INCLUSION AS A FORM OF SOCIAL INEQUALITY OVERCOMING IN THE EDUCATIONAL ENVIRONMENT

Natalya A. Orekhovskaya[1], Tatyana B. Lisitzina[2], Lyudmila A. Bezborodova[3], Olga V. Popova[4], Farida S. Gazizova[5] and Svetlana V. Bolshakova[6]

The urgency of the study is caused by the need for social adaptation of people with disabilities, their education and development. A serious problem here is the acceptance by the society of this category of citizens as its equal members. The aim of the paper is to identify the readiness of Russian society, in particular the higher education system, to implement inclusive education. The authors disclose the concepts of inclusion and inclusive education, transparent to the modern social situation. Two models of disability are proposed - medical (defining disability through the presence of health disorders) and social (defining people with disabilities or disorders due to physical or organizational barriers in society, prejudices and stereotypes). The main activity within the medical model is the minimization or reduction of violations through medical intervention and therapy. The social model promotes the equality of all members of society and the provision of equal opportunities for all in obtaining education, above all. The paper presents data obtained in the course of sociological studies conducted, among others, by public organizations of disabled people. The authors propose a way of social inequality overcoming through the implementation of inclusive education. The materials of the paper are intended for heads of educational organizations, teachers, psychologists, employees of social services.

Keywords: education, inclusive education, social inequality, models of disability, socialization.

INTRODUCTION

Russian modern social policy is increasingly orienting towards inclusion - the inclusion of people with disabilities in the society of "healthy" on "equal rights." This position of the state is conditioned by socio-demographic trends, the need for the reproduction of competitive personnel, as well as the need for harmonization of social relations as a whole. But it must be recognized that when implementing this social policy, there were obvious difficulties, caused by the lack of practice of interaction. The need has appeared not only to remove architectural barriers, create

[1]   Department of Sociology, Financial University Under the Government of the Russian Federation. Moscow, Russia, *E-mail: orehovskaya@yandex.ru*

[2]   Department of Social and Cultural Activities and Tourism, Gzhel State University, Elektroizolyator, Russia.

[3]   Department of the Theory and Practice of Primary Education, Moscow State Pedagogical University, Moscow, Russia.

[4]   Department of Legal Regulation of Economic Activity, Financial University under the Government of the Russian Federation, Moscow, Russia.

[5]   Department of Theory and Methods of Preschool and Primary Education, Kazan (Volga region) Federal University, Kazan, Russia.

[6]   Department of Fine Arts, Naberezhnye Chelny State Pedagogical University, Naberezhnye Chelny, Russia.

an accessible environment, but also to develop tolerance in the relationship between disabled and non-disabled ones (Ganieva *et al.*, 2014; Orekhovskaya, 2015; Shaidullina *et al.*, 2015a,b; Ribakova, Valeeva & Merker, 2016).

At the same time, for the Russian society at all historical stages of its development issues of tolerance traditionally have been topical. This was not due to the fact that political, state or public figures had their own concepts of social structure, subjective views on the principles of management or the development of culture, teaching or education-such pluralism is natural (Masalimova & Benin, 2016). It is not natural, when differences in appearance and state of health are considered as a sign of inferiority and insolvency.

School and university inclusive education and upbringing, designed to form young peoples' openness to "other" people, other cultures, the ability to value individual freedom, respect human dignity and individuality has a great significance in tolerant consciousness creating (Voevodina, 2014). Russia is just beginning to move towards the creation of an inclusive system, and this issue is given the closest attention at all levels of government, so Prime Minister's Deputy O. Golodets has approved an Interdepartmental comprehensive plan on organizing inclusive preschool and general education and creating special conditions for obtaining education by disabled children and children with disorders in health for 2016-2017 (Ministry of Education and Science of Russia, 2017).

Implementation of the program to create an accessible educational environment is carried out by the Ministry of Education and Science of the Russian Federation in various areas. So, before that, a significant pool of normative documents was created, guaranteeing any child the right to education, regardless of the specifics of his or her development. At the moment, all regions of Russia are involved in the process of planned, purposeful creation of conditions for inclusive education: there are about 6 thousand basic educational organizations that implement inclusive programs are functioning. (Ministry of Education and Science of Russia, 2017).

