

Inclusive Education as An Integral Part of Successful Development of a Learner with Disabilities

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Abstract

The article analyzes the signs of systemic innovation on the example of the introduction of inclusive practice in the modern conditions of modernization of Russian education. The purpose of the article is to substantiate the features of systemic innovation in inclusive education based on the analysis and generalization of scientific and theoretical sources, as well as innovative practice. The article analyzes the signs of systemic innovation on the example of the introduction of inclusive practice in the modern conditions of modernization of Russian education. In this article, we will consider the signs of systemic innovation on the example of the introduction of inclusive practice in the modern conditions of modernization of Russian education. As you know, the term "innovation" comes from the Latin novatio, which means "update, change" and the prefix in, which translates from Latin as "in direction." In the literal translation innovatio - "in the direction of change."

Keywords: Innovation, Systemic Innovation, Classification of Innovations, Inclusive Education, Education System, Systemic Approach, Concepts for the Development of Inclusive Education, Quality of Education

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As you know, the term "innovation" comes from the Latin novatio, which means

"Update, change" and the prefix in, which translates from Latin as "in direction." In the literal translation innovatio - "in the direction of change." In English, innovation is used in the meaning of "innovation, innovation" [1]. In general, we can say that innovation is the introduction of any improvements in any work, process, technology, product, service, system, model, which allows you to increase efficiency, improve quality, solve a problem, improve something, achieve more, create something better, etc. Fundamental improvement of a technological or managerial process during its implementation is a generally recognized criterion of innovativeness. The newest philosophical dictionary concretizes this definition in the social aspect: phenomena of culture that did not exist in the previous stages of its development, but which appeared at this stage and received recognition

in it ("socialized"); fixed in sign form and in activities by changing the methods, mechanisms, results, contents of this activity itself. Innovation activity and innovation process (the process of conjugate changes in the environment) is a complex process of creating, disseminating and using innovation to meet human needs that change during the development of socio-cultural systems and subjects [2].

The ultimate goal of these processes and activities is to turn innovation into a norm, a tradition. With regard to the pedagogical process, innovation means the introduction of new in the goals, content, methods, forms and means of education and upbringing, the organization of joint activities of the teacher and the student to achieve stable and more effective educational results. In theory, it is justified that innovation is not a simple and linear phenomenon, but rather a complex multi-stage process, including both direct and feedback cycles [3]. The innovation process, as a rule, begins with the creation and approbation of an innovation, followed by an analysis of the results and, if necessary, adjustment, and only after that it is introduced into the pedagogical process and distribution. There are a large number of types and types of innovations. In practice, various opportunities are used to introduce innovations leading to increased efficiency, improved quality, and optimization of educational

processes. The study of the evolution of innovations allows us to conclude that there are such innovative solutions that, when implemented pointwise, lead to much more significant positive effects throughout the system [4]. System innovations are the most effective solutions in the development of processes, organizations, industries, regions, micro and macro systems.

Innovations differ in the degree of impact on the development of the entire system in which they are implemented. In various theoretical sources, authors classify innovations by the strength of their influence and by the scale of the impact on the entire system, defining them by similar names: point (local) innovations; linear (horizontal, planar) innovations; structural (spherical, spatial, architectural) innovations; fundamental (basic) innovation; fundamental (actually systemic) innovations; multidimensional (versatile, global) innovations; suprasystem innovations. The 21st century is an era of systemic innovation, including in the field of education. We have a generalized experience in applying a systematic approach to innovation. The introduction and development of inclusive education can rightly be regarded as a prime example of effective systemic innovation. The regulatory requirement for the introduction of inclusive education into the mass educational space has set us many questions and tasks, the answers to which and the solution of which require systematic development, the use of new approaches, the birth of new concepts and paradigms.

The research methodology is the analysis and generalization of regulatory documents in the field of education, reference and educational publications, journalistic materials, as well as research works of foreign and domestic scientists, whose authority and scientific reputation are recognized scientific community, and fame has been achieved by a high level of research in the field of inclusive education.

