

**Social pedagogy
for social inclusion
& children's rights
discourses**



**Edited by
Anna Odrowąż-Coates**

**Maria Grzegorzewska
University Press**



**Social pedagogy for social inclusion
and children's rights discourses**

*This book celebrates the memory
of Doctor Chinyere Lilian Okam,
Calabar University, Nigeria (1975–2022),
UNESCO Janusz Korczak Chair Fellow 2019*

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Social pedagogy for social inclusion and children's rights discourses

Edited by
Anna Odrowąż-Coates

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Foreword

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This edited volume continues the tradition of the UNESCO Janusz Korczak Chair book series dedicated to promotion of inclusive international scientific exchanges with an open access and no geographical divisions from imagined centres of science to the perceived periphery. The publication is the outcome of the international conference that took place in Warsaw in June 2022 titled: *Discourses of childhood and social education*, that fell on the 100-year anniversary of the Maria Grzegorzewska University (APS), the eldest pedagogical unit in Poland. The celebrations and the conference took place under the patronage of UNICEF Polska and the Polish Commission of UNESCO. We also celebrated 2022 as the year of our patron, Maria Grzegorzewska, established by the Polish Parliament. Maria Grzegorzewska had an honourable mission of social inclusion, reflected in the values represented at our university. APS stands for: Access, Participation and Solidarity, which were echoed in the composition of speakers and participants. *Discourses of childhood and social education* conference was aimed at representatives of social sciences, in particular social pedagogy, social education and sociology of language. The way we perceive the world, the needs of the child and the social positioning of children, depends heavily on social imaginari-um of children's rights. This imaginari-um is often influenced by discourses that surround it. Social pedagogy/social education plays a role in how the social imaginari-um is formed, critically assessed, deconstructed, reconstructed, and implemented in social practices. Social educators/ social pedagogues are often amongst the changemakers, that promote inclusive practices, based on human rights and therefore also advocate for the children's rights agenda. We have been interested in what language is used in political discourses, in legal and policy documents, in related media discourses; how narratives form social imaginari-um around children's rights, child participation, the idea of childhood are formed, and last but not least; how these may aid or negate social inclusion of children and youths in the socio-environmental contexts. Topics in this volume cover issues of social pedagogy, education for social inclusion, special educational needs, human rights, with special weight place on children's rights. National contexts from Canada, Kazakhstan, Mongolia, Nigeria, Poland, Romania, and USA are represented in this book with hope to find a common ground for the betterment of the education and the social system.

It is important to note that the book series this volume is part of aims to include scholars from underrepresented cultures and traditions. Therefore, some of the chapters in the

book do not follow the same academic standards we are used to in the so-called western academic discourse. The principle of world Englishes is also respected to promote agency and own, unique voices without attempts to uniform, tame or colonize them with the truths and traditions derived from the dominant centre. Respectful of the individual, personalized approaches to research and writing we decided to leave the natural language flow and train of thoughts by the authors. This may not be to everyone's preference, but it reflects the principle of inclusion and subjectivity fostered by this UNESCO Chair. It is needless to say that assigning greater value to ideas and patterns we are used to over the ones that are missing from the global discourse would contradict our mission.

In this edited volume one may find a chapter by Prof. Kathleen Manion of Royal Roads University in Canada, who argues that it is the children's rights that offer a powerful and meaningful foundation for social pedagogy. She advocates for responsibilities to be carefully positioned to balance rights. Prof. Manion is a strong voice for social justice and for protection and fulfilment of rights for indigenous and migrant population in Canada, especially in educational context.

Dr Julien-Ferencz Kiss and Prof. Florica Ortan show the situation of students from vulnerable backgrounds in Romanian educational context, looking for solutions to address their underperformance in the general educational results.

Dr Valentin Cosmin Blândul discusses how our daily lives are influenced by many stereotypes and prejudices that change the way we relate to those around us. For example, we are tempted to judge a person by ethnicity, the way he looks, how he dresses, the presence or absence of a disability, etc. The biggest risk we are exposed to by accepting these stereotypes is to marginalize or discriminate against a particular person or group, just because they are different from us. Stereotypes are the effect of simplistic thinking, which involves formulating the same response to different stimuli. They have a strong socio-cultural character, and can be passed down over several generations. Therefore, in our paper, we are planning to analyze some stereotypes that can negative influence the life of peoples about we consider that are different comparative with us.

Princewill Chukwuma ABAKPORO and Dr Stanley Timeyin OHENHEN offer an interesting approach to analysing children's rights and childhood discourses in the context of Nigerian theatre and drama.

Dr Laurențiu Dragoș Mândrea writes about the role of social pedagogy in restorative justice and youth resocialization in Romania.

The chapter by Akbota D. Zhumageldiyeva and prof. Galiya A. Abaeva contains the study of professional training of a teacher in an inclusive education environment. It shows the relationship between foreign and domestic experiences. Creating conditions and providing assistance to children with special needs is a modern requirement. In solving this problem, many scientists have conducted research and made a lot of concessions. Analyzing the research of scientists, the current state, direction and content of inclusive education are explained. In the conditions of inclusive education, a teacher must have a new conceptual thinking, the ability to realize the personal and social significance of professional activity for children with disabilities and take responsibility for the quality of the result being formed. The authors, based on the competence approach, propose the most effective and scientifically sound ways of teaching, forms and methods of forming teachers' readiness to work with children with disabilities based on the competence approach.

The chapter written by Saidaeva Bayan Mukhtarkyzy and Namazbaeva Zhamilya Id-risovna, discusses the impact of learning English, which is a world language, on children who need special knowledge, especially hard of hearing. English, which is now widely and globally used, is taught starting from primary school. Knowledge of English, which is an interethnic language in the country, is a requirement of society. In the course of writing this article, we analyzed the works of scientists who have studied the methods used to teach the language, and considered ways to use it in our own practice. And we have identified their differences and advantages. In addition, taking into account the pedagogical and psychological characteristics of students of the 5th grade with hearing impairments, we determined the methods of forming lexical skills in English. Thus, we have noticed that the increase in the number of students with hearing loss in a foreign language has a huge impact on the formation of a child's personality.

Another contribution from Kazakhstan, by Asiya Darkembayeva, Laura Butabayeva, discusses the importance of developing moral values of students with impaired vision, including visually impaired, through musical art, that is, folk music. Folk music is an indispensable educational tool. The purpose of the article is to reveal the ways and possibilities of using folk music in the educational process of visually impaired students in the formation of moral values. How is the art of music perceived by a student who needs special knowledge? To do this, we drew attention to the pedagogical and psychological characteristics of students with visual impairment, focused on the features of cognitive activities, such as perception, attention, memory, thinking, and speech, which occupy an important place in a person's life. Because through cognitive services, we perceive music, intuitively realize the processes of thinking and speech. Based on such issues, we analyzed the works of teachers, psychologists, and research scientists. In addition, by reviewing the types of folk music, we were looking for ways to develop students' moral values through these types of music. We all know that each nation has its own ancient history, culture and spiritual wealth along with its history. If we can effectively use this heritage in the education of visually impaired students, then the future generation will grow up to be citizens who have absorbed the national characteristics of their people and can freely enter the social environment through this musical art.

The chapter by Nurbyek Razukhan introduces Mongolia's policies and activities for the development of inclusive education. Because education is one of the fundamental human rights, and every country has a responsibility to ensure that every child has the right to education. The General Recommendation 4 of the Convention on the Rights of Persons with Disabilities states that "inclusive education is a continuous and active process aimed at removing barriers to the enjoyment of the right to education, as well as the effective inclusion of all students. It is the result of a change in stereotypes, policies and practices". The Convention and its General Recommendation 4 state that States have a duty to ensure that persons with disabilities have the same access to primary and secondary education in their area of residence and that they are not isolated from their homes for the purpose of enrolment in special education institutions.

Next chapter written by two Kazakhstani scholars, Zhanar Seitovna Adirbekova and Gulzhanar Togyzbayevna Bekmuratova remain within the field of special education and discuss the development of hearing-impaired children in primary education setting in Kazakhstan.

Dr Mark Juszcak's chapter is dedicated to labelling and structuring the functional boundaries of an emergent phenomenon that crosses multiple domains of digital privacy, digital citizenship and so-called "first amendment" rights. While this phenomenon, the creation and collection of metadata as a result of digital transactions, has been extensively studied in the private sector (via its proliferation through social media platforms and other applications), that evolution has largely been optional and selective. Despite its proliferation, it is not a requirement of citizenship. At the same time, a number of different technologies, ranging from automated license plate readers to the use cashless tolls, has been pushing citizens towards what I have termed "mandatory metadata regimes" – systems that force citizens engaged in private acts in public spaces to leave metadata trails of their behaviours and activities. This is in direct contrast to immediately prior regimes that did not require metadata trails to be formed as a result of citizens conducting private acts in public spaces. This is not a paper about the USAGE of metadata, as issues with usage and control of metadata databases is extensively studied by other scholars. Rather, it is about the emergence of this new phenomenon: the mandatory metadata regime and the way in which its inherent functional elements and structures exacerbate problems of structural inequality.

Two closing chapters are dedicated to the issues of special educational needs and social inclusion within educational settings. Authors, Kaipova Zhanat Mamurzhankyzy and Bekmuratova Gulzhanar Togizbaevna indicate that new, modern paradigm of special education requires special teachers to master new educational technologies and forms of work. However, the underdevelopment of these technologies, as well as the lack of specialists of a new formation who are ready and have sufficient methodological potential to work with children with special educational needs, create difficulties in work in Kazakhstan. Whilst, Nursaule Molbayeva and Galiya *Abayeva* attempt to comprehend and summarize the current trends in the Kazakhstani theory and practice of evaluating educational results of school students with disabilities. To identify problems and contradictions as a potential basis for the emergence of risks in evaluation practices, current research areas to improve the assessment of educational achievements of students with disabilities. The main sources of information used in this chapter are the legislation on inclusive education of the Republic of Kazakhstan, articles included in the Scopus database, research works by Kazakhstani authors. The selection of sources was carried out by methods of descriptive and comparative analysis. As a result, a critical perspective emerges dedicated to the problems of assessing students' educational achievements.

All in all the array of chapters circles around the issues of social pedagogy, social inclusion, with particular focus on minority groups such as children with special educational needs or disability, it also includes as a lite motif the children's rights discourses and the phenomenon around them, within multiple country specific contexts.

I would like to take this opportunity to thank all my colleagues involved with the organization of the events that led to the publication of this book¹ and both supportive

¹ Thank you so much Dr Ewa Dąbrowa, Prof. Anna Perkowska-Klejman, Dr Krystyna Heland-Kurzak, Dr Katarzyna Szostakowska, Dr Marta Kulesza, Dr Magda Lejzerowicz, Dr Monika Czyżewska, Dr Ewa Lewandowska, Ms Joanna Pawłowska, Ms Claudia Chovgrani, Ms Aleksandra Drążkiewicz and many others.

reviewers Prof. Joanna Madalińska-Michalak and Dr Cecilia Maria Zsögön for their hard work and inspiring comments.

Finally, at the end of this introduction, a sad piece of information must be added for informative and sentimental reasons. Our UNESCO Janusz Korczak Chair Fellow (2019) Doctor Chinyere Lilian Okam, suddenly passed away in her homeland – Nigeria – in August 2022. Dr Okam, representing University of Calabar and ASSITEJ International, an organization dedicated to the artistic, cultural and educational rights of children and young people across the globe, was a dedicated scholar, who aimed to bring social pedagogy to Calabar University and promote this subdiscipline of education in her national academic context. She was also very much engaged in creating career related opportunities for young African scholars, therefore truly supporting UN Sustainability Goals and social inclusion. In the light of her plea, we dedicate this edited volume to her, in her memory. Rest in Peace dear Colleague!

Reconciling the Criticisms and Commendations in Children’s Rights Education

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Introduction

Children’s rights offer a powerful and meaningful foundation for social pedagogy when responsibilities are carefully positioned to balance rights. As Covell and colleagues (2017, p. 302) suggest, “when children participate in rights-based schools, they are more likely to develop a conception of themselves as rights-respecting citizens – as autonomous persons with rights and responsibilities and the capacity and motivation to make socially responsible, rights-respecting and rights-promoting choices”. This chapter argues that children’s rights should be reconceptualized and taught within schools within the framework of holistic rights and intersecting responsibilities. Further, this chapter argues that pedagogues would be wise to leverage approaches that reconcile the critiques and commendations levelled at children’s rights and children’s rights education (CRE) to build rights-respecting classrooms. By re-exploring the promises and practices that human rights frameworks proposed (Ignatieff, 2000) and focusing on CRE, this chapter recommends that redressing key critiques of human rights, allows a critical rights-and-responsibilities based pedagogy to emerge that works in tandem with the aspirations of social pedagogy. By using this critical rights-and-responsibility based approach in educational settings, pedagogues can teach children about child and human rights, while also supporting classroom culture, building empathy and supporting concepts of social reciprocity.

² **Kathleen Manion, BA, MA, LLM, PhD**, is a Professor at Royal Roads University in Canada and an Associate at the International Institute of Child Rights and Development. With more than twenty-five years’ experience in research, social and community services and academia, Kathleen’s academic and practice interests focus on systems that support children to thrive. Using various qualitative and quantitative research methodologies and community engagement processes, Kathleen has worked on projects tackling issues related to child protection, child rights, homelessness, climate justice, early childhood development, service innovation, trafficking, violence against children, youth justice, and child migration in North and South America, Europe, Asia, Africa, and the Pacific.

Emergence of Promises of Human and Children's Rights

In the aftermath of World War II and the inception of the United Nations, the ambitious *Universal Declaration on Human Rights* (UDHR) was agreed by the United Nations General Assembly in 1948. Cassel (2004, p. 7) suggests, "nothing less than a revolution in global human rights consciousness, law and institutions" occurred with a plethora of international legal mechanisms to deal with human rights abuses illustrating that human rights have taken a central role within international dialogue. As subsequent instruments began to collect in the UDHR's wake, including nine major human rights treaties, affiliated protocols, and a growing discourse on the necessity of rights, we saw that human rights began to take shape as a set of global normative principles (Wallace & Martin-Ortega, 2016). These principles outlined the basic elements required to meet human needs and support a 'good life'. This comprised an underlining assumption that through mutual promotion, protection and promulgation of human rights the global community can collectively work towards obtaining this good life. Many nations, particularly Western liberal democracies, have made strides in the realization of rights (Pinker, 2018; Rosling et al., 2018; Wallace & Martin-Ortega, 2020), but this has not been symmetrically realized.

Under the pantheon of human rights legal doctrine, there has been a more targeted focus on specific groups, including children. The *United Nations Convention on the Rights of the Child* (UNCRC) set the standard for the treatment of children. This built upon previous international commitments made under the *Geneva Declaration of the Rights of the Child* (1924) and the *Declaration of the Rights of the Child* (1959). The UNCRC opened for signature in 1989. This innovative and far-reaching agreement was met with almost universal state ratification, with only the United States left to ratify it.

On the Commendations of Children's Rights Education

The UNCRC has had a huge impact on our understanding of children's life and the concept of childhood (Kosher & Ben-Arieh, 2020). While children are sometimes seen as naive and vulnerable people in need of protection, a holistic review of the UNCRC proposes that children should participate in matters that affect them and we should see them as rights-and-responsibility holders with agency to make their own choices (within their evolving capacities) and whose rights must be asserted and upheld. Yet, Verhellen (1994, p. 11) suggests we have "insufficient knowledge of children as meaning-makers" despite their rights and their expertise about matters affecting them. CRE provides a way to redress this omission. Beyond meaning-makers and rights-and-responsibility holders, children also constitute future generations of decision makers, leaders, and advocates. Therefore, an understanding of the legal rights embedded in the UNCRC can support learning about concepts of citizenship and principles of participation, equality and non-discrimination. Repositioning children as social actors (Lester et al., 2014) and as active agents in their own right (Brostrom, 2012) supports systems that see children and young people as valuable members of communities. By holding the concept of children as human beings now as well as human 'becomings' (Qvortrup, 2009) we can better argue for the needed investments in rights, play, education and wellbeing (Prout, 2005) to support children's present and future wellbeing.

The education system is one of the few systems fully focused on children and young people. Children's education has an important role to play in creating active, engaged citizens and healthy dialogue that supports concepts of identity, belonging, and autonomy (Niemi & Junn, 1998; Souto-Manning, 2017). This system can be supported by, and encourage, a rights-and-responsibility discourse on children's wellbeing to enhance communal and relational values. Social pedagogy takes this a step further. As Cameron (2004) suggests social pedagogy bridges the divides between social work and education. Social pedagogy centers human dignity, equality, voice and respect, under-girded with ethics of care and drawing on heart, hands, and head (Cameron, 2004). With its nexus of school-based social change orientation, social pedagogy is well situated to integrate CRE, particularly one that focuses on a critical perspective on a rights-and-responsibility based approach that works beyond the critiques levelled at rights-based approaches. CRE and social pedagogy share and enhance values of centering human dignity, equality, voice, and respect. CRE can provide both substantive (in the rights set in the Convention) and relational (and the way they interact with one another and how they support mutual reciprocal rights) meaning.

There are different ways to interpret CRE. Allan and Ianson (2004) suggested that are six motives for teaching children about their rights: increasing student engagement, supporting youth agency, increasing awareness of rights, fostering citizenship and democracy, building the capacity for promotion and protection of rights, and building youth advocacy for social change. Jerome (2016) proposes three, a legalistic perspective where education means technical implementation; a reformist-hermeneutic perspective where children's rights texts are interpreted and elaborated on for children; or a radical approach where CRE is seen as more integrated as a politico-educative venture. Bajaj (2012) also proposed that CRE can be seen in three ways, as imbibed with global citizenship education to overhaul political order; a way to focus on coexistence, healing and reconciliation; or to inspire transformative action for social justice. This chapter is most aligned with the politico-educative approach that inspires transformative action for social justice.

A politico-educative approach that inspires transformative action can be seen as an outcome of CRE in several ways. For instance, students who know about human rights, including children's rights, are more likely to get involved in social justice activities (Torney-Purta et al., 2008). There are a myriad of ways this transpires. Mejias and Starkey (2012) argued the humanistic, collaborative, developmental educational ideology espoused for example within Amnesty's rights-based model countered the dominant neoliberal ideological paradigm promoting individualized, competitive, consumer models of education. Beyond this, Covell and Howe (2012) propose that teaching children about rights can foster better dialogue, a sense of belonging, and may help to reduce levels of societal violence. Jerome and colleagues (2015) found that CRE can strengthen respect for human rights, bridge differences, and foster human dignity.

Focusing more on relationships, CRE actions can support the safe environments in schools where rights realizations can have more relevance (Covell & Howe, 2012; Jerome et al., 2015; Nasser, 2020). "Equipping children with the language of children's rights and building their understanding of processes for protecting rights gives them the language to engage in self-advocacy and advocacy for their peers" (Nasser et al., 2020, p. 15). More aligned with social pedagogy, Manji (2019) emphasizes ways to build social, emotional and relational skills, by teaching people to not be offended, to calm the outrage, to invite curiosity and to

embrace inherent diversity and complexity of the individual, to learn how to listen to difference, and to not engage in humiliation. This can be done with an exploration of a holistic conceptualization of reciprocal rights-and-responsibilities-based education.

Bryan and colleagues (2018) found that children who had learned about human rights were more likely to protect the rights of others, and marginalized people and future generations. Gary (2021) found that early rights education supported the development of advocacy skills, as well as building ability to demonstrate empathy and focus on the well-being of others. Levine and Youniss (2009) suggest classroom management approaches can manifest different ideas of good citizenship. As Gal noted (2017, p. 61), “perceptions about the meaning of rights and citizenship vary according to their underlying political theories and philosophies, and may change across time, place, and context”. This can be seen as akin to Rawls’ (1999) concept of deliberative democracy, where it:

... is the idea of deliberation itself. When citizens deliberate, they exchange views and debate their supporting reasons concerning public political questions. They suppose that their political opinions may be revised by discussion with other citizens; and therefore, these opinions are not simply a fixed outcome of their existing private or non-political interests (p. 137).

In terms of teaching CRE, Jerome (2016) suggests teachers fall into the categories of implementers, gatekeepers and collaborative change agents. This last category best marries with the aspirations of social pedagogy, where “a social justice orientation places contextual factors at the center of school psychology practice and infuses advocacy throughout rather than relegating it to the sidelines” (Nasser et al., 2020, p. 14).

Attaining wellbeing for children is one of the aspired outcomes of rights realization. Child wellbeing is a social and cultural construct, and its implementation and realization must be adapted and understood within local contexts (Fattore et al., 2019). Wellbeing is manifested in spaces and places, where safety is spatially and temporally constructed. CRE can support the development of normative approaches that embrace children’s rights-and-responsibilities. Some conceptualizations of children’s rights have assumed a universal understanding of childhood (Buhler-Niederberger, 2016) thereby undermining the importance of local context. This is a challenge that needs remedy.

On the road to achieving a nearly universally ratified instrument like the UNCRC, a great number of sacrifices and compromises were made, including a tolerance for flexible interpretation and implementation. With these compromises, it is understandable that many critiques have arisen in the decades since its introduction and to move forward in meaningful ways with CRE these critiques must be reconciled.

Thick and Thin Understanding of Rights – Reconciling the Criticisms and Commendations

Borrowing from Geertz’s anthropological descriptions of culture (1973), a thick description (or nuanced and deep reflection) on rights can be contrasted with a more commonly used thin description (or surface level) of rights. Geertz (1973, p. 10) sees

a thick description as “a multiplicity of complex conceptual structures, many of them superimposed upon or knotted into one another, which are at once strange, irregular, and inexplicit”. Drawing on this complexity compels us to focus on both the benefits and detriments and the critiques and commendations to make the best use of a rights-based framework. When we overemphasize thin descriptions, we fail to see the interconnections and interdependencies that bring rights to life and give them meaning. In digging deeper into a thick description of rights we can also better recognize and leverage the tensions between rights and responsibilities. By embracing a thick description, we can better uncover and challenge the assumptions and biases that mar children's rights and CRE and focus on overcoming shortcomings of rights or rights implementation. This may ensure better inclusion, deeper understanding and more efficacy of CRE. To understand, learn from, and challenge the problematic aspects of human and children's rights, four of the key criticisms are provided here, with an approach for reframing them in a way that supports leveraging them to embrace a thick understanding of a critical rights-and-responsibility based approach.

1. *Children's rights have not been achieved* – A key criticism human rights is that they are aspirational (Wallace & Martin-Ortega, 2020) and distinct from actualities (Vandenhoe et al., 2019). As Ignatieff (2000) suggests the gap between what rights promised and what they delivered was immense and rights discourse became vulnerable to multiple criticisms. Allan and Ianson (2004) propose, “the toothlessness of the rights agenda seems to stem from the privileging of interpretation over experience and experimentation and putting these interpretations into practice in limited ways... the symbolic representation that these amount to make them unlikely to succeed” (p. 136). Despite having this legal grounding for the protections and provisions all children should have, in reality children are still disproportionately impacted by mass violence, poverty, inequality, insecurity, famine, disease, civil and political unrest (Hanlon & Christie, 2016) and children's fundamental rights are breached through various forms of abuse, neglect, and maltreatment in all countries and within all socio-economic and cultural contexts (Clark et al., 2020).

Reframe – Rights are what we are working towards. Despite this apparent gap, the UNCRC has served to focus attention on the need to protect and empower children globally. The gaps have increased our awareness of the violations of children's rights, providing a much better understanding of the pervasiveness of physical, emotional, psychological, and sexual violence that are perpetuated on children in every corner of the world. This increased awareness can be embedded in CRE and can serve to anchor restorative and preventative work to support children through rights articulated in the UNCRC and the UDHR.

2. *Children's rights are exclusionary, eurocentric and removed from the lived reality of children* – A key criticism for all human rights is that they are western-centric (Wallace & Martin-Ortega, 2020). Relatedly, Ansell (2016) suggests the aspirations set out in these human rights instruments and by academics working in this area do not resemble the lived experience of children's lives. Further, some have noted that in understanding, implementing, ensuring rights realization, children themselves have been left out of many of the conversations and not taught about their rights. Some of the critiques levelled at the treaty have been its presenting a Eurocentric, Western

cultural understanding of children and childhoods, as well as its focus on aspirational rather than tangible outcomes for children (Roose & De Bie, 2008). To redress this, some regional focus has been placed on creating more contextualized versions of this treaty, for instance the *African Charter on the Rights and Welfare of the Child* came into force in 1999. There are localized or universal understandings (Vandenhoe et al., 2019) and CRE has a role to play in making these explicit and applicable. Ruiz-Casares and colleagues (2017, p. 2) suggested “children’s rights require a different approach that respects children and young people and their capacities and involves them as active participants in finding solutions to issues affecting them”. Similarly, Vandenhoe (2020, p. 187) encourages us to hold on to the relevance of normative universal child rights, but to also recognize the importance of local context. And yet, Reynaert & Roose (2017) suggest that children’s rights come with a complement of assumptions and biases in its localized interpretation. This raises the danger that child participation can inadvertently or unknowingly exclude children, and this must be ameliorated.

Reframe – Children’s rights are expansive and inclusive and can adhere to local context and the needs of individual and collective groups of children. This is less of a reframe and more of a harkening back to original ethos. As Eleanor Roosevelt stated in 1958, human rights exist most meaningfully “in small places, close to home... where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination... Without concerned citizens action to uphold them close to home, we shall look in vain for progress in the larger world” (cited in Wilson-Keenan, 2015). Ensuring the interpretation of rights relates to the local context and lived realities is an important component of meaningful CRE.

3. *Children’s rights are too narrowly defined (on individual rights, political and civil rights)*. Wallace and Martin-Ortega (2020) claim that human rights have favoured both individualistic rights over collectivist rights; and political and civil rights over economic, social and cultural rights. Both preponderances were pushed by the West and explain some of the Eurocentrism. Proponents of a rights-based approach argue that these divisions need to be reconciled to maximize the effectiveness of a rights based approach.

Reframe – Rights are holistic, interconnected. The international community recommitted to cohesion in families of rights in 1993 with the *Vienna Declaration on Human Rights* that asserted that human rights are universal, indivisible, interdependent and interrelated. This watershed moment re-espoused central and forgotten elements of the well crafted UDHR, but the community rights and responsibilities of rights holders were still under-emphasised. As Liebel (2020, p. 125) suggests, the UNCRC is a “permanently changing learning system” and it is robust enough to incorporate the realities of a multitude of children’s lived realities beyond Eurocentric or paternalistic notions.

4. *More focus on rights and less of responsibilities*. This tension between rights and responsibilities is critical and without holding these in balance, rights lose their efficacy and can become too self-interested and untethered. There has been a tendency to focus on rights entitlements of individuals people or groups, yet rights represent social commitments to one another. By recognising and respecting the rights of others we

afford our rights to be respected. Too little attention is paid to the reciprocity and social contract that a rights-based and rights-respecting approach imbibes. It is in this reciprocity that collective commitment and mutual rights assurances are made. Although it is a legal commitment made by states to their citizens, the Convention has morphed into a more profound social commitment, consolidating child advocates across sectors. Roose and De Bie (2008) proposed that the UNCRC was “a children's rights instrument but also and primarily as a social and political platform” (p. 438). In looking at rights and responsibilities as reciprocal and mutually reinforcing, we see possibilities. In a time when public discourse is divisive, isolationist, deficit-focused (Wilson et al., 2019), and lacking collective empathy (Greene, 2018), focusing on more relational, communal and democratic principles and openness to difference seems apt in education. This perspective on rights draws heavily on the individual psychological needs of human beings as collective and relational beings and this can foster meaningful educational experiences at the primary, secondary and tertiary school levels.

Reframe – Rights are reciprocal. This reciprocal relationship is at the heart of how children's rights education can support social justice and social pedagogy aspirations.

Implementing Children's Rights Education with Social Pedagogy

Beyond the four critiques noted above, challenges to implementing CRE include policy misalignment, inadequate implementation legislation or policy, lack of teachers knowledge, being forgotten or undervalued, requiring relationships and networks to build capacity, and needing differing approaches in different ideological dimensions (Gary, 2021). Despite the criticisms and challenges, the UNCRC has influenced childhood discourses since its inception and the criticisms have helped to provide better nuance to the use and interpretation of this document in various contexts.

In implementing CRE, there is often a focus on the four core rights of the UNCRC – survival, development, equality and participation, but also on approaches for participation, protection and provision of rights (Alderson, 2008). While all are important, participation is a lens through which all rights can be seen and articulated. These provide a fruitful foundation within a classroom for building social justice, collaboration and furthering the commitments of social pedagogy. By underlaying work with a participative approach, grounded in a social ecological model (IICRD, 2011; Bronfenbrenner, 1986), pedagogues can ensure the child is centred in social processes where they are requisite to creating and fostering systems that support their ability to actualize fundamental rights and respect their responsibilities. Lundy (2007) suggests that to be heard and realize Article 12, children need: a safe space for their voice to be heard, support to have their voice heard, someone to actively hear (or see) their opinions and ideas, and to have their ideas acted upon and influence change, all of which can be cemented within classrooms. For some this may be a radical idea as it challenges traditional family and state structures, including education. However, for others it is common sense to listen to and involve the individuals who are most impacted by policies, programs, actions and

practices in decision making because they have valuable contributions and have unique expertise in their experiences, and wisdom on how to integrate educational knowledge.