From the point of view of social philosophy, inclusion is a form of shared being of typical people and disabled people. This process is supported and developed by the society and its subsystems. Inclusion provides for the right of free choice, both for the disabled person and for any other member of society. An important social and philosophical principle of inclusion is the category of freedom in choice by the atypical member of society of ways for self-realization and socialization (Shaidullina *et al.*, 2015c; Raidugin & Mamedzade, 2015; Biktagirova & Valeeva, 2016; Zakirova, Masalimova & Nikoghosyan, 2016). The problem of inclusion of disabled people in society is manifested through the opposition of typicality and untypical nature. Typicality, established in the course of "self-identification and self-typification" of each individual, demonstrates the untypical nature of a person who has a "pathological property that is exceptional in the sense of non- prevalence for a particular social type inherent in a minority" (Yarskaya-Smirnova, 1997).

Thus, the discrepancy between the attitudes and stereotypes adopted in the society becomes the reason for the isolation of atypical, in our case - disabled people.

MATERIALS AND METHODS

We used the materials of sociological surveys of the All-Russian Public Opinion Research Center, the Institute of Sociology of the Russian Academy of Sciences, the Federal State Statistics Service (Rosstat), the "Lomonosov" Knowledge Foundation, as well as data obtained as a result of a study conducted by the regional branch of the All-Russian Society of Disabled People in 2013 in higher education institutions of Vladimirsky region by Voevodina E.V., whose purpose was to define the social portrait of a disabled person in youth environment (Voevodina, 2015). The survey was conducted using the questionnaire method, with the cluster type of sampling. In addition to the results of the mass survey presented in the paper the researchers conducted focus - groups and in-depth interviews, as well as content analysis of the mass media, including Internet publications, with the aim of studying the issue of the attitude of society towards people with disabilities.

Involvement of people with disabilities in society requires the development of a special culture of interaction, because this social category has been segregated for years for a particular infrastructure (Voevodina, 2014).

People with disabilities occupy a significant share in the structure of the population of Russia; their number is about 10%. According to the Federal Statistics Service, a large part of them are children and teenagers under the age of 18 - about 4%, young people and people of working age - over 30% (Federal State Statistics Service (Rosstat), 2014). At the same time, it should be noted that the demographic situation of modern Russia is such that all potential economically active social resources, including people with disabilities, are in demand. However, representatives of this category often remain outside the sphere of employment. Thus, according to the Ministry of Labor and Social Protection of the Russian Federation, the number of disabled people of working age is 79.7% of their total share, and only one third of disabled people who apply to the employment service manage to find jobs (Topilin, 2011). And unemployment among this category, unlike other "problem" groups, has a persistent nature.

We are convinced that it is difficult in modern Russia to find a person who would challenge these principles, but according to sociological surveys, the majority of Russians, as before, are convinced of the injustice in relation to disabled people (87%). First of all, these are residents of the Central (90%), North-Western districts (91%), as well as southerners (92%) and Siberians (90%), as well as those who are surrounded by people with disabilities (92%). Only 6% of respondents believe that the situation of disabled people in Russia does not differ from that of other people. Most of these respondents live in the Urals - (14%), in the Far East - (12%) and in the North Caucasus - (13%) (VCIOM (All-Russian Public Opinion Research

Center), 2016). Equal conditions and opportunities for disabled people in our country have not yet been created - the majority of our fellow citizens consider. Thus, two-thirds of the respondents (67%) say that people with disabilities do not have the same opportunities for education and employment as other citizens (73% among those who study at universities and 80% among residents of large cities). The opposite opinion is shared by 21% of respondents (VCIOM (All-Russian Public Opinion Research Center), 2016).

But there is a downside to the coin. Thus, according to a survey conducted by the Public Opinion Foundation, 35% of respondents believe that children with disabilities should not study with regular children, and 19% could not answer the question. The main motive for a negative response is the cruelty of modern children and the possible aggression towards disabled children (16%). A quarter of the interviewed parents are confident that the quality of education will deteriorate with joint education, and one in five believes that ordinary children will be uncomfortable studying with disabled children (Fund for the Study of Public Opinion, 2016). But involuntarily the question arises: "Where did this childish cruelty come from?" And after thinking, we have to admit that comes from us - parents. Almost half of the parents surveyed are not ready to see a child with special needs next to their child; they are more likely to "donate" to charity for disabled children than to subject their child to a "moral test." This position is not surprising, because almost every third admits that he has difficulties and confusion in communicating with a disabled person (Lomonosov Fund, 2016).

