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ON THE ISSUE OF ENHANCING SOCIAL UNITY IN INCLUSIVE EDUCATION

This article discusses inclusive education, being a priority of educational policies of many countries worldwide, is based on international principles and standards. These principles include the humanization of education and the protection of human rights, including the right of every child to receive a quality education. The article outlines these principles and offers insights into their potential for implementation.

To ensure the implementation of inclusive education, a range of international conventions and national legislative acts have been developed. These documents promote the integration of children with special educational needs into general educational settings, such as schools and kindergartens. This approach is known as inclusive education and is a key policy priority in many countries. Efforts are underway to raise awareness among stakeholders about the importance of inclusive education and to support its implementation.

This includes providing training and resources for teachers, parents, and other professionals who work with children with special needs. In order to create a culture of inclusion in educational institutions, conventions are held with teachers, administrators, students, and parents. These conventions focus on inclusivity, the importance of inclusive education, medical and social approaches to disabilities, and the roles of school staff and parents in providing inclusive education. During these conventions, participants discuss how to best support students with special educational needs in mass educational settings, where they can learn and grow alongside their peers. It is important to remember that each child's unique needs must be taken into account when planning their education and upbringing.

The main purpose of this article is to identify general characteristics and dynamics of promoting social cohesion in inclusive education, as well as to emphasize the importance of inclusive education. This purpose involves developing educational programs in accordance with the individual characteristics and needs of students, which includes an educational rationale for this process; eliminating inequality of opportunities in education; unlocking

the educational potential of students; educating children in fair and equal conditions.

Introduction. The modern educational system imposes different requirements, one of which is the purposeful development of a well-rounded individual. In pedagogical science, an individuum is declared as the main value of society, and the task of education is to provide a humanistic approach to teaching and fostering the individual. This involves various approaches, methods, and strategies to create favourable conditions for student self-development. Education can help individuals realize their true potential, enrich their lives, and determine their social role in the world. Inclusive education is also conducive to this.

Inclusive education is a process that aims to make general education accessible to everyone and adapt it to diverse needs of learners. This includes pupils with special needs, such as those with disabilities. Inclusive education ensures that all children, regardless of their abilities or background, have the opportunity to participate fully in the educational process.

Materials and methods. Numerous research has focused on this problem (Inclusive Education in Azerbaijan, 2023; Jabbarli, Abdullayeva, 2022; Interview, 2024; Inclusive Education for the 21st Century, 2023; etc.]. In this paper, we refer more to the research of the authors of the current period. The methodological basis of the study is the works of mainly Azerbaijani and English scientists dealing with the issue under investigation. This article employs the methods of visual and practical analysis, comparative analysis, comparison and systematization of empirical and theoretical data.

The main purpose of the article is to determine the general characteristics and dynamics of stimulating social unity in inclusive education.

The problem statement. Inclusive education is a system that provides equal opportunities for all learners, regardless of their physical, intellectual, or ethnic chara-?teristics. It aims to create a learning environment where all students can learn together and receive a common education. The developed countries around the world are engaged in the implementation of this approach.

The educational system plays a crucial role in creating an inclusive learning environment. It is necessary to humanize the educational process and focus on each child's unique abilities and needs. By providing a supportive and inclusive environment, we can help each child reach their full potential.Teachers are expected to organize all activities, taking into account the needs of students with normal development and those who require special care. They collaborate with other professionals and organizations to create programs for all students that best meet their individual needs. Inclusive education is not only for people with disabilities, but also for students from low-income backgrounds and those with special educational needs, such as those with different first languages or from diverse socio-cultural backgrounds.

The socio-cultural environment designed for students with special needs is an important part of their development. It prov?-des an opportunity for self-discovery and self-expression, as well as the accumulation of personal experiences. A special rehab-?litation space is created to support the optimal growth and development of these students.

There are some special educational pro?-ams for the introduction of inclusion into the practice of social equality. These programs are, on the one hand, an element of social protection for children with special needs and provide them with an opportunity for simultaneous treatment and education. However, on the other hand, by separating children with disabilities in specialized boarding schools, these programs contribute to the reproduction of the current social structure, where people may subsequently occupy marginalized positions.

As a result, such exclusion limits the chances for full social integration.The most significant factor is the value of social acceptance and inclusion. The issue of integrating people with disabilities into the educational system is of particular signi-?icance, as a certain attitude towards this issue has already developed within the academic community. Currently, what is being emphasized is not so much the justi-?ication for the importance of inclusive education as the need for dialogue between academic research and practical experience in the field, regarding challenges and prospects, opportunities and obstacles to inclusion. A pressing issue is the creation of an inclusive environment and the development of innovative learning techn-?logies.

