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TÍTULO: El potencial de las tecnologías de Internet en la humanización de la educación inclusiva.

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RESUMEN: El artículo presenta el potencial de las tecnologías de Internet en el proceso de humanización de la educación inclusive, el cual es factor significativo en la socialización de los estudiantes con discapacidades, determinándose principios de esta humanización. En el artículo se presentan argumentos que prueban la razonabilidad de la humanización de la educación con la ayuda de las tecnologías modernas de Internet, junto con criterios cruciales que justifican el papel de la humanización de la educación y el uso de las tecnologías de Internet en el desarrollo de una actitud hacia la educación basada en valores, la fijación de objetivos y la motivación. para el autoestudio y, en general, en el proceso de socialización de personas con discapacidad.

PALABRAS CLAVES: educación inclusiva, socialización, humanización de la educación, educación a distancia, tecnologías de Internet.

TITLE: The potential of Internet technologies in humanitarization of inclusive education.

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ABSTRACT: The article presents the potential of Internet technologies in the process of humanitarization of education inclusive, which is a significant factor in the socialization of students with disabilities, determining the principles of this humanitarization. The article presents arguments that prove the reasonableness of the humanitarization of education with the help of modern Internet technologies, together with crucial criteria that justify the role of the humanization of education and the use of Internet technologies in the development of an attitude towards education based on values, goal setting and motivation for self-study, and in general, in the process of socialization of people with disabilities.

KEY WORDS: inclusive education, socialization, humanitarization of education, distance learning, Internet technologies.

INTRODUCTION.

The concept of inclusive education started to be used based on two fundamental documents: the Salamanca Statement and Framework for Action on Special Needs Education (1994) and the UNESCO Universal Declaration on Cultural Diversity (2001), which clearly indicated the necessity for recognition of inhomogeneity of society and its culture and the changing social attitude to this

diversity, which marks growing awareness of the value of differences between people.

In Russia, inclusive education relies on the provisions of a few foundational state documents, including the state program of the Russian Federation “Development of Education” for 2013-2020, within which the development of the lifelong learning sphere, involving flexibly organized variable forms of education and socialization used throughout a person’s life, is determined by system priorities (Postanovleniye Pravitelstva RF ot 15 aprelya 2014 g. no. 295, 2014).

The increased need for inclusive distance education for students with disabilities is based on the willingness to overcome the existing negative aspects concerning the accessibility of education for those who cannot study in regular conditions of higher education institutions due to developmental disorders. Among the drawbacks of the existing system of inclusive education, the following ones should be mentioned: conservatism, formalism, outdated forms of the educational process and working with disabled students and difficulties of socialization up to isolation of students (primarily those with mental disorders) from the society.

In this connection, there is much concern about the necessity for structural transformation of the education system in order to provide conditions for the implementation of each student’s potential. Such conditions are created largely as a result of humanitarization of education and incorporation of modern information and communication technologies into the educational process, including Internet technologies that help not only to automate the learning process, but also to provide free access to materials, use various interactive formats and apply more visual methods in the educational process, such as specialized presentations, audio- and video materials (Titova, 2015).

According to researchers, the current share of online courses in the sphere of higher education in Russia amounts to 1.8% of the whole volume of educational programs (Chupandina & Semenikhina, 2018). Moreover, in 2015, the National Open Education Platform was launched, where students can undergo training within educational programs of higher education with further transfer credit, which

requires the presence of a corresponding regulatory document in the higher education institution. Online education and usage of Internet technology in the educational process of a higher education institution definitely allow to solve a number of issues, for example, they give students an opportunity to choose their individual learning trajectories. Obviously, it increases the significance of Internet technologies in the context of training provided to students with disabilities. However, in practice, it requires compliance with plenty of interconnected and often controversial methodological, organizational, program and theoretical requirements (Volosnikova et al., 2017). So, what does the implementation of online education at a higher education institution involve?

First of all, it is necessary to set up a special electronic informational educational environment that provides access to electronic educational resources to all parties concerned, including students, teachers, employees of structural subdivisions of the corresponding higher education institution and external users. Experience has shown that one more effective approach is the creation of distance learning centers based on Internet technologies at higher education institutions (Mozhaeva, 2015).