The other important right to be mindful of in this discussion is enshrined in Art. 28 and 29 of the UNCRC, the right to be educated. *General Comment 1* of the UNCRC further articulates that all children have a right to be educated about their rights, including how they can be practicable, meaningful, understood, actualized, contextualized, or violated. Little research has been done that looks at ways to use rights-based teaching and fewer still have explored rights-and-responsibility based education in culturally and age-appropriate ways. Covell and colleagues (2017, p. 296) suggests “the vast majority of children remain in the dark about their rights and schools remain largely oblivious to the need for implementing the full range of children’s education rights”. Howe and Covell (2013) found that few teachers or children around the world know about children’s rights and what is enshrined in the UNCRC or what it means. Jerome and colleagues (2015) also found that many states fail to meet this requirement despite some school and jurisdictions in countries making some progress to reaching this goal.

Building on a child-centred approach that builds in participation offers the opportunity to support students to shift from “passive thinking to active questioning” (Covell et al., 2017, p. 303). It can be an add-on to existing curriculum, but it is more meaningful and impactful if it is integrated. This approach to education provides the foundation for children to experience and exercise their own agency, understand their responsibility to others and practice protecting the rights of others (Covell et al., 2017; Tibbetts, 2002). Extensive resources have been developed and provided to teachers globally to teach children’s rights from organizations like Equitas, UNICEF, Save the Children and Right to Play. Integrating self-directed and cooperative learning strategies aligns well with a rights-and-responsibilities approach. It is supported by common sense teaching that uses jargon-free, child friendly methods of communication, excellent listening skills, as well as imaginative ways of involving children in the process of their own learning. Covell and colleagues (2017) suggest that this can support increased engagement, commitment to learning, confidence, self-esteem, enjoyment, achievement, and academic aspirations. This includes asking children what they understand about children’s rights and what they feel about them.

Brantefors and Thelander (2018) highlight that there are a diversity of ways of teaching children’s rights, as there are a variety of ways of practicing social pedagogy. The concept that CRE can help build a sense of both citizenship and concepts of democracy, as well as build dialogue on understanding of children’s rights bounded by a locally derived and culturally appropriate framework supports a reconciliation of critiques and commendations of rights. Covell and colleagues (2017) suggest that this can support increased engagement, commitment to learning, confidence, self-esteem, enjoyment, achievement, and academic aspirations. This includes asking children what they understand about children’s rights and what they feel about them. Further, Verhellen (1994) and Covell and colleagues (2017) both reason that schools are ideally situated to act as safe spaces where children’s rights can be achieved and taught so that children understand their meaning, importance and reciprocal nature, but also their corresponding responsibilities.

In building this foundation, a rights-based focus can push social justice initiatives which help to reconcile the critiques and commendations of rights. Demonstrating the potential, Allan and Ianson (2004, p. 137) found that CRE “appeared also to generate

an awakening of the students' civic responsibility, creating an openness to the other". Discussions within schools, from primary to post secondary, on the injustice of this discrepancy as a fundamental breach of human rights, as highlighted across multiple international legal instruments, offers opportunities to work towards reconciliation within a variety of contexts.

Spencer-Keyse and Warren (2018) note the importance of overhauling education and including a rights-based framework drawing on what global youth said they needed. In support of innovative approaches, Robinson (2016) called for creativity and innovation in education. Kahn (2012) suggests that positive factors that support child wellbeing in school includes relationships, safety, and play, but these are surpassed by family, school and community, all emphasized by both CRE and social pedagogy. School is a fundamental place for creating safety for children, for building community and for developing skills, capacities, and principles for children. Verhellen (1994) and Covell and colleagues (2017) both reason that schools are ideally situated to act as safe spaces where children's rights can be achieved and taught so that children understand their meaning, importance and reciprocal nature, but also their corresponding responsibilities. Koenig (2001, n.p.) found that human rights provide a good vehicle for building dialogue and relational capacity, where "human rights comprise the guideline and framework for social responsibility—being in community in dignity with others". As an example of young people claiming their rights, the Safe to Learn Initiative saw young people create the #ENDviolence Youth Manifesto where youth clearly articulated their demand for their rights to be respected and in particular to have an end to violence in schools, to be taken seriously, to ensure safety to and from school and within schools (UNICEF, 2018).

Canlas and colleagues (2015) suggest that rights based education is in demand. Taking a dignity focused approach supports educative models, but further they support a critical and transformative perspective that minds the 'isms' inherent in the various evolutions of rights-based discourses, in contrast they offer right-based education to build solidarity. The authors found that opening dialogue on social justice and right-based issues in secondary school in the U.S., catalysed an energy in students to be interested in their community, they showed they had internalized the lessons, recognized themselves in the curriculum (particularly for marginalized groups).

Concluding Thoughts

We have not yet achieved a world with full human rights and dignity. With children on the precipice of an uncertain and unknown future across social, psychological, relational, economic, political, sociological and environmental domains, and with an increased understanding of the impacts of children's rights breaches, it is timely to explore how CRE and social pedagogy can be reimagined as a holistic critical rights-and-responsibilities-based discourse within schools that can better prepare children for this uncertainty and to embed concepts of community reciprocity and mutually reinforcing rights actualization. The initial and somewhat undeveloped concept of human rights is still in its infancy, and we clearly are trying to give shape and body to it, pushing at its edges and justifying its existence.

If rights are a set of normative principles, then we must stop and rethink them at regular intervals. What are our aspirations and what are the minimum standards, and is asking a question about minimum standards inviting less than our best? With remnants of the initial ideas on human rights in 1948 and children's rights in 1989, we have a solid footing to re-imagine how to equip children with contextually and temporally relevant perspectives on children's rights and responsibilities today in more inclusive ways. While universal rights hold currency, they can only be meaningful if we interrogate how this has privileged world views on childhood and on the most important rights to implement. Many rights-warriors push for policies and practice that support children's rights across all states in the world, but the commendations and critiques are not static or universal, but they all have relevance and deserve consideration of ways to reconcile them.

Although we have made great strides in actualising human rights across a range of measures (Harari, 2018), in moving forward we need to rely on new thinking and approaches. As Einstein suggested, we cannot change something with the same thinking that created it. By enlivening the dialogue on the indivisibility of rights, enveloping the community based rights within the concept of individual responsibilities to ensure the rights of others are enacted provides an important, transformative, and educative process for building and maintaining.

By challenging critiques of children's rights and utilizing various pedagogical tools, CRE can offer an emancipatory and participatory approach to advance social pedagogy. By seeing the tensions, the challenges and obstacles we can better understand the path we wish to take to enact children's rights and social lives.

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Education and social vulnerability of students from disadvantaged backgrounds in Romania

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Introduction

Coming from vulnerable backgrounds is associated with poor educational outcomes and implicitly with a subsequent major social vulnerability caused by the low acquisition of skills needed for social and professional development. The problem of conceptualizing the situation of students from vulnerable backgrounds is an acute one in Romania in the context of looking for solutions for poor general educational results. We will try to develop a wider perspective on the issue, derived from modern social pedagogy.

In recent years, the results of PISA evaluation (Bădescu, 2019) or TIMSS evaluation (Pantazi, Peticilă, 2020) indicate a degradation of the quality of the educational act in Romania (Iliescu & Airinei, 2022), but this phenomenon is not global if we report it to the entire student population. A closer analysis indicates that poor results are recorded especially in students from rural areas or who are in a situation of vulnerability (European Union, 2019). The farther we go from the big cities, the weaker the results. The situation indicates that we can talk about certain development poles, where the situation is acceptable, but outside this development area the educational opportunities of students are significantly reduced (INS, 2021; Mărginean, 2018). And if we take into account the demographic data, according to which almost 45% of the country's population resides in rural areas (Andrei, 2019), the image becomes dramatic because it indicates a risk of major vulnerability.

Social issues of education

The problem is a social one, if we consider the fact that young people with higher education who are oriented towards a teaching career will generally tend to live in a big city that offers multiple opportunities. Eurostat data (European Union, 2019) indicate that in rural Romania there is a significant shortage of teachers with adequate training, both in terms of primary and secondary education. More than half of the candidates for the vacancies get a grade below the minimum required for tenure, and in rural areas, a lot of teachers with inadequate training end up. Eurostat reports also mention the low number of school counsellors but also mediators for Roma students. One observation that we consider critical is the fact that teachers often focus on small groups of students who can achieve increased academic results, to the detriment of those in vulnerable situations who do not reach a certain elementary level of educational acquisitions (European Union, 2019, p. 4). There is of course a major pressure in every society for excellence in education, but this goal should not lead to the neglect of those who do not have the conditions to achieve high performance.

Investments in the educational material base have increased in recent years (Ministry of Education, 2018), but the human resources issue has remained unresolved so far – whether we are talking about teacher training or the massive concentration of well-trained teachers in developed urban areas or lack of advisers and support staff who could make significant changes.

Another major vulnerability is found among Roma students (Patache & Neguriță, 2020). Among them, the lack of models and valorization of formal education, along with the usually precarious socio-economic conditions (Pascal, 2020; Horvath, 2017), as well as the lack of Roma mediators and specialized counselors, educational deficiencies are chronic, along with the high dropout rate (Bonea, 2019; Diana & Codrina, 2019).

Evolution of school performance and dropout rate

If we analyze the data on school performance, we will see a sharp decline in the last 10 years.

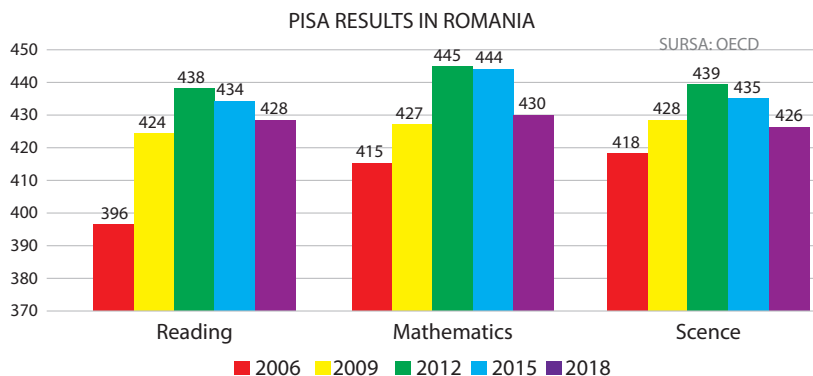
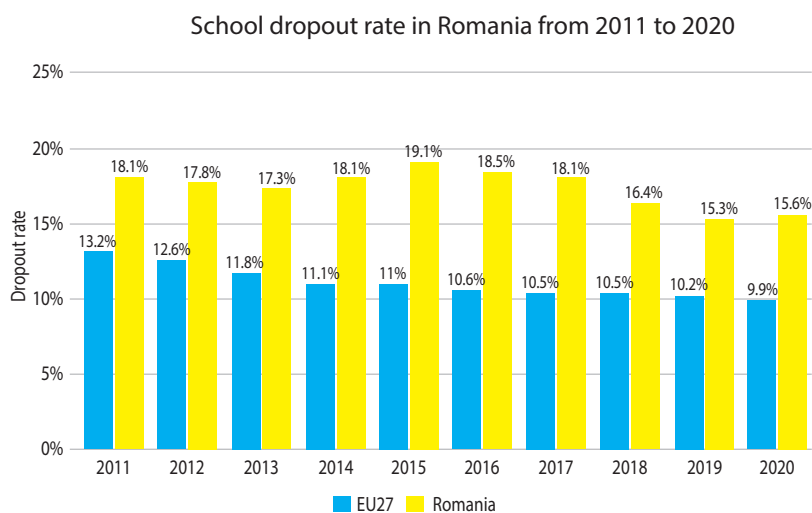


Figure I – Pisa results in Romania (translated and adapted from Peticilă, M. – Edupedu.ro, 2019)



Sources
Salvati Copiii România; Eurostat
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Additional Information:
Romania; Eurostat; 2011 to 2020

Figure 2 – School dropout rate in Romania from 2011 to 2020 (Statista, 2021)

The situation is not better in terms of dropping out of school either, the percentage is almost double the EU average.

Poor school results generate an increased percentage of functional illiteracy. According to the results of the National Literacy Report (Iliescu & Airinei, 2022), approximately 42% of students are in such a situation. This very effect is one of extreme vulnerability in relation to subsequent opportunities. Functional illiteracy often leads to the impossibility of access to higher education and implicitly the significant decrease of the chances on the labor market. Regarding dropout, an increased rate is usually recorded in vulnerable social environments (rural areas, Roma communities) where there are no basic resources for access to education or for the proper conduct of school activities (Kiss, Orțan, Blândul, Mândrea, 2022).

We note, therefore, that the educational environment fails to fully counteract the effects of students from potentially vulnerable backgrounds, which is worrying. Support solutions that do not take into account the educational dimension will have a limited effect both in terms of impact and effects over time. Without a coherent, global educational strategy that takes into account the fact that coming from vulnerable backgrounds predisposes the student to a low level of educational attainment, the decline will be difficult to stop.

Teachers' perspective on the educational vulnerability

A recent research of ours (Kiss, Orțan, Blândul, Mândrea, 2022), focused on the analysis of teachers' representations on the origin of students from vulnerable backgrounds, shows that 48.3% of teachers in Romania included in the sample, consider that this fact generates significant problems. The highlighted effects are:

- Poor school results (39.9%)
- Behavioral disorders (deviance, aggression, bullying – 32.8%)
- School dropout (8%)

The results of the same exploratory research (Kiss et al., 2022) highlight as causes of vulnerability:

- Disorganized families (47.1%)
- Origin from Roma communities and lack of access to resources (21.9%)
- Poverty (14.2%)

Teachers surveyed on the causes of school dropout among students from vulnerable backgrounds identify as causes (Kiss et al., 2022):

- Lack of interest from the family (62.3%)
- Lack of resources (10.1%)
- Lack of incentive for educational content (6%)

The research (Kiss et al., 2022) highlights the major role that the family plays in the representations of teachers both on the causes of students' educational vulnerability and on the resource of solutions to counteract the negative effects.

The effects of educational vulnerability extend beyond the school environment and have a negative long-term impact on young people's lives. The following chart (Social Monitor, n.d.) highlights the situation of young NEETs (Not in Education, Employment or Training):

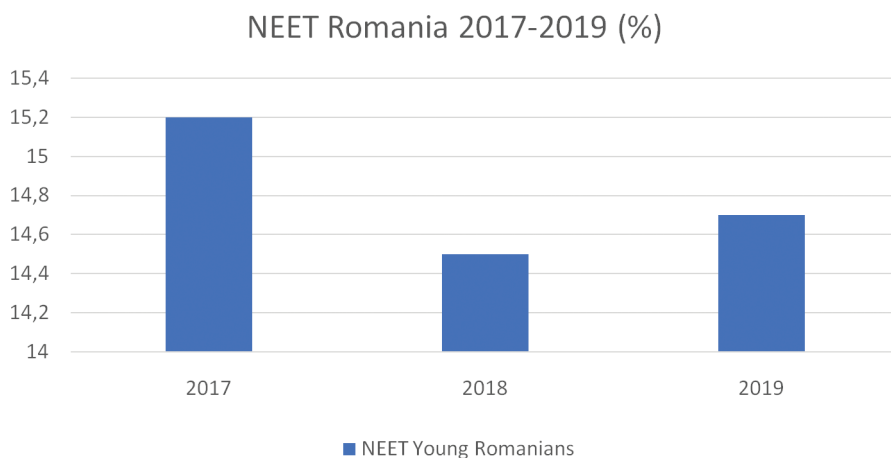


Figure No.3 (translated and adapted from monitorsocial.ro)

Eurostat data (Monitor social, n.d.) clearly show that young people in rural areas or small towns (post-industrial) are significantly disadvantaged in terms of access to education or integration into the labor market.

These data reflect the reality on the ground in Romania – a huge educational and professional opportunity gap between developments poles and the rest of the country.

In addition to these worrying statistical findings regarding the fate of a significant percentage of young people in Romania, we can also talk about increased immigration and the phenomenon of “brain drain” or low birth rate (Kiss, 2020). These problems,

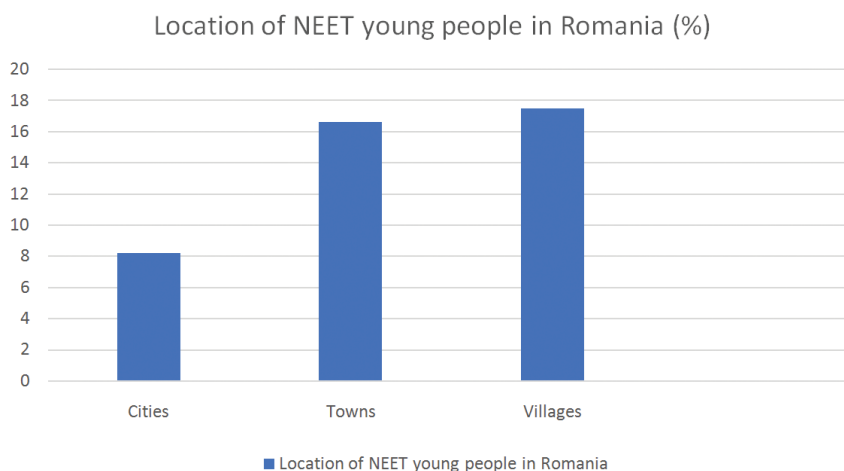


Figure No. 4 (translated and adapted from monitorsocial.ro)

combined with poor school results or high school dropouts, have the potential to generate real socio-economic bottlenecks in a relatively short period of time. If urgent action is not taken to counter the effects of educational and social vulnerability, we can easily imagine a bleak future ahead.

Conclusion

The issue of teachers and their training in relation to educational interventions in vulnerable environments is becoming central. It is not enough to pump money into these environments, although it is obviously a primary condition. It is necessary first of all to sensitize teachers to the issue of vulnerability, additional training on resource management and the organization of educational activities often in a socio-cultural context detached from school. Other seemingly simple issues, such as teachers' access / transport to villages or small towns from greater distances, their housing conditions if they decide to relocate to these areas, the resources at their disposal, support from social workers or mediators, as well as from the authorities, often differentiate between the possibility and the impossibility of producing changes in relation to young people from vulnerable backgrounds.

The dimension of volunteering (Orțan, 2022; Mândrea, 2022), which is less developed in Romania (although recent progress is obvious), could contribute to the support of educational activities in vulnerable environments. Also, public discourse is often oriented in a direction that values only educational excellence and outstanding national and international performance. This in itself is not to blame, on the contrary, highlighting above average performance can be a source of inspiration for many young people. But when in public discourse, the major problems of the origin of young people from vulnerable backgrounds, such as poor school results, school dropout or behavioral disorders are treated superficially and often lead to additional blame, we can not expect

a real debate on this situation. We promote a perspective of social inclusion supported by elementary educational acquisitions.

A role as important as highlighting excellence should be played by the discourse on the overall benefits of achieving at least basic literacy level by as many students as possible who are in a vulnerable situation and are dramatically prone to dropping out of school, with adverse socio-professional consequences.

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Conceptual framework about stereotypes and prejudices in contemporary society

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Introduction

In our daily lives, we are influenced by many stereotypes and prejudices that change the way we relate to those around us. For example, we are tempted to judge a person by their ethnicity, the way they look, the way they dress, the presence or absence of a disability, and so on. The biggest risk we face in accepting these stereotypes is the marginalization or discrimination of a particular person or group, just because they are different from us. Stereotypes are the effect of simplistic thinking, which involves formulating the same response to different stimuli. They have a strong socio-cultural character and can be passed down over several generations (Gherguț, 2019). Interestingly, however, we are not born with stereotypes or prejudices, which appear in the life of each of us, sooner or later, as a result of the many social interactions and personal experiences to that we are exposed. Of course, stereotypes and prejudices are negative traits that influence our personality and generate altered social contacts with all those around us that we consider different and, most often, “inferior” to us. Therefore, the first to be exposed to discrimination are those from social backgrounds considered vulnerable, people who, by their individual or group characteristics, are exposed a priori to public disgrace (Blândul, 2021).

Unfortunately, in many communities, people with disabilities are considered to belong to vulnerable social groups, since, due to the mental, sensory, physical or psychological problems they face, they cannot cope with the living standards of that society. Therefore, there are not few cases in which those persons become victims of the prejudice of their fellows with typical development, and from here to their discrimination (regardless of whether it occurs in a negative or positive way) is only a single step. In turn, discrimination can be the basis of the social exclusion of the targeted vulnerable persons, their marginalization and, finally, the disaggregation of society. That is why, in the following paragraphs, we aim to analyze the conceptual framework that underlies the issue of stereotypes and prejudices that condemn vulnerable people to isolation or even rejection from the community. In this context, this chapter proposes a theoretical approach to the problem of stereotypes and prejudices in contemporary society, insisting

on the main “key concepts” in the field, as well as on some of the most important explanatory paradigms regarding the formation of social stereotypes and prejudices. It can be appreciated that such an approach can provide an ex-haustive picture of the phenomenon under discussion, helping the reader to better understand the theoretical foundation of the problem of social stereotypes and prejudices.

Forms of manifestation of stereotypes in contemporary society

At birth, the individual does not have the opportunity to choose his parents, or the other members of the family to which he will belong, gender, ethnicity, country of origin, hereditary baggage, etc. However, it is also true that later, during his life, certain options are allowed, and these will be able to influence his personal or professional path. People are different from each other, and this is due to the way in which the factors of becoming a human being (heredity, environment and education) act or are perceived and interpreted by each individual. Therefore, diversity is a fundamental characteristic of all living things, and it has many benefits and is the surest path to evolution. However, there are some people who consider that only those like them deserve appreciation, everything that is different must be rejected or even eliminated. And yet, such people would like to eat the same food every day for many years, wear the same kind of clothes, listen to the music of the same lead singer, or do the same activities every day, no matter how enjoyable. would all this be? The answer is probably a negative one, and that means that diversity has a well-deserved place in every person’s life, no matter how much they want pleasant things to last forever, and then why don’t we accept diversity when we are talking about other people who were not born with similar signs to ours? (Macovei et al., 2010)

Starting from these preliminary considerations, in this subchapter we propose to analyze some “key concepts” that will help us better understand the complexity of the social phenomenon PUT under discussion.

In order to understand the meaning of the concepts of “stereotypes” and “prejudices” we can start from the analysis of some very simple examples and frequently encountered in everyday life. When they go on holiday abroad, many people start with some “preconceptions” about the inhabitants of that country. Thus, the Greeks are said to be hospitable and partying, the French are heavy drinkers of wine, the Italians are exuberant and lively, the Norths are cold and distant, the Germans are very well organized, and so on. On the other hand, when a new classmate arrives in a school classroom or workplace, everyone in attendance tends to form a first impression of him by the way he dresses, behaves, speaks, relates to others, etc., depending on the experiences of each overlapping the characteristics of the new colleague (Marinescu, 2021).

Based on these examples, it can be seen that stereotypes are fixed ideas or common opinions about a situation, person, group of people, event, as a result of which they all fall into the same category. This causes many individuals to operate with the same “unit of measure” by which to evaluate a new element in relation to his previous beliefs about the multitude in which the invoked element falls. Specifically, if the French are wine drinkers, then everyone in France will be treated the same, regardless of their alcohol preferences. Also, if the students wearing glasses are considered “nerdy”, then any student

with visual impairments that forces him to use optical magnifying instruments will be assimilated to that category. The mentioned examples lead to the observation that each social group can be exposed to stereotypes of any kind, aspect with extremely serious connotations for the construction of different social networks. It should also be mentioned that stereotypes can be both positive and negative, depending on the specifics of the trait that is replicated throughout the group (Luna, 2018).

Stereotypes are the basis for the formation of attitudes, respectively for the production of special behaviors towards the target person, often different from the typical ones, generated in common life contexts. For example, some students may exhibit a permissive attitude toward peer-to-peer classmates, anticipating the potential benefits of a positive interpersonal relationship with them. On the contrary, other people may avoid Roma people, fearing that they will not become victims just because a series of stereotypes fueled by a few confirmed cases say that Roma ethnics are aggressive or thieves. Prejudices are preconceived notions or emotional reasoning that is favorable or unfavorable to a person or group of people based on certain arbitrarily chosen criteria. In other words, prejudice is a particular way for people to relate and behave to members of a group based on emotional reasoning triggered by social beliefs. Thus, it can be appreciated that stereotypes are characteristic of society, while prejudices define the way individuals express themselves (Levine et al., 2010).

Some of the most common stereotypes in common sense could be the following (Gherguț, 2019):

- Number 13 or the black cat means bad luck;
- Men are not allowed to cry;
- Spilled salt brings quarrels in the family;
- Boys are superior to girls;
- It is enough to have money to be someone important in society;
- If you get out of the way, you'll be sick all day.

This list of stereotypes can be enriched by the experience of each individual. It should be noted that most stereotypes have a negative connotation, insisting on some defects of some people that are later extrapolated to the whole category to which they belong. Unfortunately, as we have shown, social stereotypes are doubled by people's prejudices, i.e. transpositions of certain beliefs of the community at the level of individual behavior (Blândul, 2015).

Some examples of common prejudices could be (Blândul, 2014):

- I can't stand gypsies;
- I avoid Arabs at the airport;
- I avoid doing important things on the 13th of the month;
- Do not drive women-driven cars;
- The boss is not a colleague of mine;
- I don't need help, I'm a man and I have to manage on my own;
- I will only look for restaurants where the chefs are men.

Also, the list of mentioned prejudices can be completed by each person. However, it should be noted that stereotypes are unilateral approaches to a social group, and prejudices are individual beliefs built on them that guide some personal behavior in certain life situations (Blândul & Bradea, 2017).

Prejudices can take the following forms of manifestation (Macovei et al., 2010):

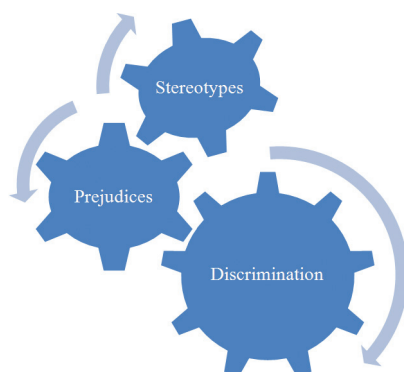
- *Racism* – refers to hatred and contempt for another social race;
- *Discrimination* – practicing a negative behavior towards a certain person or social group;
- *Stigmatization* – assigning a set of exclusively negative traits to people from socially vulnerable groups, with the explicit intention of denigrating them;
- *Chauvinist nationalism* – refers to hostility towards other nationalities;
- *Xenophobia* – hatred or fear of strangers;
- *Anti-Semitism* – hostility towards Jews;
- *Gerontophobia* – hostility towards the elderly;
- *Juventophobia* – hostility towards young people;
- *Sexism* – the idea / feeling that people of one gender are superior to those of the opposite sex.

This list can be continued by each individual too. It can be seen, therefore, that the problems caused by the existence of prejudice can be extremely serious, taking the form of intolerance and discrimination. From here one can easily reach social hatred towards any person or social group that is different, and then to open conflicts is only one step (Shih et al., 2007). This is the reason why educators must intervene urgently when they notice even the slightest prejudice in the conduct of their students, as such a situation ignored or treated superficially can degenerate into dangerous and often uncontrollable manifestations (Blândul, 2015).

Another concept, somewhat in antithesis to those stated above, refers to the diversity of human beings. According to Oana Macovei et al. (2010, p. 7), diversity means accepting the fact that people are different, both in physical features and in personality, depending on this, to a large extent, the progress of society as a whole. Specifically, diversity involves knowing and respecting the living standards of each person/social group, recognizing and assuming their own prejudices, encouraging positive actions in relation to those around them, openly discussing the differences between people and the feelings they generate, and so on. Respect for diversity in a society is a prerequisite for ensuring equal opportunities for all its members, i.e. those opportunities that allow them all to express themselves to their true potential, removing barriers of any kind. It is important to mention that ensuring diversity and equal opportunities is one of the most important ways at the macro-social level to combat stereotypes and prejudices (Guțu & Vicol, 2014).

The transition from stereotypes and prejudices to the other forms of manifestation mentioned in the previous paragraphs (discrimination, stigmatization, racism, nationalism, etc.) is a process that, although complex, can be achieved extremely quickly in the absence of educational or coercive interventions. For example, the belief that a certain minority exhibits undesirable social behavior may lead to exceptional (and often unjustified) majority precautionary measures, followed by aversive reactions to its representatives. According to some stereotypes, the Roma minority is considered to have an aggressive and criminal behavior, which makes many individuals, being around such people, to behave much more cautiously than in normal circumstances. Such an approach can lead to the marginalization of Roma people, respectively to their exclusion from certain communities.

Schematically, the relationship between stereotypes, prejudices and other particular forms of manifestation can be summarized as follows:



Picture 1. The process of the evolution of stereotypes and prejudices

As we already mentioned, stereotypes are not innate, they appear throughout life, sometimes at a very young age. The reasons why individuals resort to such thinking are diverse and include, among other things, hasty generalizations of situations or the construction of their own identity depending on the favorable characteristics of the group to which they belong. Detailing the subject, it can be seen that stereotypes are an economic and often simplistic way of thinking about the behaviors of a group starting from the generalization of particular situations according to a series of preconceived ideas. For example, there are people who avoid moving after the evening in certain places in the place of residence, just because in those areas, at some point, some antisocial acts happened that caused casualties. When it comes to building their own identity, people in the majority often prefer to attribute their characteristic qualities to their group, putting them in antithesis with those of other social groups, usually belonging to different minorities. Such reductionist approaches sometimes lead to the solution of certain problems, but in the long run they may be favorable to the installation of stereotypes (Szelmenczi & Szelmenczi, 2013, p. 9).

Explanatory paradigms regarding the development of social stereotypes

After, in the previous paragraphs, we tried to define some of the most common concepts used in the field, in this sub-chapter we propose to insist on the most important theories that underpin the development of stereotypes and prejudices in the relationship between the “typical” majority and the vulnerable minority.