The study of the readiness of the institution of Education to implement the inclusion was based on the results of the author's survey and the analysis of the conducted studies in this area.

Judging by these indicators of the level of tolerance in the mass consciousness of modern Russian society and young people, in particular, it is possible to fix its low level.

At the same time, in the sphere of higher education the situation looks better: the attitude of students to people with disabilities is not characterized by a sharp rejection. However, there is still a tendency to segregation. In this regard, let us cite the results of a sociological study of the social portrait of a disabled person in a youth environment, held in 2013 in the universities of the Vladimirsky region. It is interesting that almost all students expressed their readiness to help people with disabilities in public places (in the street, in transport). However, on the situational question "If a student using a wheelchair were transferred to your group, would he feel comfortable in your team?", More than a quarter of respondents (34.4%) gave a negative response (Voevodina, 2015). And they justified their opinion, pointing to socio-cultural barriers - the difficulties that arise in the process of communicating with people with disabilities. Here is a typical opinion of one of the students about this: "I do not know how to behave with a person who has such violations. How to

offer help so that he does not take offense ... Being in a team with such a person is difficult. I think most members of our group think the same way "(Voevodina, 2014).

In the interview process, students were asked to answer the question, what is preferable for disabled people in the learning process - inclusion or segregation? The results were unexpected as most of them favored separate training and less than a quarter of respondents (21.9%) supported inclusion. Almost the same quantity found it difficult to answer, indicating that everything is "individual", "depends on the disease," "someone prefers the collective of healthy ones, someone prefers the disables as he or she themselves" (Voevodina, 2011).

Along with a positive perception of ideas of inclusiveness, there are discriminatory statements, disparaging attitude towards disabled people, aspiration to create a social distance, which on the whole allows us to say that the problem of people with disabilities in socio-cultural environment remains unresolved.

RESULTS

Today, in our opinion, we should talk about the existence of two models of disability - medical and social. The medical model defines disability through the presence of health disorders. The main activity within the framework of the medical model is the minimization of violations through medical intervention and therapy.

On the way to an inclusive society, society must overcome a number of barriers, and first of all - these are barriers to social relations or socio-cultural barriers. Such barriers do not have an external, "architectural" expression; they are not directly related to material and financial costs. They can be found both in the current system of legislation, and in the local community, in regional and national social policies, and in the education system. Such barriers can be provoked by attitudes towards segregation of disabled people by "healthy" members of society, including "good intentions", for example, in order to warn a disabled person of "cruel" reality.

There is an expression that the disabled person is not made by the wheelchair, but by the environment. And here it is necessary to take into account the impact of stigmatization on the disabled - due to a lack of understanding of the differences, the society often ascribes to them the image of "sick", "helpless", "asexual" and even "contagious". For example, terms such as "cripple", "wretched", etc., are still used in the media and in everyday life. Stigma becomes a marker of "inferiority" and contributes to the isolation of its owner - it can provoke unemployment (a widespread stereotype that disabled people are not able to work), problems in education (due to a false idea of the unavailability or "uselessness" of education for this group of people).

Another problem is that the disabled themselves "grow" into the attributed image due to the mechanism of self-stigmatization, or secondary deviation. As the Russian sociologist A.Yu. Dombrovskaya notes this is the very reason, why people

with disabilities have mostly low self-esteem, insufficient level of ambition and passive social adaptation (Dombrovskaya, 2015).

An important factor here is the opinion of opponents of inclusion, whom are quite a lot among students. Their main argument is (in their opinion) the disabled people's feeling of envy or resentment towards healthy people, physical and moral discomfort, lack of comfort in communication (Voevodina, 2015).

It is obvious that this type of perception of disabled people was formed within the framework of a medical-oriented model, one of the main principles of which was isolation, including in the sphere of education, the image of the disabled person as "sick" and "permanently being strangulated".

