Humanistic Foundations of Inclusive Pedagogy

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Abstract: The humanistic idea of inclusive education at all levels, the inclusion of all children in this system, regardless of differences in abilities and opportunities of their cultural and social status is gaining popularity. The eternal humanistic dream of mankind about a just world where no group of people is isolated from the rest and the interests of any people are not oppressed by the interests and needs of others became possible due to the inclusive model of education. The study of preconditions and the development concept of inclusive education showed that during the early initiatives aimed at education provision for all people, the satisfaction of special needs looked more like a symbolic principle. However, over time an inclusive approach began to be considered as a fundamental principle of the whole content "Education for everyone". Integration is understood as a form of all people co-existence ordinary people and the people with disabilities. The integration in education is considered as the right of choice concerning a place, a method and a language of study by each student. The inclusion as a humanistic form of "social approach to disability" is caused by the necessity to change an overall system, excluding its existing barriers to allow each disabled person to be a full participant in the academic and social life of an educational institution. The concept of inclusive education also involves the creation of humanistic relationship atmosphere between the participants of the educational process, the organization of favorable correction and development educational process, the availability of qualified professionals and their joint activities with a class teacher. The use of interactive equipment and specialized software helps to establish a contact with a child with an adult with children in a group; at the development of children collaboration you may create a lot of problem learning situations ("case-study", "case method"), taking into account the individual characteristics of each child or a group of children, try different solutions, keep the works of each child in an accessible place. Thus, instead of an integration concept, i.e., the creation of special conditions for children with special needs within the existing system without the changing of the system itself, we see the emergence of the humanistic concept concerning the holistic content of inclusive education whose main aim is to restructure schools to meet the needs of all students.

Key words: Inclusive education, integration, humanistic approach, interactive technologies, case-studies, case method

INTRODUCTION

The humanistic idea of inclusive education as a form of educational space expansion, the inclusion of all children, regardless of differences in abilities and opportunities of their cultural and social situation is being absorbed more actively by human consciousness (Herzen, 2008). Although, the concept of "inclusive education" is a relatively new one but an inclusive model of education obtaining is the embodiment of eternal humanistic dream about a just world mankind where no group of people is isolated from the rest and the interests of any people are not oppressed by the interests and needs of others. The idea of a man as a thinking and humane being originated in ancient Greece. Socrates said that the sincere and confidential relationships are determined not by power but by equal mutual influence.

The real democratic changes in the ideology and practice began to occur in connection with the liquidation of private boarding schools and psychiatric hospitals which contained people with developmental disabilities. This inherently humanistic process started in in the mid 60s. The isolation of these institution inhabitants from the world, the lack of conditions stimulating the development, the lack of love and simple ill-treatment were the evidences of severe human rights violations. It

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became obvious that within a closed institution a person's abilities atrophy, the communication circle shrinks, the self-esteem drops, the way to a full value life becomes closed (Sapegin, 2010).

The acquaintance with foreign versions of integration which came to the West more than 20 years ago, immediately allowed us to see a number of attractive features for such an approach to the education for children with mental and physical disabilities. The integration attracted primarily the parents of problem children. The parents initiated the first experiments of teaching their children in common kindergartens and schools.

MATERIALS AND METHODS

Why the inclusive processes suddenly (or maybe not all suddenly) began to develop in Russia? We should talk about the number of prerequisites. The first of these is the tendency of society to the humanistic development and thus, the emergence of international conventions and acts addressing the inclusion as the process of civilizational change in education (Nigmatov, 2004). Without the orientation of our state and the institution of education for these universal values, the inclusive education is unlikely to be left out of the stage of the individual point innovations and practices. This may also include (as a prerequisite) some parent movements, the general increase of legal literacy for the parents of children with disabilities. The development of international law and accordingly, the domestic legal system were also the prerequisites ("driving force") of inclusive processes promotion.

Therefore, the processes related to the educational integration became the reflection of the socio-economic transformations in Russia. The integration processes acquired the signs of a stable trend in the early 90s. Such situation is related with the beginning of the country political institutions reformations and also with the democratic reforms in the society. The first inclusive educational institutions appeared in our country in the late 80's early 90's. In 1990 according to the initiative of the Moscow Center for Curative Education and the Social Parental Organization the School of Inclusive Education "Kovcheg" was established in Moscow (No. 1321) (Nigmatov, 2012). The program of inclusive education is implemented on the basis of school no. 593 (Nevsky District) in St. Petersburg, since 2006. The school is the winner of the presidential national priority project "Education" in 2006. The Center of Inclusive Education "I hear the world!" opened in the Gymnasium no. 56 of Petrograd district (St. Petersburg). On the basis of school

no. 232 of Admiralty district the social project "Give light" is implemented. Each week some joint creative activities for the school pupils and visually impaired children take place within the project.

