

**INCLUSIVE EDUCATION AT THE UNIVERSITY:
CONSTRUCTION OF SOCIAL SPACE**

*Alevtina V. Starshinova*¹, *Svetlana Pankova*²,
*Lyudmila Lesina*³, *Olga Shorokhova*⁴

¹Ural Federal University, Ekaterinburg, Russia,
e-mail: a.v.starshinova@urfu.ru
ORCID ID: 0000-0001-8804-5681

²Ural Federal University, Ekaterinburg, Russia, e-mail: s.n.pankova@urfu.ru
ORCID ID: 0000-0002-3210-5486

³Ural Federal University, Ekaterinburg, Russia, e-mail: llesina@yandex.ru

⁴Ural Federal University, Ekaterinburg, Russia,
e-mail: shoroxova.olga@mail.ru

Abstract. The research explores the mechanisms that could solve the problem of inclusion from the perspective of the socio-cultural aspect. The purpose of this study is to justify the study of inclusive education emerging as a system of social values and actions that are able to form patterns of anti-stigmatizing social interaction.

Research based on Sociological survey of university students using Google forms and personal questioning (145 students of the Ural Federal University, 2018).

Main results of the research showed positive students' attitudes towards the idea of inclusive education. It was explored that the conditions of inclusive education are not enough developed. More than half of the students are not aware of the fact that people with disabilities study with them. And students with disabilities are not ready to inform their fellow students about their features. The main negative factor of inclusive education is the underdevelopment of the accessible environment for people with disabilities. This problem in society is not discussed enough. Healthy people create a barrier, preventing communication with people with disabilities. According to students, it is necessary to create conditions of accessibility. Sometimes, students with disabilities create such barriers. More than half of the students are ready to help students with disabilities in the event of possible communication with them. Inclusive education is a positive value for students without disabilities. Inclusive education also is a positive value for students with disabilities. The usefulness of inclusive education is that students with disabilities can feel like usual people and it develops their personality. Students think that their attitudes are likely to change in the process of developing inclusive education; the development of social qualities associated with the construction of socially positive

communication, helping social environment, based on humanistic values. Inclusive education means for students developing respectful attitude towards other people, tolerance, empathy, responsiveness, benevolence, self-determination. Most students believe that co-education will influence their future activities. More than half of the students think that inclusive education will lead to the development of communication skills. Two thirds of the students say that this will help people with disabilities to feel like ordinary people.

The main value of inclusive education is to satisfy the need of students to be social. This is expressed through the actualization of the need to be helpful, to be merciful and to take care of others. There is indirectly and individual interest, which consists in taking care of yourself, about your health and the development of your own personality, the ability to communicate. Social interest as a mechanism for the development of an inclusive environment is more important.

Inclusive education as social exchange, which makes experience useful for all students, could create culture and social mechanisms of developing positive anti-stigma social environment. This means the creation of conditions for the development of students' personal potential, including the development of their stress tolerance and resilience, promising is the creation of conditions for professional development, promising is the creation of conditions for professional.

As the future perspectives, values inclusive education at the university will help to develop of social responsibility of the university causing macro social changes of attitudes toward people with disability.

Keywords: Inclusive education, University, anti-stigma, culture and social mechanisms, social exchange

Introduction

165 students with disabilities studied at the university in 2018. Currently, the number of students with disabilities studying at the university is increasing. At the same time, students who have successfully completed their studies are less than half.

Russian researchers are exploring the conditions of physical accessibility, the education of university teachers. They have studied of the qualitative characteristics of inclusive educational environment, which involves support that promotes the self-improvement of students with disabilities (Zorina, E.E., 2018); student support system: counseling, information, etc. (Denisova, O.A. & Lekhanova, O.I., 2017.); model of social and psychological support to the student in the learning process (Osmuk, L.A., Degtyaryova, V.V. & Zhdanova, I.V. 2017); conditions for self-realization

of students with disabilities (Osmuk, L.A., 2018.); socio-psychological environment, which includes the levels of qualitative changes of the inclusive environment: systemic, organizational, group and individual levels (Alyohina, S.V., 2015); problems of implementing the ideology of inclusive education in practice (Alekhina, S.V., 2016). The study and improvement of the inclusive environment is hampered by the lack of resources to monitor and analyze the situation of students learning in universities (Arzhanykh, E.V., 2017).

