

Chapter 14

Actual Aspects of Inclusive Model: Methods and Algorithm of Formation of Research Competence in a Student's Individual Educational Trajectory

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ABSTRACT

The main problem of contemporary inclusive pedagogy, which Russia has not yet reached its proper development, is the lack of development of theoretical and methodological framework of the integrated and inclusive education. In this connection, is now teaching science in Russia is aimed at systematization and generalization of already well-established methodology for inclusion of positions, identifying problem areas and offer new solutions. In modern conditions, the inclusive education in Russia is a

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promising form of education for all, as the inclusive education process requires adequate organization of educational activity that meets the educational needs of each person. This significantly expands the possibility of socialization of persons with special features of health, methods of communication with the society, formed the necessary preconditions for the inclusion of every person in society. In modern Russian society, one can find increasing understanding of the importance of man as the highest value.

INTRODUCTION

The main problem of contemporary inclusive pedagogy, which Russia has not yet reached its proper development, is the lack of development of theoretical and methodological framework of the integrated and inclusive education. In this connection, is now teaching science in Russia is aimed at systematization and generalization of already well-established methodology for inclusion of positions, identifying problem areas and offer new solutions.

In modern conditions, the inclusive education in Russia is a promising form of education for all, as the inclusive education process requires adequate organization of educational activity that meets the educational needs of each person. This significantly expands the possibility of socialization of persons with special features of health, methods of communication with the society, formed the necessary preconditions for the inclusion of every person in society.

In modern Russian society, one can find increasing understanding of the importance of man as the highest value. However, in our country, more than 2 million people belong to the category of people with disabilities (8% of the total youth population). People with disabilities make up about 700 thousand people. At the same time, there is an annual increase in the number of this category of people. Belonging to the human ethnic, linguistic, cultural, religious minorities, talent, psychophysical abnormalities and others puts him in the position of the subject of inclusive education process and requires a deep study of the basic laws, technology and mechanisms of its training and education especially in higher education. While the new law "Of education" in Russia stated inclusive education as "equal access to education for all students quite clearly, given the diversity of special educational needs and individual capabilities" (st. 2, paragraph 27), in Russia prevails so-called "spontaneous" inclusion. At this stage of development of our civilization as a whole, the problems of inclusive education are actualized in different cultures, debated its importance and priority over other forms of learning. It should be noted that the theory and practice of formation of the inclusive education in the Western countries (Canada, USA, and UK) is earlier in comparison with the Russian history of inclusive education. But it is doubtful whether any one of these countries will be able to compete with special education in Russia, which, in turn, now occupies a leading role in the spread of the foundations of inclusion. In modern conditions the educators, researchers, scientists, theorists and educational practices carried out an active borrowing of Western experience of inclusive education, but the current development of this problem is fragmented. This suggests that we are directed, first of all, the fact that bring together the work of the system of special educational institutions and comprehensive experience. In Russia, in modern science and practice to label and describe the pedagogical process in which healthy people and people with disabilities are trained and brought up together, we often use terms such as integration, mainstreaming, inclusion. Do these terms really differ? And why did they give birth, after the application and testing of new and new processes? More capacious processes and at the same time is almost parallel. Integration of Russia took a firm's right to exist, but do not always get their way. As a process, it delayed the integration of its avail-

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