

Human resources support for inclusive education

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Abstract—An urgent problem of the world community is the inclusion of people with disabilities in the real life of society and the state. Purpose of the article is to reveal the role of tutor and to show the importance of inclusive education in modern society. Inclusive education is one of the directions of the organization of an inclusive society that is socially and politically developed, safe, harmonious, substantial. Inclusive education is a process of development of general education, which implies access to education for all, including people with disabilities. At the heart of inclusive education is an ideology that promotes the elimination of any discrimination against persons with disabilities and ensures equal treatment for all people.

Inclusive education is characterized by special requirements for professional and personal training of the teacher. The effectiveness of inclusive education depends on psychological and pedagogical support of students with disabilities. The tutor can act as a link, to ensure the coordination of teachers, special teachers, psychologists, various specialists at any stage of the educational process. Tutor support is a necessary condition for achieving quality education for children with disabilities. The profession of a tutor in this situation is of particular importance.

Tutor support is one of the necessary and important conditions for quality education for a large category of students with disabilities. Tutor activity in the situation of inclusive education will contribute to a more successful solution of their adaptation in modern society.

Keywords—human resources support, inclusive education, open educational space, tutor, social skills, tutor skills, individual education.

I. INTRODUCTION

In the Russian education system today there are complex processes that reflect the needs of society for human development, the formation of his personal qualities. Understanding the importance of self-realization of the individual (the main goal of any social development) and the subsequent changes in public consciousness served as the basis for the formation of a new paradigm of education, which is based on a fairly new concept: "open education", "inclusive education", gradually moving from scientific to practical categories.

In the modern system of higher education, the existing inclusive ideology is characterized by an understanding of the place and role of a young person with disabilities in society and in the educational space, as well as a strategic resource for the design of a professional educational environment, conditions and mechanisms of obtaining education [1,2].

Recently, there has been an obvious increase in tolerance towards persons with disabilities in Russia. A certain social model of understanding of disability, used by professionals in assessing the existing human health problems, began to be formed. Society has come to realize the discrimination against persons with disabilities that has existed for many years. Today, employers have to take into consideration the needs of people with disabilities and their rights. This is enshrined in law in state documents: Letter No. 150/06 of the Ministry of education and science of the Russian Federation of 18 April 2008 "On creating conditions for the education of children with disabilities and children with disabilities"; Federal law No. 181-FZ of 24 November 1995 "On the social protection of persons with disabilities in the Russian Federation", as well as the UN Convention on the rights of persons with disabilities, etc.

The integration of children with disabilities into the open educational space, implementing the practice of inclusive education, is a trend of our time. It is the focus of public policy in education [3].

II. METHODS

The basis of the research were the works on the availability of higher education for the disabled: M. I. Nikitina (on psychological, pedagogical and medical and social support of disabled people in the educational process) ; E. I. Kazakova, N. I. Nikitina, L. M. Shipitsina (about special educational technologies for persons with disabilities) ; L. P. Khrapylina (about the organization of the process of education in specialized educational institutions of secondary vocational education of persons with disabilities) ; O. S. Andreeva, V. A. Ermolenko (about integration of persons with disabilities by educational means); S. S. Lebedeva (about professional self-determination and career guidance of disabled people) ; E. M. Starobina, S. A. Stetsenko.

To date, there has been an increase in the number of children and adolescents with disabilities. An urgent problem of the world community is the inclusion of people with disabilities in the real life of society and the state. There are about 450 million people with mental and physical disabilities in the world today. Such data are cited by the UN. This is almost a tenth of the world's population. This problem is confirmed by the world health Organization (WHO), the data show that the percentage of people with developmental disabilities reaches the figure of 13 % compared to the total population. There are 200 million children with disabilities in the world. Every year in Russia there are about 50 thousand babies who are recognized as disabled [4].

Inclusive education does not arise on its own. It is one of the directions of the organization of an inclusive society that is socially and politically developed, safe, harmonious, substantial. Inclusive education in its development is not aimed at abandoning the established system of special education. In this case, the question is to find a direction for the development of education towards the realization of the right to education, taking into account the special educational needs of children with disabilities and with disabilities in the community, with children of their age.

Turning to the definition of inclusive education, it should be noted that the term originated from the Latin "include" – I conclude, I include; in the French version "inclusif" – includes. Thus, inclusive education is a process of development of general education, which implies access to education for all, including people with disabilities. At the heart of inclusive education is an ideology that promotes the elimination of any discrimination against persons with disabilities and ensures equal treatment for all people. At the same time, certain conditions should be created for people who need special educational needs.

