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A COMPREHENSIVE PHILOSOPHY OF INCLUSIVE EDUCATION[14]

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Abstract: The philosophy of inclusive education is a system of pedagogical interactions aimed at forming ways of knowing and improving cognitive and socializing processes, i.e. forming methods of knowledge and self-knowledge, as well as improving the socialization of children and students. Preschool and school age are the most favorable periods for intensive development and upbringing of adolescents. The general level of learning, upbringing and development in this age period depends on the inclusion of the child in learning about the surrounding world.

The authors emphasize the exceptional role of training, upgrading, improvement and upbringing at this age, as a basis for all other types of training and activities, as well as for successful socialization, which in turn begins precisely from this age period. The scientific report presents effective forms, methods and means for developing the cognitive and sensory skills of children and students through a system of pedagogical interactions aimed at forming ways of knowledge and self-knowledge, to improve development processes.

Keywords: Inclusive Education, Evolving Philosophy, children, pupils.

INTRODUCTION

Education has the power to reproduce existing inequalities and practices of exclusion in society. In order to stop this process, it is necessary to start with education. In the beginning, internationally, inclusive education as a philosophy was focused entirely on children with disabilities. In addition to disability, gender, ethnicity, language, socio-economic status, and many others are added to the reasons for exclusion. Until recently, the thesis was maintained that children with special needs should be categorized and educated separately, according to their disabilities, because of the existing notions that physical and mental data are measurable and fixed. And also, that people with disabilities should not be with others. (Legurska, M. 2015; Legurska, M., 2018 and 2019; Koleva, I, M. Legurska, 2002).

This is how the disability model emerges, which is a tool that includes a definition of disability and serves as a starting point for developing policies and services aimed at this group of people. The disability model also reflects the ways in which society allows or restricts their equal access and participation. A common criticism of disability patterns is that they are too one-sided and detached from reality. There are different models of disability; the most discussed being the medical model and the social model. Throughout most of the twentieth century, the medical model

has been at the forefront. He is currently the most criticized. According to him, generally speaking, the person is injured and the problem is in him, caused by physical, sensory or mental impairment. The solution to the problem is an intervention provided and controlled by professionals. It must control or eliminate the negative effects of the damage. In other words, to try to "normalize" the person, to bring him back to normal. It is expected to change in order to adapt to the environment, not the other way around. The environment plays a crucial role in developing the behavior of the learners specifically if it is rich educationally that it could have direct impact on risk-taking, motivation, and anxiety (Al-Obaydi & Pikhart, 2022a).

EXPOSITION

In Bulgaria, after 1950, special homes for children with disabilities, left by their parents to specialized care, began to open en masse. Built away from the eyes of the community, these are institutions that adhere to the principles of the medical model, according to which children with disabilities should be left in the care of specialists. The medical model works with very clear diagnoses and categories. This clarity is one of the reasons it has remained popular for so long. The model focuses on the observable and measurable, on the physical and organic aspects of the disability. It misses the psychological aspect and the subjective experiences of people with disabilities, as well as environmental factors. Segregation has become the norm in education for decades to come.

Criticism of the medical model leads to the creation of a social one. Its creators include people with disabilities, as well as activists for their rights. According to the social model, the environment and public attitudes do not allow people with disabilities equal access and participation. This means that the problem is not in the individual, but in the environment, and it is the one that needs to change in order to adapt to the individual, not the other way around, as in the medical model.

The social model divides three categories of barriers to people with disabilities: attitudes, environment and institutions. The first type of barriers is related to attitudes: fear, ignorance, and low expectations of people with disabilities. This includes all forms of prejudice, stereotypes and discrimination. The second category is related to the environment: physical inaccessibility to public spaces, public buildings or transport. The third category includes the so-called barriers on the part of the institutions. When people with disabilities are prevented from exercising their basic rights - attending school or employment, there is talk of legal discrimination. Although more humanistic, this model has also been criticized for its one-sidedness. Its main disadvantage is that it focuses excessively on the environment and ignores the specifics of each injury. Readers could depend on the following publications for more comprehensive information: Doncheva, 2017; Ivanova, 2017, Neminska, 2015; Fatima Rahin, 2018; Budakova, S., 2018; Tileva, A., 2022 and others.

