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THE MEANING OF INCLUSION TO A STUDENT WITH SPECIAL LEARNING NEEDS

This article discusses the inclusion theory and outline the benefits and challenges of incorporating inclusion in action in the classroom. Student with special needs must understand school without special needs as much as possible as their peers do. An inclusive school means accepting all students, regardless of gender, race, socio-economic background or need for education. They are reading, contributing, and engaging in all facets of school life. Such students deserve full access to all the tools and social interactions available in the classroom in general education. Most schools ' primary goal is to create a classroom with the least restrictive atmosphere to accommodate all students ' needs, including those with special needs. Most teachers, however, have not been trained how to teach special needs to students. Even with this lack of awareness and training, special needs students are still put in the classrooms of general education yet. Research indicates that teachers in their classroom want students with special needs; though, they are not fully ready to fully address these students ' educational needs.

The ability for teachers to learn more about how to build effective classrooms for inclusion should be granted. The purpose of this study is, therefore, to discuss the different teaching techniques that teachers would use in order to set up classroom for inclusion and the most important strategies of inclusion.

Key words: inclusion philosophy, special learning, inclusive education, strategies, students with special needs

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ЗНАЧЕНИЕ ВКЛЮЧЕНИЯ СТУДЕНТА С ОСОБЫМИ ПОТРЕБНОСТЯМИ В ОБУЧЕНИИ

В этой статье обсуждается теория включения, описываются преимущества и проблемы включения в действие в классе. Студенты с особыми потребностями должны понимать школу без особых потребностей как можно больше, как их сверстники. Инклюзивная школа означает принятие всех учащихся, независимо от пола, расы, социально-экономического положения или потребности в образовании. Они читают, участвуют и участвуют во всех аспектах школьной жизни. Такие студенты заслуживают полного доступа ко всем инструментам и социальным взаимодействиям, имеющимся в классе в общем образовании. Основная цель большинства школ состоит в том, чтобы создать классную комнату с наименее ограничительной атмосферой для удовлетворения потребностей всех учащихся, в том числе с особыми потребностями. Большинство учителей, однако, не были обучены тому, как преподавать особые потребности ученикам. Даже при этом недостатке осведомленности и обучения ученики с особыми потребностями все еще остаются в классах общего образования. Исследования показывают, что учителя в своем классе хотят учеников с особыми потребностями; тем не менее, они не в полной мере готовы удовлетворить образовательные потребности этих студентов. Необходимо предоставить учителям возможность больше узнать о том, как создать эффективные классные комнаты для включения. Таким образом, цель этого исследования состоит в том, чтобы обсудить различные методики преподавания, которые учителя использовали бы, чтобы создать класс для включения и наиболее важные стратегии включения.

Ключевые слова: философия инклюзии, специальное обучение, инклюзивное образование, стратегии, студенты с особыми потребностями.

Introduction. Description of the problem. Philosophy of inclusion. Inclusive learning is a widely accepted theory of pedagogy and policy now, but its history has been long and sometimes challenging. In 1948, the Universal Declaration of Human Rights made clear statements regarding rights and freedoms used to promote inclusive educational programs over the decades. An inclusive society grows actively to accommodate its members' changing needs. An inclusive community provides constructive
engagement and equal access to citizenship benefits through acknowledgment and support.

Inclusion is a mode of thinking and behaving that enables that person to feel welcomed, respected, and secure. Inclusion philosophy goes beyond the concept of physical location and integrates fundamental values and a culture of belief that encourages involvement, belonging and communication. In order to make inclusion meaningful to classrooms, educators are required to: promote school and classroom environments where all students, including those with various needs and abilities, have a sense of personal identity and achievement.

Formulation of the problem. Research methodology. Benefits of inclusive education. Research has shown benefits offered to children with disabilities and their peers through inclusive classrooms. Instead of taking kids out of the classroom to provide them with personalized education, special education teachers join the school in an inclusive environment. It allows educators and experts in general education to work together in the same learning environment, helping all students who receive additional support and guidance. This support also leads to higher educational results for disabled students as well as non-disabled students.

Results. Alternatives to inclusion policies: school procedures and growth of the environment.

Unincluded students with disabilities are usually either mainstreamed or separated. A standard student takes many in general education, usually for fewer than half a day, and often for less academically rigorous classes, or more interesting, career-oriented classes. A young student with severe intellectual disabilities, for instance, could be mainstreamed for physical education classes, art classes and storybook time, but spend reading and math classes with other students with similar disabilities (needs for the same academic level). They may have access to a support room for course material remediation and improvement, or for a range of group and individual meetings and consultations.