In recent years, an inclusive education system has been built, which is represented at all levels, including at the level of professional training [5-7]. In many pedagogical universities, undergraduate and graduate programs are being implemented, qualitative and quantitative scientific research is being carried out, candidate dissertations on the problems of inclusive education have already been defended. At the level of additional professional education, training is carried out on various programs for advanced training of teachers, many universities support this area by holding conferences, scientific schools, seminars, webinars and other forms of professional interaction and competence enhancement. In addition, the implementation of inclusive practices encourages teachers to revise their pedagogical position and search for new teaching methods. An inclusive school is building a new value system, implementing new educational technologies, and purchasing new equipment. Psychological and pedagogical support of a child with disabilities in an inclusive school provides significant assistance and support to his family. The development of inclusive education is adequate to the sociocultural level of modern society, proclaiming civil liberties, equal rights, the value of human dignity and individuality. Analysis of theoretical sources and benchmarking confirm that

the introduction of inclusive education as a systemic innovation - fundamental, structural, cardinal, multidimensional - introduces significant transformations to all elements of the education system and decisively optimizes, improves, activates the educational space at the regional and industry level and has sufficient resources to improve the quality and increase the effectiveness of youth education. Thus, inclusive education as a systemic innovation is focused on improving the quality of education and ensuring the successful socialization of all children:- accepts and values diversity and ensures accessibility to education for all students using an individual approach (for everyone, including a child with disabilities), ensures the process of personal development, along with the education and upbringing of all (persons with disabilities and disabilities need special psychological, pedagogical, medical and social assistance), creates psychological comfort for all: support, not pressure, mutual assistance, not competition for all (children with disabilities need support even more than their peers);- provides psychological security: protects all children from threats to their dignity and self-esteem, from psychological violence and disappointment (a child with disabilities is as vulnerable as possible), make the most of ways to promote and preserve the health of all children (health opportunities for children with HIA are limited and need to be strengthened)

The very object of professional activity of a teacher-psychologist of inclusive education is multidimensional and in accordance with the standards of higher education in the direction. Psychological and pedagogical education includes education, upbringing, socialization, individual personal development of students, student health, psychological, pedagogical and social support of students, teachers and parents (legal representatives) in educational organizations of various types. The multidimensionality of the development of inclusive education is manifested in an active attitude to the problem of education of persons with disabilities of public organizations, parent communities and professional associations [8].

In addition, philosophers point to another aspect of the multidimensionality of innovation. In our traditional three-dimensional space, time represents the fourth dimension. It is time that is projected into three-dimensional space as movement, growth and development. From the inception of an idea to the introduction of innovation in the educational process, there is certainly a time delay. The process of creating an innovation, its approbation and real implementation, undoubtedly take time. Therefore, in order to prevent possible risks of introducing innovation, it is important to avoid hasty, orderly, formal and general inclusion. Inclusion as a systemic innovation represents a long-term perspective [9].

The impact of the introduction of inclusive education, of course, goes beyond the scope of education and is reflected at the interdepartmental level - the functioning of health systems, culture, social development [10].

The introduction of inclusive education in mass practice requires

research and development in various fields of knowledge: philosophy, history, sociology, psychology, pedagogy, medicine, economics, engineering, etc. School culture is the basis of innovation, it is it that changes the policy and practice of education and training. The culture of an inclusive school is the values, beliefs, views, principles, norms of behavior common to the entire school community. An inclusive culture changes the structure of the school, making it the best place for everyone: normatively developing children and children with special educational needs, teachers and parents. Inclusive policies are manifested in the availability of regulatory documents indicating the school's choice of an inclusive course; support teams for the inclusive process (psychologist, defectologist, speech therapist, tutors and other employees of specialized school personnel). Inclusive practice is created and implemented through adequate forms of organization of the educational process, technologies, methods, methods of work of the teacher, the activities of specialists in psychological, pedagogical and medical and social support, the use of special didactic means and equipment [11,12].

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