The Attitude of Participants in the Educational Relations to Students with Disabilities

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Abstract: The trend of inclusive upbringing and education of children with special educational needs and normally developing peers observed in recent years (Sarapulova, 2017) makes it necessary to study the attitude of participants in educational relations towards students with disabilities. The purpose of the study is to conduct diagnostics with teachers, students and their parents to determine the attitude of participants in educational relations towards students with disabilities. Research methods: analysis of scientific literature on the problem under study, quantitative and qualitative analysis of the results of the study of attitudes towards students with disabilities. As an empirical method, a survey of 257 people living in the territory of the Chuvash Republic was used, including 30 teachers of educational organizations, 167 students of various educational organizations and their parents (60 people). Conclusions and recommendations. To determine the attitude of participants in educational relations to students with disabilities, a survey was conducted according to the questionnaires developed by V. I. Trofimova for students, teachers and parents. The conducted research showed the predominance of a positive attitude towards students with disabilities, which indicates a direct inclusive trend both in the system of special education and in the system of general education. Along with this, there is a need for additional work with parents of neurotypical children to develop their tolerant attitude towards students with disabilities. The results of the study can be used in the development of advanced training courses for teachers, the design of educational modules for parents of students.

1 INTRODUCTION

The leading trend of the modern stage of the development of the special education system is the integrated (inclusive) upbringing and education of children with special educational needs and normally developing peers (Sarapulova, 2017). Variable models of co-education involving different levels of integration are being introduced into the practice of educational organizations at all levels. At the same time, the theoretical and empirical analysis of the problem of the attitude of participants in educational relations to students with disabilities remains insufficient.

In accordance with the Federal Law «On Education in the Russian Federation», «participants in educational relations are students, parents (legal representatives) of underage students, teaching staff and their representatives, organizations engaged in educational activities». Based on this, in our study, under the participants of educational relations, we will consider students, their parents and teachers of educational organizations.

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2 PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of the study is to diagnose teachers, students and their parents to determine the attitude of participants in educational relations to students with disabilities. In this research we attempted to find out the existing experience of teachers, students and their parents in communication and cooperation with children with developmental disabilities.

3 LITERATURE REVIEW

The success of joint education of neurotypical (normotypic, normally developing) children and children with disabilities is largely determined by the attitude of all participants in educational relations towards the latter. The analysis of studies aimed at studying the relationship of normally developing children, the parent community and teachers showed that the attention of scientists is directed to the psychological, motivational, professional and inclusive readiness of future and practicing teachers to work with students with disabilities and disabilities (Lyubimov & Terov, 2019; Rostovtseva, Pomazan, Rutts, Ananyev & Bobrik, 2021); tolerant attitude of neurotypical students to students with disabilities and disability (Tikhomirova, 2021, Fahrutdinova, G.Z., Konovalov, I.E. & Boltikov, Y.V., 2017); the attitude of parents to students with disabilities and disabilities (Kozhanov & Kozhanova, 2014; Yurchenko, 2020).

At the same time, despite the fact that the issues of society's attitude to persons with disabilities and disabilities have been considered in the works of many domestic and foreign researchers, it is important to note that inclusive education does not have the main goal only a tolerant attitude. The possibility of obtaining education, understanding of educational needs, the implementation of psychological and pedagogical support for students with disabilities in inclusive education reveal the main ideas of changing the modern paradigm of education.

The problems of interpersonal relations in an inclusive environment: the nature of the images of each other's partners (parents of children with disabilities, healthy inclusion participants and children with disabilities), the consistency of these ideas and their transformation in the process of interaction, the experiences of inclusion participants, the peculiarities of the behavior of inclusion participants, are noted in the work of N.A. Derevyankina (2016). In their works, O.G. Tavstukha and S.V. Maslovskaya (2017) define the professional readiness of a teacher to implement inclusive education. According to the authors, this is a complex of components of professional activity, which includes not only personal readiness, but also value-semantic and proper professional readiness. S.N. Sorokoumova (2010) defines the criteria of a teacher's readiness for inclusive pedagogical practice. According to N.F. Loginova (2019) psychological and pedagogical competence of a teacher includes an emotional attitude to professional activity, psychological and pedagogical knowledge and skills.

