

The role of school and family cooperation in inclusive education

Akhmetova Elmira ^{1*} M. Auezov South Kazakhstan University, Pedagogy and psychology, Tauke Khan Avenue 5, 160012, Shymkent, Kazakhstan <https://orcid.org/0000-0003-2194-4396>

Almetov Negmatzhan ² M. Auezov South Kazakhstan University, Department Modern Pedagogy and Psychology, Tauke Khan Avenue 5, 160012, Shymkent, Kazakhstan <https://orcid.org/0000-0001-7374-5677>

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Abstract

Every year the number of children with disabilities and special needs increases in the world. The relevance of this topic is determined by the issue of inclusive education, which has become increasingly important in recent years. The purpose of the article is to theoretically substantiate the problem of inclusive education, to contribute to solving this problem through the interaction of school and family. The study analyzed a series of surveys of parents, and observed children with disabilities, using methods such as analysis, synthesis, generalization, diagnosis, and various practical work revealed comparative data. As a result of the experimental work, the levels of inclusion of children with disabilities in society, the level of knowledge, skills, and psychophysical development were identified, effective work in this area was determined, and comparative data were obtained. The materials of the article can be useful for school teachers, and educators in working with children with disabilities.

Keywords: Collective work; Education; family interaction; health.

* ADDRESS OF CORRESPONDENCE: Akhmetova Elmira, M.Auezov South Kazakhstan University, Pedagogy and psychology, Tauke Khan Avenue 5, 160012, Shymkent, Kazakhstan

Email address: elmira_k_akhmetova@mail.ru

1. Introduction

Inclusive education (English inclusion — inclusion, including education, co-education) is a form of education in which every person, regardless of their physical, intellectual, social, emotional, linguistic, and other characteristics, are allowed to study in general education institutions. At the same time, special conditions are being created for the disabled and people with disabilities (HIA): redevelopment of classrooms, new teaching methods, adapted curriculum, modified assessment methods, and others (Kashapova, 2012) . Inclusion should be distinguished from integration, in which disabled people, people with disabilities, or special educational needs study in regular educational institutions and adapt to the education system, which remains unchanged (Golubeva, 2011) .

The term "inclusion" generally refers to the process of inclusion, involvement, or entry into something as part of the whole. Concerning education, UNESCO understands inclusion as a process of "addressing and responding to the diversity of needs of all students through participation in learning, culture, and communities and reducing refusal to enroll in schools and exclusion from them" (Guseva, 2010) . Its main goal is to create a free, barrier-free environment in the education and training of people with special needs (Akhmetova, 2013).

The inclusion process involves people with disabilities, cognitive and mental characteristics, representatives of ethnic minorities, persons held in penitentiary institutions, marginal strata of society, HIV-infected, migrant workers, foreign students, people in difficult life situations, gifted individuals, persons with various intellectual and physical disabilities, and others (Alekhina, 2014) . The process of inclusion of children with special educational needs in the general educational environment is called "Inclusive education".

The concept of "inclusive education" was formed from the belief that education is a fundamental human right and that it creates the basis for a more just society. All students have the right to education, regardless of their individual qualities or problems. Inclusion in the broad sense of the word includes not only the sphere of education but also the whole spectrum of social relations: work, communication, entertainment. An accessible and friendly atmosphere should be created everywhere, and barriers to the environment and public consciousness should be overcome. The essence of inclusive education is that children are not created for school, but the school is created for children, i.e. the school should take into account the needs of children, and not children should fit into one or another framework that the school has established.

The problems and prospects associated with inclusive education are actively discussed by both psychologists and teachers. This is confirmed by numerous scientific publications in science (S.V. Alyokhina, T.V. Volosovets, E.N. Kutepova, N.N. Malofeev, I.I. Loshakova, E.R. Yarskaya-Smirnova, I.V. Zadorin, V.I. Mikhalyuk, E.Y. Kolesnikova, E.M. Novikova, A.S. Fedorov (Golubeva, 2011) and Ferguson D.L., Meyer G., Jeanchild L., Juniper L. (Borisova & Prushinsky, 2009). Research by scientists suggests that the first step in organizing a "barrier-free environment" is early recognition of developmental disorders and organized comprehensive care for young children, including psychological, pedagogical, medical, and social measures to prevent the appearance of secondary deviations and increase the chances of special children for full inclusion in the educational environment and social life.