Our research continues to explore the mechanisms that could solve the problem of inclusion from the perspective of the socio-cultural aspect. Social mechanisms that reduce stigma would contribute to the development of an accessible educational environment based on an understanding of it as a social system that is characterized by the ability to co-organize and change itself. The basis of this mechanism is the system of values that constructs a specific socio-cultural sample.

Purpose of the study

The purpose of this study is to justify the study of inclusive education emerging as a system of social values and actions that are able to form patterns of anti-stigmatizing social interaction.

Methodology

Sociological survey of university students using Google forms and personal questioning. (146 students of the Ural Federal University, 2018).

Results / Findings

Attitude towards the idea of inclusive education. Most students show a positive attitude (83.5%). A small part of students is negatively disposed towards co-education with students with disabilities (11.1%).

Opinion on the conditions of inclusive education. The majority of students believe that there is no reason to believe that the university has created all the conditions for learning of people with disabilities. They believe that they are absolutely not created (51.7%), probably not created (32.4%), probably created (8.3%), fully created (4.1%), could not answer (4.1%).

Opinion on what conditions need to be created. According to students, an accessible environment should be created (89%); advanced training of teachers should be organized (57.9%); trainings should be conducted for students about the features of interaction with people with disabilities (45.5%); conduct communication trainings for students (36.6%); organize common events (35.9%); conducting online courses (24.1%).

Students' willingness to recognize the fact of co-education with students with disabilities. Half of the students are not aware of the fact that people with disabilities study with them (65.5%). But it is more likely that people

with disabilities themselves are in most cases not ready to inform their fellow students about their features.

The main factors hindering the development of inclusive education. The main negative factor of inclusive education is the underdevelopment of the accessible environment for people with disabilities (79.3%). This problem in society is not discussed enough (42.0%). Healthy people create a barrier, preventing communication with people with disabilities (37.9%). Students with disabilities create such barriers (17.9%).

First of all, problems are formed by society objectively, as physical barriers. Secondly, the problem is ignored by society; healthy people are fenced off, first of all. To a lesser extent, students see the reason for the fact that people with disabilities themselves are to blame. Students understand the causes that are the source of problems and determine the systemic and objective causes that are easier to change than the characteristics of the disabled themselves. This confirms the trend towards the formation of a tolerant environment.

What conditions need to be created? According to students, it is necessary to create conditions of accessibility (89.0%), improve the qualifications of teachers (57.9%), conduct trainings with students on how to interact with students with persons with disabilities (45.5%), conduct communication trainings (36.6), conduct joint activities (35.9%), conduct online courses (24.1%).

The development of helping environment. More than half of the students are ready to help students with disabilities in the event of possible communication with them (64.8%). Probably, they will be helped by a quarter of the students (25.5%). It is likely that about one-twentieth of the students surveyed will not help (5.5%). Less than one percent of students refuse to help (0.7%).

Inclusive education is a positive value for students without disabilities. Inclusive education is valuable for healthy students (28.3%), rather useful (42.1%), rather not (13.1%), not (4.8%). The environment that includes people with disabilities is positive for people who do not have disabilities. This fact characterizes the development of the mechanism of social exchange, which becomes a factor that makes it possible to change the social environment. Education with people with disabilities can be valuable for students, since it satisfies the need for compassion in the majority of the students surveyed (61.4%); Contributes to the formation of care about their own health (43.4%); Promotes self-development, communication skills (42.8%); Increases the value of life (40.7%); Teaches to be merciful (38.6%); It helps to understand the problems of loved ones (12.4%).