Such centers are effective, especially due to their accessibility, since they allow people with disabilities to undergo training regardless of their location, mobility, readiness to absorb a certain amount of information, etc. (Simaeva & Hitryuk, 2014).

The connection is established via Skype or other resources (for example, Google Hangouts); students are also provided with access to databases in various subject areas and e-libraries for the purposes of self-study. Meanwhile, in spite of the apparent relevance of this mode of inclusive education, Russian higher education institutions are facing the challenge of more active engagement of people with disabilities in the process of socialization based on distance learning that would embrace different study programs and give students an opportunity to study in other countries (Nikitina, 2014).

This process is the result of the integration of countries into a unified HR mobility system and socialization of people with disabilities taking into account various socio-cultural and economic features of particular regions (Aismontas et al., 2017).

Research shows the relevance of changes taking place in the higher education system in Russia and its turn towards people with disabilities. There are over 12 million disabled people in Russia (2 million of whom are children), while the number of students with disabilities at higher education institutions amounts to about 18,000, i.e. less than 0.15% of the whole population (Zhavoronkov, 2011). Comparison of the situation with Western European universities highlights the existing problem even more (Zinoviev & Bersenev, 2011).

Interacting with teachers and studying the development strategies of several Russian higher education institutions that actively implement inclusion, train students with various medical conditions and create accessible learning environments prove that incorporation of modern Internet technologies representing the basis of distance learning is not enough to solve all problems naturally arising in the course of this process.

A pedagogically important component in this context is humanitarization of education providing the foundation for adaptation and productive socialization of students with disabilities. Humanitarization directs all subjects of education towards overcoming the risks of the supertechnogenic civilization of the 21st century and the growing specialization and differentiation of education (Ilyinova, 2013).

What is the connection between humanitarization of distance learning, adaptation and socialization of students with disabilities at higher education institutions?

First, it is apparent that Internet technologies are effective in terms of teaching social sciences and humanities, since humanitarization encourages development of general cultural and professional competencies, forms a civil position, promotes engagement of people with disabilities in social and professional communication by relieving psychological stress and making self-fulfillment in a certain

profession, for example, journalism, more accessible.

Second, humanitarization of inclusive education in the course of distance learning allows to establish the connection between the current needs of people with disabilities and general civilizational values, as well as treat culture of different nations and peoples carefully, develop positive thinking, encourage harmonization between the interests of disabled people, society and state. This process is of dialectical nature when humanitarization of inclusive education does not only form professional competencies in future specialists but also the social, political and economic environment encourages their professional development and socialization.

Third, humanitarization of education guides people towards the development of polycultural thinking and tolerant perception. Scholars believe that the main aim of inclusive education suggests that “through the sphere of education a person should be able to feel their ethnic cultural and historical uniqueness and, at the same time, realize their belonging to world history. In this connection, the problem of humanitarization of education is concordant with the idea of developing global thinking” (Belogurov, 2015, p. 7).

Fourth, humanitarization of education structures the process of individual socialization and makes it more meaningful and aligned with certain patterns suggested by such conceptual components as historical time, social space and individual life path. The last component is especially important if one is talking about people with disabilities.

Finally, humanitarization of education involves enrichment of the educational process with subjects that encourage the development of individual spiritual culture (Rud, 2011, p. 4).

As T.M. Elkanova justly notes, “Humanitarization of education prevents technocratic addiction and primitive narrow-mindedness among people, helps them to avoid psychological tension, restores the balance of mind, improves health, increases the creative potential and individual resilience” (Elkanova, 2017).

Despite the apparent significance of humanitarization of inclusive education, in practice, it is implemented in an extensive way: first and foremost, by the selection of certain study topics. Meanwhile, the question at issue relates to the quality of modern inclusive education, which requires deep methodological substantiation and an integral approach.

Researchers have determined the main directions of humanitarization of inclusive education:

- Student-centered approach to teaching, taking into account individual characteristics and inclinations of students with disabilities.
- Broadening the cultural outlook of students with disabilities by engaging them in different forms of artistic, creative, cultural and recreational activities, as well as expanding their artistic perception.
- Usage of interactive teaching methods and dialogue-based principles of organization of the educational process.
- High qualification and professional skills of teachers.