Roma schools, from the last century, are another form of educational segregation. In the second half of the 1940s, Roma children began to attend school en masse in the schools newly built for them, in every large neighbourhood. In these general education schools, the students are mostly of Roma origin (usually over 50%). According to data from 2001, there are 60 primary, 350 primary and 9 secondary general Roma schools on the territory of Bulgaria. They were located in villages with a predominantly Roma population, and in the Roma neighbourhoods of smaller cities and in the ghettos in cities such as Sofia, Plovdiv, Stara Zagora and Ruse.

From about 1940 to 1960, during these first twenty years, the new "Roma" schools carried out their activities successfully: educating not only Roma children but also their parents (as part of evening classes). Thanks to their good work, the level of education of the Roma is for the first time close to that of the other ethnic groups in the country.

After the success of the first years of Roma education, the schools in which they study are declining, leading to extreme marginalization. The material base is worse than in other general education schools, there are no gyms, specialized classrooms in various subjects, and sometimes the rooms lack even blackboards and chalks. The quality of teaching is at a lower level, the criteria and requirements for students are greatly reduced. These schools deprived Roma children of contact with Bulgarian children and in fact laid the foundations for the segregation of the Roma community from an early age. Teachers in most cases were less qualified and without motivation to work. Often

the children in these schools remain illiterate even after completing 4th, 5th or even 8th grade. In 1990, the Ministry of Education and Science (MES), together with representatives of the non-governmental sector, began work on the desegregation of Roma schools and overcoming their status as the most backward. In his publication "Why is the integration of the Bulgarian Roma stalling?", The author Yosif Nunev writes the following: "It is known that both knowledge and cultivated intellectual skills and abilities are related to the accumulation of facts, information and skills that young people acquire both in the first round of socialization - the family and in educational institutions - kindergarten, school, university, staff, informal meetings, circles and so called The vast majority of Roma children grow up in families with a limited resource of knowledge about different areas of life and a limited range of cultivated intellectual abilities, acquired by important relatives and friends. This leads to their one-sided socialization (they acquire the ability to survive in the difficult conditions of living in their own living space), as a result of which most of them suffer from a lack of basic knowledge in a number of areas of life during their conscious life. Unilateral socialization, in turn, leads to a number of limitations that make the life of modern man much more difficult and limited in a particular socio-cultural environment. This is the fate of several hundred thousand Roma living in the conditions of the socio-cultural stigma in the modern Roma neighbourhood." (Italics by the author YN) (Nunev, J., 2018, p. 233).

It is a proven fact that children from families with low socio-economic status have behavioural difficulties related to learning twice as often as other peers and here the role of the family becomes very clear (Al-Obaydi, Jawad & Rahman, 2022b) as it could affect directly on the learning of the children and could reduce their anxiety. Also, the socio-economic status of the mother is directly related to the levels of concentration, motivation and willingness to cooperate in her child's school. 29.3% of children dropped out of primary school and 27% of junior high school dropouts due to poverty. The main obstacles created by the unfavourable economic situation in the families of children, both from the Bulgarian ethnic group and from the Turkish and Roma minorities, are the inability to provide the necessary teaching aids and appropriate clothing. The need for these children to work or raise their younger siblings is also one of the leading reasons for not attending school. "Every Bulgarian citizen has the right to education, but unfortunately many children do not have access to quality education and are victims of segregation. They are often vulnerable, belonging to: those individuals and groups of people who are limited in their participation in social life and the use of social parva. Vulnerable groups fail to access or take advantage of the opportunities offered by society and the economy and fall victim to or at risk of marginalization and social exclusion. The reasons for this are different and varied, such as: living in extreme poverty or low income and material deprivation; social and psychological factors; inaccessible environment; health and age problems; lack or insufficient social skills and education; prejudice-based attitude; lack, limited access or inadequate services, etc. (White book 2009).

Civil rights movements and accumulating information about the harms of segregated education have shaken the status quo. Inclusive education is an on-going challenge for most countries in different parts of the world. It is part of the pursuit of fundamental human rights and is strongly supported by the 1994 Salamanca Declaration on the Education of Children with Special Educational Needs. Recognizing the right to education as a fundamental human right, the declaration calls for the establishment of inclusive general education schools. They are the most effective way to combat discrimination, create an inclusive society and guarantee access to education for all.