There are several explanatory paradigms of stereotyping. Thus, from a cognitive approach, whose exponents are Allport and Tajfel, the origin of stereotypes lies in the personal system of interpreting information. According to this paradigm, some people give a special meaning to the behaviors of others, placing them in categories. In this way, individuals associate in memory generalizations, categories, stereotypical labels, etc. (Bradea, 2015).

Another explanatory paradigm of stereotyping is provided by David Hamilton through his research on the “illusion of correlation.” According to Hamilton’s theory,

individuals are prone and sensitive to salient information (predominant, preeminent, most common). This information, enjoying greater exposure and interest from the person, is coded and will appear more frequently in the memory. The idea is tested by Hamilton and Gifford in the following experiment. Subjects have two groups in front of them – A and B. They must read 39 sentences, each sentence having a content that describes positive or negative behaviors for the two groups. Group A is assigned more phrases/behaviors (26) than group B (13). In both cases, most of the behaviors are positive, and the proportion of negative ones is the same for both groups: Group A with 18 positives vs. 8 negatives, respectively group B with 9 positives vs. 4 negatives. According to the researchers, the subjects overestimated the frequency of negative behaviors in group B and rated their members less positively than those in group A. This was better appreciated because it was talked about more, not because it was in – Really better. Therefore, stereotypes are formed in the context of the individual's interaction more with one group of people and less with the other group. Thus, the more extensive, nuanced, differentiated cognitive representation of observers has on the out-group, the less likely they are to be exposed to different stereotypes. On the contrary, the less information the observer has, and the more general and inaccurate it is, the greater the risk of forming new stereotypes (Bourhis & Leyens, 1997).

Finally, another aspect to consider as an explanation for the installation of stereotypes is the precarious education received by individuals. Thus, aversive messages sent to groups or individuals, or to the beliefs expressed those men are more suitable for occupations with a higher degree of complexity, while women are reserved for domestic activities can encourage, from an early age, the formation of preconceptions. which, subsequently, through recurrent exposure can become “mental automatisms” difficult to combat. This is why an open education, based on arguments and counter-arguments, can be extremely beneficial for the development of critical thinking and, implicitly, for the elimination of stereotypes and prejudices (Blândul, 2022).

In Current activity, these explanatory paradigms are found in the following concrete situations:

- Interpersonal differences (skin color, gender, ethnicity, etc.) – each individual appreciating that his features are superior to his peers;
- Labels – frequently used to simplify the way of reporting to another person, are dangerous when they are unfavorable to an individual / social group and, especially, when they induce behaviors accordingly;
- Failures – can generate frustration and, implicitly, attributing the responsibility of another person for the negative result obtained;
- Competition between individuals or groups – can lead to negative evaluation of the other;
- Elitism – can induce the idea that a certain person belongs to a higher category of individuals compared to those around them;
- Education received from the family or the influences of other social groups – can generate stereotypes and prejudices when combined with the insufficient experience of the person in question.

Summarizing the above, it can be seen that, most of the time, stereotypes and prejudices are structured on the basis of 3 possible etiological factors: insufficient knowledge

of different social groups or people, under- or overexposure of the media, and poor education received in the family or the unfavorable influences of the group to which you belong. A first observation would be that these factors act interdependently, in varying proportions, and consequently their influences cannot always be correctly anticipated. A second remark concerns the fact that these factors cannot be completely eliminated, as people cannot have correct and complete information about everything around them, and an optimal media coverage of the various events is impossible to appreciate (Levine et al., 2010). As such, some solutions to overcome this impasse could include, on the one hand, accepting one's own limits (stereotypes and prejudices), and on the other hand making a personal effort to overcome them with the direct contribution of education / self-education (Gherguț, 2019; Bochiș, Florescu, & Indrieș, 2021).

Conclusion

In conclusion, it can be appreciated that stereotypes are limiting beliefs expressed at the social level about a group of people to whom certain characteristics are attributed, starting from the generalization for the whole group of particular situations, possibly unfounded. Stereotypes can be both positive (when generalizations target traits that are favorable to individuals) and – most often – negative (when generalizations target hostile traits). Often, social stereotypes are taken over by some individuals and transformed into personal beliefs that influence their behavior for or against certain individuals or groups. In this way, prejudices are formed which, in turn, can generate manifestations of discrimination, racism, nationalism, chauvinism, anti-Semitism, etc. (Bradea, 2019). Therefore, it is very important that any stereotype be combated as early as possible in order to avoid its escalation and degeneration in situations with antisocial potential.

According to Popa, Bochiș, & Laurian, (2012), there are a few practical ideas that can be used in educational policy in Romania: knowing the potential and most vulnerable groups (of students) can determine standards that will create awareness for the just and unjust behaviors for students to each other; the increased interest of teachers, and also of other superior forums for reducing the discrimination in schools can determine a decrease in absenteeism and school dropout; students need to understand the relationship between individuals, the groups they belong to and the society as a whole (because this is the premise for creating a complex perspective regarding the social diversity); during class activities, disregarding their goal, teachers should pay a special attention to the material resources so that the theoretical antidiscrimination ideas in the lessons are backed up by the concrete examples (pictures, posters, images etc.).

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Complexities in Childhood Discourses on the “Forced-to-Ripen” Nigerian Child: Perspectives in Drama and Socio-Psychology

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Introduction

Issues relating to identity, rights, and place of the child in society have occupied a prominent place in the discourses about childhood. Theories such as social pedagogy, observational learning, cognitive, and behavioral theories are constructs that help analyze learning, emotional and behavioral dynamics, and the potentialities of the child. Childhood discourses are born from concerns about the future of society with the attempt to nurture the thought and learning processes of the child. Irrespective of the burgeoning discourses on childhood, there have been recurring issues as to the identity, place, and rights of the child.

Who is a child? Response to this question will generally fall along the lines of age as expressed in the United Nation’s Convention on the Rights of the Child (1989) and the African Charter on the Rights and Welfare of the Child (ACRWC, 1999) that the child is every human being under the age of 18 years. In Plastow’s assessment, age suggests that the child is at a certain stage of life, a stage of dependency on caregivers or parents who take responsibility for the child, and from the perspective of the law, “a child’s age implies that he or she is permitted to do certain things and not others” (2015, p. 3).

The age and stage fixations of childhood identity and place have also been queried recently in an attempt to understand the dynamics of childhood from the Freudian tenets which have metamorphosed into stratifications of the age and stage of the child to the point that “the terms infant and child no longer coincide as they did at times in Freud” (Plastow, 2015, p. 3). On this ideology and in line with the downward review of the age-fixations to childhood, Plastow observes that;

...as far as the law is concerned, the notions of childhood and adolescence are quite fluid. The ages at which the minor gains rights and responsibilities have changed over time. This has generally been in the direction of a lowering of ages: the right to vote in many countries, for instance, was previously twenty-one and is now eighteen. The age at which the subject is legally allowed to consume alcohol has also decreased. Ages at which the adolescent is able to legally have sexual intercourse have changed, and can also be different from one sex to the other, and from one state or country to another. And ages regarding criminal responsibility vary according to particular crimes and different legislatures, as well as changing over time (2015, p. 6)

The downward review based on the socio-biological and psychic eruptions of the abilities of the child has led to groupings within the age-stage matrix which are “infant, child, adolescent, and youth” (Plastow, 2015, p. 4). These classifications have also triggered issues such as: at which stage exactly should one be referred to as a child? Are the age and stage fixations all there is to identify the child? Does the environment play any role in the mutations of the concept of childhood? In response, scholars have attempted to debunk the age and stage stratification of childhood chiefly on the premise that they are “arbitrary divisions that are subject to the evolution in the discourses of clinicians, society, ideology, and politics. These self-evident categories cannot be taken as givens.” (Plastow, 2015, p. 4).

Forging discourses on child rights and who a child is, becomes even the more complex in the Nigerian state. This is because of the numerous contriving variables that contend with the concept of who should be regarded as a child, an adolescent, or an adult: the forced girl-child marriage; kidnap of underage children (male and female), and are either forcefully radicalized and violently adopted into becoming active participants in the deviant insurgency, suicide bombing, or into girl-child parenthood; the case of children abandonment to street begging by their parents and Government. The instances are numerous.

To that extent therefore, this paper examines the complexities of a conclusive childhood discourse on the forced-to-ripen Nigerian Child, against the background of the seeming stereo-typical guidelines of the United Nation’s Convention on the Rights of the Child (1989), and the African Charter on the Rights and Welfare of the Child (ACRWC, 1999), arguing that these guidelines will make more effective impacts in an environment of more socio-political and economic stability, and where children’s behaviours are predictable. A review of Ahmed Yerima’s play – *Pari* (2016) is engaged, in an attempt to further illustrate the highly contrived Nigerian child scenarios.

Muses from Ahmed Yerima's *Pari*

Pari is a realistic representation of the contrived and tragic circumstances of the typical Nigerian (girl) child who is forced to ripen into adult motherhood after a violent kidnap by the Boko haram insurgents violating all human rights. The play’s story revolves around one of the about 250 Chibok Junior Secondary School girls kidnapped

in one fell swoop, called Hyelapari, (Pari, for short), by the Boko haram insurgents, who escapes from the den of her kidnappers, through the assistance of her insurgent forced ‘husband’ who also escapes from his gang, with her. The play opens while Pari’s mother still passionately laments the loss of her innocent only daughter, and wishes, prays and vows to do anything, including abandoning her Christian faith, of which she had been a strict adherent, notwithstanding, to rather switch to the Islamic faith in the hope that the god of the religion of her daughter’s kidnappers would likely be more understanding and sympathetic to her plight and answer her prayers for her daughter’s release.

The plot takes an anti-climatic dimension when suddenly Hyelapari finally shows up in her parent’s home after two years, a psychological wreck and a distressed mother of one. (Ohenhen, 2019, p. 37). Ohenhen, in his further analysis (2019, p. 38), describes *Pari* as an emotion-laden piece that vividly, illustrates the heart-rending pains and untold trauma experienced by the parents and direct relations of these forced-to-ripen girl-children during their indefinite waiting period for the likely release of their daughters and wards on one hand, and the psychological and physiological degradation and dehumanisation to which the kidnapped girls themselves were subjected. Any one that successfully escapes alive from the camp, or released voluntarily by their captors are never the same again, having been put through forced family way, brutalized, forcefully ‘islamised’, radicalized and completely disoriented.

The play provides a realistic reportage of the actual incident. When asked by her parents what happened during her captivity, Pari explains:

Pari: Hell broke loose. We were really scared, and the hooded men melted our very resistance. Then one day, they said we all had to get married. We resisted it. One girl who screamed her refusal was blindfolded and before our very eyes, she was killed. Petrified, we gave up everything. Then they started to rape us. Some of us died from the pain. Some died from the air raids, and some just died of heartache and pains. Those who lived or survived like me were living carcasses from the world beyond (Yerima, 2013, p. 36).

Through these lines, Yerima recreates the brutal brazenness of the terrorists, and thereby further creating awareness to the insensitivity of the reign of impunity, the immuned sensibilities of the insurgents towards the (girl) child rights.

This play’s exemplification of the Nigerian situation clearly epitomizes the said complexities of an attempt to frame a childhood discourse. Hence a further affirmation of the argument by Odrowaz-Coates in maintaining that “there are no children, just people, but with a different conceptual scale, different ranges of experience, different urge, different emotional reactions. Remember we do not know more than them” (2018, p. 129).

Post normality and Childhood Mutations in Nigeria

Studies about Futures gained prominence as an attempt to make sense of a complex world. Postnormality qualifies as the “paradigm shift in the world as it is known, and in the appearances, functionalities, and interaction of certain phenomenon hitherto viewed

as normal” (Abakporo, 2021, p. 160). The overwhelming complexities in the society and the contradictions that ensue therefrom are the focus of Ziauddin Sardar’s (2010) thoughts when he welcomes us to postnormal times; a period that Galbraith (2014) recognizes as the end of normalcy. In the view of Sardar (2010) and Abakporo (2021), postnormal times acknowledge the emergence of a new normal in every aspect of human dealings occasioned by colonialism, industrialization, and a growing technological awareness that has caused the world to shift or perhaps, shrink in ways now that little or nothing can be trusted nor give us confidence. Today, we are in a world where;

Everything seems to be in a state of flux, nothing can be trusted. All that we regard as normal is melting away right before us. The postnormal times theory attempts to make sense of a rapidly changing world where uncertainty is the dominant theme (Sardar, 2019, p. i)

Robert Colvile (2016) vividly clears the air when he asserts that new trends, ideas, and crises emerge in the blink of an eye citing rapid developments in industry, politics, media, and society wherein uncommon and unconventional notions can proliferate and become dominant and where established ideologies can be turned overnight. In essence, nothing is predictable, all is uncertain and small changes can lead to big consequences.

The various ideologies above identify a drastic change in the world, and the mutations that emerge in aspects of society and humanity as a result of the complex, contradictory and chaotic emissions that are enveloping aspects of society. Postnormality takes an interdisciplinary face in the identification and analysis of the speed, scope, scale, and simultaneous (the four S’s of postnormality), at which things change. The 4 “s” are “the linchpin to understanding how the contemporary postnormal times are a radical departure from the change we are used to,” (<https://postnormaltim.es/essentials/4-ss>) a situation where “the world is confronting a host of old, dying orthodoxies: modernity, postmodernity, neoliberalism, hierarchical structures of society, institutions, and organizations, top-down politics, and everything else that has shaped and defined the modern world.”(postnormaltim.es/what-postnormal-times) Where then should children especially the Nigerian child be located within the matrix of postnormality, and what are the markers that justify the use of “forced to ripen” in this study?

To answer the above question is to first reiterate that the environment makes man. As all corners of the world are fast moving towards global ‘WEIRDing’ it breeds new psychologies in family, law, and religion and foists new realities and identities on the people; especially towards individualistic thought against the old communal ways of African life. Joseph Henrich coined the word ‘WEIRD’ to mean western, educated, industrialized, rich, and democratic society. In his interview with Siliezar (2020), Henrich explains that;

Among the most prominent features that make people WEIRD is prioritizing impersonal pro-sociality over interpersonal relationships. Impersonal psychology includes inclinations to trust strangers or cooperating with anonymous others. Another big one is having high levels of individualism, meaning a focus on the self and one’s attributes. This is often accompanied by tendencies toward self-enhancement and overconfidence. (<https://news.harvard.edu/gazette/story>)

Nigeria is one of such nations that are in search of becoming a WEIRD society, a concept that seems to be fueling the embers of postnormality. However, chaotic emissions from ethno-religious, political, economic, and socio-educational complexities in Nigeria have forcefully ripened the Nigerian child. In other words, the routes taken by the nation in her journey to ‘WEIRDhood’ has recently made our children weird.

Nigeria comes to mind when politics and leadership are assessed as “the preserve of the rich elite and seems to serve only their purpose. Democracy has become government by the highest bidder and often turns into a tyranny of the majority. Orthodox capitalist economics only makes the rich richer at an increasingly accelerating pace.” (Sardar, 2019, p. 4) The political, ethnic, religious, and social life of Nigeria is interrelated given the uniqueness of the nation. The fact that over two hundred and fifty ethnic groups faced with three distinct religions (Christianity, Islam, and traditional religion) are constantly at each other’s necks for power, with contradictory ideologies over leadership is indeed complex.

Reflections are drawn to the current ethno-religious squabbles and killings in the country especially the recent burning to death of Deborah Samuel, a Christian by Islamic faithful in Sokoto State, and the ongoing religious issues in Bauchi State among many others (Bakam, 2022). These complexities are interconnected and have biased the leadership approach in the country which Jegede explains “increasingly fall along ethnic or regional lines, heightening tension and ultimately threaten national unity” (In Ake, 2000, p. 9). This situation permeates the economic, social, and educational terrains in the nation where loyalty to ethno-religious ideologies have blurred the vision of nationhood and enthroned corruption and leaders according to Abdulkadir (2021, p. 13) “abdicate their responsibilities and have not lived up to expectation ... of securing lives and properties as a precondition of securing economic growth and development.”

This sordid shift in the norm and responsibility of government affects the child and their rights. First, the growing poverty index of the country. According to Oluwole (2022) Nigeria was the poverty capital of the world in 2019 and presently the highest in Africa. Poverty rate in Nigeria has hit over 90 million people and this makes it difficult for caregivers to effectively provide for the basic needs of the child. For instance, to keep his job due to hectic traffic situations, an average man in Lagos, Nigeria, for instance, must be on the road by 6:00 am or earlier to catch up with work time at 8:00 am and at the close of work by 4:00 pm has to spend endless hours on the road before getting home. In this scenario, the right to the emotional and physical care of the child is challenged.

Economically too, the caregivers or parents are confronted with sordid realities of tying meagre resources to the drastic increase in goods and services that will better the lives of the child. In this case, they are caught in the dilemma of having to pick the lesser evil between infringing on the right to feeding and education or the rights of the child to parental care and protection. Whatever, the case, one or both of these rights will be infringed. Still on leadership, the ethnic and religious superiority tussle in the country, presents issues that further complicate child rights discourses.

For example, while the Nigerian constitution, UNCRC, and ACRWC, recognize children below 13-year-olds as minor and decry child bride on one hand, the Sharia law provides conditions for its legitimacy on the other. Hence, a supposed member of parliament of the Nigerian Federal Republic – Senator Ahmed Yerima, who married

a 13-year-old Egyptian girl under Islamic laws could not be prosecuted under any known law in Nigeria (Nairaland, 2010). The polarized notions about the law in this regard make childhood rights protection a herculean task in Nigeria. On which laws should the rights of the child be couched: Sharia laws or Constitutional laws?

Presently, the interrelatedness of political, religious, economic, social, and cultural anomalies is funded by the media. The media wields the potency to shape and influence ideas and opinions to a large extent. "It is the media which create opinion... occurrences and persons exist in public awareness practically only if they are lent sufficient publicity by the mass media, and only in the shapes that the mass media ascribe to them" (Folarin, 1998, p. 71) and "though we cannot always see media effects, they do occur and eventually will change the culture in possible profound ways." (Anaeto, Onabajo, & Osifeso, 2012, p. 104). The speed at which media contents travel to even the most remote areas of the world is unprecedented; a situation that has 'shrunk the world' (Kirsch, 1995) making it smaller in ways that a little tweet in one place can provoke upheavals in another location in a minute or less.

A child's cognitive-behavioral traits are born from his society. The intricacy of Nigeria's democracy and survival modus as explored above, have further made it difficult for children to maintain predetermined behavioral patterns. In other words childhood expectancies have undergone (or are undergoing) mutations in ways that their potentialities and tendencies are unpredictable. The nation's poverty index, media, and leadership woes have forced children to attempt negotiating their survival at all costs with enhanced emotional, critical, psychological, and behavioral capabilities. Their tastes and expectations seem cumbersome for parents and the government to handle in recent times hence, Oyedeyi (2022) puts it this way;

They are young, but the criminality and bestiality flowing in their vein is ageless, full-blown and horrendous. Their look and frame exude innocence, but their hearts blackened by corruption. At birth, they come harmless, but as years go by, they blossom into something totally harmful. Such has been the shape and form of some children and teens in Nigeria today. The country is drenched in spirituality and religiosity, but this, investigations reveal, hasn't been able to purge its polluted young bloods of depravities. (<https://tribuneonlineng.com/in-the-grip-of-murderous-teens>)

These children now rebel against education with the slogan '*school na scam*' (education is fraud) which Adeleye (2021) qualifies as a slogan of mediocrity. Mediocrity has displaced morality and ill-gotten wealth couched around 'hustle' has displaced genuine hard work and positive aspirations among Nigerian children who are now given to drug abuse, ritual killing, internet fraud, and bestiality among others, with impunity. In a viral video early this year, three teenagers aged between 14 and 15 purposely left their parents in Delta for Benin City in search of internet fraud jobs (Ojo, 2022) and in February, the public is confronted with two jaw-dropping videos first of a group of four teenage girls (secondary school students) transporting human parts in their bags and were exposed by the taxi driver; another of four teenagers who beheaded one of their girlfriends for money rituals and were caught while roasting the head of the victim in a bush according to a procedure they claimed to have learned from Facebook (Oyedeyi, 2022).

Also worthy of note, is the case of two teenagers, aged 15, who attempted to use a 14-year-old girl for ritual in Bayelsa State (Akam, 2022). These are certainly way beyond the level of activities and idiosyncrasies of the child in a normal and predictable society. Indeed Korczak (2017) and Odrowaz-Coates (2018) could be right that there are no children only people with a different conceptual scale who are active agents, perhaps more active than adults! They have forcefully broken into, if not beyond what was considered adult terrains and are almost displacing adults in criminality and immorality which reinforces the claim that they are children in age but behaviourally and psychologically adults hence, forced-to-ripen.

Framing Discourses for the Nigerian Child

Interestingly, post normality seems to be quite overwhelming as there are no straight-jacket models of engaging it. Serra says that “to be honest, we do not know how to shape viable policies for post normal times” (249) Imagination, and its broader umbrella, creativity, are essential ‘to imagine the way out of the post normal times.’ As the old ways of thinking and doing things are failing, scholars of post normal times like Montouri and Gabrielle (2019) aver;

...creativity is as a vital resource to envision and develop alternatives... today creativity is viewed increasingly as a relational, collaborative everyday/everyone/ everywhere process that is not limited to the arts and sciences... The change in creativity is both driven by, and in turn itself drives, social trends and social change (p. 358).

On this premise, this study attempts to offer ideologies to engage childhood post normalities at least from these researchers’ observation and imagination. First childhood changes are predicated on the mutations of adults’ around them in society – childhood mutations are a replay of the characters of their adult collaborators.

Government and parental responsibilities to the child have not synergized in ways that create conducive and stable environments for the ideal nurturing of the child. For instance, at the time of this research, almost all States and Federal universities in Nigeria are shut down as the Academic Staff Union of (Nigerian) Universities (ASUU) have been on strike for more than three months over the failure of government to equip the schools and ensure quality education. Nwosu and Kelechi (2019) puts it clearly that “the failure of leadership and the overriding influence of corruption have made the struggle for freedom a lofty dream because the masses have lost faith on leaders as panacea for freedom” (p. 272).

In a vivid reference to the indifference, or dare say, inabilities of Nigerian political leadership to salvage the despondent situation and the regime of impunity and insecurity as depicted in Yerima’s *Pari*, Ohenhen explains, in his analysis of the play:

In a very subtle way, the play *Pari*, parodies the ineptitude and inertness of the authorities in their inability to check these terror activities and safeguard the lives

and properties of the citizenry in making the characters resort only to their faith in the god of their religious beliefs including traditional soothsayers like the Shaa-gu, for their consolation, hope and salvation. The individuals take their destiny in their own hands as government and its security agencies have completely failed in their civil and social responsibilities to the people (2019, p. 41)

The economic and security conditions of the nation at the moment demand creative and imaginative models of governance to steer the populace to safer waters to ensure improved security and care for the Nigerian child. Parents are usually the quickest to blame for childhood anomalies leaving out the source which is leadership. In truth, “the trouble with Nigeria is leadership’ (Achebe, 1983) and when the government lives up to its cardinal categorical imperative of service to the people; creates jobs, equips the schools, and adheres strictly to constitutional laws, parenting becomes easier and childhood rights are adequately maintained to the point of countering the recent bizarre mutations in Nigerian children.

Recommendations

Rather than striving to be WEIRD which is Eurocentric, this study challenges Nigeria to evolve and sustain Afro-centric models that gear towards what these researchers would qualify as an ‘AfREID society’ which is an African, Rich, Educated, Industrial, and Democratic society. Proactive steps must be taken to check media influences in society. If there is anything that has polarized the world and caused speedy mutations is not just children alone but adults, is how the media presents and projects contents.

Parenting today wants to align with western norms and ideologies at the expense of African core values due to media influence. In this regard, effective checks and censoring of content will make headway to ensure healthy media content for children. Social media for instance has a “disproportionately negative impact on young people, online bullying, self-image issues, grooming & access to violent & abusive sexual imagery, self-harm & suicide propaganda. No parent would allow their child exposure to these in real life.” (<https://petition.parliament.uk/archived/petitions/240180>). However since the child retains the right to information from sources, the government can ensure that this information correlates with their age-stage and cognitive behavior.

Governments should ensure that social media and internet service providers improve and enforce gateway compliance with prompt and effective tracking of internet information systems for children. Again, while preempting that this may encounter challenges that go back to government’s inabilities or the lack of political will to digitalize their data-base systems – it is however achievable through conscientious efforts on government and regulatory bodies. When there is a correct and effective database of Nigerians (old and young), children’s access to digital contents can be regulated effectively and with ease. Technological and media advancements can also be indigenized to re-echo African norms and values and instill values that make Nigerian children AFREID rather than WEIRD.

For the already mutated or ‘ripened’ children, government and media must play a key role in orientations amidst concerted efforts to erode the bad impressions of government through ensuring that good leaders who are imaginative and creative enough to place national interest and policies at the service of the people are elected into office. When there is a change in the orientation about leadership in the country evident in effective structures and approaches to governance, there will possibly be a counter-mutation in the children.

When these are put in place, the government should take a downward review of their age-stage parameters for identifying children since criminality likely spans all ages from 5 years and above as revealed in this study. This paper recommends that the age-stage review be brought down to about 16 years where these collaborators can begin to take responsibility for their actions seeing these rapid psycho-behavioral mutations in Nigerian children.

Conclusion

In over sixty years of independence, Nigeria is yet to get it right in terms of enforcing the true tenets of leadership. Worse still is the fact that given the speedy degeneration of morality in the country, there seem to be no light at the end of the tunnel. Nigeria must, as a matter of urgency, strive to redeem the future by ensuring good electioneering process and credible leaders who are creative and imaginative enough to steer the nation out of her current leadership woes and ensure positive futures for the children by countering these current negative mutations with a restoration, projection and enforcement of African core values. Children will only become what they see and think about society hence, the currently forced-to-ripen Nigerian child is only an affirmation of the chaotic emissions of the Nigerian society. Therefore, to rewrite this sordid tale is to get society back on track again with credible and effective leadership; a trend that is yet to greet the Nigerian leadership scene.

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The role of social pedagogy in the prevention of delinquency

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Introduction

A multidisciplinary strategy is required to address delinquency as a psychosocial phenomena (legal, medical, psychological, social). The educational, pedagogical paradigm must be included in this multifaceted approach. Hämäläinen (2003, p. 71), who takes a historical perspective to the concept of social pedagogy, indicates that education can impact the social. This is the starting point for this paper. The paper discusses the function of social pedagogy in delinquency prevention. It explains how social pedagogy might help society stop, but more importantly, prevent criminality.

The high costs to society that crime raises justify the development and implementation of effective measures to stop and prevent crime. These measures aim at preventing the first criminal act or preventing the commission of other acts, in the case of those already convicted.

The issue of delinquency as a psychosocial phenomenon involves a multidisciplinary approach (legal, medical, psychological, social). This multidimensional approach must not lack the educational, pedagogical paradigm. In this context, the paper addresses the role of social pedagogy in crime prevention. It presents the ways in which social pedagogy can support society to stop, but especially to prevent crime.

The role of social pedagogy in society

The premise from which this work starts was presented by Hämäläinen (2003, p. 71), who historically approaches the concept of social pedagogy reveals that the social can be influenced by education. As a result, social pedagogy has emerged as a necessity, as a need to respond to and solve the problems facing humanity (poverty, pollution, conflict, crime, etc.). In addition to the political strategies for solving these problems, pedagogical solutions are needed, to educate the population, to increase the standard of living and individual and social well-being from all points of view (biological, psychological, social, economic, spiritual). Here comes the role of the social pedagogue, who must be present in all areas of social life: school, health services, administration, media, police, penitentiary, etc. (Ezechil, 2015, p. 18).



Picture 1. The social pedagogue must be present in all areas of social life: school, public health services, administration, media, police, penitentiary, etc.

(photo source: the personal archive of prof. Ioan Comănescu. Aspects from the pedagogical practice)

By increasing the level of education of the population (parents, workers in different fields) increases the degree of responsibility, awareness of various issues and identification of the most effective solutions to solve them. It creates the favorable premises for a harmonious development of the individual, but also of the society as a whole, which in turn will produce social individuals that will lay the foundations of a healthy society from all points of view.

For example, in the field of journalism, in Romania before the Revolution of December 1989, books were published in some collections, popularizing science aimed at educating the population (“Medicine for all”, “Science for all”, “Horizons”). They were addressed to a wide audience: workers, pupils and students, academics. They were works that offered a multilateral, encyclopedic vision, accessible but scientifically rigorous, pleasant in style and graphic appearance. The fields addressed were varied and numerous: universal and national history, issues of psychology, sociology and education, sex education, mathematics and cybernetics, science and technology, medicine and biology, arts and arts history, etc.

For example, in the collection “Medicine for all” appeared: “Health education in the family and the health of the young child”, “Preparing for birth”, “Caring for the newborn”, “Day with the child”, “Childhood, puberty, adolescence”, “The art of living healthy”.

In the collection “Science for all” appeared: “Colors in nature”, “What is graph theory”, “What are programming languages” etc.

The aim was to educate the population through the book, to make science and medicine accessible to the entire population. In our opinion, it is an example, at that time, of social pedagogy.

Regarding the contribution of social pedagogy in the prevention of delinquency, respectively of juvenile delinquency in particular, it is major. Adolescents and adults who arrive in prison today are part of yesterday’s children. Children who grew up and for various reasons committed crimes.



Picture 3. Books from collection "Medicine for All"
(photo source: personal collection of the author)

In this context, the child is not a miniature adult, he develops, is formed, his personality crystallizes like a mine flower.