In the framework of the proposed social model, people with disabilities are people with disabilities, but they are disabled because of physical or organizational barriers in society, prejudices and stereotypes (Orekhovskaya, 2015). The social model promotes the equality of all members of society and the provision of equal opportunities for all in obtaining education, above all. Inclusion is not infringement of the rights of healthy pupils in favor of children with disabilities, but the next stage in the development of society, when education becomes a real right for all.

The designed social model of inclusive education that we propose assumes the combination of the following units:

– *the normative-target unit*, conditioned by the legislative base for the implementation of inclusive education and the explicit request of a modern society striving for the humanization of relations and for the people with disabilities themselves;

– *methodological unit* that includes the main methodological approaches (systematic, continuous, personal) and principles (humanization, equal opportunities, tolerance, health-care, individuality, informatization) for the organization of inclusive education;

– *unit of organizational and pedagogical conditions*: the availability of an accessible infrastructure and socio-cultural educational environment; presence of specially trained personnel of teachers, psychologists and medical staff in the educational organization; availability of educational, methodical and information maintenance for inclusive education;

– *procedural unit* that presupposes a specially organized and adapted educational activity: individual supplementary classes with students with disabilities; the use of special pedagogical methods in the presentation of educational material; organization of work in the classroom in such a way that the learning material is optimally absorbed by the students (for example, working in small groups) and so on.

– *resulting and diagnostic unit* that determines the availability of diagnostic tools not only for assessing of formed professional, general professional and general cultural competencies, but also monitoring of needs for students

with disabilities, their level of satisfaction, analysis of their values and motives in order to correct and improve inclusive education.

DISCUSSIONS

In our opinion, inclusion can become the basis of positive changes in society in relation to people with disabilities. Inclusion involves the complete dissolution of disabled people in a social environment. According to this approach, people with disabilities should be trained in "ordinary" groups on an equal basis with other students, without deviations in health (Karpova, 2010; Romanov & Yarskaya-Smirnova, 2010; Raidugin & Mamedzade, 2015).

Turning to world experience, we see that the inclusion in education is encouraged by countries such as Switzerland, Italy, Norway, Denmark, Great Britain. The principles of inclusive education are laid down in the legal and regulatory framework that facilitates the increase in the accessibility of all levels of education in relation to not only disabled people but also other social categories of citizens who find themselves in difficult situations (migrants, refugees, children and teenagers from families living below the poverty line) (Voevodina, 2015).

In addition, the formation of a positive social portrait of people with disabilities in children's and youth's environment can be a powerful element of education (Voevodina, 2015). To solve this task, not only teachers, but also the mass media can be involved, because in this issue it is necessary to educate not only children and their parents, but the whole society (Orekhovskaya, 2015).

CONCLUSIONS

In modern pedagogical activity inclusive education which is actively oriented toward the formation of tolerant consciousness in the younger generation is called tolerance-oriented education. It begins to be interpreted in the context of the society's target orientations, and the strengthening of the country's power is treated as one of the most important target results of the educational system, which is achieved through inclusion, which fosters tolerance among the citizens of Russian society (Orekhovskaya, 2011; Orekhovskaya, 2012). After all, a citizen, whether he is healthy or disabled, is devoted to his Fatherland, is proud of belonging to the great people, to its accomplishments, trials and problems, and most importantly he is ready for a worthy and selfless service to society and the state.

References

Biktagirova, G.F. & Valeeva, R.A. (2016). Study of Family Values of Adolescents from Families with Many Children Formation. *IEJME-Mathematics Education,* 11(6): 1919-1926.

Dombrovskaya, A.Y. (2015). Concept of system of social adaptation of people with disabilities at the municipal level. *Modern problems of science and education*, 1(1), from *http: https://science-education.ru/ru/article/view?id=17900*

Federal Service of State Statistics (Rosstat) (2014, November 27). from *http://www.gks.ru.*

Found for the Study of Public Opinion (2016, February 10). from *http://fom.ru/Nauka-i-obrazovanie.*

Ganieva, Y.N., Azitova, G.S., Chernova, Y.A., Yakovleva, I.G., Shaidullina, A.R., Sadovaya, V.V. (2014). Model of High School Students Professional Education. *Life Science Journal*, 11(8s): 1097-8135.