According to the socio-philosophical sense, integration is understood as a form of all people co-existence the ordinary people and the people with disabilities. The integration in education is considered as a right of choice for each student concerning a place, a method and a language of study. The students with special educational needs if they chose a general school as the place of learning the integration implies the creation of conditions that are adequate to the quality of special education services and the full inclusion of a standard educational institution in the educational process (inclusion). For ordinary students educational integration (inclusion) means the freedom of choice between an inclusive and a normal class and the education quality and tempo assurance provided by an educational standard.

The above mentioned presentations about an educational integration and its quite successful implementation must be provided with specific philosophical positions, their respective scientific theories and methodological approaches. Consequently, a new system of education corresponding to civilizational challenges is necessary. The system of inclusive education became the system for everyone. It allows to be involved in the educational process at any time according to one's necessity and to study according to one's educational opportunities and needs (Shamova and Davydenko, 2001).

The inclusion, broadly defined as the involvement of all children in mainstream education, regardless of age, gender, ethnicity, religion, previous academic achievements, underdevelopment or socio-economic status is one of the main trends of the development methodology for the modern education system.

Philosophy as a form of social consciousness needs the development of ideological foundation for educational integration as a new social and cultural reality, the development of methodological foundations of knowledge laws introduction and the development of inclusive processes. There are the following most frequent fundamental areas of humanistic trends in the methodology of inclusive education:

- The preparation of society to accept the status of children equal rights irrespective of their features
- The transition from a defect oriented approach to psychological and pedagogical support for the development of every child potential
- Diversification of school education content in order to meet the educational needs and interests of all categories of students

- The use of information technologies and the development of distance education to ensure an equal access to quality education for everyone
- The training of educators to work within the conditions of inclusive education (Herzen, 2008)

Inclusion as a humanistic form of "social approach to disability" is caused by the necessity of the whole system change, excluding the existing barriers within this system to allow each disabled person to be a full participant in the academic and social life of an educational institution. The methodological basis for the development of such educational systems should be a be a unified system of fundamental and moral laws of a common life space development for a man, society, nature.

The process of inclusive education is the process within which the community provides a humane educational environment for the implementation of maximum social potential concerning every individual in this community. The issue of inclusive education can not be solved from outside. This problem may be solved only by the community itself. A step towards the one who is in trouble who is very dependent on others as he can not survive without them is the essence of the humanistic concept of inclusion. This is a mutual adaptation of an individual and a society. This is a learning process in which not only an individual adapts to the community of classmates or fellow students but the community itself makes the necessary steps in order to adapt to this individual.

Consequently, the concept of inclusive education is an integral part of the fundamental humanist principle of educational opportunities equality for people. The concept of inclusion is a holistic approach to solve many problems of people. Everything starts from the belief that all children must attend schools, regardless of their cultural and social level and their abilities and capabilities. We must focus on the provision of equal formal access to all types of education. UNESCO defines inclusion as "the process of handling and responding to the diversity of all learners needs through the increase of participation in learning, cultures and communities and reduction of school entrance and graduation". "This will lead to the changes and modifications of the approach to the content structure to common vision which will affect all children of a certain age and to the conviction that it is the responsibility of the system to educate all children" (Herzen, 2008).

There is an objective differentiation of the inclusive education which is different in content, focus, goals and methods of training, depending on the characteristics of children, their health and consequent multi-level

educational needs. As you see, the concept of inclusive education involves the use of a variety of approaches, the development and the use of appropriate curricula and educational programs but its goals the quality and results are achieved primarily through the creation of a common humanistic educational atmosphere, the necessary conditions for all children without any exception, including the children with disabilities. At that these children should not study in isolation but integrating into the humane society (which is based on the inclusion of an individual in society the main sense of inclusion). According to the pedagogical aspect the most suitable here is precisely the term "humane education" which is based on the principle of humanism, when it comes to the nature of the most friendly relations of a learning subject (a teacher) to the object (a student) and "humanistic relations are a special kind of relationships the subjects of which may be some teams but the direct subject of humanistic relationships is a person's individuality" (Nigmatov, 2004). The generic concept of this paradigm is the notion humane creation "a special way of self-actualization by a humane creative activity, i.e., the activity which has a strong humanistic sense, aimed at the creation of good to others and based on the consistent implementation of creative potential" (Nigmatov, 2012).

