilizando las tecnologías de la información y la comunicación. La ventaja social y académica más importante que la educación inclusiva tiene, es que las condiciones se crean para la máxima autoactualización y la realización personal de los niños discapacitados. Hay una descripción de los resultados del estudio que evidencian que la sociedad y el entorno educativo deben estar preparados para mejorar la calidad de vida de los niños discapacitados.

PALABRAS CLAVES: Educación inclusiva, niños discapacitados, entorno sin barreras, preparación docente.

TITLE: Problems and perspectives on development of inclusive education in the Kabardino-Balkarian Republic.

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ABSTRACT: the paper is directed towards identifying problems and perspectives of implementing inclusive education. The paper describes cluster model of developing inclusive education using information and communication technologies. The most important social and academic advantage, inclusive education has, is that conditions are created for maximum self-actualization and self-fulfillment of handicapped children. There is a description of the study results evidencing that society and education environment should be prepared to improve the quality of handicapped children life.

KEY WORDS: Inclusive education, handicapped children, barrier-free environment, teacher readiness.

INTRODUCTION.

Social and cultural progress marked by humanization of society-individual relationship and aimed at retaining spiritual traditions of human relations requires special attention to representatives of the least socially protected categories of people among which are handicapped children. Their major problem is failure to communicate with the world, namely, insufficient mobility, reducing the number of contacts both with age-mates and adults, lack of quality education. Present-day education is

increasingly reflecting the needs of various groups of population highlighting personal value of certain groups of socially disabled citizens [Yakovenko, 2015].

The study is of particular relevance since a handicapped child in the modern world is seen as an active member of the surrounding society where conditions for its greatest possible self-fulfillment and integration therein shall be created. Regulatory legally concerned educational documents state that developmentally delayed children have equal with all rights for education. Therefore, one of the primary ways to upgrade education is in making it immediately accessible, customized and diversified, and creating conditions to achieve new advanced quality of general education.

The Law “On Education in the Russian Federation” construes inclusive education as ensuring equal access to education for all students bearing in mind a variety of special educational needs and individual possibilities.

Article 5 of law “On Education in the Russian Federation” specifies that for exercising the right of each person to education, necessary conditions need to be created for the disabled to acquire quality education, to correct developmental and social adaptation disorders, to have early remedial assistance and to develop socially [Yakovenko, 2015]. This provision of the law shall be introduced through delivering inclusive education.

Article 26 of Universal Declaration of Human Rights confirms a universal right to compulsory free elementary education, “accessible to all based on abilities of everyone”, provided that “education shall be intended to fully develop human personality and increase respect to human rights and basic freedoms”.

Inclusive education (fr. *Inclusif* – inclusive, lat. *includes* – include, embody, involve) is a process of transforming general education, introducing a concept that the disabled in today’s society might be (and must be) involved in social life. This transformation is aimed at creating conditions of making education accessible for all, involving handicapped children. Efforts of the public undertaken in 1990-

2000's and forming public opinion enabled to start creating conditions of inclusive (involving) pedagogics [Semago, 2010]. Inclusive education is construed as a process of transforming educational systems and cultures, to ensure full participation of all students in the process of learning that takes place in common schools.

Works of S.V.Alekhina, M.A.Alekseeva, M.M. Bezrukikh, E.L. Goncharova, O.I.Kukushkina, N.N. Malofeeva, N.Y. Semago, L.M. Shipitsina, N.D. Shmatkoi, et. al. is dedicated to the problems of inclusive education. As N.Y.Semago aptly notes, inclusion is a profound process implying a special model of positioning and perceiving handicapped children in society along with technologies and methods of their training and developing. Such changes in relationship between all those taking part in educational process can have on the whole form a basis for reforming educational system, and actually change educational philosophy from segregation to social and cultural approach for handicapped children, and from knowledge paradigm to systemic competency-based and social-professional one for all the children.

Inclusive education provides for not only active involvement of handicapped children and teenagers in learning process of common schools, but is mostly aimed at reconstructing the whole process of general education to be a system for meeting educational needs of all children. Inclusive education as a transition from special education is not that simple. It rather requires fundamental paradigm shift since it involves international social movement against structural, cultural, and educational isolation of students who are marginalized and "different".

According L.S. Vygotsky, the most important aspects of educating and teaching a handicapped child involve his integration into life and compensation of his deficiency in any other way [Vygotsky, 1999], and that is what inclusive education is primarily designed for. Hence, the paper is directed to identification of problems and perspectives on development of inclusive education to further create real conditions to pursue it in the Kabardino-Balkarian Republic. Applying principles of inclusive

education, creating special conditions for teaching disabled persons, establishing positive interpersonal relationship between children of different categories, preparing competent teachers and tutors both for working with handicapped children, and using information technologies; organization of networking cooperation and psychological and pedagogical support for practicing inclusive education, launching of cluster model of inclusive education will facilitate successful implementation of inclusive education in the Kabardino-Balkarian Republic.