Several classes of non-disabled students with disabilities are attended by a segregated student in a checked group determined before or at school entry. He or she may attend a special school called residential schools that only enroll other disabled students or may be placed in a dedicated, auto-contained classroom in a school that also enrolls students of general education. The other integration method, like Syracuse's Jowonio School of the 1970s, is also greatly rated in tandem with teaching methods like Montes-
sori learning. A popular option with children with noticeable disabilities of many high qualified parents is also Home schooling.

**Strategies for inclusion**

Introducing an inclusive environment for education in your classroom and doing it is to challenge the system, remove syllabus boundaries and present educational goals in interesting opportunities to engage all learners and serve all students fairly. So here are the most relevant approaches that should be considered when planning an inclusive classroom and curriculum.

1. **Use a range of formats for instruction**

   The "how" of learning is the first concept of universal design theory. That says utilizing "multiple representation implies. Although some students are visual learners, someone else might gain better understanding of information when it is conveyed via text or when it is spoken or taught through kinesthetic learning. With a conjunction of the above, some students do the best. Although these different methods of teaching that meet the needs of students with disabilities, they also give the entire classroom range of instruction, allowing each and every student an opportunity to learn how to do their best. Likewise, in inclusive classrooms it is necessary to use different media to present information and engage students. Note that the second principle of universal theory of design involves the use of "various means of action and expression. Many students may feel that writing is their best outlet and means of expression, whereas others believe in giving an oral presentation, perform a script, or produce an art piece. That student is special and should be given the chance to use the methods that work best for them to convey their knowledge. Teachers can also use a variety of materials and media to engage students. Examples of media could include theatre, sculpture, film, and computer software as well as conventional lecture and text media. By using a variety of teaching strategies and media, teachers will improve their entire class participation, not only the students who react to a specific communication or speech style.

2. **Utilize standardized design elements to develop affordable classrooms**

   UDL is a system of thought born out of the desire to give each student an equivalent chance to learn, based on the concept that each person has their own distinct and unique style of learning.

   There are three principal brain networks essential for how a person thinks, according to UDL:
Network understanding, strategic network and emotional network. UDL's three core concepts — interpretation (what to learn), action and speech (how to learn), engagement (why to learn) — were founded on the basis of all these three brain networks. Learning UDL's structure — the values and brain networks — is important to educators who want to incorporate UDL in the classroom. For educators interested in universal design, the National Center on Universal Design for Education has a wealth of resources and knowledge. Check out their Universal Model for Learning Series for implementation tips and ideas. Luis Perez, writer of Mobile Learning for All, proposes taking small steps. He said in an article in The Journal, “You’re not going to apply every single (guideline) to every single lesson. It depends on which ones are relevant to your learning goals. Start with a single lesson or activity and then build success from that, and then start to look at other parts of your curriculum”.

3 Understand the IEPs/504s of your students

It is necessary to familiarize yourself with the IEP and 504 plans of students in order to create a fair learning environment for everyone. If you have a student with a 504 or IEP plan you are legally needed to accommodate as defined in the 504 or IEP. To better understand the specific needs of the students, you can work with the school psychologist or teaching specialists. The same as the concept of inclusive learning, 504s have been designed to make sure that students with disabilities can learn in a traditional classroom environment while still being supplied with services, scholastic aids or accommodations they may need. An IEP is only clearly different from a 504; the main distinction is that students with an IEP may need additional education outside the regular classroom. These initiatives are typically provided by additional support staff and are supervised.

4 Formulate a plan for behavior regulation

Inappropriate behavior in the classroom can influence not only the teacher, but also the other classroom students. Improving a behavior management plan will help you start for the inevitable moment when a student displays destructive behaviors – recognizing that certain actions are far less important than others (referring out of turn vs. acting disrespectful or aggressive). The behaviour strategy should be discussed with parents and students to ensure that everyone is notified of the expectations and effects if those needs are not being met. Typically, the most efficient plans involve a lot of positive strengthening and a full understanding of expectations. There are also several various types of behaviour management strategies that you can adopt based on your classroom needs, such as an entire
group plan, a smaller group plan, an individual plan, or a personalized plan tailored for especially challenging students.

Conclusions. Undoubtedly, student inclusion systems will undergo significant development in the near future. The quality of life in every country in the world will be largely judged on the basis of how successfully the student inclusion process in the educational process of various educational institutions of the given state takes place. Thus, the steps of the government and non-governmental organizations of the country towards the development of the values of civil society will be manifested to the greatest extent.

References