In Bulgaria, on 4 November 2015, the Ordinance on Inclusive Education was adopted, which "regulates the public relations related to the provision of inclusive education for children and students in the system of pre-school and school education, as well as the activity of the institutions in this system. Providing sub-rap for personal development of children and students. "Does already according to the Ordinance on Inclusive Education Art. 3 (1), in force since 27. 12. 2019 "Inclusive education is a process of awareness, acceptance and support of the individuality of each child or student and the diversity of needs of all children and students through activation and the inclusion of resources aimed at removing barriers to learning and learning and creating opportunities for the development and participation of children and students in all aspects of community life."

For Bulgaria, the Public Education Act of 1891 for the first time deals with the education of children with physical or mental disabilities. In practice, the provisions of the law began to be realized after a number of years, thanks to enterprising specialists in medicine and pedagogy. "Progressive humanitarian thought has long linked its hopes for the renewal of society through scientific and political enlightenment, which will guarantee the freedom, life and dignity of the people. The idea of inclusion arose in the context of large-scale changes in the understanding of the value, rights and dignity of man, the policies, mechanisms and social changes that determine his status and prosperity. This idea is an opportunity to rethink the challenges of social, moral and economic nature, aimed at ensuring equality of people in terms of gender, race, nationality, ethnicity, religion and disability of different nature.

In this context, the current understanding of the importance of human dignity is built on a series of social theories and documents that place man at the heart of policies to guarantee his freedom and human rights. The idea of human rights elevates man, his overall development as a free and responsible person, the protection of his life and dignity as the most important value and goal in modern society. The new doctrine of man requires a change in education, a serious challenge for which is to overcome inequalities and achieve social justice, which provides opportunities for millions of people to expand their choices for realization, to make their lives meaningful, to preserve their dignity, to be able to participate fully in the economic, social and cultural life of their communities. (Shivacheva – Pineda Iv., 2018 and 2020; Topolska, E., 2020; Daneva M. Y., Nikolova M. K., 2021 and 2022).

In this regard, only the following concepts will be marked here - Inclusive education, Inclusive pedagogy and Inclusive society.

INCLUSIVE EDUCATION - The difference is wealth. Perspective or paradigm. The three key topics: 1) Understanding, making sense of what has been learned. 2) Understanding social justice. 3) Becoming an active professional.

INCLUSIVE PEDAGOGY -

Rejects:

• The idea that children have fixed opportunities.

• That children's current learning can predict their future

"Potential".

• That intelligence can be determined by tests

based on logical or mathematical skills.

Instead, inclusive pedagogy argues:

• The capacity of each child to learn changes.

• What the teacher chooses to do (or not do) in

present, may change the child's capacity to learn in

future.

• Nothing is neutral.

INCLUSIVE SOCIETY - I, the Environment, Do things for one ↔ Social inclusion.

Education is an important moment in the life of each of us. As is well known, in every society there is a group of people whose status, opportunities for development and training require special conditions. The fact is that integration, inclusion, is associated with the process of socialization. In the context of inclusive education, integration, inclusion, socialization and adaptation can be seen as processes of adaptation of the child's personality in the conditions of kindergarten and school, and social adaptation is a process of active adaptation to the changing environment with the help of various social means. Al-Obaydi, Doncheva & Nashruddin, (2021) focus on the idea of correlating learners' self-esteem with their attitudes towards inclusive education. The study's findings show that although male students appear more motivated than female students to embrace inclusive education, there are no appreciable differences between male and female college students in terms of self-esteem or attitudes toward it. A substantial relationship between students' attitudes toward inclusive education and their self-esteem is also demonstrated by the findings.

From this can be deduced the following interventions by degrees, discussed in detail in the book below. Intervention by degrees:

• Orientation towards prevention.

• Accepting people with disabilities and offering the same conditions as for all other citizens.

• Deinstitutionalization, introduction into society.

• Changing systems, not people.

• Above all, we are "people", not "disabled".

• Expanding the teaching methods to meet the needs of the diversity of types of learners.

• Cooperation between general and special pedagogues.

• Group work, schedule, negotiation, visual support.

• Differentiated and individualized approach in teaching the teaching material and behavior management.

• Extended time.

• Modifications and adaptations in the teaching material and the learning process.

• Individual plans, fully tailored to the child.