4 METHODOLOGY

The research methods are the analysis of scientific literature on the studied problem, quantitative and qualitative analysis of the results of the study of attitudes towards students with disabilities. The questionnaires developed by Trofimova V.I. were used as diagnostic methods. 257 people living in the territory of the Chuvash Republic took part in the survey, including 30 teachers of educational organizations, 167 students of various educational organizations and their parents (60 people).

5 RESULTS

In order to study the attitude of participants in educational relations to students with disabilities in 2022, a study was conducted, including a survey of teachers of educational organizations, students (schoolchildren, students), parents. The study used questionnaires developed by V. I. Trofimova (Trofimova, 2015): «Questionnaire for students», «Questionnaire for teachers», «Questionnaire for parents».

The survey of all categories of respondents included the following questions: «Have you ever met children with developmental disabilities in your life?», «Your attitude towards them?», «Have you had any experience with such children?», «What determines the possibility of acceptance and understanding of people with disabilities in society?», «Do you think the problems of people with disabilities are sufficiently covered in the media?». For each question, several answers were offered with the possibility to specify your own answer if there is none among the proposed ones.

The survey showed a significant proportion of respondents who met with children with disabilities (Figure 1) and had experience of communicating with them (Figure 2).

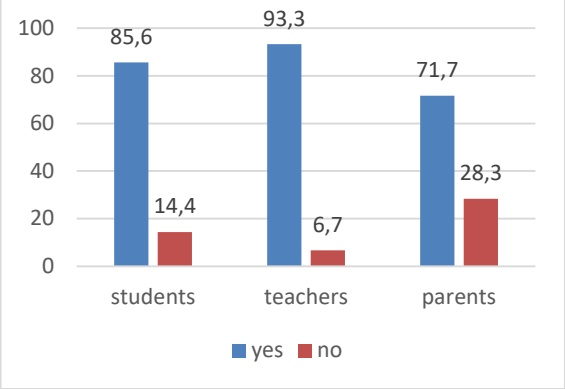

Figure 1: Distribution of answers to the question «Have you ever met children with developmental disabilities in your life?».

The greatest proportion of those who met with children with disabilities was among teachers (93.3%), slightly less among students (85.6%). Among parents, this figure was 71.7%. The data obtained may indicate the representation of children with disabilities in the education system.

The answers received to the question about the feelings experienced during this are interesting: the feeling of pity was most often indicated (65.9% of students, 46.7% of teachers, 31.7% of parents); sympathy was noted by 17.5% of children and 6.7% of teachers (teachers also indicated feelings such as a desire to help – 13.3%, empathy – 6.7%); the most frequently mentioned feeling among parents was «surprise at their perseverance, patience» (46.7%). Among teachers, 6.7% noted a normal attitude towards such children, 6.7% an attitude similar to others, 3.3% a positive attitude, 3.3% indicated that «all children are the same». 1.6% of parents noted that they calmly treat children with disabilities, since their child has developmental disabilities.

While, in general, there are no negative emotions when meeting children with disabilities, there is a certain proportion of children and adults experiencing indifference: 16.6% of students, 6.7% of teachers, 3.3% of parents.

During the survey, the proportion of respondents who had experience with children with developmental disabilities was revealed.

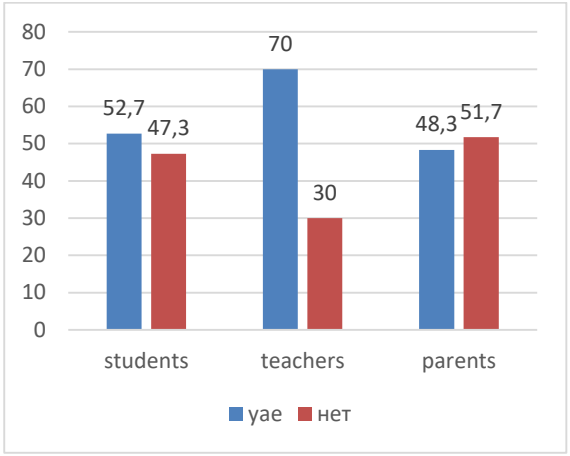

Figure 2. Distribution of answers to the question «Have you had any experience with children with developmental disabilities?»

