

PAPER

## WHY INCLUSION NECESSARY IN EDUCATION?

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### Abstract

In this article, the author outlined why it is important to include people with disabilities in the life of society. There are tens of millions of people living in the world with various characteristics of physical and mental development. Like everyone else, they should be able to fully participate in society. Let's understand what inclusivity is and how it can change the entire society for the better.

**Key words:** inclusive, inclusive society, limitations, peculiarity, opportunity, mental and physical development

When we hear the word "inclusiveness," we immediately imagine ramps, classrooms for children with disabilities, and cafes where people with Down syndrome work. In reality, in Russian society and consciousness, people with disabilities are often separated from the majority of citizens: our homes and streets are not adapted for people with disabilities, our schools and universities are not inclusive and are designed for neurotic children, and jobs for people with disabilities seem to exist only in social advertising. Inclusion seeks to change this.

Inclusion is the central idea of the development of modern education, affecting deep social and value changes in our society. Inclusion is based on the idea inclusive society. It means that any person (of another race, religion, culture, person with disabilities) can be included in social relations. It is important that this inclusion promoted the interests of all members of society, the growth of their ability to live independently, and ensure equality their rights in all types of activities. Our society consists of different people. Not everyone is different can be equally accepted by society and even owe it be accepted. Openness to others has limits, one of them which is the preservation of one's own identity.

Inclusion (from inclusion – inclusion) represents the process of integrating people with physical and mental disabilities into full-fledged social life, as well as developing and making specific decisions for this purpose. When we call an environment, school, or space inclusive, we mean that all people have equal access and can belong to them.

In the absence of this possibility, the intrusion of the other will be perceived as hostile, as destructive, and it will be resisted.

But society itself and its social institutions (education, culture, labor market, etc.) develop norms that regulate social interaction. One of these norms, or social stereotypes, was the rejection of people with disabilities and their social isolation. When experts from abroad come to us, they always express surprise: "What kind of inclusion are you talking about, we haven't seen a single disabled person on the streets of the city. Where do you hide them? Today, disability receives a new interpretation and is considered not as a feature of a person, but as "barriers" of society itself. The idea of inclusion arose within the framework of large-scale changes in the understanding of human rights, dignity, and identity. Changes in attitudes towards people with disabilities were just one manifestation of these changes.

### Among the main principles of the Convention are:

- respect for human dignity and freedom of choice; • nondiscrimination;
- effective involvement in society;
- respect for the characteristics of people with disabilities; • equality of opportunities;
- gender equality.

The ideology of inclusion (an inclusive society) was formed as a result of awareness of the value of human diversity and differences between people. The introduction of inclusion is possible only on the basis of the principles of democratization and in the absence of discrimination on any basis. Manchester University Professor Peter Mittler gave the following definition: "Inclusive education is a step on the way to achieving the ultimate goal – creating an inclu-

sive a society that will allow all children and adults, regardless by gender, age, ethnicity, ability, the presence or absence of developmental disorders and HIV infection, participate in and contribute to society. In such a society, differences are respected and valued."

There are tens of millions of people living on the planet with various characteristics of physical and mental development. Like any other person, they should be able to enjoy everything that the world has to offer today. We are trying to figure out what a truly inclusive society should be like, and what is preventing us from creating it today. In a narrow sense, inclusion usually refers to protecting the rights of people with special health needs, who are too often left behind. But broadly speaking, an inclusive society is one where everyone feels like a full member, regardless of gender, age, ethnicity or other characteristics. Why is it important to strive to build such a society? The inclusiveness of the society in which a person lives is an important social determinant of health, as defined by the World Health Organization, that is, a non-medical factor that affects the length and quality of life of that person: healthy societies literally make us healthier. In addition, an inclusive approach brings many benefits to society, supported by socio-economic and political research – from economic growth and poverty eradication to peaceful existence without conflict.

Thus, inclusion is a dynamically developing process that has a positive impact on the system of social relations. Developing ideas of inclusion strengthens moral public health. Inclusive education is the result of the development of humanist ideas based on the exceptional value of the human person, its uniqueness, the right to a decent life, whatever her physical condition.

### Inclusive education includes a number of important values:

- recognition of the equal value of all students to society and teachers;
- increasing the level of participation of all students in the school in all aspects of school life and a simultaneous decline in the level isolation of some groups of students;
- changing the pedagogical methods of school work in such a way in such a way that the school can fully meet the diverse needs of all pupils living near the school;
- analysis, study and overcoming barriers to acquiring knowledge and full participation in school life for all students in the school, not just those with disabilities or special educational needs;
- carrying out reforms and changes aimed at the benefit of all students in the school as a whole, and not just one groups;
- differences between students are resources that contribute to the pedagogical process, and not obstacles that must be overcome;
- recognition of the role of schools not only in improving the academic performance of students, but also in the development of social values of local communities;
- recognition that inclusion in education is one from aspects of inclusion in society.

From the perspective of an inclusive approach, disability is a social problem, and the very concept of "disabled person" arises when a person with disabilities faces the inability to perform certain actions due to environmental limitations. In an inclusive society, the environment is what we need to fix, not the individual. Thus, inclusion becomes a concept that encompasses not only infrastructure: education, jobs, and public spaces also become inclusive.

Modern researchers note that among countries. The countries with the most advanced legislation in the field of inclusive education are Canada, Cyprus, Denmark, Belgium, South Africa, Spain, Sweden, the USA and the UK. In these and many other countries, inclusive education has existed for 30–40 years. The formation of inclusive education is a strategic direction of the United Nations Children's Fund (UNICEF).

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