Picture 2. The child is not a miniature adult, he develops, forms, his personality crystallizes like a mine flower

(photo source: <http://www.muzeuminbm.ro/nou/wp/wp-content/uploads/2011/07/sic-6.-155.-Cuar%5%A3-calcit-mina-Herja-20x16x9-cm.jpg>)

We must pay attention to this development of the child and here the family and education have a very important role in its harmonious development. The family must have the necessary material and financial resources, the hygienic-sanitary conditions corresponding to the child's development. Also, the family psycho-affective climate, the degree of education of the parents and the attitude towards the child's education must be adequate. The child is born and develops not only in the family, but also in society. Hence the importance and role of governmental and non-governmental social institutions in ensuring an environment appropriate to the harmonious development of the child. They have the role of ensuring the context of this development (environmental, economic, health, educational, social policies, etc.).

In a broad sense, social pedagogy focuses on these areas.

Contemporary education is permeated by the principle that the educator is responsible to society for the way the children are. we want to base upbringings on the principles where the educator would be accountable to the children for the way society is. Modern education aims to prepare children for life, when they will become people after many years, we want to convince the general public that children are already people, and should already be treated as living human beings... ("Our Home" Society Report, 1921–1923. In: Vucic & Sękowska, 2020, pp. 113–114).

The Romanian penitentiary system. Social reintegration of detainees

The Romanian penitentiary system has in its composition:

- penitentiaries for adults (men and women);
- penitentiaries for young detainees (detention centers);
- penitentiaries for juvenile detainees (re-education centers);
- hospital penitentiaries for detainees with health problems (somatic and mental problems).

The penitentiaries are established by a decision of the Government, have legal personality and are subordinated to the National Administration of Penitentiaries, which in turn is subordinated to the Ministry of Justice. In this context, the National Administration of Penitentiaries and subordinated units are part of the public institutions of defense, public order and national security of the state and constitute the system of penitentiary administration (Mândrea, 2015, p. 40).

The penitentiary, as an institution, has two functions: custody and social reintegration of the offender.

The Romanian psychologist Nicolae Mărgineanu (1905–1980) referring to the prison sentence shows that "... it protects its fellows and society from the recidivism of crime and cuts off the desire of other amateurs to make mistakes" (Mărgineanu, 1973, p. 362). The same quoted author presents another facet of the punishment (besides the deprivation of liberty, detention), namely that of re-education and social reintegration: "... the punishment makes it impossible for the offender to repeat the crime until his re-education, to be returned to society" (Mărgineanu, 1973, p. 362).

The stages a detainee goes through from detention to release are:

- quarantine period (twenty-one days, reserved for the detainee's medical, educational and psychosocial knowledge);
- the actual execution period of the sentence (the longest, in which the detainee can work and carry out numerous specific social reintegration programs: educational, psychological, social assistance);
- and the period of preparation for release (a few months before release in which the detainee is ready to return to society).

From the detention in the penitentiary until the release of the detainee from the penitentiary, the specialists from the social reintegration sector (educators, psychologists, social workers) carry out, depending on their competencies, specific activities.

These activities address the needs identified during the quarantine period for detainees and aim to amelioration them. It's about literacy and schooling activities for illiterate detainees who want to continue their studies, various educational programs, as well as specific programs for drug users, detainees with mental health problems or difficulties in managing aggression, etc.

To these activities are added specific measures of social assistance, which aims at facilitating the maintenance of the detainees connection with the family or their mediation with various governmental and non-governmental institutions.

Another important component aimed at the social reintegration of detainees provided by the penitentiary is the religious component. Each detainee according to his religious affiliation periodically benefits from moral-religious activities.

Here are some examples of educational programs for inmates: family life program, civic education program, legal education program, health education program, sports education program, occupational therapy program.

Despite the many and varied multidisciplinary activities that take place with the detainee, the recidivism rate remains high, not only in Romania, but also at European level. For example, according to the statistical data of the National Administration of Penitentiaries in Romania, the share of recidivist detainees in the general prison population in 2019 was 38.43% (ANP, 2022).

We must also keep in mind, according to the latest edition of the World Prison Population List (ICPR, 2021), that approximately 11.5 million people are detained in criminal institutions worldwide. Given these statistics, the issue of crime concerns government institutions and organizations and not only, in developing and implementing effective measures to stop this phenomenon.

Measures to prevent delinquency

As we have shown before, the activities and programs of social reintegration (educational, psychological, social assistance) carried out with detainees in the penitentiary are not a unique and safe condition for stopping the recidivism. In our opinion, the safest way to stop crime is to prevent it. The human individual must not end up committing crimes, he must not end up in prison. Measures to prevent crime and delinquency must take this into account.

Delinquency prevention measures can be classified in different ways, depending on different criteria such as:

- the stage in which they take place (before or after the act);
- the specifics of the population to which it is addressed (measures aimed at juvenile delinquency and measures aimed at adult delinquency);
- the specialized character of these measures (social, pedagogical, psychological, medical, legal).

For example, referring to the main types of prophylactic measures targeting juvenile delinquency, Vasile Preda (1981, pp. 84–93) classifies these measures as:

- psycho-sociological and psycho-pedagogical measures, which aim, on the one hand, to achieve adequate conditions for the harmonious development of the personality, favorable conditions for its development and prevention of structuring disharmonious personalities, and on the other hand, early detection of difficulties schooling, prevention of school dropout and ensuring efficient ways of education and schooling;
- socio-professional measures, which derive from the first and aim at the professional and social integration of the individual;
- medical-psychological and psychiatric measures, aimed at the early detection of causal factors of a psychological and medical (psychiatric) nature that can lead to delinquency and their mitigation.

Newer works classify delinquency prevention measures into control or repression of delinquency measures (police actions, court sanctions, prison sentences) and delinquency prevention measures, when the intervention takes place before the commission of the act (Siegel & Welsh, 2018, p. 454).

In this context, we can say that all the measures taken in the penitentiary (custody, imprisonment and social reintegration, through various specific programs) are part of the measures of control or repression of crime and take place after the commission of the act, and the measures crime prevention measures are those that take place before the commission of the act and aim at preventing the commission of criminal offenses.

Each of these forms of prevention involves human and material resources. The first form of prevention mainly involves the justice system (police, courts, penitentiary system), while the second form of prevention involves the action not only of the justice system, but especially of specialists in various fields (educational, social, psychological, medical). These are educators, psychologists, medical staff, social workers, essentially social service providers.

These actions to prevent crime include the major role of social pedagogy as a factor in the education of the population and implicitly of society as a whole.

In other words, regarding the types of primary and secondary prevention, in the scientific community there are debates and controversies about the terms used (Foxcroft, 2014).

Beyond the terminological debates and existing classifications on crime prevention, special attention must be paid to social and emotional learning (SEL) and the development of resilience. They must be present in crime prevention strategies, both before and after the act. Heath Grant (2015, pp. 45–48) shows the importance and role of social and emotional learning (SEL) and the development of resilience in the prevention of delinquency and violence, by intervening in areas such as: problem solving, autonomy and social consciousness, as well as aspects related to meaning and purpose in life.

Conclusion

The school is a part of the community and a provider of social services (Bradea, 2016). At the same time, educational policies must take into account the problems facing society and be in line with innovative trends in the world (Kiss, 2020).

Delinquency is one of the forms of social deviance with negative implications for both the individual and society.

The cost that society pays for crime is very high and in this context, urgent and effective measures are needed to combat this phenomenon.

Measures to combat crime are diverse and an important role in their implementation is played by social pedagogy, as a major factor in the education of the population and implicitly of society as a whole.

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Reflection on personal qualities observed in the development of vocabulary in a foreign language in hard-of-hearing 5th grade students from Kazakhstan

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Introduction

The article discusses the impact of learning English, which is a world language, on children who need special knowledge, especially hard of hearing. English, which is now widely and globally used, is taught starting from primary school. Knowledge of English, which is an interethnic language in Kazakhstan, is a requirement of society. In the course of writing this article, we analyzed the works of scientists who have studied the methods used to teach the language, and considered ways to use it in our own practice. And we have identified their differences and advantages. In addition, taking into account the pedagogical and psychological characteristics of students of the 5th grade with hearing impairments, we determined the methods of forming lexical skills in English. Thus, we have noticed that the increase in the number of students with hearing loss in a foreign language has a huge impact on the formation of a child's personality.

The sovereign state has become one of the most civilized countries in the world, has strengthened political, economic, cultural and friendly relations with other countries, and has increased its influence in the world community. In this regard, one of the fundamental tasks in the education system of the country is the formation of a competitive, multilingual personality in accordance with the requirements of modern life, the training of multilingual specialists and raising the teaching of a foreign language to a new level. It is proved by world-class linguists that children who start learning a foreign language at an early age, up to the age of ten, have the opportunity to learn it at the level of representatives of this language. And if we pay attention to the current educational program, English is taught from the first grade. In this regard, we note that the child learns a different culture and discipline from an early age.

Reflection

Just as a child's knowledge of another language, culture, and potential has a strong impact on their psychological and pedagogical cognitive abilities, so does learning a foreign language for hard-of-hearing children who need special knowledge. Deaf and hard-of-hearing children have worse social maturity (adaptation in society) than their normal peers: they are closed, prefer to communicate with others like themselves, avoid playing with hearing peers because of fear of failure (Zhakishbekova, 2020). And since foreign culture and social development are at a high level, their self-esteem in society will be different. They behave openly, emotionally, and cheerfully when establishing communication with someone. That is, based on this, a student with hearing loss will be able to determine their own personality and abilities in the process of learning English. In particular, when a child begins to learn English from the age of primary school, he gets acquainted with the behavior of a foreign country, the behavior of foreign citizens, the way of communicating with other people, and social situations at the introductory level. At the first stage of middle class, the child enters adulthood. This means that during the primary school period, the student learns to pronounce, listen, read and write the names of simple things according to the same age, and from the 5th grade, he learns to use the words learned in real life.

As the child's speech and vocabulary become more abundant, the child actively interacts with other people, with children with whom he is in parallel. He is interested in learning about various activities that occur in life. He will talk to his friends about various things that he has already understood. Developing a foreign language vocabulary for children with hearing disorders has a huge impact on the disclosure of many emotional skills (feelings). The student gets a positive impression when he sees people like him in a foreign environment, society, and notices how simple and passionate they are. And the student gets the idea that it is "normal" for a person like himself to be like this.

For the correct formation of understanding, a very important role is played by the method used by the teacher in the English language subject. At this point, the Chinese proverb is correct: "if you tell me, I will forget, if you show me, I will remember, and if you involve yourself in action, I will learn" (Timchenko, 2022). Let's focus on this proverb in detail: in another language, it is necessary not only to read the names of objects and situations in a book, but also to make the child see, hear, feel them. That is, the child should experience this word and situation through the method of performance. Only then will the new word remain in the child's memory for a long time. In particular, the competence of the teacher plays an important role in teaching a foreign language to a child at any age.

Methods

Currently, the English language program is based on the English methodologists G. Palmer and M. West. In general, the basis of G. Palmer's method is to teach speech, and M. West, on the contrary, set the main task – reading. G. Palmer justified the method of speech by developing vocabulary. M. West created methodological collections on

learning a foreign language through reading (Yabluchanskaya, 2014). But the problem of explaining these two methods to the student lies in the skill of the teacher. In the methodology of teaching in foreign languages, the word “method” is used in the following concept: first, it is a whole direction based on a specific goal, content and principles (principles) of teaching. For example: grammatical – translation method, literal method, etc. the basis of the grammatical – translation method is logical speech and the ability of a student to read and translate a text in a foreign language. Most of the attention is paid to learning grammar rules. In the direct method, first of all, they develop speech skills, teach them to understand and speak a foreign language, as well as read and write. Secondly, the word “method” refers to the direction in the learning system proposed by a particular author. For example: the French Guen method in the direct learning method, the G. Palmer method, the Michael West method, etc. Third, a method is a process that depends on a certain order between the student and the teacher. At the same time, the method is determined by the action determined by the principles of learning (Khutor, 2005). The teacher’s skill is to tell students that they can use these methods on a modern platform, such as modern digital, game technologies, and role-playing.

However, it should be remembered that training is a two-way process. If we consider general education as a whole system, it has two components: teacher (teacher) and student (student, student). The teacher should arouse the student’s interest in Learning, Guide and direct it. Learning is a very active process in which the student must participate in all the learning activities. This is a two-way activity: the first is teaching, the second is learning, and here we can look at the activities performed by both parties separately (Methodological Guide, 2017). When a teacher can present situations to a student during learning, the student’s adaptation to real life will be a quick process.

Conclusions

Summing up the article, it should be noted that in most cases children with poor hearing have a closed character, lack of desire for needs, lack of interest. When such children see the potential of English culture, where they behave freely, openly, emotionally, no matter what the situation, they form their own positive thinking or understanding. And he tries to be an independent person. We believe that if such changes can be made by a teacher to teach students in the right direction, we will achieve a positive result in the formation of hearing-impaired children as individuals.

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Professional training of school teachers in an inclusive education environment

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Introduction

Inclusive politics is generally understood as part of the global human rights agenda that requires access to and equity in education. However, what is the right to education, how to evaluate, analyse and so on? There is a lot of controversy on this issue. Does the guarantee of a school place mean the acquisition of the right to education if the form of provision for a student with special educational needs is different from that of other peers? Do various forms of equality guarantee it? Is special education part of the problem or part of the solution to equity in education?

A study by Mary Warnock (2010) shared many insights and fresh ideas about the professional development of “special” and “general” teachers in inclusive education. A few years ago, responsibility for children who were excluded from education and then characterized as children with significant developmental disabilities was shifted from education to education. In the past, special education was seen as a “solution” rather than a “problem” for a person with special educational needs. Social critics have expressed many concerns and objections, arguing that there is no justice in the segregation of children and that it should not be considered the norm (Barton & Tomlinson, 1982).

Materials and research methods

We can solve the problem by analyzing the difficulties and obstacles that arise in creating a modern inclusive environment and finding solutions. The main goal is to study the degree of understanding by scientists of the concept of “inclusive environment”. We get the essence of the problem through theoretical analysis and scientific justification.

Breaking the educational paradox for children with special needs has led many to embrace the idea of inclusive education as an alternative. Inclusive education is based

on the principle that local schools should provide education for all children, regardless of any visible differences, disabilities or other social, emotional, cultural or linguistic differences. But if special education is not possible, how are schools supposed to provide everything? If inclusive education is a process of responding to individual differences in structures and processes available to all learners, then what should be the role of teachers and what should be the nature of their knowledge? There are many unresolved issues between the system of special and inclusive education.

In his work, Florian (2007) argued that in order to meet the needs of each child in eliminating inequalities in the education of children with special educational needs, different forms of education should be used. Children are known to be expelled from schools due to certain learning difficulties.

The positioning of education for children with special needs as a problem and a solution to educational inequality in *Special Education Revisited* highlighted the dilemmas of access and equity inherent in educational systems based on different forms of provision (de Florian, Sassot, & Stratmann, 2007). As many commentators have pointed out, special needs education is widely seen as one of the mechanisms for adding and excluding students with learning disabilities from schools where children of the same age can attend.

For some, the end justifies the means – access to various forms of education that can meet individual needs is considered more important for the poorly educated or uneducated in this environment than in general education. Others reject this view and look for new tools in the form of inclusive education to replace education for children with special needs, and issues of marginalization and exclusion arise. Tony Booth (1998) has clearly written about the need to abandon special education and replace it with the study of exclusion and inclusion processes for all.

However, while research into inclusive education has initiated such research, it has not led to a rejection of the education of children with special needs. While there may be many reasons for this, one important reason for continuing to provide “special” or “additional” support to some students is that the school system is essentially utilitarian and intellectually structured, but organized around a common idea. measurable and moderately common.

Thus, in common educational terminology, what is usually offered satisfies the needs of most students, while a few students at the end of the distribution may need something “extra” or “other” beyond what is usually available. Indeed, in many countries this is how the education of children with special needs and in need of additional support is defined. While some necessary “additional” and “other” non-intelligence support, such as mobility and learning sign language, may be required, these are often associated with “learning difficulties” so that many concepts are formed.

As a result, the process of introducing inclusive education into practice becomes difficult. Instead, as Norwich (2007) recently explained, teachers and other school staff face the dilemma of how to act when students are in trouble. How can they help all students without preventing some students from being different? Are there differences that can be ignored or ignored? What differences are important and how do teachers learn about them?

The long-established structure of school education, designed for the common good, creates a contradiction between fairness in education. In particular, the contradictions

between the concepts of “public and individual students” and “school for all” in school education were clarified. “If a teacher can change a lot depending on what he does at school, he can change for the better (Hart, Dixon, Drummond, & McIntyre, 2004).

Historically, educationally meaningful individual differences among students have been associated with certain types of learning difficulties or disorders. The control of mental loss in people with brain damage has led to the development of theories about how the brain works, and on this basis, educational interventions have been proposed to correct or compensate for underlying hypotheses. Early work in special education influenced the development of tests and interventions based on these ideas, with a process-based learning model that showed that core competencies could be strengthened through training.

Initially, the goal was to provide education in the process of overcoming and correcting difficulties, but now it has become clear that education and upbringing is qualitative and effective through replacement and support. In other words, by ignoring the shortcomings of children with special educational needs, researchers began to devote more time to learning. As you know, many of these strategies are associated with theories of teaching and learning, reflecting the importance of purposefulness, that is, choosing strategies based on what needs to be learned, and not on student mistakes. Most importantly, the purpose and content must be accessible to the student.

Thus, instead of focusing on differences between learners, it would be better to think about learning outcomes. Indeed, in practice, many teachers and professionals do the same. Kershner (2000) developed a typology of learning objectives for achieving success, active learning and participation, and responding to individual differences. His model does not rely on categories of disability, but explains the relationship between the teacher’s role in understanding individual differences and learning. In this model, learning is defined as a holistic concept in which the teacher “uses a combination of strategies to achieve appropriate outcomes”. What is important here is that, as inclusive pedagogy proves, inclusive education is characterized by the perception of student differences as normal aspects of human development (Kershner & Florian, 2006).

Most importantly, despite differences among students, significant educational differences are found in student responses to tasks and activities, not in the medical diagnostic criteria used to classify them for additional support. However, if neither “learning by doing” nor “learning by diagnosing” are useful strategies to support students when they are having difficulty, what actually works, who has this knowledge, and how it can be used to support students when they are having difficulty? meet? raises questions? difficulties.

Teacher Knowledge

Often, one of the main barriers to inclusion is the lack of knowledge and training of teachers (Florian & Rouse, 2001). However, attempts to determine the true nature of the required knowledge are rare. The Advancing Inclusive Practices effort suggested that teachers need to be aware of learning difficulties and that they need to be skilled in using specific teaching methods, but what does that mean? Evidence from pedagogical experience and pedagogy in special and general education shows that learning strategies

used in general education can be adapted to help students with special educational needs (Florian, & Linklater, 2010). Cook and Schirmer's review of what is "special" in special education found that effective teaching methods work for students who are identified as having special educational needs as well as for students who are not recognized as having special educational needs. Lewis and Norwich (2004) came to this conclusion in a review of special education. They suggested that learning strategies could be organized on an ongoing basis from high intensity to low intensity rather than in relation to a specific type of special education need. Again, the focus is on the use of strategies rather than explicitly different teaching methods. This is important because general education teachers do not know or cannot use effective teaching methods for students with special needs.

However, responding to student disagreements is not just a matter of "learning well" because we know that what is often acceptable may not work for some. After all, it was this perception that initially led to the development of special needs as a separate form of education; but there are also difficulties in defining the specifics of special or inclusive education. What should teachers know and do? What is the role of expertise and how to use it?

Research results and analysis. First, teachers should be aware of the importance of distinguishing between forms of service and the teaching and learning that occurs in those forms. This is an important distinction because the two are often confused in the special education needs literature. A teacher's particular teaching style is usually determined by people's beliefs about how they teach. Because special needs provision has historically been organized according to the type of disability, teaching methods and forms of provision are often mixed. It is generally accepted that teachers working in specialized schools use special methods and teaching methods that are not used and are not found anywhere else. In fact, as discussed above, although the context may be completely different, they are not really different learning methods and procedures. This raises a number of questions about the relationship between delivery modes or contexts, learning theories and learning methods.

The main task of educators who want to develop inclusive practice is to reconsider their approach to the issue of inclusive education. In inclusive education, do not take into account the specifics of students, but oppose the concept of "inaccessibility to others". Changing the organizational structure of schooling may not be possible for individual teachers, but their work can be inspired by the knowledge that it can contribute to the learning of all students.

To implement this approach, teachers need to know two things. First, learning strategies are not effective for different types of learners. Effective decisions about teaching strategies depend on who is being taught and what is being taught. Second, educators must recognize that not all students are the same. Students are different, and teachers often have to make many decisions about how to respond to different differences. Differences themselves are a matter of degree rather than categorical differences, special children may have special or additional needs, and in the process of identifying these, it is necessary to know how to respond to the teacher's level of knowledge. Therefore, when students encounter difficulties, teachers must determine what they can do to support the student. Hart (2004) has described a number of useful questions that teachers can ask themselves and the student to deal with a difficult moment. These "explanatory movements" do not exclude the use of specialists or specialized knowledge, but do not require

individual students to identify specific educational needs. When approached by professionals, this should support the teacher’s efforts to ensure the student’s full participation in the classroom to facilitate learning.

Inclusive practice is the activity of school staff who pay attention to the concept of inclusion (Florian, 2008). This does not mean that teachers and students act on their own without support. Rather, inclusiveness involves the use of support, how teachers respond to individual differences in whole-class learning, the choices they make when working in groups, and the use of expert knowledge. When rethinking special education, this cultural shift in the education of children with special needs should occur, in other words, the structural problems of the past should not determine the future (Florian, & Kershner, 2009):

“Those three things, thinking more clearly about the exercise of the right to education, challenging deterministic notions of ability, and shifting the focus from student differences to education for all, define a program of education for persons with special needs that can change its character and possibly become special. education. Over time, this can help change educational organization and school priorities, so that rethinking special education becomes a rethinking of educational diversity. Difficulties faced by students in the learning process can lead to teaching practice in which all students participate” (Black-Hawkins, Florian, & Rouse, 2008, September).

For many scholars, the concept of inclusive education means giving up education for children with special needs, while the school system revolves around the idea that some students of the same age will need something “extra” or “other”, besides what available. This additional rule applies to the professional competence of teachers. There are many options for what to do when students are having difficulty. Of course, there are many factors influencing and limiting this choice, but one of the least understood is the professional background of teachers, the role of teaching, and how well they prepare for the tasks of teaching different groups.

Preparing Teachers to Respond to Differences: A New Direction in Inclusive Education? One of the many challenges in achieving equality in education while creating “schools for all” was to prepare teachers for the task of social and educational integration in different societies. M. Rose (2009) suggested that the problem of professional development can be represented as a triangular relationship between three elements, as shown in Figure 2.

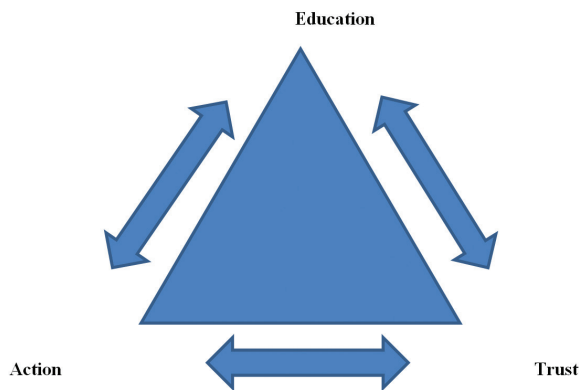


Figure 1. Three elements of professional development (Rouse, 2008)

In this model, it is believed that any two of the three elements – knowledge, trust and action – affect the third. This usually means that a teacher's knowledge of inclusive practice develops if he or she believes in and is willing to try out an inclusive philosophy based on human rights, including students who might otherwise be excluded. Similarly, another teacher who believes in the principle of inclusiveness may not have the confidence to “do it” but will acquire the knowledge to participate in inclusive practice through an inclusive practice course. Other teachers may be aware of the inclusive experience but are not yet convinced of it, but by working in a school with an inclusive ethic (“action”) they are confident that the experience will be effective. These examples show that there is no need to wait until all the elements are in place – teachers will be in different places according to their knowledge, beliefs and experience. Therefore, it is important to know how to support the development of the knowledge, trust and experience of inclusive teachers.

The teacher must recognize from the outset that there are differences between education and professional development. One way to do this is to abandon the deterministic notions of ability that dominated education in the twentieth century. There is new literature that answers the question of what can replace deterministic views, and this literature contains suggestions that may be useful for primary education of teachers. Peters and Reed, educators from the United States, are collecting examples of so-called “discursive experiments” that develop beliefs in the hope of dispelling and testing beliefs such as normality in order to bring about needed changes in thinking and practice. This is tragic because of the disability and learning difficulties of some children, as it is an important work to expose and expose deeply rooted beliefs that they are not normal (Peters, 2021).

Second, teachers need to be convinced that they are not qualified to teach children with disabilities or other children with “additional needs”. They have a lot of the knowledge and skills needed to teach all children, but they may not have the confidence to put that knowledge into practice to help children with learning difficulties. The literature on “specialized pedagogy” (Lewis & Norwich, 2004, Davis, Florian, & Ainscow, 2004) and what teachers need to know about meeting special education needs provides teachers with guidance on using learning strategies that can help all students (Florian & Kershner, 2009).

To gain a deeper understanding of how inclusive practice can be implemented, one must first start with a broader view of inclusive practice, rather than just differentiation. This concept includes socio-cultural factors that interact with each other, creating individual differences (biology, culture, family, school), and not just a causal explanation. Inclusive practice includes understanding how to determine their relative contribution to determining appropriate responses to these factors when children experience difficulties. This also includes understanding that not all children experience difficulties, regardless of the impact of these factors. Teachers can make a difference. The basis of this fact-based experience and this “special” knowledge is knowing when, why and how to respond to challenges, not just “what works”.

As part of the review, educators need to explore new strategies for working with and through other professionals. If the notion of ability is replaced by the notion of learning difficulties faced by children as a learning problem for teachers to address, and if teachers are indeed considered competent to teach all children, then what might be the experience of peers who specialize in learning difficulties? ? Various models of collaborative

learning are presented in the literature (Thousand, Villa, & Nevin, 2007). Interns and those who wish to develop collaborative experiences need the opportunity to participate in collaborative learning as part of their professional development. Procedures for testing the effectiveness of collaborative learning are being developed at the Center for Equity in Education at the University of Manchester and there is room for further research and development in this area.

As outlined in the Inclusive Practices Project at the University of Aberdeen, the challenge of preparing teachers for inclusive education is to develop a new approach to preparing teachers so that they:

- better knowledge and understanding of educational and social issues/issues that may affect children's learning;
- Strategies have been developed that can be used to support and overcome such problems.

To date, vocational training in primary and secondary schools has been integrated into a single primary teacher training program with an expanded university curriculum to ensure that integration issues are fully addressed as described above. Not as an additional element or an optional subject, but only as part of the main curriculum chosen by some faculty students. In the spring of 2007, the Department of Education at the University of Aberdeen, in collaboration with colleagues and alumni from local schools, reviewed and proposed changes to the structure and content of the vocational research element of the course to achieve this goal. Supported by the Scottish Government, Aberdeen's primary teacher education reform includes a research project to identify and replace skills-based experiences with modified pedagogy and its implications for working with others.

Conclusion

The concept of inclusive education has explained a lot: for example, from the real concept – from the inclusion of children with disabilities in mainstream schools to the very broad concept of social inclusion used by governments and the international community as a way to respond (Ainscow, 2007). Not surprisingly, there is a lack of understanding of the meaning of inclusive education in the literature, and many of these meanings are not clear. On the one hand, narrow conceptual approaches have led to a simple replacement of the word “special” by the word “inclusive” and nothing has changed significantly. On the other hand, there are concerns that the definition has become so broad that it makes no sense, or worse, that important differences in education go unnoticed. Indeed, the rejection of security patterns in relation to the identification of individual differences does not mean the absence of significant educational differences. What does this mean for the teacher experience? The fundamental reforms necessary for inclusive education, replacing special education in the structure of school education, cannot be carried out by teachers alone. However, it is shown that they have everything as individuals (Ainscow, Booth, & Dyson, 2006; Florian, Black-Hawkins, & Rouse, 2016; O'Hanlon, 2003; Skidmore, 2004). The ability to change the way they work in their classrooms, even within the constraints of national curricula and assessment systems. Regardless of the structure of

the school and the situation in it, teachers may have different attitudes about the nature of the problem of “learning difficulties” and what students can do when faced with learning barriers. Thus, the future trends of inclusive research should be practice-oriented: methods of work that help teachers understand the meaning of exclusive structures that distinguish students by characteristics such as “ability” and maintain their confidence that they know what to do, when students experience learning difficulties.

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Ways to develop moral values of visually impaired students through folk music

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Introduction

This article discusses the importance of developing moral values of students with impaired vision, through musical art, that is, folk music. Folk music is an indispensable educational tool. The purpose of the article is to reveal the ways and possibilities of using folk music in the educational process of visually impaired students in the formation of moral values. How is the art of music perceived by a student who needs special knowledge? To do this, we drew attention to the pedagogical and psychological characteristics of students with visual impairment, focused on the features of cognitive activities, such as perception, attention, memory, thinking, and speech, which occupy an important place in a person's life. Because through cognitive services, we perceive music, intuitively realize the processes of thinking and speech. Based on such issues, we analyzed the works of teachers, psychologists, and research scientists. In addition, by reviewing the types of folk music, we were looking for ways to develop students' moral values through these types of music. We all know that each nation has its own ancient history, culture and spiritual wealth along with its history. If we can effectively use this heritage in the education of visually impaired students, then the future generation will grow up to be citizens who have absorbed the national characteristics of their people and can freely enter the social environment through this musical art.