Of the main directions for development of inclusive education, there are using information technologies and development of distance learning to ensure equal accessibility of all to receive quality education; preparation of teaching staff to work within the conditions of inclusive education [Karpenko, 2007]. Introducing of information and communication technologies shall be a response to the needs, the modern society has, in mainstream and ongoing education, and raising its quality level given the increased requirements for consumer and producer of material and nonmaterial benefits.

Unfortunately, there are serious problems in employing new information technologies in the learning process associated with the following factors: lack of both IT infrastructure, and hardware and software optimized through technologies designed for handicapped children. Distance learning of disabled children can currently be seen as the major innovation of the modern school in Russian Federation [Khutorsky, 1999].

As per the principles of inclusive education, value of a human being does not depend on his abilities and achievements, and each person has the right to communicate and to be heard. Real education might be pursued only as part of real relationship. There is an agreement with opinion of S.V. Alekhina that education targeted at the principles of inclusion changes social relations towards accepting differences, gives priority to support and mutual cooperation, alters and adapts conditions and environments for developing and meeting educational objectives of each student [Selivanova,

2017; Mwaniki & Ondiek, 2018]. However, as rightly noted in the works of foreign authors, most studies concern only certain groups of students, few of them use combined and transforming methods. It is stated that focusing attention only on certain and not all students, contradicts the principles of inclusive education [Kopytin, 2005]. Inclusive education enables to implement educational objectives of both handicapped and more or less standing out of common group children. Inclusive education suggests that continuity of services including education environment should correspond to diversified demands of disabled students [Bubeeva, 2010; Mailybaev et al, 2018].

It is supposed that inclusive disciplines would enhance quality of life of a special child and his family, not worsening at the same time quality of life of those other persons taking part in learning process; create necessary conditions to attain success in social adaptation and education by each and all children without regard to their personal characteristics, educational achievements, language, culture, psychological, and physical abilities.

Using of information technologies proves rather essential, enabling for one part to activate compensatory mechanisms of students based on invariant types of perception bearing in mind the principle of multisensorial approach and overcoming developmental delays, and for the other part, to choose “optimum distance in relations with handicapped persons and create psychologically safe virtual environment for them, where they can work achieving greater independence with their personal boundaries” [Selivanova, 2017; Chiang & Tzou, 2018].

State Program “Development of Education” for 2013-2020 dated 15.05.2013 No. 792-p is indicative of a need for implementing the programs of ensuring quality primary, general, and supplementary education for disabled children and persons with limited health capacities, including measures for creating barrier-free education environment, development of infrastructure and distance learning technologies for disabled children, models of inclusive education, psychological-medical-social

professionally oriented support, dissemination of practices for developing inclusive schools in all RF territorial entities [D'Alessio, 2011; Bakhshandeh et al, 2015].

DEVELOPMENT.

Methodology.

To identify problems and perspectives on development of inclusive education, school documentation of educational institutions implementing inclusive education was studied; an analysis of adapted educational programs, plans, and programs for remedial actions, development, diagnostics, educational work, and individual growth charts was performed.

The Republic school teachers and parents of students were questioned including 180 persons: 60 parents of handicapped children, 80 parents of healthy children, 40 teachers. The following main parameters were studied: awareness among parents of inclusive education; attitude of parents towards co-education of handicapped and healthy children equal in age; expectations of parents associated with introducing inclusive education; a need of handicapped children for learning services; availability of information and guideline materials for teachers; difficulties experienced by teachers when pursuing inclusive education.

To define a degree of teachers' readiness to create inclusive educational environment in general education institutions, a questionnaire "Me and inclusive education" compiled by O.S. Kuzmina, was used. It enables to study a level of education and qualification, specific nature and experience of work, special aspects related to understanding and personal attitude of teachers towards inclusive education. The first part of questionnaire covers general issues required to obtain data about respondents. The second part reflects analytical questions as to personal and professional position of a teacher concerning inclusive education and handicapped children. The questionnaire shall be evaluated through analyzing the respondents' answers. "A questionnaire of self-evaluating readiness of teachers to form inclusive educational environment" was used to assess readiness of a teacher in terms of

motivational and personal, cognitive, social and legal components, each feature certain professional competencies. Evaluation scale for three components of teachers' readiness is as follows: "always" – 3 points, "sometimes" – 2 points, "never" – 1 point. Level of readiness based on three components was determined by formula: $K = K_{\text{actual}}/K_{\text{max}}$, where K is a level of teachers' readiness component; K_{actual} is an actual number of points, a teacher obtained; K_{max} is a maximum possible number of points. To assess a level of readiness the following parameters are used: critical level $K < 0,45$; allowable level $0,45 < K < 0,65$; sufficient level $0,65 < K < 0,85$; optimum level $K > 0,85$. To identify a level of knowledge formation based on special pedagogy and remedial psychology, "A questionnaire for teachers" compiled by Karynbaeva O.V. was used with 30 questions teachers were asked. Answering questions 1, 18, 20, 25, 26, teachers were giving definitions to categories "school misadaptation", "rehabilitation", "correction", "compensation", "defect".