Inclusive education is based on eight principles:

1. The value of a person does not depend on his abilities and achievements.
2. Everyone is capable of feeling and thinking.
3. Everyone has the right to communicate and to be heard.
4. All people need each other.
5. Genuine education can be carried out only in the context of real relationships.

6. All people need the support and friendship of their peers.
7. For all students, making progress may be more about what they can do than what they can't.
8. Diversity enhances all aspects of human life (Azletskaya, 2015).

The fundamental principle of inclusive education is that all people should have the opportunity to study together, regardless of any difficulties along the way or differences in learning ability that they may have. Conditions for the organization of successful education and upbringing of children with disabilities:

1. Creating an adaptive environment that allows for full inclusion and personal self-realization in an educational institution.
2. Creation of appropriate material and technical conditions in a general type educational institution that provides an opportunity for unhindered access of children to the building and premises of the educational institution and the organization of their stay and education in this institution.
3. Education and correction of the development of children with disabilities should be carried out according to educational programs developed based on basic general education programs, taking into account the psychophysical characteristics and capabilities of such students.
4. It is necessary to provide comprehensive psychological and pedagogical support for a child with disabilities throughout the entire period of his/her education in a general educational institution.
5. Special training of the teaching staff of general educational institutions is required following the specifics of educational and correctional work.
6. To ensure the development of educational programs for children with disabilities, it is advisable to introduce additional rates of pedagogical (speech pathologists, speech therapists, teachers, psychologists, social educators, educators, etc.) and medical workers into the staffing of general educational institutions.
7. To ensure the effective inclusion of children with disabilities in general educational institutions, it is important to conduct awareness-raising, explanatory work on issues related to the peculiarities of the educational process for this category of children with all participants in the educational process - students, their parents, teaching staff (Zykova, 2016).

Thus, inclusion, being the leading trend in the development of the education system, should not replace the system of special education as a whole. Coeducation is not opposed to special education but acts as one of its forms. Inclusive education brings together educational systems – general and special, making the border between them permeable. A special child should be able to exercise his right to education in any type of educational institution and receive the necessary specialized assistance and support. Existing barriers include:

- children with special educational needs are often recognized as uneducated;
- most teachers and principals of mass schools do not know enough about the problems of disability and are not ready to include disabled children in the classroom learning process;
- parents of disabled children do not know how to defend the rights of children to education and are afraid of the education system and social support;
- architectural inaccessibility of schools and institutions (Akimova, 2016) .

The tasks of the school in the framework of inclusive education include:

- to create a single psychologically comfortable educational environment for children with different learning opportunities;

- to diagnose the effectiveness of the educational process and socialization of children with disabilities at the time of school education;
- to realize the effectiveness of psychological and pedagogical support of the inclusive practice process through the interaction of such areas of activity as diagnostic and advisory, correctional and developmental, and social and labor;
- to contribute to overcoming possible violations of the emotional and personal sphere through the inclusion of children with disabilities in successful activities;
- gradually increase the motivation of the child based on his interest and through a conscious attitude to positive activities;
- protect and strengthen the physical and mental health of children;
- to ensure the social and labor adaptation of schoolchildren with disabilities;
- to contribute to the change of public consciousness concerning children with disabilities (Ekzhanova, 2010).

"Inclusive" education is the recognition of the value of the differences of all children and their ability to learn, which is conducted in the way that is most suitable for this child (Ermakova, 2017). This is a flexible system that takes into account the needs of all children, not only with developmental problems but also of different ethnic groups, gender, age, and belonging to a particular social group. The learning system adapts to the child, not the child to the system. Benefits are given to all children, and not to any special groups, new approaches to learning are often used, variable educational forms and methods of teaching and upbringing are used, children with special needs can be in a group full time or partially, studying with support and along an individual educational route.