The first and foremost requirement for modern education is that it should be humanistic and centered on the individual, with every person valued as an individual. This approach ensures that various forms and methods of teaching, as well as educa-

?ional technologies, are designed to create the most favorable conditions for the successful adaptation and development of each child.

In many countries of the world, children with special needs study with their peers in secondary schools and go to kindergartens. The development of inclusive education is one of the main priorities of the educational policy of many countries of the world and is generally aimed at adapting the education system of any country to international principles and standards. If socialization is a natural process for an ordinary child, then for a "special" child, immersion in society is a painstaking endeavour, a process the result of which completely depends on the conditions that adults create for this. The implementation of an inclusive approach in education leaves an imprint on the entire pedagogical process, introduces definite new formations into the functional purpose of teaching and upbringing, methods, means, and techniques of their execution.

As in many countries of the world, there are children with physical and mental disabilities in Azerbaijan. The reason for the increase in the number of such children may be genetic abilities, environmental damage, lifestyle difficulties, alcohol consumption, bad habits, etc.

Despite the adoption of legislation in Azerbaijan that promotes inclusive education, there are still provisions in many regulatory legal acts that support traditional education. This is indicated by the fact that educational legislation continues to support separate education, including the preparation of different types of educational programs, the development of separate educational standards for general and special education, and the establishment of different types of educational institutions tailored to the needs and abilities of children.

In Azerbaijan, the implementation of inclusive education is ensured within the framework of relevant legislation. Article 5 of the Law of the Republic of Azerbaijan "On Education" guarantees that every citizen, regardless of health status, has the opportunity to receive education and does not discriminate. In addition, the "State Program for the Development of inclusive education for persons with Disabilities in the Republic of Azerbaijan for 2018–2024" is aimed at ensuring the right of persons with disabilities to education on an equal basis with others at all levels of education and creating a barrier-free environment for their education. The document entitled "Regulations on the organization of inclusive education", approved in February 2023, regulates issues related to the

organization of inclusive education in general education institutions (Inclusive Education in Azerbaijan, 2023). The conditions of the inclusive education process are as follows (Eminova, 2021, p. 87):

– increasing the level of participation of each student in the educational and social life of the school;

– children with disabilities should not be isolated from the processes taking place inside the school;

– improvement of the relevant rules and regulations, taking into account the individual characteristics and needs of each student;

– understanding the importance of child-oriented pedagogy in the implementation of inclusive education and taking into account such major features as:

– useful learning opportunities;
– awareness that all children learn in different ways, and catering to the teaching style to this;
– studying together;
– creating learning opportunities attractive and accessible to all.

A lot depends on the teacher in implementing the principles of inclusive education. In general, teachers involved in the organization of the educational process should approach the process so that all students in the class can acquire knowledge. At the same time, it does not depend on their abilities and special needs. Teachers can create such conditions that every student can reveal their talents and show their strengths. Both are different, the approach to such children with disabilities at school, and the attitude towards such children in the family. To take this into consideration, it is necessary to study the relationship of such a child with their sibling relatives, and other family members (Jabbarli, Abdullayeva, 2022, p. 45).

Besides, it is worth noting that in the process of inclusive education, the teacher is faced with the task of teaching all students equally, ensuring their co-education. Of course, this is a very difficult process, because in this topical process, all participants face the issue: is there a need for joint training? As it is seen, these participants are teachers, educators, parents, and children. This is the task of inclusive education, the acceptance of all students into the spaces of education, schools. This is the joint work of all participants in this process. That is, every child has the opportunity, the chance to get into this environment. Of course, the teacher should be patient, but the relationships of other participants and classmates should not be forgotten either. They can sometimes be

impatient with children with disabilities who have come to a general education class. Therefore, it is worth involving parents in this issue.

Therefore, according to several opinions, integrating children with various mental and physical abilities into general education institutions may disrupt the learning process and weaken it for other children in the class, as teachers will have to deal with additional challenges. As a result, children with different abilities may experience low self-esteem. However, findings from numerous studies indicate that these perceptions are based on misconceptions rather than sound experience or evidence. In every case, the advantages of inclusion outweigh the disadvantages (Inclusive Education for the 21st Century, 2023).

