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## **HUMANIZATION OF SOCIETY THROUGH INCLUSIVE EDUCATION**

**Annotation.** This article is about implementation of inclusive education for people with limited physical abilities (disabled people). Features of this education and conditions to create a "barrier-free environment" at the university are shown here. The number of KazNU students with limited developmental abilities was recorded.

**Key words:** inclusive education, students with limited developmental abilities, disabled person, accessible environment, universities.

**Disabled person** is a person, who has health problems with a stable disorganization of the organism's functions, leading to a limitation of life and causing the need insocial protection.

**Inclusive education**—is providing an equal access to education for all students, considering the diversity of special educational needs and individual opportunities.

### **Introduction**

In the modern educational sphere, the humanism of higher schools has led to the change in attitude towards higher education of people with limited physical abilities. However, the implementation of disabled people's rights to higher education has a lot of problems related not only to the reform of the education system as a whole, but also to the social policy towards disabled people, that is, the level of tolerance of society to people with disabilities.

First of all, it is necessary to rely on normative and legal documents that make possible the introduction of inclusive education in the system of higher education of the Republic of Kazakhstan.

The law "On Education in RK" defines inclusive education, as "providing an equal access to education for all students, considering the diversity of special educational needs and individual opportunities." [1]. For the first time in the history of Independent Kazakhstan the mechanisms for the development of inclusive education in the country was introduced in "State Program for the Development of Education for 2011-2020", which was adopted in 2011 [2]. Such education implies the involvement of children and adults with disabilities in the general educational process on an equal basis with other people.

Despite the positive changes in the attitude to disabled people in Kazakhstan in recent years, there are significant socio-psychological and personal barriers between disabled people and university teachers, who do not have special training for working in inclusive groups. Pedagogical practice shows that during spontaneous integration of students with limited physical abilities into the ordinary university, tolerance as a social norm is not assimilated by all teachers of a higher educational institution. Thus, a purposeful work is needed in order to create an adequate image of a student with disabilities in a modern educational society. Society care about invalids is an indicator of its cultural and social development, moral health, and the humanization of society through inclusive education.

The Republic of Kazakhstan signed the Law "On Ratification of the Convention on the rights of disabled people" from February 20, 2015, No. 288-V of the SAM, where the objective of the Convention is "to implement, protect and provide disabled people with equal fundamental human rights and freedoms, as well as a to call for respect for their congenital Merits". The Convention entered into force on 21 May 2015 [3].

Guarantees of the children rights to receive education are written in the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan “On the Rights of the Child in the Republic of Kazakhstan”, “On Education”, “State Program for the Development of Education for 2011-2020”, “On Social and Medical Pedagogical Corrective Support for Children with disabilities ”, " On the social protection of disabled people in the Republic of Kazakhstan ", " On special social services ", " On architectural, town-planning and construction activities in the Republic of Kazakhstan "[4].

Inclusive education is introduced into the educational institutions of Republic of Kazakhstan in order to create conditions for obtaining high quality education without discrimination of invalids, to correct developmental disabilities and social adaptation on the basis of special pedagogical approaches and training methods.

The special conditions must be created for the organization of inclusive education in higher educational institutions, such as "the use of special educational programs and methods of teaching, special textbooks, teaching aids and didactic materials, special technical means of training, the provision of assistant services, providing students with the necessary technical help, carrying out group and individual corrective classes, without which it is impossible or difficult to understand the educational programs. In addition, one of the important conditions of inclusive education is creating “Barrier-free environment”, that is, the creation of conditions for the movement of disabled people: a tactful path, ramps, elevators equipped with Braille, etc. Inclusive education in high education system as a process of joint education, development and upbringing of people with disabilities in development means changing educational conditions in institutions and changing orientations for the needs of each student. Major students with disabilities in health cannot master the university program in the established time

Since, they need program based on their specific features and capabilities. An adapted educational program and individual educational plans are regarded as important conditions for successful acquisition of education by persons with IRA and disability. The need for this is written down in the Law on Education and is introduced in higher education institutions, which facilitates the transition to inclusive education and enables students to study with different needs by increasing the terms of instruction and reducing the training load. Such forms of education as distance education, external studies, meet these requirements and are effective for students with disabilities.

It is necessary to have appropriate technical equipment in order to train students with special educational needs. In modern conditions, the educational process in educational institutions is carried out using visual, audio and information-communicative technical means, of which the most commonly used are diaprojectors, cameras, tape recorders, record players, music centers, video tape recorders, televisions, video cameras, multimedia projectors and computers with various applied Software. Technical means of education are a source of information, which increase the degree of visibility, most fully meet the learning needs of students and make available educational material for all categories of students. To work with methodological and educational literature, it is important to organize an accessible network of electronic resources, create an electronic library, work on a computer with educational books allows you to perceive and process material, to study a large amount of necessary information. Simultaneously with the use of these technical means, universities create and implement special conditions and opportunities for physical exercise and sports.

Currently, 76 students with limited development opportunities related to various groups of disabilities such as visual impairment, blindness, hearing impairment, musculoskeletal disorders and other somatic diseases are studying at the Kazakh national university named after al-Farabi. According to the results of the survey of students, it was found out that in educational and social facilities of the university, such as a dining room, library, polyclinic do not provide immediate service for students with disabilities, and in winter the road between educational and social buildings is often slippery and unsuitable for the movement of students with disabilities .