Among the main tasks in the education system of Kazakhstan is the education of a generation that can prove itself at a high level in society in terms of socio-cultural, spiritual and moral values. The future generation should grow up to be patriotic citizens who are a world competitive and fully developed citizen, instilled in themselves the national values of the people. For this purpose, it is very important that our education system is at world level, and our education is on a national basis. Therefore, we need to be able to effectively use our national values, spiritual and cultural resources in the process of conducting the

educational process. After each nation is formed its history, spiritual and material wealth, and its own experience are also formed. In the same way, we have a rich heritage that has passed down from generation to generation, from mouth to mouth. It is obvious that folk music from these murals will become an indispensable tool if we can use it in the development of moral values and moral qualities. Every citizen of the Republic of Kazakhstan is obliged to receive education, and along with normal children, children with special educational needs have the full right to receive education. Among children with special educational needs, we aimed to identify and reveal the importance of using our national music in the formation and development of moral values of visually impaired students. Since it is carried out primarily by listening and perceiving music, let's focus on the pedagogical and psychological characteristics of children with visual impairments, as well as the peculiarities of cognitive activity in listening and perceiving music and the deviations of these functions in connection with visual impairment.

A person receives information from the outside world through a complex system of analyzers, such as vision, hearing, tactile-kinesthetic, which provide the perception of information necessary for everyday life. Among these analyzers, there is a high sensitivity – the vision analyzer. The eye determines the spatial relations between objects in the environment and their brightness, and has the ability to adapt to this situation. Visual perception and perception give a very large amount of information in the form of thinly differentiated data. Depending on the selectivity of perception, everything that is perceived in our consciousness, i.e. about one day of vision fixation, is 100 years old.

The research scientist I. M. Sechenov distinguished the categories that allow us to clearly depict spatial relationships through vision, and he included colour, shape, volume, direction, erasure, silence, and movement in the categories. Experimental and cognitive functions of feeling and perception through vision of the main categories of aesthetics are the main sources of aesthetic perception, aesthetic pleasure, aesthetic taste, aesthetic ideal, etc.

Through visual activity, a person controls the correctness of their activities. Damage to vision, narrowing of the visual field, inability to distinguish between type and colour, and a decrease in visual acuity cause disorders of mental development along with other complex disorders. There are significant changes in the field of sensory cognition of blind or visually impaired children, i.e. visual sensations and perception are reduced or completely lost. As a result, the size of children's concepts decreases, limiting the possibilities of imagination of the formation of imaginative images.

Changes in the psyche of children with visual impairments are observed at various levels. In mental activities such as video understanding, and speech development and formation, the systems of mutual activity of analyzers change. That is, certain features appear. For example, meaningful activity is disrupted because the figurative and explanatory do not coincide. Changes in the emotional and volitional sphere and individual qualities of the child occur and begin to acquire a specific character. As a result of visual disturbances, there are also obstacles in the physical development of the child. We see this in the restriction of the child's free movement. Due to the decrease in motor activity, the muscles are deformed, there are motor disorders and gait disorders.

Currently, in pedagogical research and practice, visually impaired people are divided into blindness and with poor vision depending on their level of impairment. Blindness

is the absence of vision, i.e. the loss of light sensitivity is characterized by a sharpness of 0-0,04 D. And poor vision is -vision 0.05 D.-0.2 D. These children perceive information through vision analyzers and rely on them in the reading and writing processes (Abayeva, 2020, p. 177).

Defects are divided into two categories depending on the time of occurrence. The first is a congenital defect, the second is acquired. Since the human eye plays an important role in the image of the external environment, visual disturbances lead to the birth of a child with abnormalities in any form of cognitive activity (Kovalenko, 2002, p. 217). The main cognitive processes include perception, features of attention, features of memory, features of thinking, and speech.

Perception

The process of forming images of the environment depends on the state of the sensory system and the degree of visual impairment. Since visual perception is the most important of the sensory organs, perception of children with residual vision play a dominant role in recognizing the environment. It is the process of perception through sight, hearing, touch, taste, and smell. Perception through vision-the child receives most of the information through vision. But for those who have severe visual impairments, who do not see at all, this does not mean that they will not be able to receive information at all, but will be able to recognize the properties and signs of a visually recognizable object through other analyzers. For example, by touching, the child can get information about the size, shape, and location of an object perceived by vision. The violation of visual analyzers leads to a change in the interrelationships within the sensory system, resulting in the creation of a specific psychological system that is unique to blind and visually impaired children (Kenzhebayeva, 2011, p. 57). Auditory perception of children with visual impairments is formed in the same way as that of normal children. The information received by hearing is perceived by imagination and consciousness through reproduction. Here, the visual analyzer is replaced by the auditory analyzer. As sounds acquire signal significance, real information about objects, people and the actions begin to form in the mind of a blind person. Hearing is of particular importance for people with visual impairments. D. Diderot in the last century, N. Dufo, J. Klein, J. In research papers by scientists such as Knie, it is noted that after vision loss, the ability to hear automatically increases by itself. If we pay attention to the results of the research of A.A. Krogius, D. Grisbach, it was shown that the hearing of those who do not see at all is not at such a high level, they are not able to localize sounds (Krogius, 1906, pp. 177-179). Such scientists as M.I. Zemtsova, Yu.a. Kulagin, L.I. Solntseva, V.M. Voronin, R.B. Kaffemans have proved in their research that perception through touch is not only a means of compensating for blindness. Because they use more tactile sensations, they cause an increase in sensitivity (sensitization) effect. This often happens in areas of the finger skin. As an example, we can say that you can master the dotted Braille font. Some studies show that children with visual impairments have higher sensory perception than normal children of primary school age. Touch, movement, pressure, temperature, pain are felt by distinguishing properties such as the texture of the material, size, shape, and weight of the

object. The ability to perceive through the sense of taste is formed in accordance with the age of children. Here, the effect of food on the taste analyzers is realized. It helps to master the types of flavors (bitter, sweet, salty, etc.). Perception through the sense of smell - various factors influence the formation of the ability to smell. Some factors (some medications, functional disorders in the body, some chemical additives) damage the olfactory cells of children.

Features of attention

Visual impairment affects the types and qualities of attention, such as activity, orientation, scale, intensity, stability, and concentration. Due to the ability to develop attention, in some cases it can develop at a higher level than normal children. Limiting external influences negatively affects the development of attention qualities. The slowness of the perception process, which is carried out through damaged vision and tactile sensations, contributes to the rate of switching attention and causes the perception of images to remain intermittent, partial (Grigorieva, 1990, pp. 28–30). In order for any action to be performed correctly, an appropriate quality of attention will be required. For example, distribution in spatial orientation, concentration of attention in solving specific practical problems, concentration and co-volunteering of attention in educational activities are considered important.

Memory features

In healthy children, some materials that do not require memorization must be remembered by blind or visually impaired children. As a result of the research conducted by A.A. Krogius, he said that children who do not see at all remember words, poems, a set of words that do not have relationships and meaning faster than normal children. That is, it showed that they were able to combine the material they received with practice and focus their attention on the action being performed. According to the research of the German typhlo-psychologist G. Schauerte, children with visual impairments develop better memory than normal children. In some children with visual impairments, the amount of information stored in memory is very large, but it is not sufficiently organized, and in another group, although the structure is correct, the amount of memory is small, so they can use their memory correctly and rationally.

Features of thinking

Thinking is the highest stage of cognitive activity, as it arises and develops on the basis of sensory representation. As a result of visual impairment, the sensory representation of the external world is formed with its own characteristics, which, due to its incompleteness, have an impact on their intellectual development. But the absence of visual effects or its insufficiency cannot completely stop or change or disrupt the development

of thinking. Because the properties and relationships of the external world or objects in terms of physical, time, and space are adequately reflected through stored analytical systems, such as hearing, touch, smell, and taste. In this regard, it is necessary to take into account the peculiarities of the state of the economy. Based on this, we can say that the mental functions of pupils with impaired vision are normal. In the field of general typhlopsychology, there are various concepts related to the development of the thought process of persons with visual impairments. They:

The concept of the negative impact of visual impairment on the development of thinking;

- 1) the concept of development of advanced thinking of visually impaired people;
- 2) the concept of independence of the level of thinking to visual impairment (Litvak, 2006, pp. 289–291).

Thus, since thinking is the highest form of reflection of reality, it shows that the level of its development depends to some extent on the adaptability and social adaptation of a person to life.

Spoken language

If we talk about speech, the level of speech formation of visually impaired children and children without visual impairment is the same. But the severe degree of visual impairment and total blindness affect the interaction of the analyzers, and the connections are restored. In this way, speech enters into another communication system, which is not the same as in the case of students who see it during the formation of speech. Since speech develops in the course of human communication, the child is formed according to its characteristic features, the pace of development changes, and the lexical and semantic side of speech is disrupted. Groups of words that are not related to each other accumulate and meaningless rules are memorized. Relying on active verbal communication helps to advance the mental development of blind children and eliminate difficulties in the formation of material activities.

Speech compensatory function of children with impaired visual analyzers, that is, speech plays a special role in compensating for visual impairment. This is because the word creates conditions for clarifying, correcting, directing everything, avoiding distortion and fragmentation. Such shortcomings, as the lack of correspondence between a word and an image, should be eliminated in the course of correction aimed at clarifying the speech and filling the space of “empty” words with meaning (Lipkova, 2001, p. 92).

Development of imagination

The influence of imagination on the development of thinking, will, and emotional sphere, which allows us to predict the result of actions, increase the limits of cognition, reproduce existing concepts and representations, is very great. The shallow, narrowness of the visual circle does not affect the development of the ability to fantasize. Depending on the imagination of people with visual impairments, two different points

of view have been formed. The first of them states that “the narrowness of the sphere of sensory cognition limits the ability to combine and create new images, images of the imagination, especially images of the creative imagination,” and the second point of view states that “the destruction of the visual function” allows the development and enrichment of the inner life.” From the second point of view, the invisible man, being removed from the external world, creates his “inner world” with the help of thinking and imagination. This creates conditions for the development of “higher” mental processes. The imagination of such people is much more vivid than the imagination of children. They are characterized by a high development of musical-creative and mathematical imagination.

Imagination in general tends to become more active in conditions of uncertainty, lack of information from outside. Despite the limited possibilities, the imagination of visually impaired people is used in the process of activity and in some cases performs a suppressive function, complementing the lack of sensory experience. With the help of imagination, it is possible to form images of objects that are inaccessible to direct representation, and by studying it, it can re-transform the images that were originally formed in it. A special feature of students with visual impairments is that even in abnormal and normal conditions of vision, the basic patterns of development are observed in the same way, equally. Therefore, we have noticed that in the process of properly organized training and education, it is possible to fully develop the imagination of the blind and visually impaired.

Having analyzed the above-mentioned deviations in cognitive functions, research and conclusions of researchers, we have noticed that when using music samples in the educational process, it is necessary to take these features into account.

In any country education and upbringing of the younger generation on the basis of national values, guided by spirituality and morality is an urgent problem. From this point of view, it is important to aim at popularizing national values, introduce them into the content of education, educate students in a national way, absorb its depth and spiritual reality from childhood. The culture of the Kazakh people is the core, component and most important branch of its national history. Our goal is to identify ways to develop the moral values of visually impaired students through folk music, which is an integral part of the culture of our people.

Moral values

The question of moral values continues to be studied by foreign and Kazakh scientists. Value refers to the importance, significance, and utility of a particular thing. The world that surrounds us is rich in material, natural, artistic and human values. Humans are capable of evaluating natural and cultural creations, thoughts and actions. Morality is one of the highest spiritual values, such as love, truth, the meaning of life, freedom, beauty, etc. And folk music refers to national values related to the language, religion, customs, traditions, history, culture, literature, and art of our nation. Any of these values directly affect the life positions, views on the world, orientation, and beliefs of a person and allow us to reveal our personal potential.

In connection with the current demands of the world, it is important to educate young people at the modern level – a patriot, a moral citizen who is able to instill their national values, love their country and land. To do this, we must rely on the cultural and spiritual heritage of our people as the main source of education and upbringing. Music is given special importance in the spiritual and moral education of the child. Musical education is one of the main tools for developing students' personality. Music is a special art form that conveys the inner soul of a person through sound, which cannot be expressed in words. Like any other people, the Kazakh people are rich in musical art. The past, history, and life of the people have left their mark on the musical art through singing and Kui. If you want to know the history of any nation, you should pay attention to its national music, songs and dances, state. The rich educational heritage of the Kazakh people is folklore music. There are many examples of folklore that arise directly from the everyday life of the people. In general, we classify works of folklore into two large groups: works of folklore that arose outside the ritual and works of folklore that arose in connection with the ritual. Examples of non-ritual origin include Epic genres such as zhyr, tolgau, Terme, zheldyrme, fairy-tale, historical, lyrical songs, and folk kui. Examples related to the ritual include works that live within the framework of such traditions as synsu, Zhar-Zhar, toibastar, lullaby, zhokau (Konyratbay, 2011, p. 8). The Thinker of the East, Abunasir Al-Farabi, in his "great book on music", notes that "a person should be able to choose music for a variety of life situations: some for joy, others for sadness, others for comfort, and the fourth for poetic dialogue," and that the natural and socio-spiritual needs of the emergence and development of general culture, including music, determine its main features (Al-Farabi, 1994, p. 108). If we look at the above-mentioned works of folklore, the musical culture of the people, such as Zhyr, Tolgau, Terme, Synsu, Zhar-Zhar, Zhokau, showed the accuracy of the scientist's point of view (Balabekov, 2020, p. 13). From the research of the above-mentioned researchers, we can see that our people have a rich heritage of musical art, and they are also divided and grouped into several types. Now let's focus not only on the moral education of visually impaired students, but also on the ways of their socialization by performing and listening to these types of music and ability to effectively use these samples of folk music in music lessons and outside the classroom.

The most sensitive form of art that occupies the most special place among art is the art of music. Since a person cannot express music with language, he feels it by perceiving it with their soul. Therefore, we teach students to perceive music through the senses. From the moment of birth, the child is imbued with the magical power of music, and music penetrates and affects its soul. Communication with music improves the spiritual development and self-development of the individual, on the other hand, a collective form of musical activity ensures the development and formation of musical and creative activities of students, such as singing in ensembles and choirs, playing in joint musical instrumental ensembles, and helps students to feel music collectively and get closer to each other. The system of musical education creates conditions for students to receive moral values and aesthetic pleasure through the harmony of art and the environment with each other, and the perception of aesthetic feelings, artistry, beauty.

There are several public services inherent in the art of music. We can identify them only in the process of musical education and training through music. According to the classification of V.N. Kholopova, they are expressed as: communicative activity, visual

activity of reality being, ethical, aesthetic, canonical (principled), heuristic, cognitive-educational, social-transformative (Kholopova, 2001, p. 24).

Communicative activity – the possibility of this activity is at a very high level. We can see that D. D. Shostakovich explained it in one word: “an artist can convey the inner feelings of one person to millions of people, and one person can reveal the soul of all mankind”.

The visual function of reality being – there are three aspects of this activity, which are expressed as a single whole in the process of education. These are: representations of ideas, representations of feelings, representations of the world of things. This service provides for conducting based on the individual and age characteristics and abilities of students. First of all, students of primary school age should feel the inner feelings of the person depicted in music and the image of their environment. And in the upper classes, it is necessary to reveal the manifestation of artistic ideas in music.

In one word, we can say that “beauty creates good”, which is an **ethical activity**.

Aesthetic activity is revealed through the concepts of “beauty” and “harmony”. V.N. Kholopova noted that “beauty, beauty, harmony have always been the main indicators of a musical work.” If we look at the research work of A.G. Butnik, the aesthetic perception, perception and evaluation of which are related to aesthetic relations are determined depending on the specifics of the musical work. Such features as the assessment of musical perfection from the point of view of beauty, the perception of works of different genres in a satisfactory sense, the diversity of perception, the accuracy of feelings, the correspondence of the assessment to the content of musical works are among the signs of aesthetic attitude.

Canonical (principled) and heuristic – these services are considered as opposite, dialectic pairs. Canonical is considered as cultural continuity, and heuristic is considered as the continuity of tradition, that is, the continuity and novelty of cultural tradition. Therefore, when presenting and teaching any piece of music, it is necessary to observe the principle of historicism.

Social and transformative activity is influenced by other activities as a whole, in unity.

Personality-modifying activity – contributes to the formation of a student’s creative character and develops them as a person, regardless of what creative activity they are engaged in. A student who is engaged in music and creativity develops strong-willed, intellectual, and sensual qualities, and changes in behavior (Dukembay, 2019, pp. 11–12).

Socialization of students

In the socialization of students with special educational needs, including those with visual impairments, music is not only an integral part of a person’s spiritual life, but also an extremely important tool for socialization. We have noticed that the above-mentioned types of musical activities have a great influence on the socialization of the student. Free interaction with the social environment is also very important. The lesson “music” and extracurricular musical educational work, ensembles, clubs, etc. are of great importance for the ability to interest students in musical art, including Song Art and instrumental culture.

According to the mandatory standard of education, at the level of primary education, the lesson “music” is introduced as a subject. The purpose and objectives of teaching this discipline are defined. These include the development of interest in music and music lessons, the development of musical hearing, musical memory, artistic thinking, imagination, musical sense, morality and aesthetic sense, love for the motherland, the people, the individual and respect for the music, culture and traditions of each country; education of moral and aesthetic qualities, reflection of emotions, imagination, impressions of listening to music; there is such a goal as to introduce traditional musical culture by connecting it with other types of art with the everyday life of the people. Everything is set taking into account the individual characteristics and pedagogical and psychological characteristics of children of primary school age. Above, we separately focused on the psychological characteristics of children with visual impairments and revealed them. In other words, musical art, music lessons have also shown their importance in the processes of education, development, and correction of visually impaired students.

In addition, in the course of extracurricular musical and educational work, children with visual impairments, as well as children with normal development, form as close contact with the surrounding social environment as possible. It is also the musical art that helps them in this situation. Undoubtedly, the work carried out to attract children with special educational needs to various musical art clubs, ensembles, orchestras, and creative teams, will be effective. Among other things, if we talk about circle work, the student can participate in various music clubs outside the classroom, depending on their personal interests. In the course of participating in the circle, they meet and communicate with children of different ages who are not familiar to them. In the process of fulfilling the goals and objectives of the circle’s work, they begin to get used to this new environment, interact and adapt. Any circle is a collective. N.K. Krupskaya explains that “work with a common goal is called collective work” (Krupskaya, 1955, p. 206). The collective is born where people interact with each other, exchange opinions, and create a new quality of service. A collective trait is formed that determines the specific nature of the team and the tasks it must perform. Since the main work of the musical circle is to attract to and teach children a certain type of art, the child learns this type of art. In addition to solo performance of the studied piece of music, they must perform it together with other children in choral or ensemble works. That is, in the process of such paired, group work, the child determines his place in society by adapting himself to the surrounding social environment and entering into relationships with other children. In this regard, we see the importance of the above-mentioned services of music education.

Conclusions

In conclusion, we can actively work on the education, upbringing, development, correction and socialization of children with special educational needs through musical art. Conducting the educational process through music is carried out on the basis of music lessons and extracurricular activities, i.e. circle work. Since the perception, understanding, and perception of music are closely related to psychological abilities such as hearing, perception, thinking, speech, and imagination, we have focused on the pedagogical and

psychological characteristics of students with visual impairments. Having determined how these features develop and improve in case of visual impairment, the features of functioning, we found out that music is an indispensable instrument in the process of its development.

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The development of inclusive education in Mongolia. Reflections about policy and recommendations for the future

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Current state of inclusive education policy and activities in Mongolia

Mongolia's Long-Term Development Policy Vision 2050 and the Medium-Term Education Sector Development Plan aim to strengthen the education system to ensure equal access to quality education for all children. In order to implement the commitments made to the international community of Mongolia, such as the Sustainable Development Goal 4 and the Convention on the Rights of Persons with Disabilities, the inclusive education policy is implemented by the Parliament and the Government. has arrived. These steps have laid the foundation for an equitable inclusion system tailored to Mongolia's specific circumstances, raising public awareness, changing attitudes, and responding to the needs of children and youth with disabilities and other needs at the governmental level. However, due to repeated amendments to the Law on the Rights of Persons with Disabilities and national programs and other legal documents, the integrity of the legal environment for education has been compromised, especially in some areas of the Law on Primary and Secondary Education. There is a need to address the issue of misunderstanding among education stakeholders. Assessing the current state of equity policy, legal environment, and operations, the researcher concluded that it is "in the early stages". We have identified the policy, legal environment reform, and policy steps needed to move forward to the next stage, "strengthening the system" and then "leading the way".

Content and coherence of key policy documents in the field of inclusive education

Vision 2050 Mongolia's long-term development policy	Medium-term development plan for the education sector 2021–2030	Government Action Plan for 2020–2024
<p>Phase I (2021–2030): Reform phase of the system of equal access to equal access to quality education for all</p>	<p>“Comprehensive development of citizens with active social participation, continuous development and ability to work and live in the age of knowledge-based society and digital technology based on quality, open, equally accessible and flexible educational services that meet the needs of civic development in Mongolia”</p>	<p>We will create equal opportunities for everyone to receive quality education and strengthen the system of equal inclusion.</p>
<p>Achieved results Equal access to quality education for all citizens, equal coverage, continuity of education at all levels, and improved quality of training and activities. Provide creative, skilled teachers and human resources that meet the needs and requirements of student development.</p>	<p>Achieved results The goal of “Strengthening the system of equal access to equal access to quality education for all” enshrined in the five-year guidelines for the development of Mongolia in 2021–2025 has been implemented. Education services should be equally accessible regardless of civic development, geographical location and lifestyle. ... in line with equal access to education services ... an adjustable learning environment has been created.</p>	<p>Achievable level</p> <ul style="list-style-type: none"> • Net weight of preschool enrollment – 88.9% of 5-year-old children • Preschool enrollment – 98.3% • Net enrollment in basic education – 95.7% • Group filling (at all levels of education) – 25.5–30 children
<p>Curriculum and evaluation</p>	<ul style="list-style-type: none"> • Improving flexible curricula and curriculum-based assessment methods based on children's disabilities and learning abilities – (Preschool education) • Improve flexible curricula and assessment methods based on children's disabilities and learning abilities – (Primary and secondary education) • Optional training program for people with special needs – (Vocational education and training) 	<ul style="list-style-type: none"> • Curricula, plans and assessment methodologies will be improved based on the characteristics and learning abilities of children with disabilities.

Vision 2050 Mongolia's long-term development policy	Medium-term development plan for the education sector 2021–2030	Government Action Plan for 2020–2024
<p>Support Every at-risk student who is unable to access education services will be provided with the necessary support and equal access to education.</p>	<p>Education services should be equally accessible regardless of civic development, geographical location and lifestyle. Enhancing equal access to primary and secondary education services for students regardless of developmental characteristics – Primary and secondary education</p>	<p>Increase opportunities for children with special needs to learn and develop in regular schools and kindergartens</p>
<p>Learning environment Improve the facilities and infrastructure of educational institutions at all levels and create an environment that provides equal, accessible and quality services that meet standards and quality requirements</p>	<ul style="list-style-type: none"> • Increase school capacity in line with population growth and equal access to educational services, expand the range of open educational services, and create a flexible learning environment. • Create an environment for children with disabilities to attend secondary schools and kindergartens in their place of residence, and create an adjustable professional environment for people with special needs in vocational education institutions • Create a learning environment for students with disabilities to access all school services – Higher education 	<p>Create an equal environment for children with disabilities to attend kindergartens and secondary schools in their place of residence.</p>
<p>Preschool education Support the development of children based on their participation by creating equal opportunities and conditions for pre-school education for herders, migrants, low-income families, children with different needs and special needs, and empowering parents and guardians.</p>	<p>Increase equal access to pre-school education for all children, regardless of developmental characteristics, geographical location, social and economic conditions</p>	<p>Develop and implement a comprehensive policy to support early childhood development and strengthen inter-sectoral cooperation.</p>

Vision 2050 Mongolia's long-term development policy	Medium-term development plan for the education sector 2021–2030	Government Action Plan for 2020–2024
<p>Vocational education and training and higher education</p> <p>At the level of vocational and higher education, create a learning environment with accessible and appropriate materials, teachers and specialists necessary to prepare people with disabilities to compete in the labor market.</p>	<ul style="list-style-type: none"> • Increase access and equal enrollment by providing citizens with lifelong learning, skills and competencies, flexible and open learning opportunities <ul style="list-style-type: none"> – Vocational education and training • Increasing equal opportunities through the development of open and flexible education – Higher education 	
<p>Teacher and specialist</p> <p>Each kindergarten will employ a special education specialist with special needs to ensure the quality of education, taking into account the specifics and differences of each child.</p> <p>Each school will have a psychologist and specialist who will provide psychological services to students and teachers, advise students on their career choices, and help them plan for the future.</p>	<ul style="list-style-type: none"> • Develop and certify professional standards for preschool teachers and include the ability to work with children with special needs • To employ special education teachers and shift teachers in kindergartens • Develop a gender-sensitive learning module tailored to the specifics and characteristics of children's disabilities • Organize distance, online and classroom training for preschool teachers, taking into account the specifics of children's disabilities. • Retraining of special education teachers and hiring psychologists in secondary schools • Develop a training module for teachers to adapt teaching methods to the specifics and characteristics of children's disabilities, and build the capacity of teachers – Primary and secondary education • Step-by-step training of teachers and human resources for special needs and target groups <ul style="list-style-type: none"> – Vocational education and training 	<ul style="list-style-type: none"> • Secondary school teachers will be trained in special needs education. • Kindergarten teachers will be trained in special needs education and will have a shift teacher in the kindergarten.

Vision 2050 Mongolia's long-term development policy	Medium-term development plan for the education sector 2021–2030	Government Action Plan for 2020–2024
	<ul style="list-style-type: none"> Improving teacher training programs in line with teacher professional standards in the field of teaching specific methods of working with students with disabilities-Higher education 	
<p>Textbooks and teaching aids Increase access to textbooks, learning aids, e-learning and distance learning, and develop and distribute them to meet the diverse needs of students.</p>		
<p>School dormitory, water and sanitation facilities Gradually renovate school dormitories, green development facilities, sports and art halls, cafeterias, and information technology training halls, meet the standards of educational institutions, create an adjustable environment for students with disabilities, and make water and sanitation facilities child-friendly and consumer-friendly. plan and implement.</p>	<ul style="list-style-type: none"> Equip outdoor toilets with standard toilets Provide standard sanitation facilities in schools and dormitories with pit latrines 	<p>Modernize kindergartens, schools and dormitories with at least 100 pit latrines each year.</p>
<p>Funding The funding of the educational institution will be improved and each student will be directed to successful learning</p>		

The following paragraphs are a summary of the Government of Mongolia's policy on equal inclusion policy, legal environment and activities.

Implemented activities to improve the legal environment

- Legislate equal inclusion of education in the Education Package, reflecting the principles of equal inclusion in the UN Convention on the Rights of Persons with Disabilities and the accompanying General Recommendation 4, and the progressive concept of the Law on the Rights of Persons with Disabilities.

- Incorporate provisions for equal access to education for all levels of education for students with disabilities. The process and outcomes of ensuring that inclusive education meets the specific needs of all, on the one hand, and eliminates any barriers facing the child, on the other, to be universally understood and implemented in an internationally recognized manner.
- In today's world, where disability is the most common cause of discrimination in the education sector, a direct ban would be more appropriate. Expand the non-discrimination clause in the Education Law on education and add additional wording on non-discrimination on the basis of "disability".
- Introduce terms such as "students with disabilities", "inclusive education", "different educational needs", "support services" and "appropriate tools" into the definition in the Law on Education.
- Incorporate equal inclusion in vocational and higher education laws, and legalize services and support for students with different needs.
- Article 12 of the Law on Primary and Secondary Education. Secondary school, "13. Special school of general education" as a group of groups and reorganized in terms of the concept of inclusive education.
- Clarify and legislate the obligation of the Sub-Commission on Education, Health and Social Welfare of Children with Disabilities to conduct educational assessments of children with disabilities and to mediate them with relevant levels of education in the education law.
- Coordinate and legalize kindergartens, childcare services and preschool education in conjunction with early childhood development services, legalize early participation programs, and successfully prepare children with disabilities for school.
- Legislate cross-sectoral mechanisms that support early detection of disability, provide comprehensive services, and link the learning process in the school classroom with family and community support, such as education, health, and social protection.
- The current law needs to legislate the possibility of physical and communication access to public and private transport in schools and kindergartens.
- Incorporate the support system for children with disabilities into the education law as a whole, especially in the tertiary education law (support services include transportation, language therapy, hearing support services, translation, psychotherapy, physical therapy, labor therapy, and treatment to support special education for children with disabilities). child development, treatment and support services such as fun activities, early disability detection, assessment, rehabilitation counseling services, migration support services, diagnostic and assessment health services. Additional services include school health and social services. work and parent counseling services).
- Legislate family delivery services aimed at providing family members with the knowledge, skills and support they need to meet their children's needs and rights in all contexts, and enable parents to be involved in decision-making and enrollment of children with disabilities.
- Improve the financing mechanism in line with the newly approved rules and regulations of the sector in recent years, and transfer some responsibilities to aims and localities for equal inclusion of education.

- Legislate that the school is responsible for providing educational services to children in need of regular care who are unable to attend day classes, and that the school's professional and methodological council, with the participation of parents, develops a service plan.
- The Law on Preschool Education stipulates that up to two children with disabilities may be in the same group, and the Education Law provides for salaries and allowances depending on the number of children with disabilities.