III. RESULTS

The education system in the developed democratic community today should take into account the individual educational needs of the individual, which include:

- personal success: the need for a full-fledged and all kinds of formation and development of the individual with attention to individual inclinations, interests and abilities;
- social success: the need for a holistic integration of the individual into the social space and full participation in the life of society;
- professional success: the need to develop comprehensive work skills and practical skills, ability and readiness for professional choice.

Domestic practice, taking into account foreign experience, implements a number of approaches to the training of persons with adaptive capabilities, inclusive education is treated as a joint training of students without health problems and students with adaptive capabilities, in which using special techniques established friendly relations in the learning process [5,6].

In the case where the student receives education in full, rather than truncated and facilitated adapted educational

program, there is a question of its competitiveness in the labor market. Consequently, universities should strive to create special conditions under which the educational process will be methodically accompanied by adaptation modules in addition to educational programs.

Inclusive education is characterized by special requirements for professional and personal training of the teacher. Along with the availability of subject and methodological knowledge, skills and abilities, the ability to understand the psychological laws and peculiarities of age and personal development of students in an inclusive education, the ability to implement all kinds of ways of interaction of all subjects of the educational environment becomes crucial.

The effectiveness of inclusive education depends on psychological and pedagogical support of students with disabilities. Based on the approach of M. R. Bityanova, psychological and pedagogical support can be defined as a holistic systemically organized activities that contribute to the creation of socio-psychological and pedagogical conditions for successful learning and psychological development in the educational environment of the emerging personality [7].

The idea of inclusive education is that it is not the child who should be ready to join the education system, but the inclusion of any child is facilitated by the education system itself [8].

Inclusive education is considered as education for everyone in relation to its adaptation to the needs of people with physical disabilities, such education is carried out directly in the relationship: students with disabilities learn different activities, communicate, they are regulated by self-esteem, they gain support, friendship of peers, become more confident in their abilities. They have a worldview, a desire to live and work in a rapidly changing world [9].

Inclusive education is based on the use of certain educational technologies and pedagogical programs that are aimed at the implementation of inclusion. The most important principle of inclusive education is equality in all academic requirements. In this approach, students with disabilities are able to see their realistic image, they develop self-esteem, confidence in their capabilities. Incentives for further training activities in this case can be immersion in educational activities and a sense of success from the process and results. Gradually develop initiative, character, will, ability to. It is possible to develop social skills, collectivism, organizational and leadership qualities. It is important that students with disabilities have the opportunity to make their own and informed professional choice. This creates a situation of equal social opportunities.

In the Federal Law "On education in the Russian Federation" special conditions of education are interpreted as conditions of education, upbringing and development of children, which include the use of special educational programs and methods of organization of educational and educational process, special didactic materials, provision of assistant services, organization and conduct of remedial classes individually and in a group, ensuring visits to organizations that carry out educational activities, which are necessary for the development of educational programs for

children with disabilities. The main component, in our opinion, in this situation is the presence of an assistant, assistant, consultant on inclusive education.

The profession of a tutor in this situation is of particular importance. The tutor can act as a link, to ensure the coordination of teachers, special teachers, psychologists, various specialists at any stage of the educational process. The tutor contributes to the successful inclusion of children with disabilities in the educational environment. That corresponds to the orientation of the Federal State educational standards of the new generation.

Translating from English "Tutor" is "tutor" we see that he is a teacher-mentor, teacher-consultant, home teacher, tutor, giving private lessons, school mentor. The etymology of this word (lat. tueor – care, protect) is associated with such concepts as "defender", "patron", "guardian" [10].

Tutoring as an educational technology goes back many centuries. The main objective of this technology is to support individual education on the basis of awareness of individual goals of education, the choice of appropriate means and forms of education that will be most effective in the situation of conscious specific goals, the development of a long-term education program with monitoring of its productivity and evaluation of subject-significant results [11].

To the consideration of tutoring applied scientists, among which we can call N. Yu. Belyakov, T. M. Kovalev, N. V. Rybalkin, etc., as a result of scientific research has developed a definition of tutor: a teacher-mentor, teacher-consultant; mentor, educator, curator of the student group; the individual scientific supervisor of students, the teacher in the school; individual research Advisor of the student. The study revealed that tutor activity is understood as assistance, support, assistance in self-determination; creation of conditions for search, self-test, etc.; planning and organization of activities of students; organization of independent work; as assistance to the student in the development and use of knowledge in solving educational and life issues [12].