Inclusive education is a positive value for students with disabilities.

Inclusive education is useful, according to students and for people with disabilities (46.2%), probably yes (42.1%), probably not (4.8%). This is the second part of the exchange, which forms certain expectations in relation to the needs for it from the person of the disabled.

The usefulness of inclusive education is that students with disabilities can feel like usual people (79.3%); Develops personality (60.7%); character (22.8%). Joint training expands the circle of friends (51.7%). It develops their communication skills (51.7%). It allows seeing to students with disabilities that the world is more multifaceted (39.3%). The importance of persons with disabilities lies in the development of their social resources and personality as a social subject.

Students' willingness to change. Students think that their attitudes are likely to change in the process of developing inclusive education (42.0%). A quarter of students think that they are changing (26.2%). Just over one tenth think they are likely to be able to avoid names (13.1%). And less than one tenth are not willing to change (8.3%).

The development of social qualities associated with the construction of socially positive communication, helping social environment, based on humanistic values. Cooperative learning means developing respectful attitude towards other people (73.1%), tolerance (57.9%), empathy (53.1%), responsiveness (49.0%), benevolence (40.7%), self-determination (12.4%).

Will co-education affect students' future activities? Most students believe that co-education will influence their future activities. Approximately one fifth of the students are confident that this experience will affect future activities (21.4%). Approximately one third of people think that they can influence their future activities (29.7%). One fifth thinks it is not likely to be affected (22.8%). And more than one tenth of the students think that they will not be affected (14.5%).

How will collaborative learning experiences affect future activities of students without disabilities? More than half of the students think that this will lead to the development of communication skills (55.4%). Nearly half of students believe that this will affect their attitude towards health (48.2%). More than one third of students think that this will affect the future process of adaptation to new conditions (39.8%). Less than one tenth of the students think that they will not be affected (6%).

How will collaborative learning experiences affect future activities of students with disabilities? Two thirds of the students say that this will help people with disabilities to feel like ordinary people (77.9%). Almost as many students think that this will contribute to adaptation (72.1%). More than half of students believe that the level of communication skills will

increase (57%). Half of the students think that students with disabilities will trust other people more (51.2%). No one believes that joint experience will be useless for people with disabilities.

Conclusion / Discussion

The main value of inclusive education is to satisfy the need of students to be social. This is expressed through the actualization of the need to be helpful, to be merciful and to take care of others. In addition, there is indirectly and individual interest, which consists in taking care of yourself, about your health and the development of your own personality, the ability to communicate. Social interest as a mechanism for the development of an inclusive environment is more important.

Inclusive education as social exchange could create culture and social mechanisms of developing positive anti-stigma social environment. This means the creation of conditions for the development of students' personal potential, including the development of their stress tolerance and resilience (Aysmontas, B.B. and Odincova, M.A., 2018), promising is the creation of conditions for professional development (Bayramov, V.D., Bonkalo, T.I., Raidugin, D.S. and Voevodina, E.V., 2018). For the development of a culture of inclusive education, it is important to study the factors contributing to its strengthening among teachers (Efimova, G.Z., Volosnikova, L.M. and Ogorodnova, O.V., 2018), special training programs for teachers (Rabi, N.M., Ghazali, N.H.C.M., Rohaizad, N.A.A. and Zulkefli, M.Y., 2018), development of adapted educational programs. (Yegorov, I.N. and Panfilov, A.N., 2017) educational conditions that take into account various nosologies (Melnik, Y.V., Panyukova, S.V., Saitgalieva, G.G. and Serebryannikova, O.A., 2017).

As the future perspectives, values of inclusive education at the university will help to develop social responsibility of the university causing macro social changes of attitudes toward people with disability (Goryunova, L.V., Guterman, L.A., Kirik, V.A. and Romashevskaya, E.S., 2017).

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