Implemented activities to improve policies and strategies

- The principle of “no one is left out” of education and development, which are the main concepts of the Sustainable Development Goals 4 recognized by the UN member states, and Mongolia's long-term development policy Vision 2050 on education equality and inclusiveness. Adhere to the implementation policy.
- As inclusive education improves the learning of all students, the goal of improving the quality of education, which is the main goal of the current government, should be considered as part of the strategy.
- In the process of implementing inclusive education, it is common to understand and apply it in a limited sense, as a principle focused only on the interests of marginalized groups in society. Understand and implement at the policy level the process and results of targeted coordination.
- Continue to reform the education system, recognizing that everyone has their own unique characteristics, interests and needs for learning, and that they have the right to effective learning, regardless of their identity, living conditions or abilities. In the process, recognize the need to increase access to education, participate in the learning and development process, ensure equitable learning, improve the quality and effectiveness of education, expand the scope and implementation of child development and protection services, and invest in the learning environment.
- Pursue a policy to integrate education, health, welfare and development services and deliver them to the target group.
- The Ministry of Education and Science will implement a policy of not establishing new special schools and provide all possible support for the transfer of children with disabilities from special schools to regular schools.
- Implement a policy of gradual rejection of special schools, completing the policy transition to equal enrollment in regular schools, taking into account the fact that special schools, which are a system of isolated education, draw policy attention from the system of equal enrollment in the majority of the budget.
- Assess the flexibility of the current curriculum, methodology and evaluation.
- Introduce in the law a provision for all schools and kindergartens to have a single national curriculum, and allow for adjustments to be made to suit different groups of students.
- Use the “Common Learning Model” to address the challenges of teaching in a learning environment for students with different abilities and challenges, train all teachers

on a common learning model, and develop and disseminate methodological recommendations for each lesson in the classroom.

- Include bilingual education (methodology, curriculum) for deaf children at all levels of education.
- Local governments will be responsible for planning and implementing how to provide an environment and classroom that includes all students with disabilities equally, including the most appropriate language, accessible conditions, forms and means of communication, and allocate relevant budgets from the Ministry of Education.
- Legislate for all children with disabilities to be assessed and, if necessary, accommodated and modified.
- Assessment should focus on determining individual learning outcomes, and policies should be in place to classify, isolate, and label children based on the results of the assessment.
- Coordinate the assessment with the individual training plan

Implemented activities to train teachers and ensure continuous teacher development

- The inclusive approach should not be seen as an “expert” task, but should be at the heart of teacher training and professional development programs. must be trained in numerical skills.
- Incorporate equal inclusion in the teacher training program so that teachers are specialized in the following 5 areas: teaching, organizing, social/psychological/behavioral support, identifying progress, and working with others.
- Facilitate teacher training / in-service training and support for teachers to be aware of student needs and implement appropriate support and adjustment measures.
- Decide on a phased approach to equitable training for all teachers, set a deadline for all teachers and social workers to complete their training, plan for the required funding from year to year, and add a provision to the relevant government agencies to include it in the budget.
- Create a legal environment for assistant teachers.
- Implement the recommendations of the UN Human Rights Committee to the Government of Mongolia, which recommends that education for children with disabilities be made a mandatory subject in teacher training programs and that it be made possible to study the issue in depth.
- The Ministry of Education, Science and Culture will identify, organize, and oversee mandatory courses to provide future teachers with a common understanding, beliefs, and concepts about inclusive education.
- The content of teacher training programs should include topics such as differences in the education system, language and numeracy teaching methods, learning styles and assessment, teacher collaboration, behavioral management, and classroom organization.

- The Ministry of Education, Science and Culture should ensure that teacher appointments, ranks, salaries, and employment practices are properly regulated and implemented fairly and equitably.
- Mandatory inclusive education for all education professionals and teachers.
- Legally guarantee that teachers with disabilities can work in any school, even if there is a practice of employing them in special schools (hearing and visual impairments).

Current data collection and use

- Gather detailed information to be used in the development of inclusive education policies, plans and programs, such as access to education, access to continuing education, progress, provision of appropriate materials, and relevant outcomes.
- Strengthen the capacity to review and analyze information on students and children with disabilities from censuses, questionnaires, administrative numbers, and information from the Education Management Information System.
- Gather detailed information and evidence on the barriers facing people with disabilities to enable them to receive equal access to quality education, continuing education and advancement, and conduct a qualitative survey with sufficient resources.

Conclusion

The Government of Mongolia has been actively working since 2018 to intensively develop an inclusive education policy in Mongolia. This year's event is based on Mongolia's long-term policy and is closely linked to quality reform policies in the education sector. The reform of the legal environment in the sector is being developed from 2020 through a public consultation. This Education Package will be discussed by the State Great Hural in 2022. In addition, the teacher training system, curriculum, its content and methodology have been reviewed, and steps have been taken to improve them in line with the concept of inclusive education. Special attention is being paid to addressing the issues of learning environment, infrastructure and teaching materials in the school budget, ensuring equal access to every child, and ensuring the right to quality and accessible educational services. All of the above work is being carried out with the help of international best practices, international experts and professional advisory teams. If equal inclusion education is successfully introduced in all areas of education, it will be important to ensure the full right of every citizen to education and human development.

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Intellectual development of primary school students with hearing impairments; conditions and indicators

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Introduction

The intellectual development of a child is based on speech. In a child with hearing disorders, all the main functions of speech (communicative, generalizing, signalling, control, regulation) and the components of the language (vocabulary, grammatical structure, phonetic composition) are disrupted. Therefore, children who suffer from a deep hearing disorder may lag behind their peers in the overall level of development.

Due to the violation of the child's oral speech, there is a written speech disorder, which manifests itself in the form of various dysgraphia and agrammatism. With complete hearing loss, the child's speech is formed only under special training and with the help of auxiliary forms – facial expressions-gestures, fingerprinting, lip reading.

According to the general laws of mental development, the personality of an inaudible and hearing-impaired child is formed in the process of communicating with peers and adults during the assimilation of social experience. Partial hearing loss or its complete loss leads to difficulties in communicating with others, slows down the process of assimilation of information, worsens the experience of children and does not affect their personal formation.

Hearing-impaired children learn a significant part of the social experience independently, and in this regard, hearing-impaired children are limited in their capabilities. Difficulties and originality of communication with ordinary children can lead to the formation of some negative personality traits, such as aggressiveness, isolation. However, according to experts, with the help of timely correction, it is possible to overcome deviations in the personal development of children with hearing disorders. This assistance consists in overcoming sensory and social deprivation, developing the children's social connections, and including them in socially useful activities.

For the first time, the problem of studying the personal development of an inaudible person as a social problem was put forward and understood by L.S. Vygotsky, who

justified the provision that the integration of an inaudible person into society can only be carried out by including him in various socially significant activities (Vygotsky, 1983).

Hearing disorders leave a certain imprint on the personal development of deaf children, putting them in specific conditions of life in the social sphere, narrowing the social circle, limiting the range of social contacts. The subjective attitude of a person with hearing deficiency to the surrounding world and himself has its own specifics.

As a result of insufficient speech development, low knowledge of an inaudible child compared to peers whose hearing is well developed, as well as limited communication with others, there is a slow pace of general mental development of an inaudible person.

This is reflected in the relative narrowing of cognitive interests and insufficient knowledge of various spheres of society. Insufficient self-esteem persists for a long time. The self-esteem and assessment of comrades is often situational, often depending on the opinion of the teacher. There are cases of non-critical self-esteem, and even in high school students, low self-esteem prevails.

The level of claims is characterized by instability. The level of complaints of deaf students in educational activities is characterized by high stability, especially noticeable in primary school age. Deaf children learn about their shortcomings relatively late. It is known that small inaudible children do not know the role of the auditory analyzer in communicating with others. Gradually, they realize the importance of hearing for communication, knowing the surrounding reality.

The first signs of understanding their impairment and related experiences are observed at the age of 6–8 years. Primary school students have emotional and volitional immaturity, which is manifested in a tendency to affective outbursts, imitation, predictability, etc.

The moral and ethical ideas of deaf children, as a whole, correspond to the social criteria of society, although they make a predominant use of certain concepts, without taking into account certain one-sided, intermediate, and comparative assessments.

The use of verbal signs of certain emotions is carried out in life situations that are familiar only to hearing impaired primary school students. Identifying the causes of any emotion causes significant difficulties for children, usually referred to as obvious situations. In our experience we observe, that many emotional states, social and moral feelings remain completely unknown to students who do not hear until high school age.

The development of the emotional sphere of an inaudible student is delayed due to the low expressive side of speech and music as well as great difficulties in getting acquainted with literature.

In addition, it is worth noting the important possibilities of expressing emotions in facial expressions and pantomimic used in communication by deaf children. In the course of correctional and developmental work with deaf children, the understanding of emotional states and feelings of a person is improved.

In the process of developing the abilities of deaf children, there are large individual differences in the level and nature of the development of intellectual abilities, as well as in the formation of special abilities for various types of certain activities. In the formation of speech abilities in deaf children, there is a desire for oral speech, an understanding of the importance of its socio-psychological adaptation in the auditory world.

Literary review

In the works of L.S. Vygotsky, the rule that an inaudible child reaches the developmental norms in hearing development is justified, but this happens with the help of other methods and means. It is important to know how to develop a child. The mental development of children, the formation of the personality in general, is closely related to the educational process (Vygotsky, 1983).

Currently, there are not many studies on psychological characteristics of children with hearing disorders. Many psychologists write that to study this problem, it is better to use projective methods of different types, questionnaires, as well as various versions of the method of incomplete sentences, etc.

Children with hearing disorders notice that others do not treat them like other children. The child feels love, care, respect, compassion, pity, but at the same time the child feels burdensome and unnecessary in this society. Therefore, egocentric personality traits appear. Children with hearing disorders are characterized by an overestimation of their abilities, the manifestation of leadership in their society, and self-esteem. Children cannot control themselves and their emotions. A number of difficulties are associated with the peculiarities of speech acquisition: a word is perceived not as a single semantic unit, but as a sequence of elements.

The results of various studies show that children of primary school age with hearing disorders are characterized by insufficient and unstable self-esteem. This is due to the fact that from an early age they are in the zone of positive assessment of their achievements by adults. Some students with hearing disorders may show aggression due to a negative assessment of their capabilities from the teacher and classmates.

A.G. Bogdanova's textbook states that if children were born deaf or lost their hearing in the first years of life then they are in a more isolated state from the surrounding world than children who lost their hearing at a later age. This is due to the fact that from birth, a hearing impaired child is often "hidden" from the surrounding world, so communication disorders complicate the formation of self-awareness and other personal formations. At the initial stages of mental development, the children's self-esteem depends on the assessment of the parents, they use their own standards to evaluate the people around them. With age, other people who are important to the child – teachers, and then peers-become more important in the formation of self-awareness (Bogdanova, 2002)

Deaf children have more problems with adaptation to the surrounding world than hearing people. This leads to the appearance in them such personal qualities as rigidity, egocentrism, lack of internal control, impulsivity, predictability, a high level of aggressiveness in behavior, emotional immaturity, etc. In addition, girls with hearing impairments have more emotional stability, ingenuity, conscience, but less suspicion, perseverance, and a tendency to risk than boys with hearing impairment.

D.Y. Alekseevskikh notes that children with hearing disorders are characterized by an incorrect assessment of their abilities. In his work, the author notes that inaudible children with inaudible parents have sufficient self-esteem compared to inaudible children of hearing parents (Alekseevskikh, 2005).

O.I. Suslova notes that deaf and hard of hearing children of primary school age correctly evaluate their educational activities. There are objective external indicators for

evaluating this activity – relying on it leads to a more adequate analysis of academic achievements. Low-hearing primary school students evaluate themselves as students and individuals compared to their deaf peers (Suslova, 2013).

One of the distinctive features of the formation of personality characteristics of children of primary school age is the predominance of a complex of negative situations in such children. This complex includes children's self-doubt, fear and anxiety, and hypertrophic dependence on a close adult.

A.A. Izvolskaya noted that if a child is brought up in a space of stereotypes, prohibitions, paying attention to the reaction and assessment of the parent, educator, teacher, then this complex becomes stronger. The reaction to new situations may vary, but it is based on the fear of making a mistake (Izvolskaya, 2009).

Alekseevskikh D. draws attention to the fact that self-esteem plays an important role in the formation of behavioral processes, and also determines the level of complaints of a younger student (Alekseevskikh, 2005).

N.O. Yaroshevich, who studied the problem of socialization of children, noted that there is a high instability in educational activities in the development of self-esteem and the level of complaints of hearing-impaired adolescents. According to him, the features of personality formation of a young student with hearing disorders include:

1. An inaudible child has difficulty communicating with others, which slows down the process of mastering information;
2. Violation of the auditory analyzer worsens the experience of deaf children, deprives them of the opportunity to learn the most important aspect of life – acoustic (the sound of a human voice, bird singing, musical sounds, etc.), which is important for emotional development;
3. Unlike those with normal hearing, who are able to independently master a significant part of the social experience of people, hearing-impaired children have limited opportunities: before starting their studies in special children's institutions (kindergartens for hearing-impaired children, schools for hearing-impaired children), their development is delayed and proceeds at a slow pace;
4. The difficulties of communication and the originality of communication with hearing people who also leave a certain imprint on the characteristic features of those who do not hear (Yaroshevich, 2000).

When working with deaf children, special attention should be paid to creating conditions in which children's self-esteem, self-confidence and self-criticism are formed. In preschool age, it is necessary to use types of work that contribute to the assessment of the results of children's own activities, such as comparing them with the work of other peers. At the same time, it is advisable to give children greater independence both in the process of educational activities and in solving various problems in different life situations. Children with hearing disorders do not need to avoid complex tasks, because low requirements do not contribute to the disclosure of their potential, and this type of training contributes to the formation of their purposefulness and other important personal qualities (Rozanova, 1992).

Lagging in mastering oral speech leads to restrictions on social contacts, the appearance of disorders in them and their parents. The inability to report future plans, describe events in your inner life, and discuss emerging issues leads to self-closure, and difficulties

in social interaction. Insufficient goals in life that significantly exceed the children's achievable level can cause them negative emotional experiences, conflicts with others. Therefore, it is necessary to form their correct self-esteem, the desire to set sufficiently high goals for themselves but taking into account their real capabilities.

A.A. Wether, G.L. Vygodskaya, E.I. Leongard Before describing the features of self-esteem in children with hearing disorders, let's describe the features of their mental development. To analyze the features of mental development, we take as a basis the data obtained from this manual (Veter, Vygodskaya, Leonhard, 1972).

Hearing impairment (primary issue) leads to speech underdevelopment (secondary issue) and leads to a slowdown or specific development of other functions indirectly related to the victim (visual perception, thinking, attention, memory), which inhibits mental development as a whole. The mental development of children with hearing disorders is subject to the patterns found in the development of children with average level of hearing. However, the mental development of a child with hearing disorders occurs under special conditions of restriction of external influences and contacts with the outside world. As a result, the mental activity of such a child becomes easier, the reactions to external influences become more complex and diverse, the formed functional interactions change: in a child with hearing disorders, the temporary independence of the function turns into isolation, since there is no influence of other mental functions (with the development of an inaudible child, visual effective thinking does not acquire an isolated, indirect character, so it remains at a lower level of implementation); associative connections are inert, resulting in their pathological fixation (images of objects and objects in children with hearing disorders are often represented by inert stereotypes); hierarchical connections are underdeveloped, unstable, and their regression is observed when there are minor difficulties (children who do not hear when learning to speak use gestures as a means of communication) (Boskis, 1988).

Features of personal development of children with hearing disorders depend on a number of factors: the time of hearing impairment, the degree of hearing loss, the level of intellectual development, relationships in the family, the formation of interpersonal relationships, the presence or absence of hearing from parents. An inaudible child from the first months of life falls into unfavorable developmental conditions and faces difficulties in communicating with the outside world. Of crucial importance in its development is the fact that this person is formed in the process of communication with adults and peers in the process of mastering social experience. At the same time, the very social situation in which a hearing impaired child lives plays an important role in the emergence and formation of certain personal qualities.

The components of the psyche in children with hearing disorders develop in different proportions compared to children without hearing disorders: the discrepancy in the development of visual and conceptual forms of thinking is the predominance of oral speech; the underdevelopment of some perceptual systems with the relative preservation of others (skin sensitivity is preserved, with proper training and upbringing, vision is developed and hearing is formed); changes in the rate of mental development compared to children with good hearing: a slowdown in mental development after birth or sometime after hearing loss and acceleration in subsequent periods under the conditions of proper training and, of course, education (Mironova, Pelymskaya, Shmatko, 2000).

Thus, hearing disorders lead to the peculiarities of the development of cognitive and personal spheres. The self-esteem of primary school students therefore depends on many factors: academic achievements and communicative abilities, and the family climate.

Therefore, the social situation in which a hearing-impaired child is born is important in the emergence of his features in the development and development of certain personality traits.

The children's personality is formed in the process of mastering social experience, and the process of communication with adults and peers. The environment is revealed by its specific position in the system of human relations. But at the same time, their personal position, how they react to their own situation, is of great importance. The child does not passively adapt to the environment, to the world of objects and phenomena, but actively assimilates them in the process of activity, which is carried out through the relationship between a child and an adult.

Methods and results

Methodology of the detection experiment – the detection experiment is aimed at studying the features of interaction between first-graders with hearing disorders and their peers developing within the norm. To get an objective picture of the state of students' interaction skills, we used a complex of various methods of studying the problem (documentation analysis, control, laboratory experiment). The research methods allow us to determine the level of development of communication skills in children of primary school age and the ability to use them in joint activities with other children.

When using this method of obtaining information, we have separated data about children that may affect the level of development of communication skills. For children with hearing disorders, these are the following indicators: age of the child, degree of hearing loss, presence of a hearing prosthesis, family composition, parent's hearing condition, whether the child is corrected, age-learning process, forms of communication used by the child when communicating with others. For hearing children the following indicators were determined: age of the child, family composition the presence/absence of bilingualism in the family, variant of preschool education, experience of communication with peers with hearing disorders, control of the peculiarities of interaction of first-graders with impaired and normal hearing in the process of physical education. Targeted control of interpersonal communication of children took place in the process of physical education, both during training and outside the classroom. The study was conducted in three areas: monitoring hearing impaired children studying in correctional classes during walking, dynamic breaks, and outdoor games in physical education classes. Control of audible children in a mass classroom during outdoor games for walking, dynamic breaks, and physical education classes. Observation of two categories of children in the process of joint outdoor games was organized in extracurricular activities. As registered indicators for evaluating children's interaction, the following were distinguished (Smirnova, Kholmogorova): initiative. It is expressed in the children's desire to attract the attention of peers, organize joint activities, evaluate their own actions and the actions of other child. Sensitivity to peer influences – indicates the child's readiness and desire

to respond to the recommendations of peers. Sensitivity is manifested in the variable initiative and responsible communicative actions of children, in the coordination of their actions with the actions of colleagues, in the ability to build a pattern of behavior in accordance with the mood and wishes of peers. The dominant emotional background – reflects the emotional coloring of interpersonal relationships between peers. For each child participating in the experiment, a protocol was drawn up which evaluated the degree of clarity of each of the indicators set according to the scheme proposed by the authors.

The predominant emotional background is negative; neutral; positive. Registration of communicative actions according to the criteria proposed in the protocol allows us to objectively assess the nature of interpersonal processes between peers. For example, the level of initiative of a child can be an indicator of the formation of his need to communicate with other children. Weak sensitivity to the influence of peers indicates the child's problems in establishing interpersonal relationships with classmates. The dominant emotional background is also an important characteristic of communication in the children's team.

Now let's focus on the results obtained by US based on the use of a diagnostic method to study the level of communication skills of primary school students with hearing loss.

To determine the features of interpersonal interaction of first-graders with hearing disorders, the diagnostic method "gloves" was used. The subjects were asked to perform the following finishing actions: it was necessary to decorate the silhouettes of pre-prepared gloves so that they were paired, identical. The children were offered one set of pencils, and they were explained in advance that they had to complete the task together. The interaction process was evaluated according to the following criteria:

- 1) ability to jointly determine the composition of the image and the means of its implementation;
- 2) forms of interaction at various stages of joint activity (planning, implementation, evaluation of results);
- 3) willingness to share responsibility for the outcome of actions, assume leadership functions, and provide assistance;
- 4) means of interaction (speech, not speech);
- 5) speech forms for children with hearing disorders (basic and auxiliary forms of speech).

Let's give a description of children with hearing disorders participating in the experiment. The analysis of psychological and pedagogical and medical documentation showed that children have various hearing disorders, no other primary disorders were observed. Out of 10 children with hearing disorders (6 boys and 4 girls), 6 children had a severe degree of hearing loss (3–4 St.), 3 children are diagnosed with deafness, 1 child has hearing disorders of 2–3 degrees. We conducted a study comparing these researchers with healthy children. We paid great attention to the development of their personal qualities.

The results of the study by the method of V.G. Ostapenko are shown in the following figure (picture.1).

Table I – Arithmetic mean indicators of the level of personal qualities development of healthy and hearing-impaired children

	In healthy children	Children with hearing disorders
Initiative	6,8	4,2
Sensitivity	5,4	7,3
Sociability	7,1	4,1
Self-confidence	6,5	3,5

We have shown these indicators visually in the table below.

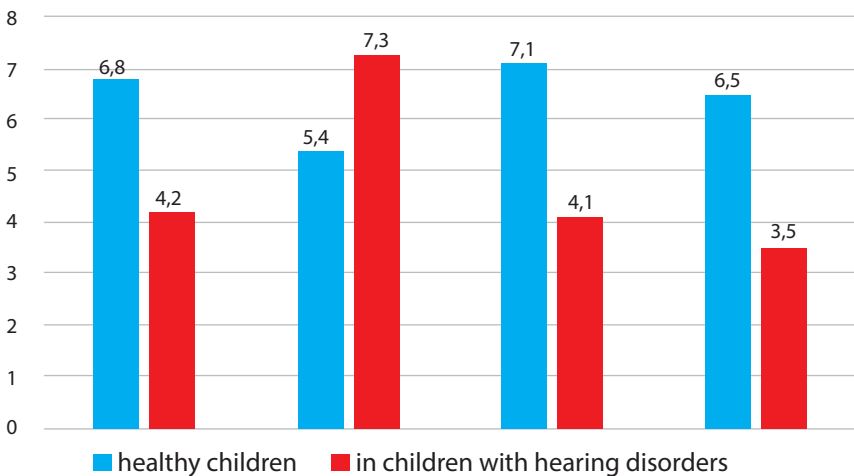


Figure I – The level of personal qualities development of healthy and hearing-impaired children

As can be seen from the table and diagram above, in comparison with healthy children, the level of development of hearing-impaired children in many parameters of personal qualities is below average.

Conclusion

In conclusion, we can add that hearing-impaired children cannot hear other people's words correctly due to their inability to perceive information from the outside, they have a low level of adaptation to the external environment. These awkward situations make them feel insecure. Their growth cannot be shown in the external environment. They become dependent on their loved ones, and feel (or are led to believe) that they need help.

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The Emergent Danger of Mandatory Metadata Regimes (MMRs)

An Exploratory Study of the Emergence of Mandatory Metadata Regimes and Implications for Structural Inequality

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Introduction

Much of the focus in contemporary research about algorithms and inequality is on social media and on consumer platforms such as Amazon or Google. However, the simple fact is that social media and consumer platforms are not mandatory regimes for a citizen. A citizen in a given state does not need to use social media or engage with a digital consumer platform to engage in meaningful acts of citizenship. Far more concerning, from a perspective of acts of citizenship, is the emergence of what I have termed MMRs – Mandatory Metadata Regimes: citizens conducting private acts in public spaces where those acts are increasingly being converted to acts that can only be done with a metadata trail.

A MMR public process and transaction system refers to any public activity mediated by public, semi-public or private institutions in such a way that process or transaction completion requires the creation of a digital data and metadata record tied to either an individual or an asset owned by a specific individual. The key word here is mandatory – as opposed to customary or privileged. Although the difference might appear inconsequential from a practical day-to-day perspective, it is significant from an ethical perspective; principally because the transition to a mandatory regime forces a discussion about the negation of a right closely linked to equality: ‘the right to be forgotten’.

We can look at a basic transaction as an example: the purchase of a carton of milk at a grocery store. While the majority of us will pay for that carton of milk with a credit or debit card, in almost all cases we have the option to pay with cash. That option represents the standard option of human transactions for almost the entire life of human culture: an option that is entirely self-enclosed and exactly as private and autonomous as

the intentions of its constituent actors. The cash transaction creates no meta-data and, as such, is the strongest protector of our autonomy and privacy. It also guarantees a persistence of equality among actors engaged in that transaction – as there is no mandatory public record of the metadata that surrounds the transaction.

However, the emergence of mandatory meta-data public process and transaction systems has grown exponentially in the past decade and includes, among others: mass surveillance systems, passive surveillance of license plates of parked vehicles, cashless toll systems, House Resolution 1865, which passed in the US Congress on February 27, 2018, etc... The list is long and growing and it portends a massive and unprecedented transformation in how digital technologies are being used. “The amount of data we produce each day is staggering. By 2025, the proliferation of data-producing devices and services means that each person with an internet-connected device will have at least one data interaction- sending or receiving from a continually expanding universe of such devices every 18 seconds, or almost 5000 per day.” (DeMarco & Fox, 2018) Democratic and non-democratic governments alike are using arguments of environmental protection, security, corruption mitigation and even transparency, to create mandatory meta-data regimes: systems of human life that require that our every step, action and transaction as citizens be recorded.

This shift, towards a mandatory meta-data regime, puts meta-data at the center of a global ethics debate about the right to equality, privacy and autonomy. To give but one brief example (used here in greater detail as a case study): a cashless toll system, such as the one being implemented in a number of New York area bridges, presents an ethical challenge: although not ostensibly forbidding travel across a bridge, the very act of recording every vehicle that travels across that bridge at that time is, as Foucault would remind us, a technology of power exercised through the mechanism of recorded observation. Cashless toll booths result in a clear instance of a mandatory metadata regime: there is no choice but have metadata created about the journey that the citizen is taking. This collection of mandatory metadata brings is often portrayed as being problematic from a privacy perspective. However, the consequences of mandatory metadata regimes on inequality have not been studied at all – despite the fact that metadata collected through such systems will, most likely, lead to new forms of inequality – either in funding for public infrastructure or in other environmental or access issues.

The relationship between meta-data and inequality, from the perspective of citizenship, is an emergent field of inquiry. In all aspects of life that take place in the broad public, private acts are increasingly becoming recorded acts, creating massive repositories of data and meta-data that are ultimately reliant on a faith in the integrity of institutions that has no real guarantee in either a temporal or historical sense.

Preliminary data appears to indicate that this research is in its infancy and that most of the actors present ethical arguments about mandatory metadata regimes under the rubric of 1984 or ‘Big Brother’. The NY Civil Liberties Union, for example, when asked about the cashless toll systems stated, “...The plan also will install sensors and cameras at “structurally sensitive” points on bridges and tunnels. It is not yet clear how the massive database of information that this transformative surveillance system can create will be used and who will have access to it” (Demarco et al., 2018).

This paper is an exploratory study of the emergence of MMRs and inequality – and the ways in which these systems, such as cashless toll booths, can create data sets and

data types that can perpetuate socio-economic, geographic and structural inequalities within a given state. Particular attention will be paid to how data collection systems for toll roads, bridges and tunnels are being constructed and how metadata generated from their usage is meant to be controlled and used. It is my principal hypothesis that the creation of MMRs will result in new algorithms and methods for reinforcing structural and socio-economic inequality in states that impose such systems. I also intend to investigate, more broadly, the consequences of the negation of the ‘right to be forgotten’ in transactions on the perpetuation of structural inequality.

What is a Mandatory Metadata Regime (MMR)?

Research into the intersection of digital technology, privacy and citizenship is abundant. We are, according to many social theorists already “digital citizens who increasingly interact with our social and political environment through digital media. Digital tools and platforms have become essential for us to participate in society. We increasingly enter the sphere of civic activity – and develop agency – through digital media” (Hintz et al, 2017).

More importantly, “we are not just digital citizens because of our actions but also because we increasingly live and operate in a datafied environment in which everything we do leaves data traces. Many of our activities online and, increasingly, offline, generate data – geo-location data when we walk around with our mobile phone; metadata of our online communication; data on our likes and preferences; data on our movements and activities in “smart cities” and “smart homes” that are increasingly filled with sensors. This data is collected, stored, monitored, shared, and sold by social media services, other online platforms, data brokers, intelligence agencies, and public administration. Driven and sustained by an accumulation logic, this current information order has been described as “surveillance capitalism” (Zuboff, 2015) (Hintz et al., 2017).

This surveillance capitalism is not just the result of a corporate-government complex. It is also a result of an underlying hunger of any government. Indeed, the search by a government for data, and for any excuse to acquire it is not new. As early as the 18th century, the French monarchy understood the importance of, not just anecdotal data through spy networks, but systematic technical data about the people under the domain of the sovereign. The Cassini family in France introduced the technology of geodetic triangulation as the first method of creating a cartographically true map of France. Surveillance capitalism is a natural extension of this 300 year old data centric technology: if the government can know, it wants to know. As Ansoorge (2016) notes, “The sovereign hungers for data. Authority demands information-generating processes to understand the social order and act on it” (p. 2). Although datafication is by no means the first instance of the state using information processing to expand its influence over citizens (Mattelart, 2003), it provides vastly enhanced possibilities to understand, predict, and control citizen activities (Hintz et al., 2017).