At the University of al-Farabi, the implementation of the use of adaptive physical culture and sports for people with limited health opportunities and disability has begun. The plan for the work of the Department of Physical Culture and Sports, as well as projects for the inclusion of inclusive education in the field of FC & S were developed. Groups have been created for classes with students with limited health opportunities. Students with disabilities have already started attending the section on sports. The experience of leading foreign educational institutions such as Italy, France, Russia is being studied. Foreign and domestic experience in the implementation of inclusive education in higher education shows that the first and main thing in the implementation of inclusive education is the training and reorientation of changes in the relations of teachers and staff of higher educational institutions willingness to provide support and assistance to persons with limited health opportunities and disability in the educational process. However, at the present time teachers do not have fully formed competences for working with students who have physical deviations in development. For the preparation of PPP, it is necessary to develop courses in skills for working with students of this category, but at the present time such retraining is not conducted. Currently, the training in the training group of students with disabilities is a special case and the teacher has to adapt himself to the educational needs of the student of this category. With the introduction of special retraining of faculty to work with students with physical disabilities, teachers could be qualified to solve educational problems, explain educational material and establish contact with the student.

At the present stage of implementing inclusive education, it is important to take into account the psychological characteristics of students with disabilities and the barriers that arise with inclusive education. Starting from income for people with disabilities and disabilities in higher education. The process of passing special adaptation is very important. Adaptation to the conditions of the university can be carried out in various forms: their inclusion in cultural programs, excursions, the creation of clubs for communication of students with disabilities. When enrolling in a university, students with disabilities should also be active, they should get used to the new conditions, to the workload, to the team and to the teachers themselves. The study showed that the present special conditions for the adaptation of students with limited health opportunities and disability in KazNU do not fully meet the requirements.

The study showed that at present special conditions for the adaptation of students with IRD and disability in KazNU do not fully meet the requirements. Also not at the proper level is the educational work among students on the issues of joint education and support for students with special needs.

The study of the state of the creation of the "barrier-free environment" in KazNU showed that the ramps were installed in libraries, in dormitories № 1 the Faculty of Physics and Technology, № 13 the Faculty of Chemistry and Chemical Technology, № 14 the International Relations and Oriental Studies, № 15 the Faculty of Journalism, at the entrance of the main building of the administration, On the main paths of the academic buildings of the Faculty of Chemistry and Chemical Technology, the Faculty of Mechanics and Mathematics and the Faculty of Physics and Technology, and at the entrance of the large halls of the Faculty of Chemistry and Chemical Technology and the Faculty of Mechanics and Mathematics. Parking lots equipped with a special sign for parking disabled cars are available on the sports complex, in front of the buildings of the faculties of chemistry and chemical technology, the Faculty of Mechanics and Mathematics.

Elevators are installed in 9-storey dormitories, such as the houses of students of faculties № 15 of journalism, № 16 of the Higher School of Economics, № 17 of Philology and World Languages, № 18 of the Faculty of Law, also in the buildings of the main library, the administration and buildings of the Faculty of International Relations and Oriental Studies.

The Kazakh National University named after al-Farabi fully supports and creates the necessary conditions for obtaining higher education by people with disabilities.

In 2016-2017 academic year, the quantitative composition of the first year students with limited development opportunities, who are studying in KazNU named after al-Farabi, is

determined. A survey was conducted among 18 students of the first year. Following the results of the questionnaire, the following results were obtained: out of 18 students of the first year alone, 14 students study independently at home, and 4 students are not involved in physical education.

The total number of students with disabilities in the university is 76, of which 26 are boys (34.2%), 50 girls (65.8%); 13 students are enrolled in the Faculty of Physics and Technology, 10 in the Higher School of Economics and Business, 8 in Geography and Nature Management and Philosophy and Political Science, 5 in Biology and Biotechnology, 6 in Journalism and Mechanics and Mathematics, Legal faculties of 2, internationally - 7 students and 3 students in the Faculty of Oriental Studies.

### **Conclusions.**

Having considered the conditions for the implementation of inclusive education in KazNU, the following conclusions can be drawn:

1. The legal framework for inclusive education in the RK has been sufficiently developed, in particular, the Law "On Education" gives its precise definition and scope, which facilitates its implementation in all educational organizations of all levels.

2. When implementing inclusive education, it is necessary to take into account the features of the educational program and the direction of training of future specialists.

3. An important condition for the education of persons with HIA and disability is the use of e-learning tools and the availability of distance education in higher education institutions, however, this may be an obstacle to communication and socialization of disabled people in the student environment.

4. Students with special educational needs need an adapted curriculum and curriculum, including individual terms and volume of mastering the academic disciplines.

5. The University of KazNU needs the design and reconstruction of buildings, taking into account the mobile needs of students with disabilities, including provision of ramps, elevators, expansion of doorways, etc.

6. The use of special technical means for organizing the educational process (multimedia devices, hearing aids, Braille textbooks, etc.) is required.

7. Teachers and staff should have the training to communicate with students with HIA and disability, be ready to provide support in the educational process.

8. It is necessary to introduce psychological, pedagogical and physical support for students with disabilities into the university.

9. It is necessary to target higher education institutions to issue and purchase textbooks and manuals for people with disabilities.

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