Karpova G. G. Persons with disabilities and cultural policy. *Sociological researches,* 10, 74-80.

Lomonosov Fund. (2011, February 15). from *http://lomonosov-fund.ru/enc/ru/ encyclopedia:0128153.*

Masalimova, A.R. & Benin, V.L. (2016). Conflict Humanitarian and Natural Knowledge: the Way to Exit From It. *International Journal of Environmental and Science Education*, 11(13): 5993-6001.

Ministry of Education and Science of Russia. (2017, March 1). from *http:// xn80abucjiibhv9a.xnp1ai/%D0%BD%D0%BE%D0%B2%D0%BE%D1%81%D1% 82%D0%B8/5887.*

Ministry of Education and Science of Russia. (2017, March 9). from *http:// xn80abucjiibhv9a.xnp1ai/%D0%B4%D0%BE%D0%BA%D1%83%D0%BC%D0%B5% D0%BD%D1%82%D1% 8B / 8588.*

Orekhovskaya, N.A. (2015). Inclusion is the path to tolerance and equal opportunities. *Journal of the Man. Society. Inclusion*, 4 (24): 38-41.

Orekhovskaya, N.A. (2011). *Evolution of the mass consciousness of Russians.* Monograph. Rostov-on-Don: North-Caucasian scientific center of higher school.

Orekhovskaya, N.A. (2012). Methodological aspects of the tolerance of the mass consciousness of Russian society. *Ethnosociology and interethnic culture*, 10 (52): 24-30.

Raidugin, D.S., Mamedzade, N.K. (2015). The problem of inclusion of people with disabilities in the socio-cultural dimension. *Journal of the Man. Society. Inclusion*, 4: 47-52.

Ribakova, L.A., Valeeva, R.A. & Merker, N. (2016). Bullying in School: Case Study of Prevention and Psycho-Pedagogical Correction. *International Journal of Environmental and Science Education,* 11(7): 1603-1617.

Romanov, P.V., Yarskaya-Smirnova, E.R. (2010). Disabled and society: twenty years later. *Sociological researches*, 9: 50-58.

Shaidullina, A.R., Evsyukova, N.Y., Mikhailov, V.A., Gazizova, F.S., Masalimova, A.R., Khairullina, E.R., Galimzyanova, I.I. (2015a). The curriculum project on professional and pedagogical teachers' communication culture formation. *Mediterranean Journal of Social Sciences,* 6(2S3): 202-208.

Shaidullina, A.R., Fassakhova, G.R., Valeyeva, G.K., Khasanova, G.B., Komelina, V.A., Ivanova, T.L. (2015b). A comparative research on levels of students' formation skills of their career advancement portfolio in secondary and higher education systems. *Asian Social Science,* 11(1): 375-379

Shaidullina, A.R., Pavlova, N. A., Minsabirova, V. N., Burdukovskaya, E. A., Yunusova, A. B., Letyaev, V. A., Afanasev, A. S. (2015c). Integration Processes in Education: Classification of Integration Types. *Review of European Studies,* 7(4): 27-31.

Topilin, K.A. (2011). Persons with disabilities in the labor market: a regional aspect. *Man and work*, 8: 27-28.

VCIOM. (2016, February 1). from *http://wciom.ru/index.php?id=236&uid=111132*.

Voevodina, E.V. (2011). Sociological aspect of the adaptation of students with the limitations of life activity to the educational process of the university. *Bulletin of the Association of Universities of Tourism and Service*, 1: 81-89.

Voevodina, E.V. (2014). The role of higher education in improving the rehabilitation potential of people with disabilities. *Search: Politics. Civics. Art. Sociology. Culture*, 6 (47): 33-41.

Voevodina, E.V. (2015). Inclusive education of disabled people: basic principles and implementation technologies. *Social and Humanitarian Knowledge*, 5: 254-266.

Yarskaya-Smirnova, E.R. (1997). *Sociocultural analysis of atypicality*. Saratov: Saratov state technical University.

Zakirova, V.G., Masalimova, A.R. & Nikoghosyan, M.A. (2016). The Contents, Forms and Methods of Family Upbringing Studying Based on the Differentiated Approach. *IEJME-Mathematics Education,* 11(1): 181-190.