52.7% of the surveyed students, 70% of teachers and 48.3% of parents have communication experience.

Significant differences in the responses of students and teachers were manifested in the question «What determines the possibility of acceptance and understanding of people with disabilities in society?». If the majority of students (78.4%) considered that it was from the awareness of others (this is also the most common answer among teachers – 60%), then only 2.7% of students chose the answer «from state policy», while 20% of teachers supported this answer. The dependence of acceptance and understanding on «people with disabilities themselves» was indicated by only 3.3% of teachers, and 10.8% of students. In addition to these answers, the students also noted the importance of "education, humanity of people/their cruelty" (8.1%).

In general, similar answers for all groups of respondents were received when answering the question about the sufficiency of coverage of the problems of people with disabilities in the media (Figure 3).

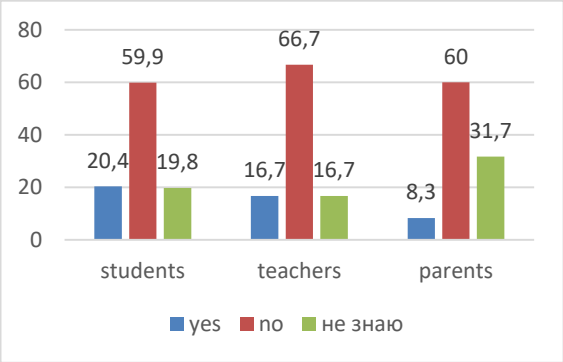

Figure 3: Distribution of answers to the question «Do you think the problems of people with disabilities are sufficiently covered in the media?».

More than half of those who took part in the survey believe that the problems of people with disabilities are not sufficiently covered in the media (59.9% of students, 66.7% of teachers, 60% of parents).

In addition to the questions common to all, the parents' questionnaire included answers to the questions: «Would you allow your son/daughter to be friends with a child who has any disabilities (hearing, vision, movement difficulties, etc.)?», «How would you react to the fact that there will be a class with your son/daughter should a child with any disabilities (speech, hearing, vision, movement) be trained?», «Do you think such children can have any talents (abilities)?», «If in your family (close friends, relatives), as a result of an accident, the child would become disabled what would you do not to deprive him of normal development?», «Do you think there are laws in Russia protecting the rights of disabled people?».

The analysis of the results showed a high level of empathy of the interviewed parents for children with disabilities. So, 91.7% do not see anything wrong in the friendship of their son / daughter with a child who has any violations, more than 90% will calmly react to the appearance of children with disabilities in their child's class, 90% of parents believe that such children may have any talents (abilities).

At the same time, there is a share of parents experiencing certain feelings about the possible friendship of their son/daughter with a child with disabilities: 6.7% of respondents said that they first learn about the child's family. 1.6% will be treated with caution (apprehension), and 1.6% will not allow friends for anything. The same parents consider it impossible for children with disabilities to appear in their son/daughter's class and will ask the administration to remove such a child from the class, they also believe that such children cannot have any talents (abilities).

The question turned out to be difficult: «If in your family (close friends, relatives), as a result of an accident, a child would become disabled, what would you do not to deprive him of normal development?». Parents answered this question with a large number of options (Figure 4).

