



PSYCHOLOGY OF CREATION

Particularities of the context sphere of the adolescents in the conditions of the inclusive education

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This article represents the material about the problem of the inclusive education in our country; the authors analyze the results of the research dedicated to the specifics of the value and context sphere of the adolescents with the limited health abilities.

Key words: *educational interaction, inclusive education, context sphere, life concept, context strategies.*

In the project of the national educational initiative «Our new school» (2009) they underline, that the particular attention must be attracted to the creation of conditions of the full-value inclusion into the educational space and successful socialization of children with the limited health abilities, of children with the behavior deviations, who are in the difficult life situation.

The socio-economic reforms in the country, activation of the social politics of the democratization and humanization of the society, the development of the national system of the education determine the search of improving the organization, contents and methods of the education and bringing up the children with the limited health abilities.

One of the way of the realization of this task is the educational integration or inclusive education (co-education of the usual children and the children with the limited health), who provide the accessibility of the education for everyone and becomes the method of the social integration.

In the international practice the old term «integrated education», describing this process was replaced by the term «inclusive education».

The transfer to the inclusive education in the national context in principal was determined by the fact that Russia, that Russia ratified the convention of UNO in the field of children's rights, disabled children's rights: Declaration of children's rights (1959); Declaration about the rights of the mental defectives (1971); Declaration of the disabled (1975); Convention of children's rights (1975). However Russia became the country with the civilized education, it is not only necessary to adopt the Law of the special education, or about the education of people with limited abilities, but to have a favorable public opinion about this question, and also create institutional conditions for the realization of the rights by disabled people.



At present in our country there are 617.000 disabled children, among them about 34.000 of children and adolescents with the limited health abilities.

The problem of the social integration of the children with development problems is one the most important practical problems, attracting attention of the national (I.M. Guilevitch, E.I. Leongard, N.N. Malofeev, M.I. Nikitina, T.V. Pelimskaya, L.I. Tigranova, L.M. Shipitsina, N.D. Shmatko and others) and foreign (P. Beiker, V. Goudoniss, M. Johnson, D. Lauve and others) scientists. As the priority they determine psychological and pedagogical aspects of the problem of the inclusive education, where, first of all, we attribute conditions, favorable for the efficient integration. The specialists draw the attention to the fact that the integration is the complicated, multileveled process, including a lot of the compounds. Forecasting the social difficulties, which consist in overcoming widely-spread prejudice and pedagogical stereotypes, and organizational difficulties connected to the creation of so called environment without barriers, providing not only efficient but economical way of the development of children with limited health abilities. That's why studies of the public opinion about the educational problems, schoolchildren's representations, the ideas of their parents and teachers about the advantages and disadvantages of the education of the children with the limited health abilities in the conditions of the specific educational institutions and co-education with ordinary children are of great concern.

One of the current problems of the inclusive education is the studies of the context sphere of children and adolescents with limited abilities. The studies of this problem give the large material for understanding adolescents' personality, the things which are necessary for further integration into the society. Actualization of the context problem is connected to those big changes which happen in the society and which put before the man the complicated questions of self-realization, self-assessment in the new historical period. Context sphere directs the man's behavior, determines personality's development, interests, the choice of the way of the life, self-determination of the person makes actual his future potential in the future. Every man has his own constantly changing and developing personal and context sphere, which determines his great inclination for this or that life concept, that in its turn can determine the elaboration of the particular context strategies in the process of the cognition and the interaction with the environment.

In the number of studies dedicated to the general and pedagogical psychology (I.V. Abakoumova, A.G. Asmolov, D.A. Leontiev, V.P. Zinchenko, V.V. Znakov, E.V. Klochko and others) they highlight, that one of the most important factors of the development of the child's personal sphere development can be regarded as his context characteristics, level of the development of his context origins. I.V. Abakoumova determines the individual life strategy as the formed in the course of the ontogenesis using mental experience and the system of personal formations of the individual, which let to optimize and minimize subject's activity in his interrelations with the objective reality and manifesting itself in the relation towards the aim, process, results of the activity, and towards the life and himself [1].



The life concept starts to form by the adolescence, it can change and transform during the whole life of the person, but at the particular period of the ontogenesis is rather stable. The period of the adolescence is more susceptible to social changes (G.M. Andreeva, L.I. Bozhovitch, L.S. Vigotskii, I.S. Kon, A.V. Petyrovskii, D.I. Feldshtein, D.B. Elkonin).

At this age the adolescents master "internal world", «the life plan as the known system of the adaptation, which is for the first time realized by the adolescent» [2]. The adolescents create premises for finding life sense, because it is the age of revealing his "Self", personality design, from one side, and the age of the creation of world outlook– from the other side. The general maturation of the personality orientation, improvement of context orientations, intensive development of context reference points happen at this age. The internal world and individual context orientations acquire self-containment, which pass into the super value; self-conscious raises the desire for self-assertiveness and self-guidance. A lot of the researchers underline, that the biggest achievement of this period is the rapid development of the reflexion – realizing of Self and possible changes in the environment and himself. Thanks to the development of the reflexion the attitudes of the personality consolidate and improve, becoming incentives in the organization and self-organization of the adolescent's behavior. According to the bigger number of personality's attitudes and values the person believes in, the reflexive experience gives rise to the personal forces of the development, such as the self-assessment, self-acceptance, acceptance of the others, personality's social orientation, desire for the domination, the intensity of the internality in the decisions and actions and etc.

