

COLLECTION OF SCIENTIFIC PAPERS

SCIENTIA

23

APRIL, 2021

KRAKÓW, REPUBLIC OF POLAND

THEORY AND PRACTICE OF MODERN SCIENCE

I INTERNATIONAL SCIENTIFIC AND THEORETICAL CONFERENCE

VOLUME 2



**EUROPEAN
SCIENTIFIC
PLATFORM**





23 April, 2021

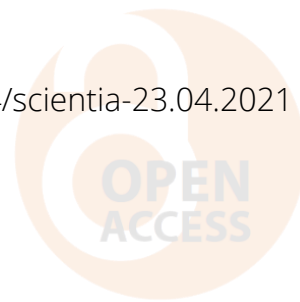
Kraków, Republic of Poland

**THEORY AND PRACTICE
OF MODERN SCIENCE**

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Kraków, 2021



Chairman of the Organizing Committee: Holdenblat M.

Responsible for the layout: Bilous T.

Responsible designer: Bondarenko I.

T 44 **Theory and practice of modern science:** collection of scientific papers «SCIENTIA» with Proceedings of the I International Scientific and Theoretical Conference (Vol. 2), April 23, 2021. Kraków, Republic of Poland: European Scientific Platform.

ISBN 978-1-63848-594-0

DOI 10.36074/scientia-23.04.2021

Papers of participants of the I International Multidisciplinary Scientific and Theoretical Conference «Theory and practice of modern science», held on April 23, 2021 in Kraków are presented in the collection of scientific papers.



The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences and registered for holding on the territory of Ukraine in UKRISTEI (Certificate № 2246 dated 25 February 2021).

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UDC 001 (08)

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ISBN 978-1-63848-594-0

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INCLUSIVE EDUCATION SOME ADVANTAGES AND CONNECTION TO TYPOLOGICAL ASPECTS

Inclusive education is paid some attention in the aspect of work with exceptional people for their bigger involvement into the educational process with the ones who don't have special needs, for their higher self-confidence and easier and more complete social adaptation, in part for education. Typological aspects are studied and taken into account in the Science many branches and Educational Sciences particularly. Iranian researchers found out by descriptive and inferential statistics that the variables level, base, severity and type of disability had no significant relationship in the integrated inclusive education goals achieving comparatively to gender's variables, teachers' attitude towards integrated inclusive education with the teacher's attitude predictable capability; there had been an opinion (from the so-called integrative teachers' side) about integrated inclusive education effectiveness, necessity to change the teachers' common point of view about such an education type, interface teachers use, compensatory education providing to the exceptional students, the students' number lowering in the classroom as well as equipping the schools with appropriate facilities; Iranian schools use the term "students" instead of "pupils"; there was their gender taking into consideration; that is why a given work uses ethnic-gender-age typological aspect [1]; there were no gender differences among primary school Iranian teachers (149 women and 29 men) concerning to their attitude to the inclusive learning, special training receiving related to SEN (Special Education Needs) children [2]; there was a research on awareness programs improving the female Iranian students attitude towards the peers with physical disorders in inclusive primary schools [3]; 62,6% of teachers in Iranian kindergartens were agreed and 20,6% were agreed completely with hearing impaired children inclusive educating with the agreement decrease while increasing the experience age and marital status no effect [4]. There is also printed work accordingly to which administrators believed that inclusive education did not have much benefit in improving the social skills and academic achievement in slow-learning Iranian inclusive schools' students from school managers' viewpoint [5].

Ethno-age aspect: teaching English peculiarities of Iranian students with Physical –Motor Impairments in part assistive technologies [6]; inclusive education in Iranian special school students was found to have many advantages and benefits among which are students' complete involving into the working activity at the lessons as well as good cultural accommodation [7]; pervasive education and inclusive schools exceptional children for example in Iran [8]; special attention was paid to Iranian children with hearing impairment inclusion into the classes with normal hearing children through a systemic programming within the classrooms as well as the regular and itinerant teachers' agreement with such an inclusion almost completely [9], also while using the inclusive in-service training on the regular primary teachers' attitude toward inclusive education of students with hearing impairment [10]; there is an opinion that rate of educational progress and compromise behaviors is less at integrated education system while these exceptional students behavioral disturbances were found to be less than in their counterparts learning in inclusive educational system [11]. The backgrounds of development and obstacles against it are

discussed in the scientific sources: in part there is a point of view about such positive moment that inclusive education system pays attention to individual differences and that the Social relationship probability as well as the one of making friend skill will get increased among ordinary students and the students with special needs that will help (both to ordinary and exceptional students) to be more flexible to become aware and efficient citizens; in part such research was performed in Iran [12]. Acceptance level was similar in boys and girls in Iranian inclusive schools among peers and its rate was higher in the inclusive educational establishment though the difference was much more significant and noticeable in boy students with the lowest acceptance level in male groups in non-inclusive schools [13]. The factors (in part gender) of such an acceptance are in the scientists' focus in part dealing to elementary schools for the children with impaired hearing in Iran with the comparison between inclusive and non-inclusive schools [14].

Rather new directions – inclusive typology of educational interpretation; there are works in ethnic aspect in part concerning to Islamic studies area for instance in Iran [15]; Serbian specialists working in the College for Health Studies in Belgrade consider that professional experience with the children with disabilities has no a valuable influence upon regular school teacher's attitudes toward inclusive education forming or changing [16].

Inclusive learning friendly environment (ILFE) allows achieving the goals of EFA (Education for All) program with discrimination on the basis of sex, physical disabilities, ethnic belonging and so on that of course is its advantage by Iranian scientists' opinion [17].

Thus, inclusive education characteristics, advantages, dys-advantages, accepting factors in communication with exceptional children from the peers' and teachers' side in a combination with typological aspects (and thus children and teachers' typologies) taking into account represent rather important branch of Educational, Psychological and Medical sciences.

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