Answers given to questions 2, 6, 10, 12 show knowledge teachers have about categories of children with limited health capacities. Questions 3, 14, 17, 21, 22, 23, 28 have shown to what degree the respondents know concepts of special pedagogy and psychology. Basic legal knowledge was checked in question 4. Question 5 shown teachers' ability to distinguish qualities of pedagogue as far as personality structure is concerned. Answers to questions 7, 8, 9, 11, 13 shown general awareness on identifying different approaches to handicapped children education. Answers to questions 15, 16, 24, 27 were indicative of knowing special psychology fundamentals, namely, reasons for human developmental delays and distinctive features of handicapped and healthy persons' development. Answers to questions 19, 29, 30 shown knowledge of special pedagogy.

There was an individual questioning. The results were processed as follows: correct answers are calculated: 0-7 – low level; 8-15 – lower than average level; 16-23 – average level; 24-30 – high level.

Results and discussion.

It can be said after having studied school documentation that there are two directions of inclusive education in the republic schools, i.e. socio-academic and socio-personal ones. When using socio-academic approach, learning environment is focused on students' attaining high academic level according to regulatory requirements, and creating conditions for successful socialization of both healthy and handicapped children. Such learning environment for students was created in schools of Nalchik: MEI (municipal educational institution) Gymnasium No.4, MSOEI (municipal state-owned educational institution) GES No.5, No.23, No.9, No.17; MEI GES No.3 Tyrnauz. Teachers of these educational institutions create special conditions for attaining high results in their students' academic activity and life competence.

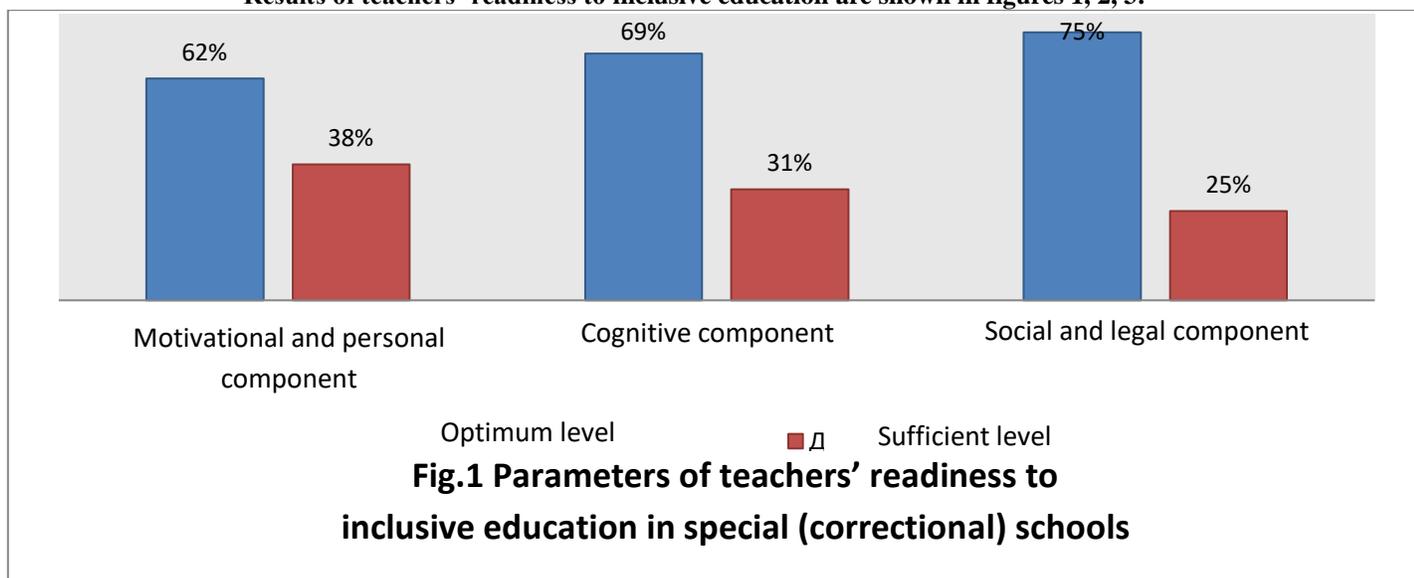
Diagnostic work aimed at examining students to identify difficulties in learning and further individual course of actions is underway in these schools in a goal-directed and systematic manner. More emphasis is placed on remedial and methodological work directed to development of correcting and developing programs.