M.A. Frisen thinks, that in dependence of the personality openness to the new experience it is possible to distinguish two types of the development of the context sphere at the adolescent's age: productive and reproductive. The context sphere developing according to the productive type, can be referred to the class of the active and creative, it is characterized by the openness, reflection, as consequence, orderliness, absence of the stereotypes, harmony, «readiness to follow the potential calling», to find and solve problems for context, internal creation of generalized types, flexibility of the conscious centration. The reproductive way of the corresponding to the context sphere, which differ by the conscious centration and closedness, that can lead to the disharmony, little volume of unconventional senses, their disorder, predominance of the defense mechanisms over mechanisms of context forming and context creation in the case of the context tasks [6].

But if a healthy child has the possibilities to study the environment, to make mistakes, himself or with adults' help to correct them, to communicate with different people and create an adequate picture of the future, and looking forward it to work out the necessary abilities, the children with the development problems often deprived of these possibilities. This disease, attitude of the surrounding people and often incorrect style of the education give the blurred image of the future.



After studying the scientific literature and practice of the education of the children with limited abilities we could distinguish a number of the contradictions:

- between the necessity of the organization of the inclusive education of the children with the limited health abilities and insufficient elaboration of the scientific, theoretical and methodic bases for these children;
- between the need of children with limited health abilities in the complex of psychological and pedagogical and medical and social rehabilitation and the absence of the researches about the particularities of the context sphere of these children, which makes difficult the creation of the system of the individual and personal support in the process of learning and education.

The aim of our research is finding out specifics of value-context sphere of the adolescents and creation of the system of their psychological and pedagogical support in the conditions of the inclusive education.

The schoolchildren adolescents from 10 secondary schools of Rostov-on-Don, who have home education, took part in the research (in total 74 people). Pupils, who have home education, represent a heterogeneous group: according to belonging to a certain nosological group (neurological diseases, motor and sensory restrictions, somatic diseases), age and involvement into the education (children who study according to the general program, but the timetable of the lessons is not so rigid, as at school, children, who are obliged several times a year to go to hospital (endocrine system diseases) and disabled children, having classes at school.

In this research we used standardized techniques and methods of the project type. In order to reveal the system of the subjective values we used tests «Self-portrait», «World vision» (E.S. Romanov and O.F. Potemkin) [5]. In the frame of psychometric approach to context reality of pupils we used: methods, based upon the method of the semantic differential «Scale of the attitudes towards time» and «Attribution of the personal qualities» (K. Mouzdibaev) [4] and the test of the life orientations (D.A. Leontiev) [3].

With the help of the described above methods we managed to find out the particularities of the context structures of the adolescents' personalities with limited health abilities: their life values, content aspects of the self-assessment, relation towards the environment, emotional assessment of the life perspectives, locus of control, context strategies.

Test of LO allows to study the particularities of context sphere of the pupils, to distinguish the levels of the context development according to the integrative index– general life comprehension, and its compounds– life orientations: aims of life, life process, locus of control –Self and locus of control- life. These are the indices which influence the personal development of the adolescents.

After data processing it was established, that the group of the adolescents with the limited abilities (experimental group) integrative coefficient of life meaningfulness and indices according to subscales: “life aims”, “process of life”, LC-Self and LC-life are significantly lower (with data validity $p < 0,01$ according to Mann-Whitney U Test), than in the control group (see Table 1).

**Table 1****Comparative analysis of the indices according to the test of LS**

Group of pupils	Indices of the life strategies					LO
	Aims	Process	Results	LC-Self	LC-L	
Disabled children, going to school	25,79	31,21	22,89	18,71	29,11	90,14
Children who stay at the hospital	28,95	28,42	27,26	20,00	30,11	95,68
Children who have home education	28,67	29,44	23,67	19,78	27,19	94,59
Control group	33,15	33,62	27,59	22,60	32,87	110,84

For the adolescents with the limited health abilities less, than for usual schoolchildren, are typical such indices of the context sphere, as the degree of the meaningfulness of the life problems, the presence of the aims for the future, the emotional intension of the life, representations about himself as a strong personality, able to compete and realize some plans, to control the situations. It can witness about the passive position of the adolescents with limited abilities in different life spheres, a certain personal regression. In dependence with the involvement into education, the adolescents have different life attitudes; they elaborate a particular life strategy. The differences of the life strategies are connected to the different attitude towards the process of the learning, results and aims of the activity, and also in general towards the life.