The difference, at this moment in time, is that the sheer volume and daily persistence of data has fundamentally transformed the relationship between sovereign and citizen. It is no longer that the sovereign searches for data ABOUT the citizen, it is that the data

has BECOME the citizen, and the citizen is now IMPLICATED in a host of categories, opportunities and threats on the basis of his/her digital self. “Cheney-Lippold refers to these designations as “*jus algoritmi*” thus contrasting it with classic legacies of *jus sanguinis* (family-based citizenship) and *jus soli* (location of birth). *Jus algoritmi* is “a formal, state-sanctioned enactment of citizenship that distributes political rights according to the NSA’s interpretations of data” (Cheney-Lippold, 2015, p. 1729). Consequently, it “functionally abandons citizenship in terms of national identity in order to privilege citizenship in terms of provisional interpretations of data” (Cheney-Lippold, 2015, p. 1738)” (Hintz et al., 2017).

As a result, we have an increasing tendency of sovereigns (as democratic and non-democratic agents of power exercising authority) to preference MMRs and to couch that preference as benefits, without providing a non-MMR option that also confers the same benefits. Upon reviewing the specific parameters of an MMR, I will address what the specific elements of a non-MMR system are.

A MMR (Mandatory Metadata Regime) is a unique microsystem within a broader architecture and collection of digital and online tools. Its uniqueness stems from two factors: the first is that it directly affects acts of citizenship, that is to say those actions that are protected by the US Constitution and that are also critical components of being a citizen. These two attributes are not necessarily contingent or overlapping. For example, the 2nd amendment guarantees the right to bear arms as a fundamental right of American citizens, but a citizen who does not own a weapon is no less or more a citizen than one who does. However, a citizen denied the right to free speech is. So, a mandatory metadata regime must directly affect acts of citizenship. These acts include, but are not limited to: freedom of expression, voting, freedom of intra and interstate mobility, protection of dignity and human rights, etc....

The second factor that makes a MMR unique is that it must be unavoidable: its introduction into the public sphere must result in a literal ‘mandatory metadata collection’ apparatus as the sole possible method for a citizen to conduct a private or public action in a public space.

This distinction is crucial. And the reason is very simple. A MMR creates a situation where the private or public actions of a private citizen taking place in a public space necessitate the creation of metadata. This is NOT the same as the usage of digital technologies to verify private information of citizens in public spaces. The debate over, for example, license plate reader systems is not about their ability to scan and verify a license plate. Rather, such “readers would pose few civil liberties risks if they only checked plates against hot lists and these hot lists were implemented soundly. But these systems are configured to store the photograph, the license plate number, and the date, time, and location where all vehicles are seen — not just the data of vehicles that generate hits” (Being, 2013). In addition, “License plate readers’ use has increased in number, and the majority of police departments in the United States use these devices” (Fash, 2019).

This capability creates a secondary use market for data. “Examples of secondary uses (that is, uses that are not related to improving vehicle and road safety and efficiency) of ITS data in the public sector include detecting traffic violations, apprehending vehicle thieves, and identifying illegal trafficking; as well, ITS data may be in legal proceedings and investigations that are unconnected to transportation but where the individual’s

movements are relevant (for example, marital disputes, personal injury, or insurance claims)” (Scassa et al., 2011). The implementation of automatic license plate readers is a good example of this secondary use market. Readers “pose serious privacy and other civil liberties threats. More and more cameras, longer retention periods, and widespread sharing allow law enforcement agents to assemble the individual puzzle pieces of where we have been over time into a single, high-resolution image of our lives.” (Being, 2013) In addition, this secondary use market poses an even more imminent threat: a tertiary market of inferential data that reconstructs highly invasive snapshots of our private lives that may or may not be true based entirely on statistical inferences. “As the U.S. Court of Appeals for the D.C. Circuit explained in a recent GPS tracking case: A person who knows all of another’s travels can deduce whether he is a weekly church goer, a heavy drinker, a regular at the gym, an unfaithful husband, an outpatient receiving medical treatment, an associate of particular individuals or political groups — and not just one such fact about a person, but all such facts” (United States v. Maynard, 615 F.3d 544, 562, D.C. Cir. 2010).

However, we should not take the abundance and massive growth of data and metadata in transactions as a necessary indication of the spread of MMRs. Not all cases of metadata use are violations of privacy, and many transactions that occur that are digital do not fit the classification of MMRs, even if they are widespread. That is because MMRs are restricted to a specific category of transactions: non-optional transactions that occur in public spaces and that are inherently private in nature. The best way to understand whether or not a particular case qualifies as an MMR is to conduct a specific and real case study of MMR fit. In addition, we are faced with a secondary question, which is whether or not MMRs are inherently biased to reinforce structural inequalities?

Case Study of MMR qualification

To understand the specific relationship between MMRs and structural inequality, it would be best to consider a real and simple case study: the introduction of a cashless toll using the EZPASS system on the Whitestone and Throgs Neck Bridge in the New York City. In particular, there is a category of cashless tolling called ORT (Open Road Tolling) that is the more significant sub-category of electronic tolling that is now the only available option on both bridges.

“Open road tolling (ORT) is a new generation of tolling solution that will eventually lead to a conversion of conventional toll plazas to barrier-free electronic toll collections in the future. By design, ORT consisting of high-speed (express) electronic toll collection (ETC) lanes allows vehicles to electronically and automatically pay tolls without slowing down from highway speeds. Typically, there are two types of implementation of ORT. The first type is the all-electronic ORT which completely replaces barrier tollbooths by express ETC lanes. Without the presence of tollbooths, this type of ORT design enables automatic debiting via in-vehicle transponders (e.g., E-ZPass tags) or other automatic vehicle identification (AVI) technologies. The second is the interim type of ORT implementation, which is being deployed by many toll authorities. It installs express ETC lanes by retrofitting existing tollbooths to permit high-speed non-stop toll collection for ETC

users and other registered users only. Cash or coin users are still diverted to use remaining barrier booths off the express ETC lanes” (Yang et al., 2012). Of particular interest in the categorization of the two types of ORT is that the secondary one is explicitly seen as ‘interim,’ meaning that it is the intention of transitioning to cashless tolling in the near future, as opposed to a permanent option that has different significance when it comes to rights of privacy.

The elimination of a cash option (and the transition to full ORT) is particularly significant at these two bridges (the Whitestone and Throgs Neck Bridge) for the following reasons:

1. The two bridges are almost parallel to each other and both bridges are the ONLY way of getting between the borough the Bronx in New York City and the Borough of Queens. There is a third bridge, the RFK bridge, which also uses full ORT and has a bike lane and bus access, but it is too far west to be a functional alternative to the other two bridges.
2. There are no bike lanes or walking options on either bridge. One can only use the bridge by car.
3. There is no direct rail link between the Bronx and Queens. All rail links (subway, regional rail, etc....) require transit through Manhattan. Although communities on either side of Long Island Sound (the body of water the two bridges cross over) are only 1.5 kilometers from each other, it takes almost two hours by subway to reach the one from the other.
4. Only one bridge has public bus service (the Whitestone Bridge). That bus service is infrequent and not very convenient compared to other bus service options in NYC.
5. A cash option was available on the bridge until September 30, 2017, when the bridge transitioned to full ORT only.
6. The two bus routes that operate on the bridge (the Q44 and the Q50) have varied in their bicycle accessibility, with bike racks being alternatively available and non-available on the routes.
7. The bridge toll when it was first introduced in 1932 was (in adjusted 2019 dollars) \$1.53. Today, in constant 2019 dollars, the bridge toll is \$9.50. A round-trip costs a vehicle \$19.00, more than 20% than the median hourly wage for man low-wage workers in New York City.

The above facts are the context of the cashless tolling option. The question before us now is two-fold: has the introduction of full ORT cashless tolling introduced an MMR, and is that MMR specifically (as opposed to a cash option) likely to result in an increase in structural inequality?

Concerning the first question: is the Whitestone Bridge an MMR? It is an MMR if it meets the following criteria:

1. A private citizen engaged in a public action MUST leave a metadata trail.
2. The cost in time and resources in avoiding the metadata trail is excessive and prohibitive.
3. The specific metadata trail has a high potential for abuse or misuse because it generates data that is highly sensitive in nature and compromises the private nature of the acts conducted by private citizens in a public space.

Yes. The ORT Cashless tolling option on both the Whitestone Bridge and the Throgs Neck Bridge together constitute an MMR. While there are two theoretical choices for a citizen to cross between the Bronx and Queens without leaving a metadata trail, both options are excessively difficult in complexity and time. The first option is to drive from the Bronx to Manhattan via the 3rd Avenue Bridge or Willis Avenue Bridge and then from Manhattan to Queens via the Queensborough Bridge. However, a map of the route constructed via Google maps shows that avoiding the ORT would result in a 6 minute trip becoming a 46 minute trip in minimal traffic conditions and up to a 2 hour trip in average weekday traffic conditions. This means that it is functionally NOT available. The second option is to take a bus and to pay for the bus using \$2.75 in exact change. This is an option, but it presumes that the start and end points of the journey are exactly along the bus route, which is almost never the case for individuals crossing between Eastern Bronx and Eastern Queens.

The more interesting question is what would make this specific MMR not an MMR. In other words, what would it take to revert to citizens the 'right to be forgotten' and the deconstruction of the MMR. Interestingly, the ORT cashless toll lane is itself not explicitly the problem. It is a reasonable expectation that some level of privacy is compromised by private citizens acting and conducting transactions in a public space. The potential for massive data collection can significantly alter what we consider norms of privacy, but it need not affect the significance of expected privacy. "Nissenbaum (2004), for example, argues that a new approach is required to tackle the complex issue of privacy in public, and proposes the theory of 'contextual integrity'. This theory is built around the notion that all realms of life are governed by norms of information flow and consist of two types of norms: norms of appropriateness and norms of distribution" (Iqbal et al., 2007). In short we have to consider two questions in any situation that occurs at the intersection of public and private space: is it appropriate to convey the information and is it appropriate to distribute it. "Contextual integrity is a philosophical account of privacy in terms of the transfer of personal information. It is not proposed as a full definition of privacy, but as a normative model, or framework, for evaluating the flow of information between agents (individuals and other entities), with a particular emphasis on explaining why certain patterns of flow provoke public outcry in the name of privacy (and why some do not). In the approach encompassed by contextual integrity, the intricate systems of social rules governing information flow are the crucial starting place for understanding normative commitments to privacy (Barth et al., 2006).

This normative approach answers more fully the question of the theoretical limits of a MMR in our case study: the MMR emerges at the point where information is forcefully gathered in an inappropriate way and is inappropriately distributed. Let us consider the specifics of these criteria: the ORT at these two bridges is a definite example of an MMR because private citizens intending to conduct a public transaction (crossing a bridge) are required to leave a metadata trail and have no guarantee about the limits of usage of that trail. As such, both conditions of privacy are violated. Deconstructing the MMR while maintaining the ORT cashless toll lane would be possible through a number of very simple and inexpensive options:

1. Always keeping a single lane open on at least one of the two bridges for cash transactions;

2. Allowing for purchase of prepaid RFID EZPASS readers with cash at convenient locations (such as gas stations or at a specific plaza before the tolls);
3. Allow for bicycle and/or walking access without paying a toll;
4. Providing cyclic (daily) erasure of metadata records.

As we can see, the simplest and cheapest two options: prepaid cash purchasable RFID EZPASS readers and/or keeping a single cash toll lane open, would be almost free to run (Compared to other costs associated with bridge maintenance and ORT systems). So, why aren't they available? The only answer that we can conclude is that the ORT system is not designed to only facilitate faster tolling. It is fundamentally designed as a MMR to convert a private transaction in a public space into a public and recorded transaction into a public space, with the sole intention of generating a metadata trail.

If there is a non MMR option that is easily available to provide to the public and it is not provided, we must conclude that it is the intention of the relevant government authority to run the bridge as an MMR and to convert a financial transaction event to a data transaction event. To say that this is a violation of the fundamental right to privacy is evident. And there is no dispute in this paper on the matter. Rather, we are concerned with a secondary effect – the relationship between the loss of the 'right to be forgotten' in public transactions and the persistence of structural inequality. In other words, it is possible that this MMR is not only being run purposely as an MMR, but that it is also being run with the purposeful intention of exacerbating structural inequality. Let us consider the relationship between the right to be forgotten that MMRs explicitly deny and the persistence of structural inequality.

Structural Equality and The Right To Be Forgotten

The relationship between structural equality and the right to be forgotten is not straightforward. "The right to oblivion, equally called the right to be forgot-ten, is the right for natural persons to have information about them deleted after a certain period of time." (De Terwangne, 2012). We do not often think of digital privacy, and its persistence, as a factor in mitigating structural social inequality. However, if we look at the simplest iteration of a private transaction in a public space, and the consequent ramifications of that transaction on broader social structures and systems, we can see right away how significant the 'right to be forgotten' is.

Let us examine the case of an individual buying a used car. Bob wants to buy a used car from Alex. Bob has two choices. He can pay Alex \$500 in cash for that car. Or he can pay Alex \$500 through Google Wallet or some other online payment platform such as Zelle. The money is the same in both cases. The issue of trust is equally negligible in both cases. And both Bob and Alex are happy in both cases. With one crucial difference: the cash transaction reinforces the 'right to be forgotten', while the Zelle transaction negates that right. Why would the one transaction, the cash transaction, reinforce social and structural equality and the other one reinforce structural inequality?

What are the metadata ramifications of that transaction: In the cash transaction there is no metadata, save for a hand-written receipt that may be issued. However, the hand-written receipt does not need to be kept or recorded. It can be discarded by either

party upon completion of the transaction. If there is no metadata trail from the transaction, both Bob and Alex are free to ‘forget’ the transaction. In other words, they are both free to act on the transaction in the way that most benefits them. For example, the car might have been purchased on December 30, but in doing so it might have incurred a tax burden on Alex that would alter the tax bracket he is in for that year. As such, Alex decides to register the transaction on January 1, instead of on December 30th. At the same time, Bob decides that he wants to register the purchase price of the vehicle as \$499 instead of \$500, as this puts him in a different sales tax category in the county where he is registering the car. While both of these actions are part of a much broader ‘gray’ economy we actually inhabit all the time (where we constantly ‘nudge’ behaviors, decisions and transactions to achieve optimum personal benefit), they acquire significance as we the social group in question gets poorer. The reason for this is simple: transaction costs place a disproportionate burden on the poor. For a middle-class or upper-class individual, a difference of \$5 in sales tax may be irrelevant. For someone who has saved for six months, while working at minimum wage, that \$5 may be an entire meal for a family.

However, if the transaction between Bob and Alex must be digital, then neither Bob nor Alex have an opportunity to shape the transaction metadata in a way that optimizes their individual situation and they have to bear the full transactional cost at the same level as any other private party. One could argue for a sliding scale, but the reality is that almost all financial structures that are government run and government regulated are regressive – they disproportionately affect the poor and they perpetuate structural inequality by not treating transaction costs as real and significant costs.

Cash or cash-equivalent transactions allow private citizens two elements that are integral to their survival and attempts at persistence of structural equality – precisely because they are always effectively victims of regressive tax and transaction regimes. The first element is anonymity: the transaction does not need to have verified agents or recorded agents. The second element is selective memory: participants can elect to release transactional data in a way that most benefits them. In other words, citizens retain the right to ‘transactional transience’ or the ‘right to be forgotten’.

While those at the lower end of the socio-economic ladder largely benefit from the right to be forgotten, they are also, at the same, as an aggregate group, the largest contributors to their own surveillance. “A second factor is that many of those data are themselves generated in the first place by the everyday online activities of millions of ordinary citizens. We collude as never before in our own surveillance by sharing – whether willingly or wittingly, or not – our personal information in the online public domain. Surveillance culture helps situate this. If this is state surveillance, it has a deeply different character from that which in popular terms is “Orwellian” (Lyon, 2017). This contradiction is not an intentional one. Rather, it is the recognition of a deeper truth about the structure of the free internet: that it is not free. That what poorer individuals receive as benefits through giant technology platforms they may lose by essentially being forced into selective consumer regimes that are increasingly targeting their weaknesses by using algorithms to guide advertisements for goods and services that induce increased and unnecessary spending. As such, it is even more important for private citizens to be conscientious of the true cost of free services: the loss of choice and the increase in pressure to consume instead of save. The “normalization of surveillance” (Wahl-Jorgensen et al.,

2017) cannot be seen as a moral or ethical normalizer of social and structural inequality. The 'right to be forgotten', in both consumer transactions (through more transparent control of cookies and internet-based data collection) and in MMRs is essential to preserving the fluidity of private transactions across the poorer socio-economic strata and it is also essential to mitigating the negative effects of regressive transaction costs that are overwhelmingly born disproportionately by the poor.

If we consider the afore-mentioned example of the ORT lanes on the Whitestone and Throgs Neck Bridge, we can see a very direct example of the effect of MMRs on structural inequality. Metadata collection about drivers presumes two things: that the individual can afford to own/lease/drive a car and that the individual has the presumed \$19 to spend for a round-trip across the bridge. Since this is a prohibitive sum for many New Yorkers to spend just to cross a bridge between boroughs, any data gathered through the MMR will not reflect the true needs for cross-bridge transportation options across all socio-economic classes, nor will that data be used to help the most vulnerable groups. At best, it will leave them out. At worst, it will be specifically shaped to target them to exacerbate structural inequalities even further by, for example, introducing congestion pricing or by limiting public transit options further or by raising toll rates to justify the expense of the ORT system.

Conclusion

Governments, even democratic ones, are not generally designed to provide structural equality. With very few exceptions in the world, the majority of democratic governments use democratic structures to enforce structural inequality or, when social pressure is applied, to reshape the framing of that inequality so that it appears to be equal. The distribution of funding for public schools predicated on local property taxes is an excellent example of this type of system. It always benefits the richer communities at the expense of the poorer ones, despite the fact that both schools are public.

MMRs are an emergent threat to structural inequality, because they FORCE private transactions between private citizens that happen to be in a public space to become recorded events that contain metadata trails. They are, at the same time, emerging threats to digital privacy and to digital citizenship that are more significant than social media or other privileged or selective uses of technology because they force the citizen to leave a metadata trail.

At the same time, MMRs, by forcing citizens to leave metadata trails will tend to, over time, exacerbate inequalities by creating data generation and consumption regimes that are subject to the whims political agents and actors. It is likely that regressive costs will increase for the poor and that existing structural inequalities will become entrenched in new ways. It is recommended that the framework for MMRs be further studied and codified and that norms and practices of MMRs be scrutinized more specifically as a sub-category of digital privacy and citizenship rights.

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The use of information and communication technologies in the education of children with special educational needs

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Introduction

Pedagogical education is important from the point of view of teaching information and communication technologies (ICT) and the use of digital technologies. In the system of teacher training in universities, specialists are trained who must implement ICT and work in a digital education environment. In this regard, the problems related to the digitalization of education are the most urgent. ICT today is the basis of a new paradigm of education.

The use of computer technology has also come to correctional education. The new, modern paradigm of special education requires special teachers to master new educational technologies and forms of work. However, the lack of development of these technologies, as well as the lack of specialists of a new formation who are ready to work with children with special educational needs (OOP) and have sufficient methodological potential, cause difficulties in work.

The relevance of the topic of using ICT is also due to the fact that during the period of self-isolation associated with quarantine measures that we are experiencing today, all educational institutions have switched to a remote learning mode. Of course, the process of education, no matter what, should not be interrupted, especially when it comes to children with disabilities. However, it turned out that the majority of teachers of special and inclusive education, as well as parents and especially children with OOP were unprepared for such a situation due to insufficient access of the teacher and trainees to modern information and telecommunication technologies, poor quality of content of educational electronic resources and unpreparedness of teachers to carry out their activities in conditions of using digital tools and systems. The article is devoted to this

issue. Denisova writes: "... modern supportive applications are: compact and stationary logopedic trainers, multimedia interactive explications of system, the special software for correction of breathing and a voice, the dark sensor room, etc. However the special developing and compensatory equipment was practically not used by teachers on occupations owing to various reasons, of which insufficient information competence of teachers was main" ("special developing and compensatory equipment (compact and stationary speech therapy simulators, multimedia interactive systems, special software for correction of breathing and voice, dark sensory room etc.) were practically not used by teachers in the classroom for various reasons, of which the main one was the insufficient information competence of teachers") (Denisova, 2017).

Professional training of special teachers in the university audience who possess special digital tools, the formation of ICT competence of future teachers is a new requirement for a teacher in modern conditions. "Modern educational institutions need specialists who are well-versed in issues of correctional pedagogy and special psychology, who have knowledge in the field of related sciences, using innovative technologies" (Namazbaeva, 2013).

"In the process of modernizing the training of speech pathologists in higher educational institutions, the leading place is occupied by the quality of professional education," we read in the article by (Praliev, Turgunbayeva, Korzhova, Movkebayeva, 2010). In the special pedagogy of Kazakhstan, the issues of professional readiness of an SEN teacher and the provision of high-quality educational services have been actively discussed in the last decade (Abayeva, 2011).

The article by (Omirkbekova, 2011) – "Formation of professional readiness of the future special education teacher states: "...at the present stage of society's development, the main task in the field of education in the Republic of Kazakhstan is to provide high-quality educational services and train qualified personnel. This task is especially relevant when teaching children with special educational needs, because their further socialization in society depends on the quality of providing specific services to children."

(Eliseeva, 2020) raises the topic of professional competence of a specialist: "Modern education is result-oriented. As a result, the competencies currently in demand (critical thinking, ability to cooperate, knowledge of ICT, etc.) and academic skills and abilities are formulated". This is also written by (Praliev, 2010) and others, who believe that every university teacher is obliged to own interactive methods, innovative pedagogical technologies.

The traditional list of competencies of future teachers of special education organizations includes motivational and personal, theoretical and methodological, diagnostic, pedagogical (educational) skills. Currently, educational programs provide for the formation of students' the readiness to carry out the learning process using information technology.

Professional competence, according to (Shcherbina, Akhmetova, 2013) is based "on deep knowledge, first of all, of the discipline taught, related disciplines, knowledge of the disciplines of the ecological and social block, a high level of proficiency in the technique of pedagogical communication, the ability to organize work in the information environment" [7, p. 26]. A.A. Shcherbina, A.K. Akhmetova presented such a set of competencies: subject, methodological, communicative, informational, general cultural, legal.

The structure of professional competence of the future special education teacher (Korzhova, 2013) includes professional orientation, professional competencies, professionally significant qualities. In professional competence, the author implies not only competence in the field of special pedagogy, general pedagogy, psychology, correctional pedagogy, but also “possession of effective modern technological methods of correction and prevention of developmental disorders in children”.

ICT competence is part of the professional competence of future teachers. “... the modernization of the entire education system determines fundamentally new requirements for the level of professional competence of teaching staff, their readiness to introduce innovative educational technologies, pedagogical position in general. A higher level is presented to the pedagogical skills of a new generation teacher and the term “professional competence of a teacher” acquires a deeper and socially important meaning (Sharabayeva, 2013).

The problems of introducing innovations into the correctional process are becoming a priority. “It is advisable to understand innovations as information and communication technologies which, in turn, are computers, (Bisembayeva, 2012). Today, it is indisputable that information and communication technologies are an innovation in teaching children with various developmental disabilities”. Publications of (Makhmetova, Rejepova, 2020) indicate that the ability to apply information and communication technologies in the process of correctional influence is an indicator of professional culture as a whole, therefore, it is important to form appropriate competencies already in higher school.

By information and communication competence, we understand not only the totality of knowledge, skills, and skills formed in the process of learning computer science and modern information and communication technologies, but also the personal and activity characteristics of an education specialist who is highly prepared for the motivated use of the totality and variety of computer tools and technologies in their professional work. A modern teacher should be able to work with software educational complexes, resources of the global computer network – Internet.

The solution to the problem of introducing computer technologies into the correctional training system is seen in the development and application of special digital tools for training special teachers, in the formation of the ability to use ICT, both in direct contact with students and indirectly, through telecommunications, in the remote learning mode. The role and functions of the teacher are changing. And such important, especially for children with special needs, suggestive and perceptual abilities of establishing contact as non-verbal means of communication: expressive movements (posture, gesture, facial expressions, etc.), taxi (handshake, touch, etc.), proxemics (orientation, distance), prosodics and extra linguistics (intonation, volume, timbre, pause, laughter, etc.) the teacher will no longer be able to show. It remains to rely only on the capabilities of the computer.

Effectiveness of ICT in teaching and learning

Computer technologies are among the effective teaching tools that are increasingly used in special pedagogy. However, computer tools are not part of the content of correctional training, but an additional set of possibilities for correcting deviations in the

development of a child, for example, computer classes are of great importance for the development of arbitrary finger motor skills. The formation and development of joint coordinated activity of the visual and motor analyzers is an important moment in preparing children to master writing. (Zhevakina, 2014) also mentions this: “The use of special innovative technologies allows activating compensatory mechanisms in a child and achieving optimal correction of functional disorders. Thus, computer tools give the teacher additional tools for correctional work.” The use of computer technology in the correctional process contributes to the activation of compensatory mechanisms in children with hearing impairments based on preserved types of perception was the topic of the work of Korzhova G.M. and Akhmetova A.K.

To date Russian colleagues have developed special developing and training computer programs for teachers-defectologists (special education teachers – the term ‘defectologist’ is a direct translation from Russian), many of which are used in domestic education: “Visible speech” (for speech correction of hard-of-hearing preschool children, stuttering preschool children), “Delpha-142”, “The World outside the window” (for children with disabilities intelligence), “Tape of time”, “Speech development”, “Games for Tigers” (author Lizunova L.R., for correction of FFNR, ONR in children of senior preschool and primary school age; the program allows teachers to effectively work on overcoming speech disorders in dysarthria, dyslalia, rhinolalia, stuttering, as well as secondary speech disorders), “Crosswords”, “Playing, learning LOGO”, “Little Seeker”, “Garfield preschoolers” and others; interactive audio and graphic encyclopedias for children, videos of the series “Home speech therapist” and “In the world of words”. The database “Violations of the pronunciation side of speech in children” has been created. There are information technologies in teaching children with mental retardation, cerebral palsy, alalia, children with early childhood autism, etc.

In the work of Isaeva L.T. “Computer technologies in speech therapy work with younger schoolchildren” the author shares the experience of using such technologies as:

1. Electronic manuals for demonstration on a computer, multimedia projector, video and audio equipment: e-books, DVDs, CDs (“Children’s Encyclopedia of Cyril and Methodius”, “Lessons of Aunt Owl”, “Sounds, voices and noises of the surrounding world”, etc.); computer games and educational and educational programs (“Speech development. Learning to speak correctly”, “Games for Tigers”, “Home speech therapist”, “Baba Yaga learns to read”, early learning program “KidSmart”, “Alik – soon to school”, “Seasons”, etc.).
2. Digital educational resources.
3. Methodical and consulting work with teachers of the city and parents.
4. Video or audio recording of the child’s speech work in the educational process.
5. Author’s presentations on various lexical topics, on the formation of the lexical and grammatical side of speech and literacy training, photo albums in Microsoft PowerPoint.

In order to study the features of the use of information technology in the development of phonemic images of students with speech pathology, (Denisova, 2017) used interactive tasks from the Russian website “Mersibo” – these are “Poor little Dragon” (the ratio of letter and sound) and “Engines” (the definition of stressed vowels).

Speech therapy classes for correcting dysgraphia can be conducted using a “Word” – a text editor or, as suggested by (Zhevakina, 2014), using an interactive whiteboard for

children who have not yet mastered the skills of writing and reading perfectly. The children were offered tasks: to collect a word from the proposed letters or syllables located far from each other on the board; insert the missing letters into words and sentences, work with deformed text; memorize pictures, letters or numbers, and then put them on the board in the correct order; selection of pictures with 4–5 sounds in their names; the game “chain of words”, “what sound escaped?”, solving puzzles, drawing up graphic schemes for words, etc.

Modern computer technologies allow teachers, without special skills, to independently create training programs, design electronic training courses, educational websites, electronic and video presentations, computer programs for children with speech, vision, intelligence, musculoskeletal system, emotional and volitional sphere, with mental processes delay. One of the available programs is the Microsoft Office PowerPoint computer program. To solve educational and correctional-developmental tasks of the lesson in the learning process, Syzdykova Zh.Zh., Mel S.M. use various types of multimedia presentations: informational and illustrative, presentation-games, presentation-tests, combined presentations.

It is necessary to take into account the negative aspects when working with a computer. The issue of computer classes should be handled with caution if the student has neurotic disorders, convulsive reactions, visual impairment, since the computer can enhance all these deviations in the state of health.

Conclusions

Computerization is becoming the most important trend in the development of education, therefore society needs a generation capable of navigating the modern information space. The use of special computer technologies makes it possible to use and activate compensatory mechanisms in a child with disabilities. They create a positive emotional mood, psychological comfort, motivate students with OOP in gaining knowledge and successful socialization. The effect of their application depends on the ICT competence of the teacher, as well as the ability to embed computer methods and tools, taking into account the level of development and individual capabilities of the child.

The socialization of children with developmental disabilities depends entirely on their ability to adapt in a digital society. Our task today is to use ICT as a means of motivating children to study and improving the quality of education, taking into account the level and characteristics of the development of children with OOP. ICT is becoming a special condition for learning and one of the forms of psychological and pedagogical support for children with special needs. The effectiveness of the lesson and the quality of the child's knowledge will depend on the skillful guidance of the teacher. The teacher's mission is to become a guide for a special child in the digital space, to adapt them to life in the information society, because today ICT is the main tool that a person uses not only in professional activities, but also in everyday life.

The twenty-first century is considered to be the century of information technology. It is already pointless to discuss the pros and cons of using computers, phones and other gadgets. Life confirms the demand for digital technologies.