The organization of teaching students with diverse knowledge and abilities in one classroom (a heterogeneous grouping) is achieved through the implementation of an individualized learning approach tailored to the needs of each student. This is a fundamental principle of pedagogy. Educational provision in inclusive classrooms is tailored not only for students with disabilities, but also for those with low literacy levels, high intellectual ability, and psychological challenges for any reason (Khalafov, 2023, p. 28).

During a conversation of psychological work with teachers in the process of including children with disabilities, you can come to know that a psychological barrier also exists and it concerns primarily fear. This is the fear of the unknown, the fear of harming other participants in this process. That is, there are opinions that inclusivity can cause harm to other students, it can create negative attitudes and prejudices where teachers may feel professionally insecure and psychologically unprepared to work with special children. But we can assume that such problems can be not only for students, but also for teachers, because teachers also have a lot of psychological problems.

A study has been conducted on fundamental research comparing the outcomes of students in inclusive classrooms, where cooperative learning takes place, with those in inclusive classrooms based on the principle of competition, which prioritize individual work. These studies have demonstrated the effectiveness of cooperative learning in promoting the social and academic development of students with special educational needs through the acquisition of knowledge and skills (David, 2020; Inclusive Education for the 21st Century, 2023).

Although it has been demonstrated that inclusive education is being implemented in schools in countries with a developed inclusive education system, students with disabilities still study in a separate resource room adjacent to a regular classroom and engage in the learning process with their peers for a limited amount of time.

An inclusive process in the educational sphere involves, first of all, human relationships. They should accept each other first. Inclusive education is the process of developing general education. It stipulates that education should be accessible to all in terms of meeting the diverse needs of all children. It also ensures that children with special needs receive an education.

Nowadays, inclusive education is understood as a process of teaching children in preschool and secondary schools, which has special requirements. In accordance with the teaching methodology, inclusive education not only prevents any form of discrimination against children, and also provides an opportunity for people with various neurological or mental illnesses to receive quality education and achieve success (Interview, 2024).

There are various programs providing for the organization of modules for the correctional orientation of the educational process. Individual and group classes should be distinguished here. They have a pedagogical and psychological orientation. The number of students with disabilities affects the lesson process. So, if there is even one student, then you have to change the teacher's activity. This means that educational situations are organized in several ways. This includes work carried out in an individual form, which involves mastering the material through various means. Sometimes you can divide a group into subgroups where you can engage with students with disabilities.

Although each teacher can carry out this work individually, it will be productive if they conduct such a lesson together with a psychologist, speech therapist, and social pedagogue, who must distribute responsibilities and pedagogical positions among themselves. In such an arrangement, which is considered a collective way of learning, the leading role belongs to the teacher.

After all, the teacher checks the knowledge himself, explains the logic of completing tasks, and also presents material for a student with disabilities. Teachers consider it their knowledge, skills, and psychological characteristics that make it clear what they are in terms of volume and consistency. Conducting lessons on an individual basis also reveals whether students correctly understand new knowledge and how to present it. Didactic tasks and age characteristics of students play an important role here.

In Azerbaijan, the "Program related to the organization of education for children with special care needs (with disabilities) (2005-2009)" is of particular importance in this regard. According to the program, additional buildings and gyms were built in a number of institutions, major repairs were carried out in a number of institutions, schools of this profile were provided with necessary facilities such as equipment, modern computers, and vehicles. "In accordance with this program, 3 inclusive education projects have been implemented jointly with international organizations, covering 30 educational institutions and more than 100 preschool and school-age children with special needs" (Ahmadov, 2010, p. 100). Amenably to a number of experts, for effective and efficient management, and optimal implementation of projects in the field of inclusive education, it is necessary to take into account the opinions and assessments of representatives of the current situation, various professional categories and social groups (David, 2020; Eminova, 2021).

The secret to the successful outcome of inclusive education is the principle of continuity in this process. In order for inclusive education to benefit at any stage of learning, inclusive education must be organized at all stages of learning. The first task in this stage is ensuring the "early intervention" measures. When children with intellectual and physical problems (or children with special needs) are involved in inclusive education without undergoing "early intervention" activities, the result is in most cases unsatisfactory. Because when children with intellectual problems are involved in the educational process in secondary schools without receiving proper treatment and initial training, without acquiring primitive knowledge and social skills, they remain confused and cannot benefit effectively from the process. In this case, their adaptation to the environment is delayed. At the same time, not only children in need of special care lose a lot, but also the teacher, who is forced to pay more attention and effort to them, and other students who are sidelined in such an organized learning process (Naghizade, 2019, p. 191).