Comparing the compounds of the context sphere (aim, process, result, locus-control-Self, locus-control-life) we found out the following important components of the adolescents' life strategies, of those who have home education, and disabled children. The first position occupies the process. The difference in the components of the life strategies consists in the orientation to the life aims and inclinations to control it and take individual decisions. The adolescents, who have home education, attach importance to the aims for the future, than disabled children. The adolescents who spend a lot of time at hospital have at first place locus control –life. They differ by the belief of being able to manage their life, that can testify about a certain degree of the confidence and the desire externally to demonstrate themselves as strong personalities.

In all three groups the inclination to build the life according to the aims and representations about its sense and also to control the life has a little significance. This aspect should be given a particular attention in the correctional work with these adolescents.

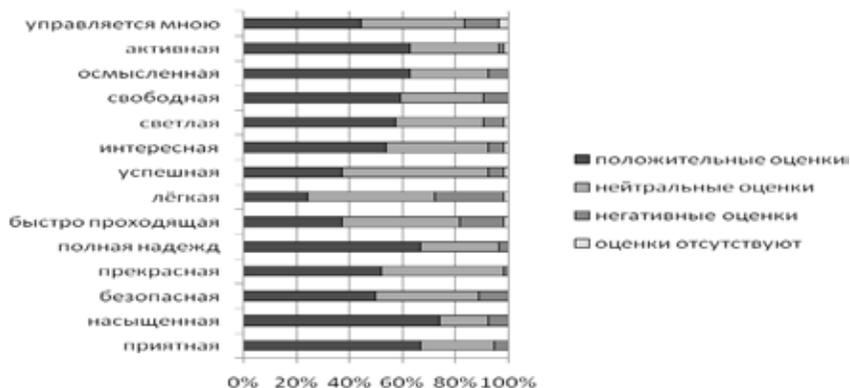
The main life strategy of the pupils having home education and disabled children is the present, to hide their inability to control the life, aims and results. The typical feature of the life strategy of the adolescents with limited abilities is the lack of the trust into the possibility to control life events. They are scared of any negative impact upon their life. It combines with the external locus of control – externality, it means, the inclination to explain the main part of their failures by the external circumstances. This emotional condition turns to have a negative impact upon cordial attitude, of parents as well as their children, the relation with the environment and strengthen socio-psychological and personal conflicts. The specifics of schoolchildren with limited health abilities consist in the decrease of the activity in the sphere of establishing



contacts and changing the social attitudes, increase of the risks of the disorders. It can manifest itself in the growth of the emotional tension, inadequate psychological defenses (type of the aggression, depression and etc.).

To verbalize the attitude to the life in whole we used the assessment of life according to bipolar scales (based upon the methods of the semantic differential «The scale of the attitudes towards the time», adapted by K. Mouzdibaev). The respondents were asked to assess their life according to the following pairs of contrast characteristics, making a mark at the scale nearer to one or another pole. The scales are drawn like similar horizontal lines. We proposed the following scales to assess life: pleasant-unpleasant, eventful – poor with events, dangerous – safe, beautiful-terrible, hopeful – hopeless, passing quickly – long lasting, easy – difficult, successful – unsuccessful, interesting – boring, fair- dark, free – restricted, senseless – meaningful, active– passive, self-directed – directed by other people.

The pupils, having home education, assess life contradictorily. It seems them to be full of the events, full of hopes, but at the same time there is a tendency to assess the life neutrally, especially according to the scales «beautiful-terrible», «successful – unsuccessful», «self-directed – directed by other people». The most frequent negative assessments of life according to the scales «easy – difficult», «quickly passing – long lasting », «safe – dangerous» (see drawing 2).



Drawing 2. Assessment of life by the adolescents, who are at the home education

In the process of the research it was established, that the specific particularities of the context sphere of the adolescents with the limited abilities are determined by the problems, having a biological type of health state and disorders, their interrelations with the environment. These particularities demonstrate themselves in the relation towards the environment (insufficient degree of analyzing purpose of life problems, passive position in the different life spheres, weak emotional tension of life); in the interrelations with the close environment (social indifference, alienation, tendency for



limiting social contacts, insufficient level of the communicative skills); in the aspects of the contents of the self-assessment (inadequate of the self-assessment, difficulties in the emotion and value attitude towards himself, lack of the trust in his own forces); in the structure of life values (changes in the subjective world vision, emotional assessment of the life perspectives, refusal from the responsibility for himself and others); in the internal locus of control (dependence, inability to control the events of their own life, dependence of the life plans from the educational process).

The development of the context sphere of the adolescents with the limited abilities, their life orientations are determined by the factors of their life-sustaining activity and change under the influence of the conditions, created in the process of the inclusive education .

The system of psychological and pedagogical support of the adolescents with limited abilities in the conditions of the inclusive education can be organized according to the following directions: определение целей and priorities of the psychological and pedagogical help for the adolescents; complex diagnostics of the health and particularities of the child' s personal development by the specialists of the different specialties; the choice of the contents and the educational technologies, directed to actualize motivational and context sphere of the adolescents taking into consideration their abilities; organization of the learning process according to the individual and personal features of the pupil; advanced psychological and pedagogical training of the specialists, working in the system of the inclusive education.

The Literature

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