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Assessment of educational achievements of students with special educational needs

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Introduction

This article contains analysis of theoretical literature review of the experience of assessing the educational achievements of school students with disabilities in Kazakhstan. The aim of the research work based on the analysis of scientific publications is to comprehend and summarize the current trends in the world theory and practice of evaluating educational results of school students with disabilities. To identify problems and contradictions as a potential basis for the emergence of risks in evaluation practices, current research areas are trying to improve the assessment of educational achievements of students with disabilities. The following methods have been used in research work: theoretical (analysis, synthesis, generalization, deduction, induction). The main sources are the legislation on inclusive education of the Republic of Kazakhstan, articles included in the Scopus database, research works by Kazakhstani authors. The selection of sources was carried out by methods of descriptive and comparative analysis. As a result of the research, ideas are presented from critical positions and the results of discussions on the problems of assessing students' educational achievements in scientific sources are summarized. The analysis carried out can serve as a basis for further research in order to build an orderly theoretical basis for assessment in education.

In the modern international community, a new cultural norm has been formed – respect for differences between people and the human right to individuality is recognized, recognition and consideration by society of certain of features, including in education. Therefore, inclusive education begins with the recognition of the diversity of features, opportunities and different needs of students in the educational process. Based on this understanding, a socio-pedagogical model of needs assessment and organization of assistance in the process of teaching children with special educational needs has developed in most countries of the world (hereinafter referred to as the SEN). It is fundamentally

different from the medical model that still exists in the Kazakh education system. One of the significant indicators of the effectiveness of secondary education is the level of educational achievements of students, which demonstrates how educational activities at school function, develop, affect students and their effectiveness.

Therefore, the level of potential in improving the quality of education depends on how well the system of assessing the educational achievements of students is constructed. In the national plan “100 concrete steps”, the Head of State pointed out as the fundamental basis of economic growth the improvement of the quality of human capital based on the standards of the OECD countries. The implementation of this direction provides for the updating of standards and assessment systems for the development of functional literacy of students. In the OECD report “Review of National Education Policy. Secondary education in Kazakhstan” (2014) a number of measures aimed at improving the quality, relevance and increasing the frequency of assessment in the classroom were proposed.

In particular, these are the introduction of a criteria-based assessment system, the definition of assessment criteria for high-level thinking skills, teacher training, conducting national standardized testing at the end of each stage of education, the creation of an effective and reliable data collection system, etc. The conditions for the inclusion of children with SEN in the general educational space have such criteria as a flexible adaptive model of the organization of the educational process, the creation of special conditions for children with SEN, peer support as an important factor in realizing the potential of a student with SEN, a positive attitude of all participants in the educational process to teaching students with SEN. Based on the analysis of scientific publications, we determine current research directions for improving the assessment of educational achievements of students with special educational needs.

Literature review

The modern world is undergoing significant changes in all spheres of human life (economic, political, social and spiritual). The education system does not stand aside, it is also characterized by fundamental changes. The basis of the changes is the new requirements for the content of the updated education, the emergence of new educational paradigms and standards.

Assessment is a necessary component of the educational process, which is the collection and analysis of information on the assessment of educational achievements of students at the current and final stages of training. The purpose, objectives, subject, principles, methods, forms and tools of assessment are clear to all subjects of the educational process – school administration, teachers, parents and students themselves. The assessment system is the main means of measuring achievements and diagnosing learning problems, which allows determining the quality of education and its compliance with international standards. This makes it possible to make cardinal decisions on the strategy and tactics of training in case of its inconsistency with modern tasks, to improve both the content of education and the forms of evaluation of expected learning outcomes.

The concept of assessing the educational achievements of students with special educational needs in the modern educational system is becoming more important. Assessment is the main indicator of the diagnosis of learning problems and an indicator of the level of mastering programs not only of primary education, but also of education in general. The ratio of the results obtained and the planned learning goals for children with disabilities is especially relevant in conditions when a large number of children with disabilities receive education in an inclusive environment.

Inclusive education is considered as a multidimensional concept that includes the recognition of differences and diversity, consideration of human rights, social justice and equality, as well as the social model of disability and socio-political model of education (Ekins, 2012). Inclusive education also includes the process of school transformation and focuses on children's rights.

In many countries in recent years, increasing attention has been paid to academic performance as the most important goal of education. Many governments have focused on improving academic standards, especially in the field of literacy and numeracy through various means, including the creation of public curricula (EADSNE, 2009).

As stated in the Salamanca Declaration on Education for Persons with Special Needs (UNESCO, 1994) the main goal of teaching school students with disabilities should promote independence, a sense of well-being and active participation in the life of the communities in which they live.

The role of the school is to become economically active and provide students with the skills they need in everyday life, offering training in skills that meet the social and communicative requirements and expectations of adulthood.

Clarity of educational goals is a key part of inclusive education, which focuses on broader educational goals related to the development of life skills, professional skills and social skills in addition to academic skills.

For example, since the national curriculum was first introduced in England, influential organizations in the field of children with disabilities have supported the government's intention to include students with disabilities in this curriculum to the maximum extent possible. The fact that all students with disabilities have the right to access the same curriculum as other children was perceived as a step forward. In fact, this was the case for many students, for example, students with severe visual impairments, who in the past may have been denied opportunities such as studying scientific subjects (Terzi, 2010). However, for most students with SEN who have varying degrees of learning difficulties, this is considered a step backwards.

The existence of a State curriculum for general education schools throughout school is not suitable for children with moderate to severe learning difficulties, as it deprives them of the opportunity to focus on curricula that better meet their needs, and leads to the fact that many of them struggle to keep up and as a result become disillusioned with school.

According to M. Farrell (2010), the priority for school students with disabilities should be access to curricula that suit them, and not because they fit into the main state curriculum designed for the bulk of the population.

According to Hornby G., Gable B. Evans B (Hornby, Gable & Evans, 2013) while the inclusion of some school students with disabilities in secondary schools is the main goal of the development of inclusion work, for other students with the same disabilities

placement in resource rooms, special classes or special schools may be the best means for inclusion in society.

“The biggest reason we don’t teach students with disabilities perfectly is not because we don’t know enough, but because we don’t teach them as well as we know how. The same appeal to science that has helped us discover effective teaching methods can help us learn how to improve the implementation of these methods in schools” (Kauffman & Badar, 2014). Thus, facilitating the effective implementation of evidence-based practices is a key element of inclusive education.

The volume of special educational needs for each child is different and can be very different in each individual case: from minimal to very large. Most students with disabilities can effectively study in regular classes and have a small amount of special needs.

What prevents the full implementation of inclusive education and to what extent is society ready for this?

In Kazakhstan, there are a number of problems associated with the introduction of inclusive education, the lack of specially trained teaching staff; insufficient material and technical equipment of educational institutions; a barrier of physical access; misunderstanding on the part of society. This is confirmed by the Ministry of Education and Science of the Republic of Kazakhstan, in fact, secondary schools where children with special needs attend are not quite ready for architectural access: there are no ramps, elevators. The staff and teachers are not quite ready. And, of course, the main problem is that parents of healthy children are not ready enough for a child with a special educational need to study in their class. Parents of healthy children have the impression that the educational process will suffer from this. The direction in education is just beginning to develop in Kazakhstan. Parents of school students with disabilities should know their rights and demand their observance.

According to the Law on Education of the Republic of Kazakhstan, every school is obliged to accept a child with special needs, they have no right to refuse. However, many parents do not know their rights and as soon as they hear the first refusal, they turn around and leave. The school is obliged to accept, create conditions. If there is no assistant at this school, parents can contact the head teacher or the director with a request that the child be allocated an assistant.

The school administration, in turn, should require the Department of Education to allocate a specialist. There are still a number of myths that a special child will be given more attention, more time. It causes fear. Few people perceive a child with special features as an independent personality, with a set of their own unique qualities. Without training people, staff, students without disabilities, without creating a friendly atmosphere, all infrastructure readiness will be useless. Methodologically, the Kazakh education system is not ready to provide a full-fledged education to children with special needs.

Materials and methods

Special educational needs (SEN) is a concept that has become widespread in most countries of the world community, since, in accordance with the principles of inclusive education, it allows the school to focus on creating conditions for the successful education of each student. (Eliseeva, Chumakova, 2015)

In Kazakhstan, children with SEN include those who “experience permanent or temporary difficulties in obtaining education due to health and those who are in need of special, general educational programs and educational programs of additional education”. The procedure for assessing educational needs is carried out depending on the causes of learning difficulties, which distinguish two groups of children with special educational needs. Depending on the causes of learning difficulties, the first group includes children with difficulties in mastering certain learning skills due to insufficient mental functions (mental performance, perception, attention, memory), as well as children with disabilities. In the research work, we consider the first group of children with disabilities.

In OECD countries (Organization for Economic Cooperation and Development), the term “special educational needs” is applied to children with physical, mental, perceptual and behavioural disorders, children with chronic diseases, children undergoing long-term treatment in hospital or at home, children with emotional problems, children from disadvantaged families, orphans or those who have lost parental care, children who have experienced violence, children from military conflict zones, refugees and displaced persons. These terms can just as well be applied to gifted children, because these children also have a special need for the development of talents and the disclosure of personal qualities.

Table 1. Description of children with special educational needs in NLA of RK

According to the RLA (regulatory legal act) RK children with special educational needs include children	
<ul style="list-style-type: none"> • with developmental disabilities due to psychophysical disorders, for example: • visual impairment, • hearing impairment, • speech disorders, • disorders of the musculoskeletal system, • intellectual disabilities • behavior and emotional-volitional sphere 	with learning difficulties related to emotional problems, adverse environmental factors (social, economic, psychological, cultural, linguistic and somatic health)
as a rule, they need constant and/or long-term support	most often they need temporary or episodic support

In accordance with the Law of Education and the State Compulsory Standard of Education (primary, basic secondary and secondary), special conditions are created for students who have learning difficulties, such as differentiation and individualization of the learning process. Schoolchildren with special educational needs have various opportunities in acquiring knowledge, skills and a reserve of psychosomatic health. A comprehensive school should take into account these differences and prepare all participants in

the educational process (children, parents, teachers, heads of the education system) to interact and coexist with students with developmental disabilities.

The inclusion of children with special educational needs in the general education environment presupposes their training in a team of normally developing peers on equal terms. In this regard, it is difficult to foresee all the options and situations of interaction between children, as well as their result. The biggest obstacle to inclusive education is usually a negative attitude towards children with special needs. Students of mass schools are not used to seeing peers with them who have certain developmental features that look and behave differently. Parents of students without disabilities may also worry unnecessarily about “lowering standards” if children with special needs are included in regular classes. Teachers should play a leading role in shaping the positive attitude of students, their parents, and other teachers to children with special needs.

Students developing within the age norm may have questions about the characteristics of such children, special devices that they use. Ideas about peers with developmental disabilities in normally developing children are formed under the influence of surrounding adults. Teachers should treat such students with respect and be ready to support and help them in any situation. It is necessary to explain to students without disabilities the reasons why some of their peers cannot speak correctly, move deftly, behave differently, etc.

Now in Kazakh education system, when creating special learning conditions, it is recommended to use the following list of special educational needs:

- Changes to the curriculum and curricula;
- Changing the ways of evaluating learning outcomes (student achievements);
- Use of variable, special and alternative methods training;
- Selection of textbooks, teaching aids, preparation of individual educational materials;
- Choosing the form of training;
- Creating a barrier-free environment and adapting the place of study;
- The need for compensatory and technical means;
- Special psychological and pedagogical assistance (psychologist, speech therapist, special teacher, oligophreno-pedagogue, sign language teacher, typhlo-pedagogue);
- Assistance of a teacher-assistant;
- Social and pedagogical assistance;

Changes to the curriculum and curricula

The decision on the need to change the curriculum and curricula can be made:

- by the decision of the School Council;
- psychological, medical and pedagogical consultation (PMPC).

If the school independently establishes difficulties in the student’s education, then by the decision of the School Council, based on the recommendations of the psychological and pedagogical support service, the teacher reduces or adapts the curriculum for one or more academic subjects. The basis for such a decision of the school is Article 47, paragraph 2 of the Law of the Republic of Kazakhstan “On Education” – “education within the framework of state mandatory standards of education according to individual curricula, abbreviated educational curricula by decision of the Council of the organization.”

It should be noted that training in a shortened (adapted) program by the decision of the School Board is a temporary measure applied only for a certain period (no more than 2–3 academic quarters). During this period, the teacher and the psychological and pedagogical support service provide the necessary assistance, the ultimate goal of which is to transfer the student to study according to the usual program. If, during the prescribed period, the student has persistent difficulties that require further adaptation of the curriculum, then such a student should be sent to receive recommendations to the PMPC.

Changing the ways of evaluating learning outcomes (student achievements)

The need to change the way the student's educational achievements are evaluated appears in cases when the student is trained according to special, abbreviated (adapted) or individual programs; alternative teaching methods are used in the student's training. Satisfaction of this special educational need is carried out on basis of the recommendation of the PMPC: "individual approach and variability in the assessment of educational achievements of the child." If the school itself has decided to temporarily reduce the curriculum for a student (group 2 and 3 of children with SEN), then the same school council accordingly recommends an individual approach and variability in the assessment of the child's educational achievements. It is assumed that it is possible to change the evaluation criteria with a focus on the content of an abbreviated or individual program, i.e.

Table 2. Possible changes in the methods (procedures) of evaluation and control materials are presented (Eliseeva, Ersarina, 2019)

Changing the methods (procedures) for evaluating learning outcomes	
1.	A short, slow, repetitive, oral instruction from the teacher (instead of a written instruction)
2.	Providing additional time to complete the work
3.	Providing the opportunity to perform tasks only orally/in writing
4.	The ability to perform a written control task using a tablet, laptop
5.	Other
Changing control materials	
1.	Adaptation of the wording of the instruction: splitting it into several parts in accordance with the stages of the task
2.	Reducing the number of control tasks
3.	Individual control tasks (in accordance with individual educational goals), different from control tasks for the whole class
4.	The use of illustrative and other reference materials (tables, diagrams, samples, reference materials) that facilitate the execution of the control task
5.	Other

taking into account the capabilities of the student. When evaluating students with special educational needs, the teacher is obliged to use differentiated and/or individual tasks. When teaching children with intellectual disabilities, any result is considered positive. The emphasis in the assessment of achievements is on the student's progress within the framework of an individual program.

Since the content of the school curriculum is adapted to the needs of children with special needs, grades are given taking into account the personal progress of students along their educational trajectory (individual and/or adapted program)

The use of special or alternative teaching methods. Identification of this educational need is carried out, first of all by the teacher and specialists of the psychological and pedagogical support service of the school. The need to teach a student using special or alternative methods can be recommended by the PMPC. Teaching students with disabilities is carried out through the usual teaching methods used by the teacher for the whole class in combination with special and alternative methods. The form or method of application of conventional teaching methods are adapted to the individual characteristics of the student. Most often, it is necessary to adapt the educational tasks used by the teacher for the entire class, as well as the ways they are presented to the student.

Table 3. Adaptation of educational tasks and ways of presenting them to the student

Options for adapting learning tasks and ways to present them to the student	
1.	The number of tasks for a period of time is reduced
2.	Training tasks are simplified
3.	The text for reading and writing is shortened.
4.	Individual tasks are offered, different from the tasks performed by other students.
5.	Short and step-by-step instructions for completing tasks are provided.
6.	More time (exercises) is provided for repetition, consolidation of what has been studied.
7.	Oral explanations are illustrated with gestures, drawings, pictures, objects.
8.	The types of student's activities in the classroom change more often
9.	The amount of information that needs to be learned by heart decreases
10.	The student is allowed to speak out loud during the writing process
11.	The student is offered a subject-practical activity that reveals the essence of the new concept being studied in the lesson.
12.	The student is invited to use algorithmic prescriptions, work samples, tables, reference materials

The education system faces the problem of developing the readiness and ability of school graduates to adapt to new socio-cultural requirements; the need to independently find answers to the questions posed by life; the ability to assess the consequences of their actions and the readiness to take responsibility, etc. This can be achieved if we direct the

educational process at school to self-study and self-development as the basis for the formation of the educational and cognitive competence of schoolchildren, their readiness and ability to self-education throughout their lives.

Disadvantages of the traditional assessment system

The traditional five-point evaluation system that existed earlier had its drawbacks, such as the lack of objective evaluation criteria, subjective evaluation, insufficient information content, etc. The shortcomings of the traditional evaluation system created the need to introduce a criterion system for evaluating educational achievements into the content of education in Kazakhstan. Such a system of student achievement assessment has become in demand, which would eliminate the negative aspects of assessment, would contribute to the objectification of the assessment system and increase educational motivation.

Traditional (normative assessment) assessment is a comparison of individual student achievements with the norm or the results of the majority of students. Universal, meta-subject skills become the most important component of the updated content of education. The main task and evaluation criterion is no longer the development of the mandatory minimum of the content of education, but the mastery of the system of educational actions. These features of the SES require changes to all components of the educational process, including the assessment system.

The five-point system in the form in which it exists today contradicts the requirements for the assessment system imposed by the new generation standard:

- the mark is set for the lesson, not for the result achieved;
- the teacher sets a mark, focusing on the average level of knowledge of the class as a whole;
- dynamics is not evaluated (an average score is displayed for a quarter, which includes both the initial and final level of mastering the subject content);
- there are no clear criteria for evaluating the achievement of planned learning outcomes that are understandable to students, parents and teachers.

Modern assessment is multi-instrumental, understandable, psychologically comfortable, two-part: to combine formative and summative assessment.

Consistently from 2015 to 2020, Kazakhstan has made a complete transition to the updated content of education. The assessment system is an integral part of the content of education. Assessment as an integral part of the learning process should be aimed at the correct choice of effective teaching methods and means by the teacher. The preparation of teachers for the criterion assessment of students' academic achievements in the educational process is the main goal of the new State mandatory standard of education of the Republic of Kazakhstan. As part of the updated content of education in schools in Kazakhstan, a phased and systematic introduction of criteria-based assessment began in 2016.

Evaluation of learning outcomes within the updated content is carried out by using a criterion assessment. It is assumed that it is possible to change the evaluation criteria with a focus on the content of an abbreviated or individual program, i.e. taking into account the capabilities of the student.

When evaluating students with special educational needs, the teacher is obliged to use differentiated or individual tasks.

The issue of the need for final certification of students with special educational needs and students studying according to individual curricula is decided by the pedagogical council in accordance with the individual characteristics of students.

The assessment methods should also change in accordance with the special educational needs of the student. Formative (current) assessment provides feedback and assumes a quick response of the teacher to individual difficulties in mastering the educational material. It may be necessary to change the content of the training material and use variable teaching methods.

The technology of criterion assessment

The term “criterion assessment” was first used by Robert Glazer (1963) and characterizes the process that helps to determine a set of typical behavioral models and the correspondence between the achieved and potential levels of educational achievements of students. This means that the student’s activity is evaluated by a fixed set of predefined criteria (Krasnoborova, 2019). Glazer notes that the assessment of criteria-based standards excludes comparison and dependence on the achievements of other students, and is also aimed at informing about the level of competence of each student.

The system of criteria-based assessment of students’ academic achievements is based on fact that teaching, learning and assessment are interrelated and provide a unified approach to the organization of the educational process (Boyle & Charles, 2010). This implies a theoretical justification and the establishment of the relationship between all the elements of evaluation (learning objectives, types, tools and evaluation results). The competence-based approach assumes that the assessment is focused on establishing the degree of compliance of students at the “exit” with the expected results. The expected results are expressed in the knowledge, skills, abilities and experience of the student, which should be formed based on the results of studying the curricula.

The OECD report identifies three categories of competencies (OECD, 2003):

- interactive use of tools: speech, symbols and text; knowledge and information; technology.
- interaction in heterogeneous groups: the ability to treat others well; cooperate and work in a team; manage and resolve conflicts.
- independent activity: the ability to act and see the bigger picture; to form and implement life plans and personal projects; to protect and defend rights, interests, norms and needs.

The competence approach in education determines the need to prepare a person for activity and functioning in society through the acquisition of vital competencies. One of the levels of presentation of the results of the competence approach is functional literacy. The general guidelines for the development of functional literacy were defined in the State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020, one of the goals of which was the formation of an intellectual, physically and spiritually developed citizen of the Republic of Kazakhstan in secondary schools,

meeting their needs for education that ensures success and social adaptation in a rapidly changing world.

B. Bloom's taxonomy of educational goals in relation to children with special educational needs, says that first three levels are acceptable: "recognition", "understanding", "application". These levels are consistent with the methodological approaches used in teaching schoolchildren with special needs, which are based on the theory of step-by-step formation of mental actions by P.Ya. Galperin (Galperin, 1985).

In accordance with this theory, at the first stage of the introduction of a new concept (the study of new material), a subject-practical activity unfolds, accompanied by loud detailed speech accompaniment of the actions performed. Students work in the classroom, repeating the actions demonstrated by the teacher. Concepts, terms, and new words are introduced into the passive vocabulary of students at this stage. At subsequent stages, according to the theory of P.Ya. Galperin, the subject activity is gradually reduced, the external speech gradually passes into the internal plan. Concepts, terms, new words at this stage are translated and practiced in the active independent speech of students.

Gradually, students form images of actions and concepts. Thus, the first category of learning goals is "recognition" as the initial stage of the learning process. At this stage, the student is able to perform actions, exercises, educational tasks for recognizing, recognizing and distinguishing concepts (objects of study).

The next category of learning goals is the level of "understanding" – which involves understanding the internal connections in the studied material, the use of terms, rules and symbols.

"Application" – being a step in mastering the educational material, involves the correct application of the learned concepts, rules and principles.

These steps contribute to the gradual use of criteria-based assessment of educational achievements of students with special educational needs, as it takes into account the entire range of educational and evaluation activities in each lesson.

The zone of proximal development is a concept introduced by L.S. Vygotsky, meaning "the zone between the actual level of development, which is determined by the child's ability to independently cope with solving tasks, and the potential level of development, which is determined by their ability to cope with solving more complex tasks with the help of an adult or a more capable peer" (Vygotsky, 1978).

Thus, when a student is supported by a teacher or a more capable peer in the process of formative assessment, his development takes place in the zone of immediate development.

The theory of scaffolding is closely related to the concept of L.S. Vygotsky's zone of proximal development and assumes that learning, first of all, occurs not at the cognitive, but at the social and interpersonal levels. Despite the fact that L.S. Vygotsky himself never used the term "scaffolding" (Stone, 1998), it was him who identified the important role of social interaction in human cognitive development.

The modern theory of scaffolding is a partnership based on mutual trust between participants in the educational process. Supporting students during the learning and assessment process in order to provide them with the necessary assistance to achieve their goals (Bruner, 1976) is one of the most important functions performed by a teacher in the practice of formative assessment.

Within the framework of the theory of formative assessment, the following three questions should be the basis of the student support process: “at what stage of learning are students at?”, “where are they aiming in their studies?”, “what needs to be done to help them achieve this?”. The intersection of these issues with various “subjects” (teacher, peer, student) is presented in table 1 (William & Thomson, 2007).

To collect data on academic performance and learning progress during the academic year, two types of assessment are carried out: formative assessment and summative assessment. Summative assessment, in turn, includes summative assessment procedures for a section/cross-cutting topic, a quarter and a level of education.

Formative assessment is an integral part of the learning process and is conducted regularly by the teacher during the learning process. It provides continuous feedback between the student and the teacher without assigning points and grades. In formative assessment, the student has the right to make a mistake and correct it. This allows a teacher to determine the student’s capabilities, identify difficulties, help in achieving the best results, and adjust the learning process in a timely manner.

Literature analysis

Despite the fact that the term „formative assessment” has been known for a long time, since the late 1970s of the twentieth century, strategies of formative assessment took shape as a pedagogical technology and began to be purposefully introduced into educational practice only in the 1990s in the West, and only in the last decade in Russia. The concept of „formative assessment” was first introduced into scientific circulation by the Australian scientist, philosopher and theorist in the field of evaluation activity M. Scriven in 1967 (Scriven, 1967). M. Scriven contrasted the concepts of „formative (current) assessment” and „summative (final, ascertaining) assessment” in terms of obtaining and using information. The scientist believed that formative assessment should serve for the accumulation and analysis of data and their subsequent use in school practice in order to improve the curriculum, so it can ensure an increase in the effectiveness of teaching.

Somewhat later, in 1968, the term „formative assessment” was borrowed by B. Bloom (Bloom, 1968), who considered this concept from the standpoint of the taxonomy of educational goals. B. Bloom showed that it is the setting of clear and transparent educational goals that creates the basis for feedback at various stages and stages of the learning process. These intermediate results should be systematically measured and comprehensively understood. In this vein, formative assessment functioned as a method of diagnosis and evaluation of educational outcomes in Europe and the USA until the early 2000s, however, over time, in particular, with the transition of general school and higher education to practice-oriented competence models (the so-called „results-oriented education model”, or „the output model”), the understanding of formative assessment solely as a means of current control for the purpose of subsequent external (formal) adjustment of the educational process has also undergone changes.

P. Black and D. William came to the conclusion that formative assessment in the classroom and analysis of its results should be used not only by teachers and experts, but,

first of all, by students themselves to achieve deeper and deeper progress towards certain planned learning outcomes (Black, 2019).

K. Kathleen and J. McMillan emphasize the leading role of formative assessment in increasing motivation for learning activities, noting that it is the assessment of individual educational achievements that largely encourages students to cognition (Cauley, 2010).

Formative assessment, according to D. Boud and N. Falchikov, is not just an evaluative component of educational activity, but a necessary component of the learning process itself (Boud, 2007). Therefore, in modern English-language scientific and pedagogical literature, formative assessment is called „assessment for learning” (assessment for learning). Dutch scientists K. van der Fleuten, D. Sluijsmans and D.J. Brinke (Van der Vleuten, 2017) emphasize that the concept of „formative assessment” is multidimensional and inseparable from other aspects of control and evaluation activities, which, according to the adapted model of I. Clark, can be represented as logically connected three components: (1) assessment for learning; (2) assessment as learning and (3) assessment of learning. Each of them correlates with three key components of educational activity: (a) the learning/teaching process; (b) the curriculum (educational programs) and (c) the assessment itself

Table 4. Conceptual and methodological features of formative assessment

Assessment for learning	<ul style="list-style-type: none"> • the evaluation results are deeply informative; • self-directed learning is supported by continuous reflection and personalized feedback; • the decision-making function is optimized due to a variety of informative data regarding various criteria evaluation parameters.
Assessment as learning	<ul style="list-style-type: none"> • students and teachers are well aware of the set educational goals and the ways in which these goals can be achieved; • students are active participants in the design of the assessment model and evaluation of the results obtained; • formative assessment strategies are used to stimulate the motivation of students to learn and improve the learning process.
Assessment of learning	<ul style="list-style-type: none"> • improving the quality of learning according to individual criteria and the development of testing methods contributes to the continuous improvement of evaluation activities; • in order to achieve valid data on the set of assessed parameters of students’ achievements, it is advisable to simultaneously apply different types of assessment and assessment tools; • intensive work of the teaching staff and thoughtful organization of the educational process contribute to the achievement of educational goals

Formative assessment is characterized by a number of pedagogical features arising from the conceptual principles of this type of assessment, such as the continuity of the assessment process, the presence of feedback, criteria, preliminary planning of goals, prognostic orientation, orientation to individual success, etc. From the point of view of D.G. Merrienboer and P. Kirschner’s formative assessment is perfectly integrated into the educational system, which is based on a “student-centered approach” and holistic learning based on the principles of personal development and self-directed education.

The assessment system makes it possible to determine how successfully a particular educational material has been mastered, a particular practical skill has been formed. At the same time, it is advisable to take a mandatory minimum as a reference point. The criteria evaluation system is completely transparent in terms of the ways of setting current and final marks, as well as the goals for which these marks are set. It is also a means of diagnosing learning problems, providing and ensuring constant contact between the teacher, student and parents. The criteria are deciphered by indicators, in which (for each specific task) we give a clear idea of what the result of completing the training task should ideally look like, and evaluation by any indicator is the determination of the degree of approximation of the student to this goal.

The practical significance of the criteria-based assessment

Features of the criterion approach:

- Assessment of students' educational achievements becomes open, more objective, transparent;
- Promotes the establishment of friendly relations between the participants of the educational process;
- There is an opportunity to reflect on the student's activity;
- The student comprehends the results of their activity;
- Allows to select individual elements of the work and evaluate them piecemeal;
- Allows to increase the level of learning and the quality of students' knowledge;
- Reduction of student's school anxiety.

Thus, the criteria-based assessment allows what follows:

Table 5. Summary of criterion assessment abilities

Technology of criterion assessment	
Teachers	<ul style="list-style-type: none"> • develop criteria that contribute to obtaining high-quality results; • have operational information for the analysis and planning of their activities; • improve the quality of teaching and learning; • to build an individual learning trajectory for each student, taking into account his individual abilities and characteristics; • use a variety of assessment tools.
Students	<ul style="list-style-type: none"> • know and understand the evaluation criteria for predicting the result, be aware of the success criteria; • participate in reflection by assessing themselves and their peers; • use knowledge to solve real problems, express different points of view.
Parents	<ul style="list-style-type: none"> • get an objective picture of your child's level of learning; • track their child's learning progress; • provide support to the child in the learning process; • establish feedback with teachers and school administration.

Conclusion

Educational practice is still more committed to summative assessment, which is explained by the predisposition of teachers to the traditional final assessment, their insufficient knowledge of the tools of formative assessment, as well as the limited research base on how to support teachers in the implementation of the practice of formative assessment;

Attempts to develop a general theory of formative assessment lead to impact with the need to take into account the uniqueness of the discipline, manifested both in its content and in the activity component, when developing and implementing evaluation procedures in practice, including the interpretation of evaluation results in the feedback format.

The data presented in the article analysis of the literature revealed the problems of theoretical coverage of Russian and foreign experience in the use of formative assessment of the planned educational results of schoolchildren. In a wide teaching audience, it can contribute to the acquisition by researchers and teachers of a more objective view on new approaches to educational assessment.

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