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AND THEIR PARENTS' PARTICIPATION PREPARATION¹**

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Abstract

The article provides an overview of philosophical and humanitarian approaches to training parents in an inclusive education and the training system itself. The study purpose is to substantiate, develop and test a system for preparing parents of children with disabilities for assistance in the education, based on the humanistic approach and the axiological concept of philosophy.

Keywords

Axiological approach in philosophy – Parent-training system – Children with disabilities

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Introduction

The relevance of preparing parents for promoting the education of children with disabilities is determined by the fact that this problem went beyond the framework of the correctional process only, and the search for pedagogical foundations for assisting parents who are able to solve it together with specialists brings us into the field of educational training for parents and specialists organizing this training.

There is a need for a conceptual justification for the construction and functioning of a system for preparing parents for accompanying children with disabilities, aimed at integrating the theoretical, practical and social aspects of preparing parents, developing the ability to master a set of key competencies during the educational process.

The axiological approach of this issue as well as the role of the family rehabilitation and social potential are highlighted in the works of Tren N., Winsler A. and Spilfogel D.E. Among domestic authors, there are the works by Malofeev N.N., Mamaichuk I.I., Morozova T.Y., Palmova O.I., Rudakova L.A., Strebeleva E.A., Schipitsyna L.M. and others. The need is substantiated for a special study of families with special children in order to develop social and pedagogical measures designed to help parents².

Asmolov A.G., Bekhtereva V.M., Vygotsky L.S., Komensky Y.A., Leontyev A. N., Likhachev B.T. and Uznadze D.N. discuss the issues of individual psychophysiological characteristics of children with disabilities, as well as some questions of accompanying parents in Russian research works. There are some studies among foreign authors like Murray G.A., Murphy G., Merton P.K., Brody S., Kovar L.K., and others³. The works by Mastjukova E.M., Denisova E.N. and Raku A.I. are devoted to the interaction of educational organizations and families of children with disabilities⁴.

In the 1970s, after the national laws adoption on compulsory education for children with disabilities, it became possible for the family to choose the educational institution abroad, as evidenced by a review of foreign experience on the issue of parental training, based on the work of Raceveck K., Ruth S. D. and others.

² E. A. Martynova, *Sotsial'nyye i pedagogicheskiye osnovy postroyeniya i funktsionirovaniya sistemy dostupnosti vysshego obrazovaniya dlya lits s ogranichennymi fizicheskimi vozmozhnostyami* (Chelyabinsk: Chelyabinsk State University, 2002); Jill E. Spielfogel et al., "Parent management training, relationships with agency staff, and child mental health: Urban foster parents' perspectives," *Children and Youth Services Review*, Vol: 33 num 11 (2011): 2366–2374; Henry Tran and Adam Winsler, "Teacher and center stability and school readiness among low-income, ethnically diverse children in subsidized, center-based child care," *Children and Youth Services Review*, Vol: 33 num 11 (2011): 2241–2252; Bo Vinnerljung and Anders Hjern, "Cognitive, educational and self-support outcomes of long-term foster care versus adoption. A Swedish national cohort study," *Children and Youth Services Review*, Vol: 33 num 10 (2011): 1902–1910.

³ Sylvia Brody, *Patterns of Mothering*, Second Printing edition (New York: International Universities Press, 1956); Lillian Cohen Kovar, *Wasted Lives: A Study of Children in Mental Hospitals and Their Families* (New York: Gardner Press: distributed by Halsted Press, 1979); Robert K. Merton, *Social Theory and Social Structure*, Enlarged edition (New York, NY: Free Press, 1968); Jill E. Spielfogel et al., "Parent management training ...

⁴ Justin Aronfreed, *Conduct and Conscience: The Socialization of Internalized Control over Behavior*, 1st ed. (Cambridge, MA: Academic Press, 2013).

At the same time, parents received the right to create public associations and committees, to be included in the board of trustees of educational institutions. Only in the last third of the 20th century did parents become able to influence state educational policy⁵.

The social maturity issue of a child with disabilities is widely researched in the works by Abulkhanova-Slavskaya K.A., V.S. Mukhina, Petrovsky V.A., Feldstein D.I., etc. Largely, the problem of social maturity, the social experience development in special children, belongs to this category⁶.

There is a need to solve the problem of training parents at the scientific and methodological level, the need to eliminate the contradictions between theory and practice. A modern parent should be ready to engage in practical, research, innovation, methodological activity in the real conditions of educational practice, which often poses difficult problems to them. Educational institutions should improve scientific, professional, research, innovative, methodological training for working with parents of children with disabilities, the importance of which is increasing in connection with the integration processes in the general education system.

Therefore, the urgent goal of our study was the need to develop a methodological justification for this problem; its philosophical level, to build and test a scientifically based system for preparing parents to promote the education of children with disabilities.