The concept of inclusive education also involves the creation of humanistic relationship atmosphere between the participants of the educational process, the organization of favorable correctional and developmental educational process, the availability of qualified professionals and their joint activities with a class teacher. The work of one teacher is replaced by a teamwork. A team working with a child, consists of a coordinator, a general education teacher, a special education teacher and a parent. Parents become the active members of the team and work on a par with a teaching staff for the formulation, implementation and monitoring of a child individual educational trajectories. Only the cooperation work of a teacher, an educator, a psychologist, a speech therapist, a social worker, a psychophysiologist, health professionals, parents will provide its successful and efficient decision (Herzen, 2008).

The next conceptual idea that the inclusive education is the development of general education process is also humane, since this process in this case implies the availability of education for all in terms of the system adaptation to the different needs of children, including the children with special needs. The achievement of this is connected with the provision of appropriate educational environment, the education process technologies with the needs of a particular child social development at a

particular stage of development. The transformation of education into inclusive education requires a collective thinking in respect of social justice, taking into account the potential of each student learning. Therefore, it is necessary to develop a new humanitarian interaction technologies which will teach to listen and take different positions of different professionals to act coherently and effectively in the interests of a child during a continuous period to be responsible and consistent in defending of students interests to learn new principles of professional communication.

The study of prerequisites and concepts (see the first and the third paragraphs of material), the development of inclusive education showed that during the early initiatives aimed at provision of education for everyone, the satisfaction of special needs looked more like a symbolic principle. However, over time an inclusive approach was considered as a fundamental principle of the whole content concerning the "Education for all" programme. Thus, instead of the an integration concept, i.e., the creation of special conditions for children with special needs within the existing system without changing of the system itself, we see the emergence of the humanistic concept for a holistic content of inclusive education whose main aim is to restructure schools to meet the needs of all students.

The goal of inclusive education as we found out is the education for all and its humanization and the new humanistic approaches derived from it mark the transition from the education of children with disabilities in special institutions of closed type to the integrated education (inclusion). The meaningful purpose of a concept is not only the creation of conditions for social rehabilitation of children with special educational needs but also the improvement of the education system, the development of a new philosophy of society regarding the humane treatment of children of new educational standards, the introduction of interactive technologies in particular, the inclusive education.

The main objectives aimed at addressing the issues of humanistic content concerning an inclusive education are the following:

- The improvement of legal, scientific and methodological, financial and economic support, based on the introduction of inclusive education humanistic content
- The development of the state educational standards an educational and developmental environment for children with special educational needs by providing them (along with the object one) with psycho-pedagogical, medical and social content

- The provision of access to the social environment in classrooms, the development and the use of special educational and didactic support, the rehabilitation means of education
- The improvement of teachers training and retraining, creating and working within the humanitarian conditions of inclusive education
- The involvement of parents for the children with special educational needs to the participation in educational and rehabilitation process in order to increase its effectiveness

RESULTS AND DISCUSSION

The set tasks are implemented in several ways. First of all an inclusive education may be obtained at an educational institution of the general type which created a special learning environment for the children with special needs. The humanity of teaching approaches and the content of inclusive education is also in the fact that the children with disabilities may be trained according to individual curricula in specialized classes of secondary schools or within the conditions of home-based education which is determined depending on the state of a child's health. The children with severe intellectual disabilities and multiple health problems may be educated in correctional and developing rehabilitation centers.

The education in a special and integrated class is carried out on individually-oriented curricula and the programs developed jointly by class teachers and the members of council on the basis of educational programs recommended by the psycho-medical and psycho-pedagogical commissions.

The basic form of the learning process in terms of inclusive education is also a lesson but organized in an integrated classroom where the children with developmental disabilities are trained according to general education programs for disabled (primary and secondary ones) in the same class with normally developing peers. This form of educational process organization is humanistic in essence and a priority one in relation to a special class and an individual learning.

One of the important problems of inclusive education is the need for a humane approach of teachers and the members of the council to the definition of a group of children with special needs. Most often, this group includes the children with intellectual, physiological, emotional and developmental disorders. At the same time, the gifted children also have their special educational needs. Besides, it should also be borne in mind that even the children who belong to the normal ones, may have serious neurological or somatic diagnoses. Thus, there is

a lot of children with different educational needs. So, the inclusive school which creates a single educational space for all is necessary now a days.

The humanistic quality criterion of an educational environment is the ability to ensure a child's personal development and the integration into society. First of all it is the transition to the genuine interaction and communication of all children without differences. To this end, various forms of joint activities in a barrier-free environment are used so that children may develop the norms of social behavior and gain experience of their representation in the course of interaction.

The second most important level of integration is associated with the definition of a curriculum, the programs that take into account the interests of all categories of children (with normal and abnormal development). It is important to establish a joint operating time relationship within the differential educational process that would give everyone an opportunity to study in accordance with its inherent efficiency. Another important condition of integration is a child's participation in the evaluation of his academic achievements and the personal development success.