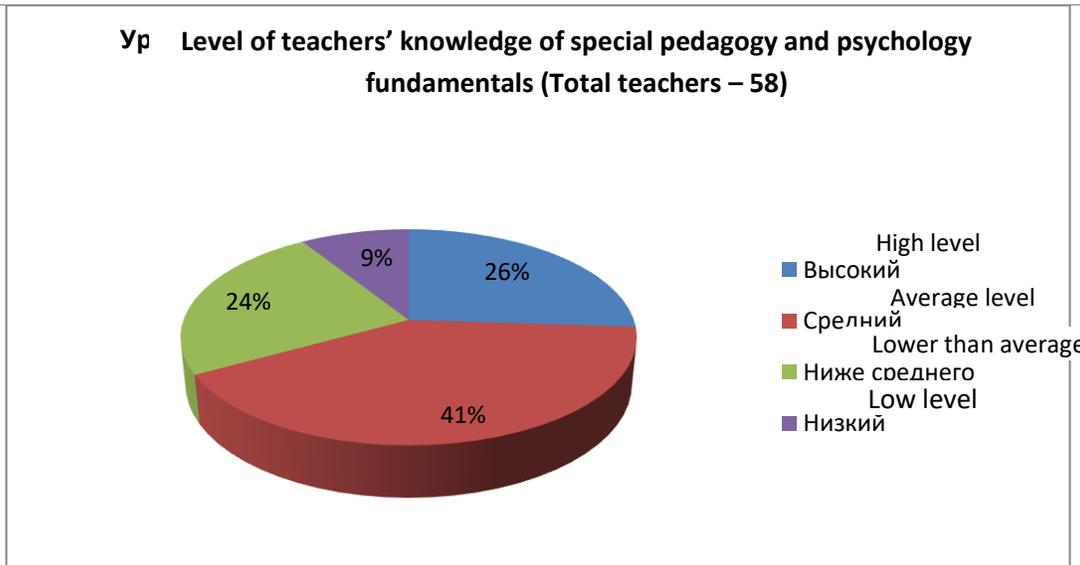
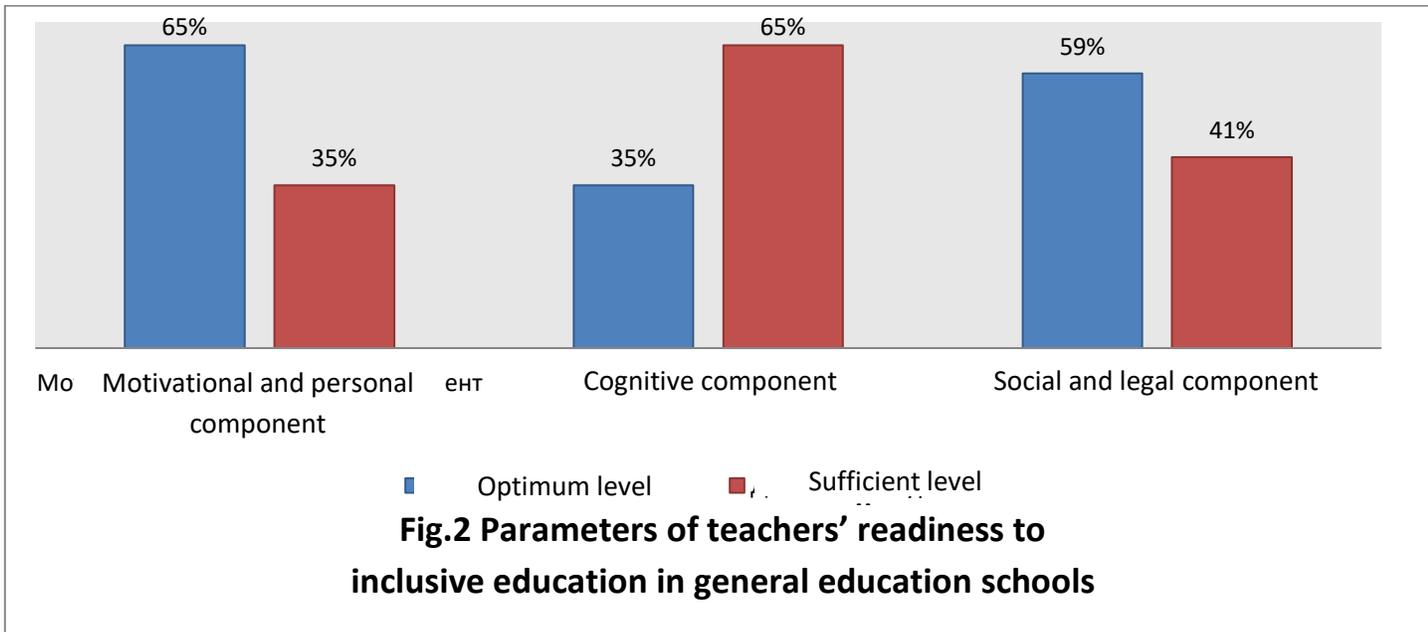
Teachers are actively using technologies of correcting learning and behavioral difficulties; children have while studying. Studying of conditions to effectively use educational space of general education school in spiritual and moral education of both children with limited capacities, and their healthy age mates receives much attention after having introduced inclusive education. For one part, education is aimed at forming active attitude to life, self-development and self-education of handicapped child; on the other part, at preparing microenvironment to accept these children as possessing equal rights and value. Special attention has been given to active involvement of handicapped children parents into learning process. Consultation and methodological work with parents are in progress.

