

ISSUES OF MODERNIZATION OF THE SCHOOLS FOR IMPLEMENTING INCLUSIVE EDUCATION

Currently, more than 92,000 disabled children live in Kazakhstan, including 29,700 - children under seven years old, 53,800 - from seven to 16 years old, 9100 - from 16 to 18 years old, according to May 29, 2020.

Disabilities and committed to ensuring the availability of inclusive education for children with disabilities.

The system of inclusive education includes educational institutions of preschool, secondary, vocational, and higher education. Its goal is to create a barrier-free environment in the education and training of people with disabilities, which implies the development of special training programs and special technical equipment for educational institutions.

In the State Program for the Development of Education for 2020-2025. One of the priority areas is the introduction of an inclusive education system and an increase in the share of preschool organizations and schools that have created conditions for the inclusion of children with developmental disabilities in the general educational process.

However, according to statistics, various factors are hindering the access of children with disabilities to quality education in general education schools [1]. These barriers include physical inaccessibility of school buildings, classrooms, bathrooms, and other premises, lack of necessary technical devices [2].

The solution to the problem can be achieved by modernizing and renovating existing school buildings.

One of the key principles of creating an inclusive educational environment is to transform existing spaces in the school building into flexible spaces that can be used by different users for different purposes and can be easily rebuilt.

Assistance in movement and the search for paths of movement can be carried out through route signs (including tactile, light), signs that coordinate movement and help to navigate in space (Figure 1). Besides, it is also important to distinguish entrance areas and also use non-slip floor finishes even in wet conditions, especially for outdoor areas.

For children with visual impairments, it is advisable to use signs, symbols, textures, colors, lighting, and acoustics (Figure 2).

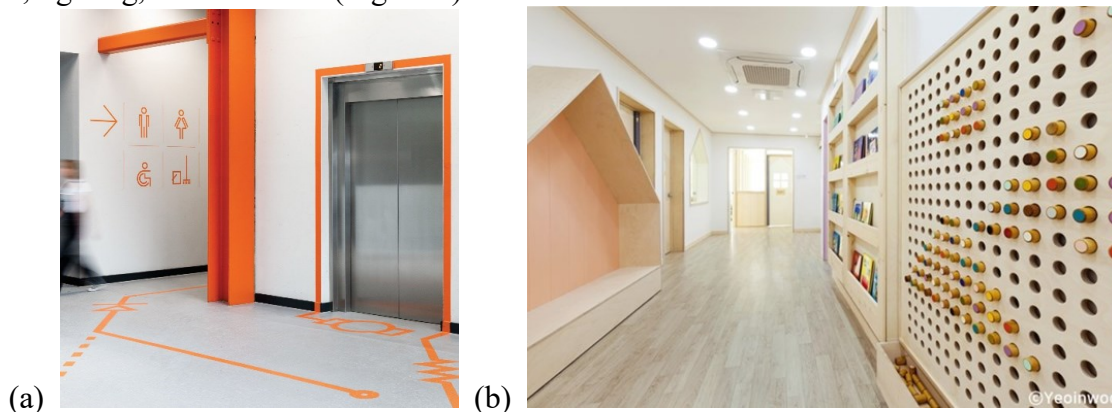


Figure 1 - orientation in space (a), route signs and sensor elements built into the wall (b)

Should also be used, clearly visible and audible: tactile information, prompts and maps - including Braille, noticeable symbols, visual, sound signals [3]. Braille pavement and cane for

the visually impaired, is a sensor and voice control speaker, which are attached to the cane for the visually impaired person, and the microcircuit is attached to the bottom of the braille paving block (Figure 2).

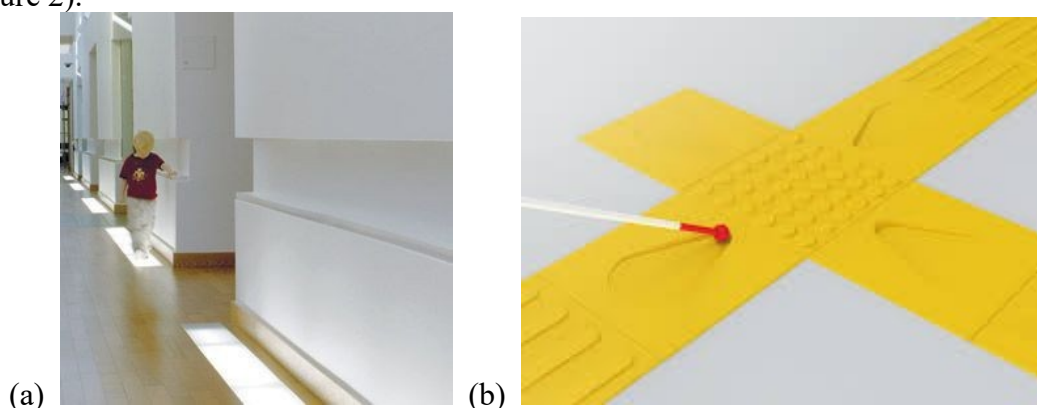


Figure 2 - Tactile indicators (a). Braille paving block (b)

The inclusion of people with limited mobility in education may not be general, but a number of measures could improve their current level of inclusion. In particular, buildings and equipment must be renovated prior to full integration.

In the process of designing and modernizing schools with inclusive education, it is necessary to apply new design solutions using modern materials and technologies.

REFERENCES

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