In general, the process of humanitarization of inclusive education guides all its subjects towards the creation of the environment of mutual understanding, constructive communication, cooperation and co-creation (Bondarevskaya, 1997).

Analysis of Russian and foreign scientific literature and empirical data obtained in 2016–2018 in the course of examination of the problem in higher education institutions of Moscow, Krasnodar, Minsk, Spain and Greece, allows to draw a conclusion that humanitarization of inclusive education should be based on principles of interdisciplinary integration, which encourages full-fledged implementation of international educational projects aimed at development of professional skills and socialization of people with disabilities (Gurkina & Novikova, 2014). Moreover, comparison between results of research carried out in different European countries, Japan, the USA and Australia testifies that nowadays, the borders of inclusive education are being expanded due to implementation of deeply humanitarized study programs developed specifically for people with disabilities (Yamaguchi, 2005).

Such programs encourage the participation of students with disabilities in international exchange initiatives. “For example,” points out O.A. Zabolotskaya, “Erasmus program is successfully implemented in EU countries in respect of disabled students, who can study in foreign universities. Services supporting students with disabilities handle these issues by selecting suitable universities taking into account the students’ medical conditions” (Zablotskaya, 2013, p. 178).

Among the Russian higher education institutions, that actively develop inclusive education using different means, including humanitarized programs, the following ones should be mentioned:

1. Moscow State University of Humanities and Economics, whose mission is to provide social support to people with disabilities and create conditions for their adaptation and active functioning in society. Therefore, the main target group of the university is represented by people with musculoskeletal disorders (<http://www.mggeu.ru/en/university/history-of-university/>).

2. Moscow State University of Psychology and Education, which admits students with eyesight, musculoskeletal and various somatic disorders. In this university, there are departments of distance learning and information technologies (<http://en.mgppu.ru/academic-departments/>).

3. Bauman Moscow State Technical University, which implements adapted programs of engineering education for deaf or hearing impaired students (<http://www.bmstu.ru/abitur/foreigners/english/>).

4. National Research University Higher School of Economics, where currently there are 193 students with disabilities (<https://www.hse.ru/en/>). The educational pilot project “Inclusive higher education: creation of a comfortable learning environment for students with disabilities” implemented by this university is of particular interest (<https://www.hse.ru/inclusive/>).

5. Another example of the implementation of higher inclusive education is shown by the Southern Institute of Management (Krasnodar), where in 2015, the department of inclusive education was founded. It takes active efforts to develop adapted educational programs for students with due regard to their psychophysiological characteristics and special educational needs. The Bachelor's Degree

program curriculum includes such adaptational disciplines as “Technology of intellectual work”, “Social adaptation and the fundamentals of social and legal knowledge”, “Practice of interpersonal communication”, while the Master's Degree program curriculum features such subjects as “Major aspects of self-management” and “Major aspects of social and professional adaptation”. Introduction of these adaptational disciplines encourages development of communication skills and contributes to graduates’ readiness for work activities.

An independent focus area of this higher education institution is the development of cooperation and interaction with specialized (remedial) educational organizations and non-governmental organizations based in Krasnodar and Krasnodar Krai (Grabchuk, 2017).

6. Kuban State University of Physical Culture, Sport and Tourism is also actively involved in looking for practical solutions of issues connected with the accessibility of higher education to people with disabilities. There is the inclusive education department in the university, which coordinates psychological and pedagogical assistance provided to disabled students, helping them to overcome the problems in the sphere of learning, communication and social adaptation they face.

Let us consider the main requirements for the development of humanitized higher education programs for students with disabilities that are common for the above-mentioned universities.

Briefly, they can be outlined in the following way: instrumentality, diagnosticity, scientificity and objectivity. Moreover, learning goals to be achieved in the course of education based on this curriculum must correspond with the context of social and professional spheres.

It should be also pointed out that in the development of such programs, the following aspects must be taken into account: universal application, incorporation into various education systems (Fryer, 2012); orientation towards the goal, its active and operational nature, unity of sociocultural thinking and professional components (Jin et al., 2016).