Inclusive education is seen as a process that seeks to eliminate all forms of segregation and discrimination. To cover vulnerable and isolated for one reason or another children and students. To encourage and promote the participation of all in the educational process. (Voinohovska, 2020; Voinohovska, Julia Doncheva, 2022, Ivanova, B., 2018; Sulichka, I., 2021, Vassileva. V., 2021, ilieva, B., G. Atanasova, 2022).

Inclusion is the reorganization of policies, practices and culture in Bulgarian education so that it can meet the diverse educational needs of learners, encouraging them to participate actively.

It should be noted here that children who do not have established problems also need a supportive, stimulating learning and learning environment. Its creation is among the main priorities of the educational institutions in the field of both world and Bulgarian education.

For more detail in *Figure 1* are exposed the respective groups of children and persons identifying with inclusive education, internationally and nationally.

Figure 1. Groups of children and persons identifying with inclusive education

Zlatarov and Ivanova classify children with special needs as British Department of Education: "CLASSIFICATION OF SPECIAL EDUCATIONAL NEEDS. There is a broad spectrum of special educational needs, ranging from needs arising due to difficulties in communication to various disabilities. The British Department of Health and Department of Education define a few broad types of special educational needs (British Department of Education):

• *Communication and interaction difficulties* – students may have difficulty expressing their needs, understanding what others are saying or understanding the social rules of communication. This is referred to as speech, language and communication needs. Communication difficulties might also arise as a consequence of an autistic spectrum disorder (ASD), and can impair the language, communication and imagination of students.

• *Cognition and learning difficulties* – might arise when students learn at a slower pace compared to their peers. These include MLDs and SLDs (moderate and severe learning difficulties), as well as disorders like dyslexia (difficulty perceiving and spelling words), dyscalculia (impairment of the perception of numbers and arithmetics) and dyspraxia (neurological disorder affecting motor skills).

• *Social, emotional and mental health difficulties* – these problems might stem from various mental health issues or disorders. These can include, but are not limited to, attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD), various underlying physical symptoms, anxiety or depression. Students with similar difficulties would often isolate or distance themselves from their peers or teachers, and might display disruptive behavior.

• *Sensory and physical needs* – such needs arise due to the student having a disability, preventing them from properly using the facilities present at schools and/or the learning materials and content provided. Common disabilities include visual impairment (full or partial loss of vision), hearing impairment (full or partial hearing loss), various motor impairments and disabilities, or impairments to a combination of senses (multi-sensory impairment). These students might often require assistance, training by a specialist, or special tools and equipment to fully make use of the learning materials and facilities available.

It is clear that students with special educational needs usually require some form of support or assistance in order to be integrated into the existing educational system. (Zlatarov, P., E. Ivanova, G. Ivanova, J. Doncheva 2021)

And another qualification: "**Meeting a range of special educational needs.** The teaching styles and access strategies suggested in these materials are grouped in the four broad areas associated with the areas of need defined in the SEN Code of Practice. http://www.teachernet.gov.uk/ docbank/index.cfm?id=3724. They include:

• *Communication and interaction* need associated with understanding and expression of language.

• *Cognition and Learning* needs relate to effective thinking and memory associated with either generalised or specific learning difficulties. The principal areas involved include:

– *attention*: the ability to focus on a task and to manage distraction; to switch the focus from one event to another; to listen in a group situation;

– *organisation*: the ability to prepare for events, gather and order ideas and resources;

– *memory*: the ability to recall the appropriate information at the appropriate time;

– *reasoning*: the ability to problem solve, predict and consider alternatives and hypotheses.

• *Behavioural, emotional and social development* needs associated with social and emotional aspects of learning, with social communication and making friends, rules and relationships, understanding non-verbal language, with hyperactivity and concentration or with behaviours associated with complex special needs;

• *Sensory and/or physical needs* associated with hearing and visual impairments, under or over sensitivity or sensory integration impairments; also associated with physical disabilities, medical and neurological conditions. The areas can be subdivided into 12 categories as recognised by the Office for Standards in Education (Ofsted) and the *Pupils' Level Annual School Census* (PLASC), as follows:

specific learning difficulty	SpLD	speech, language and communications needs	SLCN
moderate learning difficulty	MLD		
severe learning difficulty	SLD	autistic spectrum disorder	ASD
profound and multiple learning difficulty	PMLD	hearing impairment	HI
		visual impairment	VI
behaviour, emotional and social difficulty	BESD	multi-sensory impairment	MSI
		physical disabilities	PD
		other	OTH

The following table identifies the broad areas of need that children with specific categories of special educational needs may experience.