Every year the number of children with disabilities and special needs increases in the world. The relevance of this topic is determined by the issue of inclusive education, which has become increasingly important in recent years. There are them in the Republic of Kazakhstan. Society, the education system, and the parents of such children are faced with the issue of their education. Inclusive education in Kazakhstan is a real opportunity for adequate socialization of children. The spread of the inclusive learning process not only reflects the trends of modern times but also contributes to the realization of the rights of children with disabilities to education. Regardless of social status, and physical and mental abilities, properly organized education in the conditions of inclusion gives every child the opportunity to meet the need for an education adequate to the level of his development. The modern concept of social rehabilitation of a person with disabilities rightly believes that "not only a person with disabilities should change, but also society, which should remove negative attitudes, steps, and narrow doors, as well as routine rules, help people fight illnesses, and not with specialists, and provide everyone with equal opportunities for full participation in various spheres of life and types of social activity.

1.1. Purpose of study

Inclusive education is currently an important step in the development of education not only for children with disabilities but also for the entire educational system and is a natural continuation of the integrated education program and takes into account the created conditions. The main purpose of the experiment is to diagnose the initial level of implementation of inclusive education in a comprehensive school, to influence the development of inclusive education.

2. Materials and methods

2.1. Participants

The subjects of our research are school students. During the experiment, we surveyed teachers.

2.2. Data collection

To achieve the goal, we used the following methods: literature analysis from the point of view of the research problem, synthesis, generalization of pedagogical publications and normative documents, advanced pedagogical experience, study, observation, survey, comparative analysis, experiment, practical work, evaluation of its results, generalization and mathematical processing of the results.

Analyzing various literature and regulatory documents, we can conclude that inclusive education is functioning in our country, but there is not enough pedagogical support from society, the methodological side of this problem has not been fully investigated, and this will have a bad effect on the psychophysical development of children. Advanced pedagogical experience also says this, the whole load is laid on the teacher, and the teacher has been counting every minute for a long time and barely manages to achieve the goal of the lesson even in ordinary groups, and after all, children with disabilities need special support, attention.

The pedagogical observation was carried out to see how children with disabilities will behave, how other students treat them, how many children get knowledge, whether they will possess educational skills, etc.

During the experiment, we surveyed teachers. Answers were received to questions about the organization of classes in a classroom where there is a student with disabilities. And also training in problematic situations was conducted to find out how students treat children with disabilities in such cases.

3. Results

A comparison of the experimental data at the ascertaining stage showed that most of the students do not know how to build contact with children with disabilities, do not want to work together, in general, according to the obtained indicators, it is clear that the communicative competence, interest of children with disabilities is at a low level and this, of course, affects their knowledge, skill, skill, and their psychophysical development.

To change this data, we decided to take advantage of a great opportunity for school and family interactions. In the work of the teacher to establish contacts with the family, we took into account the following points:

- the joint activities of the school with the family should be based on actions and activities aimed at strengthening and enhancing the role of parents;
- trust in the educational capabilities of parents, increasing the level of their pedagogical culture and activity in education;
- pedagogical tact, the inadmissibility of gross interference in the life of the family;
- reliance on the positive qualities of the child, on the strengths of family education.

They also took as a basis such principles of organizing the work of a teacher with parents of children with disabilities as 1) to accept students with disabilities "like any other children in the classroom", 2) to include them in the same activities, although to set different tasks, 3) to involve students in collective forms of learning and group problem solving,

4) use other forms of collective participation of games, joint projects, laboratory, contests, quizzes, knowledge reviews, etc. (Alekhina, 2013).

The main directions of our cooperation with parents were:

- 1) Psychological and pedagogical education of parents (parent universities, conferences, etc.)
- 2) Involvement of parents in the educational process (open days; open lessons and extracurricular activities, etc.)
- 3) Participation of parents in the management of the educational process (participation of class parents in the work of the parent committee, etc.).

The main forms of interaction with parents of children with disabilities are individual, group, and collective work.

3.1. Individual work of a teacher with parents of children with disabilities:

1. To study the family microenvironment of a child with disabilities, it is necessary to conduct diagnostic and analytical work with parents.
2. One of the forms of individual differentiated work with parents is consultations and conversations.
3. Conducting joint classes of a child, a teacher, and a parent, the purpose of which is the active inclusion of parents in the educational process. During classes, parents get acquainted with the requirements for mastering knowledge, see the successes and failures of their child, and look for ways out together.
4. Demonstration to parents of photo/video fragments of classes at school, and holidays to analyze in detail certain stages of education and training.
5. Home video, as a parent's report on working with a child at home (Mitchell, 2011).