In order to optimize the interaction between subjects of the educational process, modern Internet technologies can be definitely applied within these study programs, such as synchronous and asynchronous communications (email, chats in social media, Internet forums), interactive technologies (virtual reality simulators) and various tests to be filled in electronically. The content of classes can also be presented in different ways: text on a website, digital audio/video or animated images (Krinitsyna et al., 2016).

A teacher can broadcast a class both from a specially equipped location and with the help of such a common device as a tablet or even smartphone. Doing so, a teacher can reach out to several groups of students at the same time. Webinars are a very popular organizational form of inclusive distance learning as an alternative approach to education.

Usage of resources offered by Internet technologies allows achieving significant results in the sphere of training students with disabilities by solving the problems of their low mobility and handling communication issues caused by their medical conditions. This way the level of humanitarization of inclusive education grows due to rapid absorption of sociocultural values and successful socialization promoted by the improvement of communicative and professional skills.

DEVELOPMENT.

Materials and methods.

The following methods have been used in the course of this research: content analysis of theoretical and methodological sources in the sphere of pedagogy, psychology, sociology and statistics; systematic study of sociocultural and cultural-pedagogic aspects of the development of information and communication technologies used in the process of socialization of people with disabilities; examination of regulatory documents related to distance learning; evaluation of pedagogical experience and identification of best practices. In addition, online surveys were carried out among 1,137 students, 580 of which are people of different age groups with disabilities studying at Moscow

and Krasnodar universities. Moreover, 89 university teachers took part in the surveys.

In order to identify the value attitudes of students with disabilities to education, including distance learning, and their willingness to learn positive life strategies, the following well-known methodologies were used: “Value Orientations” (M. Rokich) and Purpose in Life Test (J. S. Crumbaugh, L. T. Maholik, D.A. Leontev).

The research also pursued the following objectives:

- 1) Analysis of the real-life experience of interaction between teachers and students with disabilities concerning the arising challenges.
- 2) Evaluation of teachers’ and students’ readiness for productive work and achieving the target results in the course of distance learning.
- 3) Identification of the potential of humanitarization of the educational process in the given conditions.

Results.

Summary of theoretical sources and teacher surveys showed that the potential of Internet technologies in the process of humanitarization of inclusive education lies in their focus on the motivation of students with disabilities for self-development and acquiring professionally important skills.

Apart from that, in the course of this research, the following results were achieved:

- The criteria of humanization of inclusive education in higher education institutions were identified:

- The level of integration of humanities and specialized subjects.
- Readiness for the establishment of effective interaction between humanities and sciences/technical disciplines in the distance learning curriculum.
- Focus on the development of an integral worldview based on self-development and self-study (Stukalova, 2017).

- *The pedagogical conditions for effective humanitarization of inclusive education were determined:*

- Integration of specialized subjects and humanities taking into account universalization of sociocultural human values.
- Monitoring the process of studying humanities by future specialists, timely adjustment of the form and content of training.
- Improvement of the study formats by the introduction of Internet technologies.
- Development of a friendly, open and accessible learning environment in the course of humanitarization of inclusive education, which encourages positive socialization of disabled students by expanding their social network, interests and opportunities for self-expression.

- *The principles of humanitarization of inclusive education relying on the potential of Internet technologies were described:*

- Creation of a dialogue-based learning environment.
- Activation of students' independent research and project activities.
- Integration of humanities, optional and elective courses.
- Combination of national and international aspects in the educational process.
- Development of study programs based on global achievements in the sphere of culture.
- Consideration of psychophysiological characteristics of students with disabilities.
- Motivation of students for further education and self-education.
- Creation of conditions for international collaboration and familiarization with the world classical heritage.

The survey conducted among teachers working with students with disabilities allowed us to make the following conclusions about education with the incorporation of Internet technologies:

- It “makes it possible to create conditions for socialization and effective intercultural dialogue” (82% of the respondents).

- It “encourages maintaining a positive focus on the arrangement of life of a person with developmental disorders” (77% of the respondents).

- It “forms a commitment to joint scientific and practical activities” (68% of the respondents).

Interestingly, when asked the question about the opportunities offered by Internet technologies in terms of education, students with disabilities in the first place pointed out “emergence of eagerness to engage in joint scientific and practical activities with teachers” — 75% of the students who participated in the online survey.