Philosophical Understanding of Preparing Parents of Children with Disabilities for Education

Let us analyze the philosophical level of this issue's methodological substantiation in an inclusive education.

In modern methodology and science, the following scheme of methodological levels is distinguished, i.e. the philosophical methodology level, the level of general research scientific principles, the specific scientific methodology level and the level of research methods and techniques (Asmolov A.G., Blauberger I.V., Sadovsky V.N., Yudin E.G.)⁷.

For philosophy, as one of the forms of public consciousness, the development of methodological foundations for understanding the laws governing the introduction and development of inclusive processes, and therefore the urgent issues of preparing parents for participation in this process, is significant. This is possible in such philosophical and methodological aspects as axiological, philosophical and anthropological, historical and philosophical, ontological, social and philosophical.

Some domestic researchers like Razumova O.Y., Kobrina L.M. and others in the theory study and practice of integrated education and support of parents rely on the ideas of Marxist philosophy as the methodological basis of Soviet psychology (Vygotsky L., Blonsky P.P., Luria A.R., Rubinstein S.L., Leontiev A.N. et al.) And defectology (Vlasova T.A., Shif Z. I., Lubovsky V.I., Zykov S. A., Boskis R.M.), who consider development as the result of public influence, which determines the views of people and their value guidelines.

⁵ Lillian Cohen Kovar, *Wasted Lives...*

⁶ Robert K. Merton, *Social Theory and Social Structure...*

⁷ Bo Vinnerljung and Anders Hjern, "Cognitive, educational and..."

In this regard, the support of parents becomes valuable in the inclusion system, as it brings awareness of the enormous role of teaching and socializing children with disabilities⁸.

The foreign studies and the concepts of accompanying parents in the process of teaching children with disabilities are based on the philosophical ideas of existentialism, pragmatism, postmodernism, phenomenology, which in theory and methodology of specific sciences, like psychology, pedagogy, sociology, are refracted into an interactive approach, which in its own development gave the same directions, as personalistic, socio-phenomenological and socio-ecological, which are the theoretical foundations of inclusive education and parents preparation⁹.

The existentialism philosophy has offered a new look at the child with disabilities, their individual and social being, putting forward the central idea of individuality. This idea helped to point out that each person stands out as a one-of-a-kind, unique and free person, who chooses and makes themselves, their life, who is responsible for their actions in relation to themselves and to the world around them¹⁰. These views undoubtedly emphasize the adoption for a philosophical basis of accompanying parents in inclusion as an approach.

The independent lifestyle concept of people with disabilities also defines a value-based approach to setting goals and content for preparing parents in an inclusive education environment¹¹.

As a philosophical basis for the parents' preparation, a modern personalistic approach is considered, presented by foreign educational integration theoreticians. It combines several areas such as the position of humanistic psychology by Allport G., Murray G.A., Murphy G., Rogers K., Maslow A. et al.; the autopoiesis concept by Maturan U., and Varela F.¹².

The theory of preparing parents for helping children with disabilities is reinforced by the ideas of a functional school in sociology by Parsons T. and psychological theories such as the ecological theory of human development by an American psychologist Bronfenbrenner U., and the theory of living space by Levin K.¹³. The axiological approach represents the philosophical level of preparing parents for participation in the education of children with disabilities. The basis of axiological thinking is the concept of an interdependent and interacting world¹⁴. Therefore, by influencing parents, we help children. The social attitude towards a person as the highest value of social being actualizes the problem of Russian education humanization, focusing on an individual and their personal development, especially in inclusive education, where it is simply necessary to introduce a support for parents¹⁵.

⁸ Lillian Cohen Kovar, *Wasted Lives...*

⁹ Justin Aronfreed, *Conduct and Conscience*; E. A. Martynova, *Sotsial'nyye i pedagogicheskiye osnovy ...*; Yucel Oksuz, "Evaluation of Emotional Literacy Activities: A Phenomenological Study", *Journal of Education and Practice*, Vol: 7 num 36 (2016): 34–39; Douglas L. Robertson, "Unconscious Displacements in College Teacher and Student Relationships: Conceptualizing, Identifying, and Managing Transference," *Innovative Higher Education*, Vol: 23 num 3 (1999): 151–169.

¹⁰ S. Brody, *Patterns of Mothering*.

¹¹ Henry Tran and Adam Winsler, "Teacher and center stability and ..."

¹² Lillian Cohen Kovar, *Wasted Lives*; Robert K. Merton, *Social Theory and Social Structure...*

¹³ Jill E. Spielfogel et al., "Parent management training ..."

¹⁴ Lillian Cohen Kovar, *Wasted Lives...*

¹⁵ Bo Vinnerljung and Anders Hjern, "Cognitive, educational and..."