Special Education Needs					
	Communication	Cognition	Social/emotional	Sensory	Physical
SpLD	Possible	Yes	Possible	Possible	Possible
MLD	Yes	Yes	Possible	Possible	Possible
SLD	Yes	Yes	Possible	Probable	Probable
PMLD	Yes	Yes	Possible	Yes	Yes
BESD	Possible	Possible	Yes	Possible	Possible
SLCN	Yes	Possible	Possible	Possible	Possible
ASD	Yes	Possible	Yes	Possible	Possible
HI	Possible	Possible	Possible	Yes	Possible
VI	Possible	Possible	Possible	Yes	Possible
MSI	Yes	Possible	Possible	Yes	Possible
PD	Possible	Possible	Possible	Possible	Yes

It draws attention to the need for teachers to consider and plan for the wide range of needs children with specific categories or labels of special educational need may have. For example, it is suggested that a child with moderate learning difficulties will experience problems in the areas of communication and cognition and may also have needs arising from behavioural, social and emotional difficulties as well as sensory and/or physical difficulties. (Primary Speaking, Listening, Learning: © Crown copyright 2005 11 *National Strategy* working with children who have special educational needs DfES 1187-2005 G.)

Early Childhood Education and Care (ECEC) is perceived as the basis for the overall development of an individual. For this reason, in May 2019, the EC published "Recommendations for High Quality Early Childhood Education and Care Systems" (OJ C 189, 5.6.2019, p. 4-14) The topic is also subject to in-depth interpretation in the EC Report from 2019 on the topic: "Key Data on Early Childhood Education and Care in Europe". Edition, European Commission, Eurydice Report).

On 1 January 2017, 31 million children under the age of 6 fall into the ECEC or 6.1% of the total EU population. For Bulgaria the number of these children is 399,000 or 5.6% of the total population of the country. 81% of them are covered by the ECEC system, with the 95% indicative for the EU still a distant goal.

Education is a condition for building a just society. School is not a place where culture is imposed on children, it is a place where culture is produced. In addition to formal education, school is a place where children learn informally, learn through experience. By communicating with each other and with their teachers, they can learn self-esteem and respect for others. The meaning of inclusive education, its main public benefit is to combat social exclusion, which is a consequence of negative attitudes towards racial, social, class, ethnic, gender differences, as well as disabilities, special educational needs and learning difficulties.

The main place where children can feel important to them and where they spend most of their time remains school. The school becomes a place where the difficulties of our children's daily lives - subjective or objective - come together. It is believed that as an institution with human and financial resources, it must meet all the needs of its graduates, as well as staff. On the other hand, the school is part of a community in which it needs to receive support. Inclusive education is interested in the overall experience of the child in school, it is academic and social inclusion, organizes the environment and support for all children so that they can develop as independent and respectful of themselves and others, because they feel good and are supported. Inclusive education is a process that seeks to eliminate all forms of segregation in education, to cover vulnerable and isolated children, and to encourage and foster the participation of all children in the educational process. Inclusion in education is based on the understanding that all children are different and that

the school and the education system must change to meet the individual needs of all children and students.

The process of inclusive education begins from the birth of the child with his social, physical and emotional adaptation to the world around him. All target groups must be involved in this process in order to be effective not only for the individual, but also for the community and society.