Cooperation of teachers and parents in exploring major directions of teaching and educational work, methods and technologies of work with handicapped children leads to positive solutions in overcoming children problems. Involvement of parents in remedial and developing, educational, and rehabilitation work in schools is an indicator showing that inclusion education in the above educational institutions succeeds.

As far as social-personal orientation is concerned, the republic educational institutions place greater focus on developing life competencies of handicapped children, with low academic performance. Internalization of materials for learning depends on wishes and possibilities of students and their parents. Educational institutions are oriented towards forming socio-domestic skills, and learning activity of handicapped children is not considered as a basis for their development.

Results of teachers' readiness to inclusive education are shown in figures 1, 2, 3.





The results of questioning parents of students allow to state that 63% of handicapped children parents have enough information about legal and regulatory framework for introducing inclusive education. Majority of such parents, i.e. 71%, have positive opinion of co-educating healthy and handicapped children, 29% think that individual approach when co-educating is not fully implemented since teacher's attention is directed towards the whole class.

When identifying the type of educational institution, 65% of handicapped children parents prefer mainstream school where special conditions are created, 28% prefer studying in special (remedial) educational institutions, 7% - in school with enhanced coverage of certain subjects with maximum possible implementation of individual approach that will further facilitate discovering personal potential of a child.

Majority of respondents asked expect that inclusive education would develop life skills of handicapped children to easily adapt and live in the modern world (43%); 25% of parents consider inclusive education as a tool for obtaining higher level of education and are planning to continue studying in specialized secondary educational institutions and university; 32% of parents believe that gaining a new experience when handicapped children communicating with persons of various ages is a perspective direction of developing inclusive practices. These data characterize value-based attitude parents of handicapped children have towards co-education. At the same time, 30% of parents of children with psychophysical and somatic disorders but with retained intellect have doubts about discriminative attitude towards their children.

According to 40% of parents, the main problem when co-educating involves difficult adaptation to school, 35% think it is difficult to establish kindly equitable relationship with other children, 20% refer to difficulties when learning training material at the level of other pupils in the class; 15% imply controlling emotions and behavior. Such answers of respondents show they have enough information about specific aspects of their children development and insufficient data about positive experience of inclusive education gained both worldwide, and in schools of the republic. 45% of healthy children parents are against co-education, 30% of them explain it with the fact that a handicapped child needs individual approach and will distract teacher's attention; 5% think that a child aware of its exceptional nature will have a decreased self-esteem, 10% think that retardation from age mates will strengthen defect rather than facilitate development.

Recognizing the fact that a handicapped child has the right to inclusive education, 43% of teachers, however, think that co-education makes educational process difficult and slow, 10% think co-education is not very effective for a handicapped child without special psychological and pedagogical support, 47% of teachers think that such education has positive impact both on handicapped children and their healthy age mates forming their skills of interaction, cooperation, feeling of mercy, tolerance, compassion.

Teachers indicate there are difficulties in organizing educational process related to work in the mode of inclusion. 37% among them notice subjective difficulties: psychological unreadiness of handicapped children to learn; unreadiness to implement individual-oriented approach with inclusive education; difficulties associated with organizing personally valuable communication for all categories of children; insufficient mastering of methods and technologies for assessing students' achievements when using inclusion approach. 30% of teachers refer to difficulties associated with educational process learning and teaching software.

Answers of respondents testify that people residing in the republic do not fully realize the value of inclusive education that makes large-scale work on formation of inclusive culture in the entire society including efforts of mass media necessary.