Tutoring is a practice that promotes the construction and implementation of an individual education strategy, taking into account the individual capabilities of the individual, the educational and social environment and the objectives of the main activity. The tutor provides assistance in determining the effectiveness of training through detailed assessment; provides advice on the educational movement; accompanies the individual educational program of the student; promotes feedback and registration of educational initiatives [13].

Tutor support is a necessary condition for achieving quality education for children with disabilities. Tutor activity in the situation of inclusive education can be implemented in the following areas:

- creation of conditions for socialization of students among peers;
- assistance and support in the development of individual educational training route and in the adaptation of individual educational programs;

- creation of a "barrier-free" educational environment [14].

General principles of tutoring should be related to the principles of inclusive education:

- The value of a person does not depend on his abilities and achievements;
- Everyone is able to feel and think;
- All people need each other;
- Real education can only take place in the context of real relationships;
- All people need the support and friendship of their peers;
- For all learners, making progress may be more about what they can do than what they can't;
- Diversity enhances all aspects of human life [15].

It should be noted that not every teacher is able to implement tutor functions when working with students with disabilities. Tutor support in this situation makes special requirements for professional and personal training of a specialist who works in the system of inclusion:

- knowledge and understanding of the features of inclusive education, its difference from traditional forms of education;
- knowledge of psychological laws and features of age and personal development;
- ability to analyze the peculiarities of interaction and interaction of students with disabilities and social environment;
- the ability to implement all kinds of ways of pedagogical interaction between all subjects of the educational environment.

The purpose of tutoring is to successfully include students with disabilities in the educational environment. The implementation of this goal requires a number of tasks:

- it is necessary to create comfortable conditions for finding a student in an educational institution: support of visiting an educational institution, organization of places for work, rest; providing a special regime associated with the temporary organization of the educational environment in accordance with the real possibilities of students.
- cooperation with the teaching staff to create a unified educational environment that provides psychological comfort;
- socialization as the inclusion of students in the educational environment and the formation of positive interpersonal relationships in the team.

In inclusive education, the task of the tutor is to help students with special educational needs to become successful in life, in society. This suggests that the very life of students with disabilities becomes the object of support. Successful implementation of the tasks set before the tutor by the modern education system is inextricably linked and

depends on the competence of the tutor in inclusive education [16,17].

In inclusive education, the tutor must keep the socio-cultural foundations of the educational process, while being a professional in his field. In our opinion, the tutor in inclusive education is a specialist with higher special education in the field of special pedagogy and psychology, having pedagogical experience and practical experience with students with disabilities. It is also important to have a practical understanding of specific areas of activity that are directly related to the education of people with disabilities.

The success of educational activities and its effectiveness depends on the orientation of the tutor's activities on:

- formation of skills of self-control and self-regulation of the psycho-emotional state of students;
- assistance and support to students in identifying and understanding the subject activities in order to solve problems;
- encouraging students to demonstrate the typical abilities;
- creation of a favorable atmosphere for communication within the group of students and beyond.

Moral and ethical qualities of the tutor should also be at a high level. He should have the ability to adequately assess their personal and professional qualities. It is a reflexive and reflexive person who clearly understands and keeps the boundaries of his professional activity.

The above competences are undoubtedly important. However, the tutor, undoubtedly, should have adaptability, stress resistance, communication skills, possess modern information technologies, the choice of methods, tools and tools in solving professional problems, tolerance, flexibility, willingness to help. Tutor is an organizer and planner responsible for quality, self-development, personal growth [18].

IV. CONCLUSION

Thus, a tutor with the above competences in inclusive education is an effective organization and support of the entire learning process. Tutor in inclusive education, taking into account the needs of all participants, contributes to the formation of tolerance and sociability.

Tutor support is one of the necessary and important conditions for quality education for a large category of students with disabilities. Tutor activity in the situation of inclusive education will contribute to a more successful solution of their adaptation in modern society.

The practical implementation of the innovative idea of inclusive education coincided with the development of the open education system. Assessing the potential and importance of the wide spread of open and inclusive education for the development of the entire education system in Russia, we note that open and inclusive education, as part of the General educational system in Russia, can best meet the right of a large majority of the population to education and open up new opportunities for a large part of the population to improve their social status. That is, there is

a much greater opportunity for the realization of the rights of citizens of the country to obtain the necessary level of education and additional prospects for the development of Russian society [19].

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