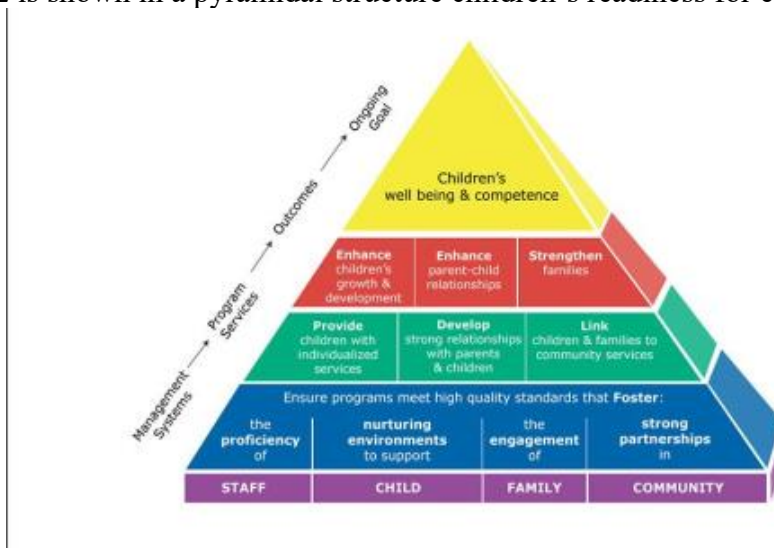Figure 2 is shown in a pyramidal structure children's readiness for entering school.

Figure 2. Children's readiness for entering school. (Original source: Framework for Programs Serving infants and Their Families, 2012)

Visual Impairment Disabilities Challenges in Learning English as a Foreign Language.
Challenges of Teaching English as a foreign language to the Visually Impaired.
   Teachers' Challenges
   teacher may not be familiar with accessible formats, such as Braille
   Understanding the background
   Understanding degree of the blindness
   Technological help
   lack of trainings among teachers
    inaccessibility of school environment
    inflexible financial statement.

   Learners' Challenges
   learner may have low self-esteem
   learner may have low motivation
   learner may feel that literacy is impossible
   learner may not be familiar with accessible formats, such as Braille
   learner may feel disconnected from peers
   learner is unable to read gestures and body language
   teacher may have to modify own materials
   female learners could not and never attend the courses we made
   there are no school in the city for the visual impair.
   Environmental Challenges
   Financial and other school guidelines should be designed flexibly to address the special needs of students with disabilities.
   Special facilitates free from architectural barriers;
   Special equipment and materials
   Resource centre
   Availability and use of optical instruments and non-optical instruments.

In Iraq, Misran University, in basic education college at English department as shows in this picture (1), the teachers and volunteer students teach participants English conversation.
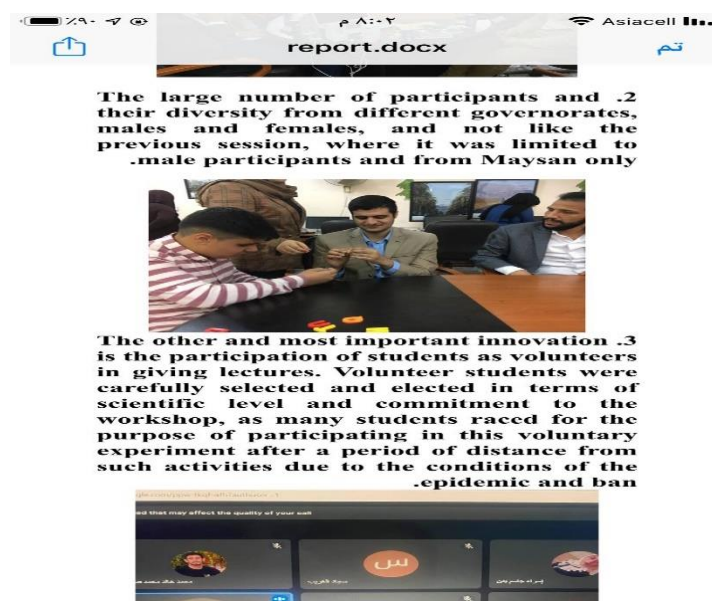
Picture (2) shows the future plans and suggestions for visual impairment disabilities children.

CONCLUSION

Inclusive education is part of the pursuit of fundamental human rights. Early identification and removal of barriers to learning and participation of children and students in the education system is a prerequisite for their social inclusion and participation in public life. Building independent, educated, responsible and able-bodied individuals is the difficult task facing the state, institutions, parents and children. (Mihaylova, R., 2021; Mincheva, R., 2020; Alexandrache C., 2014**;** Rahim, Abdul Hussein Al-Mosawi, Fatima, 2018; Shoilekova, K., 2021, Stoyanova, V. Vassileva 2022, Ilieva, B., Shopova N., 2022) Their successful inclusion in the school environment brings with it benefits both for themselves and for the whole society.

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