Students that receive knowledge from distance learning based on usage of Internet technologies and principles of humanitarization of inclusive education demonstrated the following characteristics: information competencies (prompt information retrieval, the ability to summarize and critically reflect on such information, use the provided materials in different formats); readiness for independent interpretation of the acquired knowledge and communication of the resulting conclusions to other subjects of the educational process; objectivity of the self-assessment of one’s own level of training; the ability to make well-grounded conclusions; willingness to continue education independently in the future; respectful attitude to diverse forms of communication and different cultures.

According to the majority of teachers who took part in the survey (84%), the main advantages of distance learning in the course of classes based on the principles of humanitarization are the engagement of students in active creative activities and the opportunity to present their results to a broad audience. It proves the interconnection between humanitarization of inclusive education and socialization of students with disabilities.

For the purposes of this research, remote interviews were conducted with students with disabilities: personality interviews and group discussions (webinars). As a result, we found that students with disabilities display a high level of motivation for learning (75%), awareness of the necessity for

humanitarization of inclusive education (82%), overall readiness for further studies at the next level of education (Master's Degree, postgraduate programs) – 69%, optimism and confidence in the opportunity to implement the acquired knowledge (75%).

Students are particularly interested in such training programs as “Psychological assistance to people with the help of remote technologies” (74%) and generally in the issues of social communication.

Respondents aged 21–25 demonstrated readiness to engage in scientific activities aimed at improvement of the technical aspects of distance learning and development of interfaces that would make it easier for students with eyesight and musculoskeletal disorders to join the educational process.

The research included a few surveys focused on the value attitudes of students with disabilities to the opportunity to learn remotely with the help of Internet technologies.

Research shows that these attitudes are influenced by the specific features of self-concept development typical of such students: formation of negative self-perception, decreasing level of self-respect, self-interest, self-management and compensatorily inflated self-esteem. Students with disabilities often perceive their physical defect or somatic disease as a defect of their own self. Inadequate self-perception leads to disorders in the sphere of social and psychological adaptation in general. Therefore, distance learning is the preferable form of education for such students.

In this case, the role of humanitarization of distance learning increases since students with disabilities often face serious problems with building interpersonal relations and feel an urgent need for psychological and pedagogical assistance in the course of choosing their future career.

Such assistance includes:

- Development of adaptational programs focused on certain medical conditions.
- Conducting training sessions devoted to the improvement of communication and assertive skills, self-regulation, etc.

- Organization of individual and group counseling sessions.
- Conducting comprehensive psychological diagnostics of students with disabilities.

The test by M. Rokich applied in the course of this research and analysis of the obtained data showed that for students with disabilities, the opportunity to study remotely based on the principles of humanitarization is connected with the value of “independence”, which was ranked only third by healthy students who took part in the survey.

Among other values associated with the influence of distance learning in a humanitarized environment, students with disabilities assigned a high ranking to the value of “responsibility”, presence of which upgrades the social status of a person and allows them to become independent.

Among other sense-making values especially important for students with disabilities, the respondents mentioned “private space”, which testifies the great role of the freedom of actions and independence in their life, as well as the opportunity for social and professional self-sufficiency.

Summarizing the analysis of value attitudes of students with disabilities to distance learning in a humanitarized environment, it should be pointed out that these students hardly refer to the value of labor activity, which shows certain immaturity and a strong feeling of the lack of prospects for professional self-fulfillment. Therefore, after graduation, such students need further psychological and pedagogical support in job search.

Discussion of the obtained data with teachers has shown that the positive impact of humanitarization of inclusive education is accounted for by the opportunities for compensation of psychological changes in the structure of personality (Vekker, 2000), when an inborn or an acquired defect lies at the center of choosing life strategies as a result of focusing on emotions, communication, development of positive attitudes, improvement of individual abilities and providing support to everyone’s inherent talents, which, as a whole, encourages growth of self-esteem and self-confidence and switching from worrying about one’s inferiority to reflecting on self-development tasks (Newton

& Newton, 2014). These are the problems brought up during the classes based on humanitarization principles.

Over 72% of the teachers reported that the existing restrictions relating to life activities faced by students with disabilities lead to significant changes in personality resulting in social isolation, aggression and mistrust, up to antisocial behavior patterns.