The results of examining questionnaires compiled by Kuzmina O.S. and data about qualification and experience of the persons under research showed that 35 teachers, i.e. 60%, have higher professional education. Other 23 teachers, i.e. 40% of all respondents, have specialized secondary education. It was also found that 12 teachers, i.e. 21%, have the highest qualification category. 31 teachers out of all respondents, namely, 53%, was certified to have the 1st qualification category and 15 teachers, or 26%, with no qualification category, were not attested.

Besides education level and qualification category, length of professional employment of teachers was of interest. 9 persons or 16%, have been employed during 5 years. 20 teachers or 34% have been working during 5-15 years. 12 teachers (21%) have been worked 15-25 years in educational area, and 17 teachers or 29% were employed within 25-45 years. All of them are primary school teachers. Out of 58 teachers taken part in study, 20 persons or 34% attended postgraduate courses, and 38 persons or 66% didn't take them. As per the results of questioning, it was found that the majority of teachers know about inclusive education and they have a positive attitude towards handicapped children; however, not all of them are prepared to work with physically and mentally developmentally delayed children.

Results of examining the level of primary school teachers' readiness to inclusive education testify that motivational-personal component level of readiness to inclusive education is optimum equaling to 62%. It suggests that most teachers are ready to assist and be tolerant with handicapped children, aware of importance placed on working with them, show pedagogical optimism, exercise self-control and self-regulation, however, need professional and pedagogical improvement in cooperation with scientific consultants, have difficulties in showing empathy to handicapped children, indicate there is a need for professional preparation to use IT technologies in inclusive education.

38% of teachers have an average level of readiness to inclusive education. They are aware of a necessity to achieve high results, experience a need for searching, investigating, better understanding of learning process regularities. 69% have optimum level of cognitive component readiness. It means the teachers know about actual problems of special education, are aware of pedagogical organization regularities, common didactic principles, methods, forms of educating and bringing up healthy and handicapped children, main requirements for verifying and assessing knowledge of handicapped children, psychodiagnostics fundamentals, are able to use special approaches, determine special aspects of internalizing program materials, develop and realize individual educational courses of

action, cooperate with other specialists, create favorable psychological climate; however, have insufficient information about methods and techniques of remedial education of children with various developmental delays, pathogenetic factors having an impact on development of a child, organization of remedial and educational environment according to the results of anamnesis and diagnostic remedial data, usage of special technologies and methods of remedial and developing work with handicapped children. 31% of teachers have an average level of readiness since they insufficiently mastered fundamentals of special pedagogy and psychology, and are not able to use various methods and techniques to teach and bring up handicapped children. 75% of teachers have a high level in terms of social and legal component that is shown by the fact that most teachers are familiar with international and Russian documents indicative of the rights handicapped persons have, however, 25% of teachers don't have enough knowledge about legal system and legislation. Thus, it can be inferred that there is an optimum level for motivational and personal components that creates favorable conditions to use this experience in schools with inclusive education.

Level of readiness of teachers in general education schools in terms of motivational and personal component is 65% indicating that teachers are ready to assist, be tolerant with handicapped children, aware of value that work with handicapped children has, express empathy for children, self-educate, self-control and self-regulate, however, have difficulties in assisting handicapped children, are not always optimistic as teachers with no creative approach to address pedagogical problems. 35% of teachers have average level of readiness to inclusive education that indicates they are not prepared to accept and assist handicapped children, are not aware of importance placed on working with handicapped children in conditions of inclusion, do not show involvement in new developments and innovation processes, with no pedagogical optimism expressed. 35% of teachers show high level of cognitive component readiness. It means, some teachers are greatly aware of actual special education problems, common didactic and specific problems of teaching healthy and handicapped children,

methods and techniques of educating and bringing up handicapped and developmentally delayed children, specific forms of educating, requirements for education of handicapped children, main symptoms of handicapped children deviations, and have ability to use special approaches to teach children, create favorable psychological climate in class, register and characterize behavior of students, and analyze results of remedial and educational influence.

Average level of teachers' readiness is 65% testifying of insufficient knowledge they have about special education fundamentals, methods, techniques, and principles of educating and bringing up handicapped children, fundamentals and methods of psychodiagnostics and their practical usage, insufficient ability to employ special teaching methods for handicapped children, assess learning results, develop and implement individual educational courses of action and programs for handicapped children.

High level in terms of social and legal component is 59%. It means that teachers are aware of international and Russian documents related to handicapped persons, and average level by this component is 41%, therefore, it can be inferred that teachers are familiar with fundamentals of education system as far as inclusive education is concerned; however, they don't have enough knowledge about its implementation.

Preparation of competent teachers able and prepared to effectively work with handicapped children is a primary and important condition for developing inclusive practices, according to domestic scientists (E.L. Agafonova, M.N.Alekseeva, S.M. Dmitrieva, E.N. Kutepova, N.N.Malofeev, N.M. Nazarova, N.Y.Semago, I.M.Yakovleva, et. al).