To take successful steps towards creating an inclusive environment, it is essential to learn how to address challenges. This is not only about addressing the challenges of individual students, but rather, it involves addressing the challenges faced by the entire school community. The theme of inclusivity encompasses the adaptation of the school to the diverse needs of all learners.

Furthermore, within the framework of the efficiency and financial reforms component, measures are being implemented for a financial and budgetary reform, rationalization and strengthening of the material and technical base of schools. Within the framework of the school grants program component, grant projects are being implemented in the direction of creating equal opportunities in general education and applying innovations in schools.

Conclusion. Inclusive education presumes opening up definite opportunities for learners with special needs. According to its content, this education consists of entering society, communication, socialization, and involving children with special needs in education based on deep personal problems. In modern society, in order to involve people with disabilities in an effective educational process, among priority goals are upbringigng and cognitive activities at the public level, shaping public consciousness, an unambiguously positive change in public opinion towards people with disabilities, as well as creating a favorable and safe environment.

We as a society should not show a neutral or passively compassionate attitude towards the adaptation of people with disabilities to education; their full integration into society and education should become the main task of every teacher, psychologist, and in a word, of every person.

Educating students in different types of schools entails huge costs and creates an unnecessary drain on the education budget. Schools must adapt to students, not students to schools. From this perspective, the competency areas of inclusive education can be defined at three levels: knowledge, skills and attitudes. At the knowledge level, teacher competencies include areas of expertise related to having necessary perspectives and resources to implement inclusive education practices. Competencies at the education level embrace skill areas needed to create inclusive learning environments, adapt learning and teaching to reach all children, and assess inclusive development and learning. Finally, attitudinal competencies comprise proficiency needed to demonstrate a positive attitude and disposition towards inclusive education, and to ensure that other education stakeholders have a positive attitude towards the inclusive paradigm.

This article though offers several insights into the understanding of how inclusive education should be implemented in contemporary schools is far from being exhaustive, which suggests implications for further research in this area.

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ПРО СТИМУЛЮВАННЯ СОЦІАЛЬНОЇ ЄДНОСТІ В ІНКЛЮЗИВНІЙ ОСВІТІ

Анотація. Йдеться про інклюзивну освіту, яка базується на міжнародних принципах та стандартах і є пріоритетом освітньої політики багатьох країн світу. Запропоновано розуміння потенціалу цих принципів щодо гуманізації освіти і захисту прав людини, зокрема, права кожної дитини на отримання якісної освіти.

Наголошено на тому, що впровадження інклюзивної освіти засновується на низці міжнародних конвенцій та національних законодавчих актів. Ці документи сприяють інтеграції дітей з особливими освітніми потребами до загальноосвітніх закладів, таких як школи та дитячі садки. Такий підхід є ключовим, пріоритетним у багатьох країнах.

Про важливість інклюзивної освіти та підтримки її впровадження свідчать заходи з підвищення обізнаності зацікавлених сторін, до яких відносяться навчання та ресурси для вчителів, батьків та інших фахівців, що працюють з дітьми з особливими потребами.

З метою розвитку культури інклюзії у навчальних закладах проводяться зустрічі з вчителями, адміністрацією, учнями та батьками. Такі зустрічі зосереджуються на важливості інклюзивної освіти, медичних та соціальних підходах до людей з обмеженими можливостями, а також ролі шкільного персоналу та батьків у забезпеченні інклюзивної освіти. Під час цих зустрічей учасники обговорюють, як краще підтримати учнів з особливими освітніми потребами у масових навчальних закладах, де вони можуть навчатися та розвиватися разом зі своїми однолітками.

Акцентовано увагу на важливості врахування індивідуальних потреб кожної дитини при плануванні навчання та виховання.

Основна мета запропонованої статті полягає у визначення загальних характеристик та динаміки сприяння соціальній згуртованості в інклюзивній освіті, а також наголошенні на важливості інклюзивної освіти у сучасному суспільстві.

Ця мета передбачає розробку освітніх програм з урахуванням індивідуальних особливостей та потреб учнів, програм, що містять освітнє обґрунтування цього процесу і спрямовуються на усунення нерівності освітніх можливостей; розкриття виховного потенціалу учнів; навчання дітей у справедливих та рівних умовах.

Ключові слова: інклюзивна освіта; соціальна єдність; виховання; педагог; батьки; учень.