3.2. Group and collective forms:

1. Parent lectures, workshops
2. Round table
3. Parent-teacher meeting
4. Joint leisure activities. The participation of children increases the activity of parents at meetings. It can be entertainment, a dramatization of a fairy tale, showing amateur performances, birthday days, etc.
5. Thematic consultations. Joint participation of parents and children in various intellectual, sports, creative competitions and tournaments, joint projects. Parents of children with disabilities can also use the achievements of civilization to communicate with the parent community and with school specialists when organizing open school forums on the school's website and social networks (Perfilieva, Simonova & Prushinsky, 2012).

To identify the dynamics of development, and to determine whether the selected forms and methods of teaching correspond to the level of development of a student with disabilities in an inclusive process, we conducted a comparative analysis of the formation of the latest knowledge, skills, and psychophysical development.

4. Discussions

Inclusive education is a priority direction of the state educational policy today. And the main task of inclusive education is not only the maximum development of the personality of each pupil but also the formation of its readiness for further development (NG, 2017; Stambekova et al., 2021). The main functions of inclusion are social adaptation, correction, and rehabilitation of the child, as well as the involvement of the family in the educational space of the school.

One of the social functions of the family is the upbringing and development of children and the socialization of the younger generation. The educational potential of the family, first of all, includes the family microenvironment, and the lifestyle of the family as a whole. But very often all stereotypes collapse and families raising a child with disabilities find themselves in particularly difficult conditions. The difficulties that a family constantly experiences when there is a child with disabilities are significantly different from the daily worries that a family lives with, raising a normally developing child (Chan, Lam, Law, & Cheung, 2018).

There is no doubt that an inclusive educational environment is formed by a teacher, and not just by a teacher, but by a whole team - the school team, but the child's parents who participate in cooperation also play an important role (Koskela et al., 2020). Inclusive technologies are based on special correctional and educational approaches, methods, and programs, as well as traditional methods of work adapted for children with developmental disabilities. The most important criterion for the selection and implementation of inclusive technologies is their applicability and usefulness both for working with children with developmental disabilities and for working with usually developing children.

Undoubtedly, an inclusive educational environment is formed by qualified specialists of the school - a team, but an important role belongs to parents involved in cooperation. The implementation of the inclusion process takes place in the context of the implementation of individual correctional and developmental programs for children with disabilities. Parents can also be allowed to participate in the development, coordination, and approval of an individual program for their child, discussion of the child's problems within the framework of a psychological, medical, and pedagogical council (Kurt, Kurt & Ülger, 2022).

Thus, families raising children with disabilities require targeted professional assistance (Toseeb et al., 2020). In the conditions of inclusive education, it is necessary to work on the formation of an active life position among parents in overcoming the difficulties of the child's development and communication with him; to improve the legal, pedagogical competence of parents; to organize joint activities of the school and parents to strengthen the health of children; to promote the optimization of relations between the family raising a child with disabilities and society. Only productive interaction between the school and the family will contribute to the restoration of the psychophysical and social status of a child with disabilities, their achievement of material independence, and social adaptation.

5. Conclusion

This work allows us to draw certain conclusions:

- 1) in inclusive education, passing the stages of correctional and developmental activities accompanied by specialists increases the activity and competence of parents in interacting with the child;
- 2) parents need to form an awareness that their active actions, responsibility, and involvement in support are important conditions for the development of the child;

3) as a result of the work, there is a positive dynamics in the views of parents about the potential of the child, there is an increase in the competence of parents in providing appropriate assistance to their child;

4) the results obtained make it possible to carry out further work in the right direction on the formation and improvement of the level of competence of parents in their productive interaction both with their child and with the school staff as a whole, on mental and psychophysical development.

Thus, an increase in the effectiveness of the formation of knowledge, skills, and psychophysical development of children with disabilities in the process of education and upbringing is possible with a cohesive interaction of the school with parents. The results of the experiment confirmed the assumption that the interaction of school and family contributes to achieving the highest result and increasing the level of formation of knowledge, skills, skills, and psychophysical development of children with disabilities.

In conclusion, it should be emphasized that building a system of interaction, communication, and cooperation with the family of a child with an OOP in inclusive education is one of the important conditions for the success of his education, development, and socialization.

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