Professional readiness of a teacher to pursue inclusive education in learning environment constitutes a level of his knowledge and professionalism enabling to make optimum decisions in a specific educational situation. It is represented by three groups of special competencies: organizational and management, educational, and methodological. Professional readiness is a result of professional

preparation, a quality of individual, facilitating success in professional activity [Vorobyeva, 2011; Singh et al., 2018].

S.V. Alekhina, M.A. Alekseeva, and E.L. Agafonova considered readiness of teachers for working in the context of inclusive education using two main parameters: professional and psychological readiness. According to the scientists, a structure of professional readiness is as follows: informational readiness; mastering of pedagogical technologies; knowledge of psychology and remedial pedagogy fundamentals; knowledge of individual distinguishing features of children; readiness of teachers to model lesson and use variability in learning process; knowledge of individual features of different developmentally delayed children; readiness to professional interaction and learning.

A structure of psychological readiness includes the following components: emotional acceptance of children with various developmental delays (acceptance-rejection); readiness to involve children with various delays into activity in class (involvement-isolation); satisfaction with inherent pedagogical activity [Alekhina et al. 2011]. A basic psychological process influencing effectiveness of activity, inclusive education teacher is involved in when teaching a child with developmental delays, is emotional acceptance of the latter [Bogdanova, 2016].

A.K. Markova points out that the following components of professional teacher's competence need to be formed in the course of preparation: professional (reasonably required) pedagogical knowledge (gnostic component); professional pedagogical positions, teacher's attitudes needed in following his occupation (value and conceptual component); professional (reasonably required) pedagogical abilities (activity component); personal features ensuring teacher's mastering of professional knowledge and abilities (personal component) [Laas and Derevyannaya, 2017].

In general, as noted by L. Kobrina, M. Nikitina, and M. Utoplova, development of social and education integration and inclusion processes substantially updates many social and pedagogical systems [Kuzmina, 2015]. Therewith, an increase in the level of professionalism, representatives of psychological and pedagogical communities have, and the teachers' competence in correction pedagogy and special psychology is of primary importance to effectively implement programs and technologies of social and educational handicapped children inclusion [Taştan, et al. 2018; Iravani et al, 2015]. However, there are teachers resisting introduction of inclusive practice since it makes pedagogical process difficult not giving any material incentives.

Inclusive education is not still widespread in Russia. Rarely if ever you can meet a child with muscle-skeleton and vision or hearing system disorders in general education school, since society is not ready to accept persons with special educational needs as equal members of learning process. Such attitude as “there are special schools for the disabled” is usually formed while studying in school.

Employees of Kabardino-Balkarian University (KBU) Academic Pedagogical Department developed a cluster model of developing inclusive education. To our opinion, this model used for disabled and persons with limited healthy capacities suggests that institutions, faculties, other structural departments of university and other educational republic institutions would integrally interact in pursuing inclusive education.

The Center of Inclusive Education will be a core of the cluster coordinating effective implementation of the practice providing that educational institutions (Nursery – School – Secondary Vocational Education - Higher Education) cooperate. When creating continuous vertical educational hierarchy, these institutions are able to implement system approach to a problem of involving children with special learning needs into society. Such approach is possible through organizing a team of experts and teachers of each educational institution, who are prepared to work in a unified manner for integrative education purposes.

As rightly noted by M.P. Karpenko, it is important to organize properly equipped computer training centers in higher education institutions [Carrington, 2017]. For effective cooperation, distance learning system shall function, learning institutions shall be equipped with a set of technical means, teachers and students need to learn how to use technical means and online resources, and learning and methodological packages shall be reprocessed bearing special aspects of distance learning in mind. According to Ainscow M., Booth T., Dyson A., educational institutions where there is a developed inclusive culture, “have certain consensus among adults related to respect shown to differences of the students, and obligation to make learning resources accessible to all students” [Ainscow, 2006]

A number of advantages were found when introducing distance learning, as a type of innovative technology, for certain categories of handicapped children: access of disabled children to educational and other information resources; socialization and integration of handicapped children into society, extensive coverage of students’ auditory; taking into account of individual children qualities; interactive nature of learning process; learning with no space and time limitations; on-going technological improvement; quality education of handicapped children; support given to families of disabled children.

Structure of cluster model of continuous educational environment illustrates close interaction between training and educational institutions of all levels, actively using IT technologies, starting from primary school to higher school institution, involving organizations that enable further professional activity. Inclusive educational hierarchy includes students with special learning needs and their parents, teachers and tutors of educational institutions. The cluster model in question is based on a number of principles utilized to create inclusive education, namely, principles of prioritizing socialization, individualization, integrity of pedagogical support given to the persons,

principle of tolerance and value-based attitude towards subjects of continuous inclusive educational environment integrative structure.