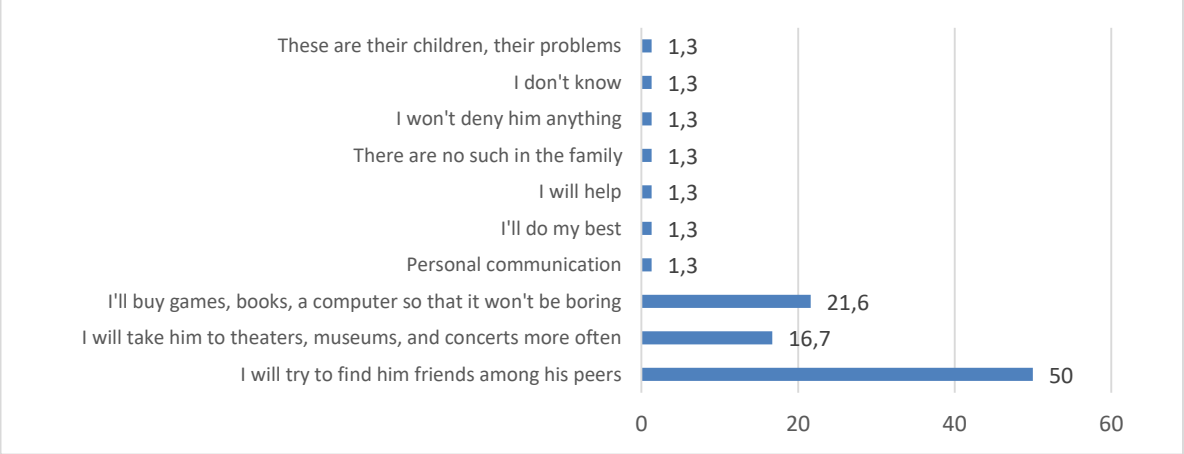

Figure 4: Distribution of answers to the question «If in your family (close friends, relatives), as a result of an accident, a child would become disabled, what would you do not to deprive him of normal development?».

Regarding the laws in the Russian Federation protecting the rights of persons with disabilities, 60% of parents surveyed expressed the opinion that there are such laws, 35% do not know, 5% of parents believe that there are no such laws.

6 DISCUSSION

The study confirms that the attitude towards children with disabilities is largely determined by the existing experience of interacting with them.

V.V. Leonov (2014), N.A. Korosteleva (2012), studying the tolerance of university teachers towards disabled students, came to the conclusion that the low level of tolerance of teachers towards children with disabilities is manifested due to the lack of experience of communication with such children.

Demchuk A.V. (2010), who conducted diagnostics of the level of tolerance and readiness for professional pedagogical activity with children with disabilities among teachers directly working with this category of children, revealed that «the level of professional tolerance for children with disabilities among teachers at the initial stage of their activity was on average or even below average. Only with the acquisition and expansion of the necessary knowledge about disability, the theory and methodology of teaching, upbringing, socialization and rehabilitation, the erasing of social distance and the acquisition of pedagogical experience of interaction with children with limited opportunities, the level of professional tolerance increased».

The basis of a comfortable environment is the creation of a favorable psychological climate in a general education organization, involving the acceptance of a student with disabilities by peers and adults; the creation and reinforcement of a positive image of a child by teachers. The attitude towards students with disabilities acts as an important condition for the readiness of a general education organization to implement inclusion, and the most dangerous source of unfavorable social development of children with disabilities, as pointed out by O.A. Denisova and O.L. Lekhanova (2013), is the unfriendly attitude of others.

7 CONCLUSION

The results of the study showed a different attitude towards students with disabilities from both teachers and parents and students of educational organizations, largely related not only to the age characteristics of those who took part in the survey, but also with their personal experience.

The analysis of the data shows that a positive attitude towards students with disabilities prevails, which indicates a direct inclusive trend both in the special education system and in the general education system. Access to inclusive education, the adoption of regulatory documents regulating the activities of educational organizations, training and retraining of teachers in the education and upbringing of children with disabilities and disabilities have allowed a large number of students with different educational needs to receive the right to education. Along with this, the results of the study showed the need for additional work with parents of neurotypical children to form a tolerant attitude towards students with disabilities.

It should also be noted that the right to education received by children with special educational needs poses the task not of simply providing the opportunity to receive it, but of developing appropriate individual educational programs on the part of the teaching staff of educational organizations, receiving adequate, relevant assistance from teachers.

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