

Issues of including children with special educational needs in the academic environment of a comprehensive school

В статье освещаются основные проблемы, с которыми сталкиваются школы при включении детей с особыми образовательными потребностями в образовательную среду. Основная сложность включения детей с ОВЗ заключается в профессиональной и психологической неподготовленности учителей, а также в нехватке тьюторов, психологов и специальных педагогов (дефектологов, логопедов и т. д.) в школах.

Ключевые слова: дети с ОВЗ, инклюзивная культура, буллинг, трудности учителей в инклюзивном классе

The article highlights the main problems schools face while including children with special needs in the educational environment. Introduction of inclusive classrooms in an educational institution is a complex and durational process that involves thoughtful and high-quality organization. The main difficulties lie in professional psychological unpreparedness of teachers, and lack of speech and language specialists, tutors, and psychologists. All these things can remarkably improve the accessibility of the learning process for children with special educational needs.

Keywords: children with special educational needs, inclusive culture, bullying, difficulties of teachers in an inclusive classroom, the least restrictive environment, professional development of teachers

Today, inclusive education is equal educational access for all students, including the diversity of special educational needs and individual capability [6]. Teaching children with special needs is challenging concerning psychology and pedagogy. Special education involves delivering and monitoring a specially designed and coordinated set of comprehensive, evidence-based, and universally designed instructional and assessment practices and related services to students with learning, behavioral, emotional, physical, health, or sensory disabilities [8, p. 5].

A special needs teacher works with a variety of special needs children. According to the Russian Federal State Educational Standard of primary general education, there are different types of disability: sensory, intellectual, mental illness, physical, speech disorder, and complex defects. A sensory disability is a disability of the senses, for example, blindness, low vision, poor hearing, deafness. Intellectual disability is an adaptive behavior and cognitive functioning imperfection, which covers many everyday practical and social skills. Mental illness is a health condition involving changes in thinking, emotion, or behavior (autism spectrum disorder). Physical disability affects a person's physical mobility and capacity, for example, musculoskeletal

system disorders. In speech impairment, the natural speech is disrupted, for example, severe speech disorders. Complex defects are the combination of different disabilities [7]. The inclusion of students with disabilities in the educational environment helps their professional and psychological socialization and can contribute to their positive well-being and individual success.

Today the number of students with disabilities in Russia is more than 1.15 million [5]. The number of children with disabilities increased by 9.4% in 2021, and their number in regular school classes increased by 17.3% [4]. The amount of children with special educational needs increases annually. Creating the necessary and comfortable conditions for teaching all children in the regular school classroom is an essential and relevant task of the Ministry of Education of the Russian Federation.

Inclusion is rooted in the concept of the least restrictive environment (LRE), which requires schools to educate students with disabilities as much as possible with their peers who do not have disabilities. The LRE encourages students to attend school as close as possible to their homes and interact with other students from their neighborhood. This concept inspires children to participate in nonacademic and extracurricular activities [8, p. 8]. Inclusive practice evolves with the requirements of the current education system. In 2016 the Federal State Educational Standard of primary general education for students with disabilities came into effect with the specialized education program. The program takes into account the individual characteristics and capabilities of the child, corrects developmental disorders and their social adaptation. A child with special needs has a right to apply for a school in the community. Taking into account individual characteristics and capabilities, the school has to create an adapted educational program [7].

A child cannot learn without the right environment, especially a child with special needs. First of all, the school organizes an accessible environment (ramps, elevators, lighting, lifts, and light signals). Secondly, the school is responsible for the educational and methodological adaptation of the educational process. Educational and methodological complexes include didactic materials and textbooks, teaching methods and technologies, and teachers should attend professional courses. The third point, the creation of psycho-emotional comfort in an inclusive classroom. Students with special needs will be able to perform effectively with these components in the educational environment. It means creation of relatively equitable conditions [1, p. 21].

The problematic reason for the organization of an inclusive classroom environment at schools can be financing problems. Educators can experience difficulties in organizing an effective educational process for all students. Besides, it may be difficult not only psychologically to accept children with special needs but also to be well educated and trained to work in an inclusive classroom [1, p. 24]. An inclusive approach considerably requires psychological acceptance of the person with special educational needs. A way of thinking is more challenging than creating a universally

designed environment. Children have a higher degree of plasticity than adults and react to such situations much more gently [9, p. 13].

From this perspective, not the least important factors that get in the way of the effective inclusive organization are related to people (adults and children).