Voluntary movement of students on programs of social and socio-cultural rehabilitation of disabled children, disabled age mates, and persons with limited health capacities started in the Institute of Pedagogy, Psychology, and Physical and Sport Education in September 2017. Students-volunteers give tutoring support to handicapped children as specified in certain schedule. Students of the 1st, 2nd, and 3rd courses of the Institute of Pedagogy, Psychology, and Physical and Sport Education were questioned to select candidates for volunteers.

All students involved in questioning emphasize a benevolent attitude towards learners with various physical deviations. Educational program for volunteers suggests that IT technologies should be actively used. Training seminars are conducted as part of educational program for volunteers. A promotional event was also prepared for the International Day of Disabled Persons. Social network accounts were created to publish articles about the work done and inform about the project stages.

CONCLUSIONS.

Russian inclusive education practice is contradictory. Some scientists insist that handicapped children should be totally involved into educational environment with healthy age mates. Other scientists consider that inclusive education might be effective only for some developmentally delayed children. However, all scientists highlight the need for psychological and pedagogical assistance and support of handicapped children in inclusive educational environment.

Taking into account the existing realities in educational environment, system of education in the Kabardino-Balkarian Republic is included into international project “Development of social inclusion of disabled children in the North Caucasus republics”. It is intended to improve the system for social support of children and their parents in the republics of the North Caucasus with assistance of non-governmental organizations. Educational institutions of the Kabardino-Balkarian Republic gained

certain positive experience in inclusively teaching handicapped children. Implementation of social program “Barrier-free Environment” is fully completed in 58 basic educational institutions, where co-education of healthy and children with limited capacities is underway.

To make educational institution accessible for a handicapped child, school entranceways are equipped with wheelchair ramp, special equipment is installed for children with hearing, vision, speech, musculoskeletal impairments. Schools have equipment for ensuring comfort of handicapped children in conditions of general education mainstream schools. Availability of dry swimming pool, treadmills, stationary bikes in educational institutions creates favorable conditions for handicapped children. Teaching and educational and medical-preventive activities can be readily conducted. Special attention along with creating material and technical base is given to organizing and maintaining educational process.

Analysis of the study results shown that general school teachers have high motivational and personal component, average social and legal component, low cognitive component. At optimum level, most teachers noticed difficulties in using IT technologies in inclusive education.

Hence, the following requirements of Primary General Education Federal State Education Standards for organizing educational process in schools employing inclusive practices: individualization, differentiation of learning bearing in mind status and features of handicapped children cognitive processes; complex remedial work; organization of work on socializing children using methods of supplementary education corresponding to the children’s interests and ensuring their personal growth; identification of persons involved in education and their interaction in the above educational institutions shall be fully taken into account. However, there are no appropriate conditions for implementing inclusive education in the other educational institutions. These difficulties are unbiased and associated with the initial stage of introducing inclusive education in the republic.

General education schoolteachers are still not able to work with various categories of children, cannot organize cooperation between them and give lessons in inclusive environment. They didn't master modern technologies of designing educational course of actions and developing individual programs for children with limited health capacities. Therefore, it is believed that creation of inclusive education center that enables to coordinate work of special (remedial) educational institution teachers, teachers of general education mainstream institutions, specialists of different levels and qualifications, parents, and students would facilitate more effective implementation of inclusive education practices.

Considering a need arisen for preparation of staff for implementing inclusive education, employees of pedagogical education academic department developed innovative program "Actual problems of inclusive education using IT technologies" aimed at providing comprehensive fundamental preparation of high-qualified experts in education, capable of designing innovatively developed systems of inclusive education in secondary and higher school, and conducting independent scientific and research, teaching, and practical activities.

Thus, implementation of cluster model of inclusive education for disabled and persons with limited health capacities, aimed at interaction of educational republic organizations of various levels, stepwise movement to the modern model of education that involves equal access of persons with limited physical capacities to the most contemporary information technologies, will enable to create possibilities of choosing educational resources and ensure diversity of educational patterns in a goal-oriented manner.

Realizing potential of current information technologies broadens a range of learning activities, enables to improve existing and create new organizational forms and methods of teaching. It generates new impulse towards establishing barrier-free educational environment where there will be equal rights and possibilities of receiving quality education, introducing formation of competencies and

experience of unregulated activity into learning process. In this respect, voluntary practices might help when preparing a teacher. Thus, preparation of teachers for inclusive education should be considered as a continuous process of developing their professional competence directed at achieving humanitarian goals and establishing pedagogical values.

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