According to the researchers of inclusive education problems, the effect of inclusive education and training is enhanced in a joint learning process as compared with the traditional frontal teaching. It uses such creative techniques as drama, video creation, different collective projects and others. All this taken together, provides additional resources gives new strength. One of the humanistic goals within all this work is to strengthen the voice of a child, his influence and his visible presence in the community.

To implement these humanistic provisions are the means and technologies are necessary that also must be universal because education is for everyone and individual at the same time as each has its own educational opportunities, abilities and needs. The modern interactive learning technologies have these possibilities which allow to introduce an inclusive education in a full way. Interact ("inter", "mutual", "act" to "act") means to communicate to be in the mode of a conversation, a dialogue with anyone or a PC. Consequently, an interactive training is the training built on the interaction of a learner with a learning environment which serves as the area of new experience. The learning environment serves as a reality in which the participants find the area of this experience for themselves.

The feature of interactive learning technologies is that their practical use is possible only via the joint work of a teacher and a student. They are characterized by:

- A "forced" activation of a student's thinking, i.e., he must be active regardless of his own desire
- The provision of students constant involvement in the learning process as their activity must be sufficiently stable and sometimes long
- The independent development of solutions, a higher degree of schoolchildren motivation and emotionality
- The constant interaction of all those present in a classroom during the dialogical forms of inclusive education organization
- The manifestation of reflexive self-organization of a teacher and a pupil.

We believe that these interactive technologies best fit to the theory and practice of an inclusive education as they are based on an active interaction which allows a student not to be only a party of lessons but also act as a subject of the educational process and the subject of a real communicative activity that contributes to the internal urge of mastering knowledge and creative development which is also important.

The use of interactive equipment and specialized software helps to establish a contact between a child and an adult and between children in a group; during the organization of collaboration with children: you may create a lot of problem learning situations ("case-study" "case method"), taking into account the individual characteristics of each child or a group of children, try different solutions, keep the works of each child in an accessible location.

Case-studies specific training situations, specially developed on the basis of factual material for the subsequent analysis during a classroom. During a case analysis students learn to act in a "team" to perform an analysis and take management decisions. The ideas of a case-study method (situational training method) or a case-method are quite simple: the emphasis of training is transferred not for the mastery of ready knowledge and its production but on co-creation of a student and a teacher, a student and a student; hence, the fundamental difference between a case-method and traditional methods-democracy in the process of acquiring knowledge when a student is actually equal with other students and a teacher during the process of a problem discussion

The case method overcomes dryness an unemotional presentation of material because a well-organized discussion of a case (situations, events) resembles a theatrical performance. The method of case-study contributes to the development of independent thinking among students, the ability to listen to and take into account an alternative point of view to argue one's point of view.

The interactive technologies allow to teach each child according to the program which corresponds exactly to his abilities and at the same time is difficult enough for him.

I.Y. Kudryashova, recognizing it possible to believe that in our country, we may talk about the development of pre-school and primary school inclusive education (although we doubt it a lot), denies the existence of such a system in a middle and a high school. She is absolutely right when she writes the following: "The subject teachers have to be seriously prepared that the children with disabilities will come to study. Of course, almost every teacher has some experience of working with such children but now we are talking about the system. Every teacher knows that the quality productive work within new conditions will require from him, first of all, the mastery of new educational technologies".

Then as an example, she describes in detail the experience of using one of these interactive technologies "portfolio" (from the Latin root "port" a depository and "folium" a sheet).

The practice showed that this technology may also be considered in inclusive education as a very effective tool for the organization and management of the educational process. The "portfolio" of student works is the collection of various creative projects of a student as well as the description of basic forms and trends of his educational and creative activity: the participation in competitions, trainings and educational activities, the study of additional training courses by him, the performance of various kinds of creative tasks, the results of his sports and artistic achievements, etc. The method also assumes a qualitative assessment of his work for example, according to the parameters of completeness, credibility and diversity of materials, the the quality of provided works; it gives a broad description of educational and creative activity dynamics for a student, the direction of his interests.

The technological approach developed in modern Russian education allows us to consider "portfolio" as one of the most successful innovative educational technologies which includes not only a simple set of student works, the evidences of his achievements over a certain period of training but also the dynamics of independent activity results, a progressive and continuous self-evaluation and control system. In other words, "portfolio, regardless of its type, is both the form and the process of organization and the technology of student work with the products of their own creativity, research, design or cognitive activity intended to demonstrate the analysis and evaluation for the development of reflection for the understanding and evaluation of their activity results" (Sapegin, 2010).

CONCLUSION

So, the inclusive pedagogy which we call the humane pedagogy involves not only the creation of of socially and psychologically comfortable environment for all categories of students but also their enthusiasm an active involvement in the educational process and an independent decision making.

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