In view of this, humanitarization of inclusive education should focus on providing highest possible pedagogical support for the implementation of each personality's own capabilities. In this context, usage of Internet technologies stimulates problem-based, exploratory and project activities conducted by students with disabilities.

In the framework of traditional education, it is very difficult for a teacher to work with each student individually and work out the pace and rhythm of classes suitable for everyone. Usage of Internet technologies allows to organize individualized training and implement the student-centered approach when each student chooses their learning pace, can get prompt answers to arising questions from the teacher, etc.

An important sphere of research into the impact of humanitarization of inclusive education and usage of Internet technologies in this process is assessment of goal-setting skills in students with disabilities, which are interconnected with their psychological stability, awareness of their level of well-being and readiness for self-fulfillment (Table 1).

Table 1. Evaluation of the level of development of goal-setting skills in students with disabilities
(%).

Group	2017 survey	2018 survey				
	high	medium	low	high	medium	low
Students who study within the framework of humanitarization of inclusive education with the incorporation of Internet technologies	38	57	5	85	15	-
Students who study in an environment that does not suggest humanitarization of inclusive education	32	62	6	27	70	3

According to the interviewed teachers, the level of development of goal-setting skills reflects a wide range of motives governing a student. All of the teachers pointed out that this criterion clearly reflects a person's readiness for self-development. Apparently, a significant increase in the level of these skills in students who study within the framework of humanitarization of inclusive education with incorporation of Internet technologies is connected with the fact that in the course of training, they had an opportunity for wider usage of information competencies, which gave rise to activity and cognitive interest to self-study. Evidently, all of these factors together influence the development of goal-setting skills and the abilities to build one's own life strategies, which has already been mentioned above.

In the course of this research, pedagogical profiles of students with disabilities were compiled; they contain analysis of their educational and life strategies. One example of such work is the pedagogical profile of Evgenii L., a student of the Moscow Art Theater School with first-degree disability who managed to complete the five-year specialist program in four years with the help of distance learning. It confirms the hypothesis that the content of humanitarization of inclusive education is focused on development of a proactive approach to life in future specialists based on the value attitude to

learning, actualization of moral ideals, perception of professional development as a personally significant process.

Another area of research into the potential of Internet technologies in humanitarization of inclusive education was assessment of the dynamics of motivation for self-education among students with disabilities, which confirmed the hypothesis about the potential of Internet technologies in creating situations that stimulate students to search for information actively, develop their own research style, support their conclusions with more arguments, etc.

The teachers who took part in the survey pointed out that interactive training methods help to overcome inertness, lack of motivation for high-quality performance of tasks and unwillingness to make efforts in order to achieve high results in education — features typical of many modern students. It is caused by the reduction of motivation for self-education.

As a result of the research, the conclusion was drawn that motivation for self-study in the course of classes based on humanitarization principles and incorporation of Internet technologies is provided by means of creation of special tension stimulating personality. At the same time, students are given enough time for performing difficult tasks beyond the current level of their knowledge.

Teachers believe that throughout distance learning students with disabilities should be offered tasks and put into situations prompting them to achieve high educational goals independently, improve the quality of completed projects/creative products, etc.

CONCLUSIONS.

Humanitarization of inclusive education is one of the crucial prerequisites for productive and positive socialization of students with disabilities. Internet technologies also play a significant role in this process. Effectiveness of this process is reflected in development and improvement of future specialists' competencies, creative and communicative skills, their ability to cooperate actively with moderators, teachers and other students and fostering a constructive dialogue-based atmosphere of

creativity (Lyubavina, 2015; Kuvshinova & Mitsan, 2016).

The core value in the course of humanitarization of inclusive education is the personality of a student, their volitional attitudes to education, ability for socialization and motivation for comprehensive constructive interaction.

In the process of humanitarization of inclusive education, students with disabilities are in a naturally organized situation of professional communication; they feel attention, interest in their creative products, expressions and responses, which is a crucial factor in the development of their abilities, socialization and formation of professional competencies and objective self-esteem.

On the whole, we believe that the system of higher education in Russia has the necessary potential for achievement of the socially important goal of full-scale integration of people with disabilities into society, developing their willingness for self-fulfillment and adopting positive life strategies.

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