

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
H. S. Skovoroda Kharkiv National Pedagogical University
SSI "Institute of Education Content Modernization"
University of Lorraine and Catholic Institute of Paris (France)
Mid-West State University – UNICENTRO (Brazil)
University of Manchester (the United Kingdom)
University of Vlore "Ismail Qemali" (Albania)
Northeastern University of Boston (the USA)
Østfold University College (Norway)
Sinop University (Turkey)

CONFERENCE PROCEEDINGS

III International Scientific and
Practical Conference

LEARNING & TEACHING: in the World after the War

Kharkiv,
Ukraine
November 8,
2024



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On the Occasion of the University's 220th Anniversary

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PEER ACCEPTANCE OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE SCHOOL CONTEXT

Purpose. One of the more serious reforms in the last thirty years, in the field of education, is the design and implementation of the inclusive model of education. Numerous theorists, researchers, practitioners, politicians, international organizations, parents of children with developmental disabilities, as well as people with developmental problems themselves have contributed to the conceptualization of inclusion, especially from the nineties of the last century until today. Today, there is no doubt that inclusive education has had a significant impact on the development of the education of children with disabilities and on the development of societies almost all over the world. Although inclusive education refers to all children and youth who, for any reason, encounter obstacles to full participation in school life and who need additional support in education, in this paper we specifically focused on one group of children - students with disabilities the development.

The paper presents an elaboration and evaluation of scientific and professional evidence on the positive effects that inclusive education produces on the inclusion of children with disabilities in the interaction with their typical peers, as well as some specifics of the social interaction between them.

Result(s). Whereas one of the important arguments for the inclusion of students with developmental disabilities in regular school concerns their social development through the establishment and development of social interactions with peers in a natural environment, we have specifically addressed the importance of educators' competencies that are necessary to address the challenges associated with involving students with developmental disabilities in peer interactions, or, more specifically, the importance of competencies for the application of strategies that foster the social acceptance of students with special needs by their peers in the school context.

In order to enable students with developmental disabilities to function successfully socially in the context of inclusive education, it is necessary to continuously develop a favorable psychosocial climate in the grade, for which teachers play the most important role. The research findings show that the psycho-social climate in the inclusive educational context primarily depends on: the attitudes of teachers towards inclusion and children with special educational needs and the ways of promoting them to other participants (typical students, parents, teachers, ...) in the educational process; the appropriateness and richness of methodical approaches to working in an inclusive classroom.

When it comes to the frequency and quality of social interactions of students with developmental disabilities, the following views are confirmed: students with developmental disabilities have a significantly lower number of social interactions than typical peers; their participation in joint activities with peers without disabilities in development is significantly less common; the acceptance

rate of students with developmental disabilities is significantly lower relative to the acceptance rate of typical peers; significantly less often (very rarely) students develop lasting friendships with their classmates; Their socializing takes place mainly in the school space.

But while it is evident that children with developmental disabilities often face problems with the socialization plan, this does not mean that there should be no effort to include these students in regular schools as much as possible. In addition to this finding, several research arguments can be put forward: students with developmental disabilities are more intensively involved in their natural environment – they have the opportunity to make contact with peers more often without developmental disabilities; adopt models of acceptable peer behavior, practice social skills, and advance their social competence. On the other hand, students without developmental disabilities learn to embrace differences, overcome prejudices, mentor and help. They learn to be more tolerant not only of people with developmental disabilities, but of other individuals as well.

Conclusion(s). Therefore, regardless of the numerous obstacles faced by schools in the process of reviving an inclusive model of education, it is justified and possible to encourage, develop and strengthen social interaction between typical students and students with disabilities in their development. Regular schools offer the opportunity for physical proximity and direct contact to diversity. Hence, the pedagogical design of social situations in which students are appropriately directed and instructed in their roles is perhaps the key factor that can determine, in a positive sense, the role of each student.

Justifiably, today the quality of school education is also measured by its inclusiveness, because inclusive education is a social strategy for the development of inclusive societies.