An “adult problem”. In many cases, teachers are not psychologically prepared for inclusive education, not qualified enough for this form of training. Numerous studies show that the success of the implementation of inclusion depends on the positive attitude of teachers to it and their professional and personal readiness [2, p. 146]. In an inclusive classroom, the work of a teacher goes beyond the traditional activities of a secondary school teacher. Apart from regular competencies, it includes rehabilitation, socio-pedagogical, psychotherapeutic, correctional consultative, and diagnostic work. Teaching children with special educational needs requires from an educator not only a high level of professional competence but also certain personal qualities, such as tolerance, empathy, goodwill, a creative approach to solving problems, pedagogical optimism. The teacher either agrees to work in an inclusive classroom or leaves the educational institution. Teachers can work in inclusive classes but need support from school administration and specialists, such as tutors, psychologists, inclusion coordinators, speech therapists, etc. Each specialist has a role. Someone assists or provides and develops didactic material. A psychologist can help to find the needed support in stress-filled situations [1, p. 46].

Inclusive development at schools plays a significant role in the organization of high-quality inclusive education. A school must support a teacher in the professional development of their knowledge and skills, so the educator becomes familiar with the materials and uses them afterwards. The educational experience of students comprehensively depends on the school. An inclusive culture implementation at school helps in community cooperation with the value of every person in the overall achievement. It consists of building a community, establishing inclusive values, developing the school for all students, organizing support for diversity, orchestrating learning, and mobilizing resources. Such changes may sustain the involvement of personnel, governors, students, and parents/carers in making detailed changes in inclusive policies and practices. Creating an inclusive culture is the heart of school improvement. The development of shared inclusive values and collaborative relationships may lead to changes in the other dimensions: producing inclusive policies and evolving inclusive practices [10, p. 39].

The next problem that the school administration faces is the integration of tutors. They are necessary for children with disabilities. This practice will allow children with the most complex forms of SEN (Special Educational Needs) to join the educational process more naturally. In addition, the school requires binary lessons. It is a cooperative work of a teacher with a support specialist (a school speech therapist, a speech pathologist, a psychologist). Schools are in desperate need of these specialists. Meanwhile, it helps to organize successful correctional and pedagogical comfort [1, p. 24].

The presence of a child with special educational needs may be unappreciated for the parents of children without disabilities. Various parents think that educators will pay less attention to their children. On top of that, retarding explanations of the material may delay development of their own child. Studies examine the opposite: students without disabilities receive a range of individualized teaching strategies and teacher's support. Even educational performance shows an improvement and is getting better. Research has also shown that students without disabilities have mainly positive views of inclusion, learn about disability, and can benefit socially in several ways [8, p. 27].

A child's problem. There are two different perspectives: children with and without disabilities. First of all, a child with special educational needs can be a victim among classmates - as reflections of society, schools deal with a growing number of incidents where students are threatening or harming each other. Child psychology is different from adult psychology, and, unfortunately, it is not uncommon to experience bullying. The situation can change if students and their families create a safe, caring school environment that doesn't tolerate bullying, harassment, victimization, discrimination, ridiculing others, or violent acts. These policies and practices foster and acknowledge acceptance of individual differences and the development of friendship. The teacher can organize mini-patronage for a child with disabilities. For example, schoolmates can help with new material or keep company to the canteen, etc. It creates a positive atmosphere in a classroom [8, p. 267].

Secondly, problems with socialization and communication may be observed among children with special needs and may signal poor socialization, confidence, self-concept, motivation, loneliness, social withdrawal, anxiety, and frustration. Children with special needs may face the assessment of their appearance by strangers from an early age. It may lead to depression, isolation, negative self-assessment, low mood, etc. Family is the closest surroundings of a child with disabilities. The role of the family is essential because it is responsible for protection, love, education, assistance in restoring physical and spiritual strength. Parents are also responsible for rehabilitation, adaptation, and integration. The success of children with special educational needs heavily depends on the parents' position. Parents of a child with special educational needs should consciously become voluntary participants in the educational process, strive for successful interaction with psychologists, teachers, social workers, and other specialists [3, p. 172].

The process of inclusive school creation takes considerable time and effort from school administration, personnel, parents, and peers. The fundamental problem is to create an effective inclusive educational environment with the necessary conditions for adaptation of a child with special educational needs. Every child deserves a quality education. Schools should provide an opportunity to receive a quality education. First of all, we suggest creation of an accessible architectural environment. Secondly, the organization of a favorable psychological and educational environment should take place. The

process of implementing an inclusive environment should be systematic at all levels. It is impossible to leave the teacher alone with the solution to this social problem.

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Сравнительная характеристика фразеологических единиц с соматическим компонентом heart ‘сердце’ в английском и русском языках в рамках тематической группы «Черты характера»

В статье выявляются и сопоставляются лингвокультурологические особенности фразеологических единиц с компонентом-соматизмом *heart* в английском языке и *сердце* в русском языке. Исследование проводится на материале фразеологических единиц, которые тематически соотносятся с группой «Черты характера».