The humanistic ideas universality is to increase parental competence in education of children with disabilities. These ideas apply to all children and social systems, educational institutions and social protection¹⁶.

Based on axiological ideas, they distinguish the cultural and humanistic functions of preparing parents, i.e. the spiritual strengths; abilities and skills that allow a child with various disabilities to overcome life obstacles; the moral responsibility in situations of adaptation to social and natural spheres; personal and professional growth; to achieve intellectual and moral freedom, personal autonomy and happiness; and to create conditions for self-development¹⁷.

Preparing parents to participate in the education of children with disabilities is aimed at the person and their development; it is based on the humanistic and theoretical prerequisites for the pedagogical transformation of reality. Humanistic pedagogy is aimed at a person as a subject of knowledge, communication and creativity¹⁸.

We examined some aspects of the problem's philosophical level of preparing parents for assisting children with disabilities in an inclusive education.

Training Parents to Assist Children with Disabilities in Education

The experimental work's main goal was to verify the system's implementation effectiveness and the selected set of pedagogical conditions for parents' preparation. The experimental work was carried out in three stages, i.e. the ascertaining stage, the formative stage and the control stage.

The ascertaining stage was aimed at developing a program for diagnosing the levels of parents' readiness to assist the children with disabilities in education, namely criteria, indicators, diagnostic methods and mathematical development of results; and the substantiation of participants choice in the experimental work. Therefore, four groups were picked out. There were two experimental groups and two control ones. Experimental groups 1, 2 (EG – 1, EG – 2) and control groups 1, 2 (CG – 1, CG – 2) are the parents of children with disabilities.

For preparing parents, the main criteria were defined such as motivational, cognitive, active and effective. Analyzing the ascertaining stage, it can be noted that most parents of children with disabilities, feel the need to assist their children in education. This indicates a high motivational readiness of parents. However, parents have insufficient knowledge. Most do not have any ideas about the special children needs, about physical and (or) mental impairment in a child. It counts to 37%. From 26% to 35% of parents have pedagogical skills.

The parents' training was carried out with the partial use of the selected pedagogical conditions without the purposeful implementation of the whole complex. In the experimental groups, a set of pedagogical conditions was introduced to prepare parents for assisting the children with disabilities in education.

¹⁶ Brody, Patterns of Mothering; Lillian Cohen Kovar, Wasted Lives...

¹⁷ Justin Aronfreed, Conduct and Conscience...

¹⁸ Brody, Patterns of Mothering...

The system of differentiated parents' preparation of children with disabilities, provides the content implementation in two ways, i.e. the invariant one, which provides the basic foundation build-up of parental readiness and the varied one, which assumes the differentiated parents' readiness, based on a humanistic, systemic, nature-friendly, personality-oriented, activity-based approach. Taking into account the identified grounds for differentiation, it is implemented in the Kurgan region.

The integrated goal of this system is to increase the effectiveness of preparing parents for education of children with disabilities. The invariant block goal is to form the general readiness of parents. The variable block purpose is to form a differentiated readiness of parents. Mastering the content of the invariant block precedes the parents' mastery by the system variable block; its content is characterized by increased differentiation and individualization. Thus, the invariant block is the basic basis for the full assimilation of the variable block content. Based on the main provisions of the systematic approach, we will reveal its structure and content.

The system procedural part is represented by a two-block combination of the following stages: the invariant block (i.e. motivational, cognitive, activity and productive stages); and the variative block (i.e. differentially cognitive, differentially active and differentially effective).

The invariant block is characterized by the motivational-value attitudes formation of parents aimed at pedagogical improvement, suggesting a positive attitude towards pedagogical and correctional activity; the basic skills formation like diagnostic, correctional, rehabilitation; positive experience: diagnostic, gnostic and corrective.

The motivational stage purpose is to create the general framework for parents' readiness, i.e. the motivation formation of children in the family, a value attitude to educational activities, awareness of pedagogical ethics norms, and the development of personally significant qualities.

It is important to apply organizational forms like the university of pedagogical knowledge, lectures, conferences, business games, round tables, consultations, parental readings, oral journals, questions and answers evenings, and lectures.

At the activity-practical stage, some skills are usually formed such as diagnostic, corrective, and rehabilitation. At this stage, the following organizational forms are used such as business games, parental trainings, practical exercises, workshops, open lessons and lessons, practical consultations, parent-teacher meetings, open days, competitions, exercises and assignments.

The active learning effective methods are business games, problem seminars, brainstorming and game design method, when a parent becomes a subject of educational activities, enters the dialogue with teachers, actively participates in cognitive processes, performing creative, search and problem tasks. With the help of video contacts today professional education and self-education is organized. Specialists of vocational education in the Kurgan region consider video conferencing, webinars as an important tool to achieve high quality education of parents. Among the other electronic meetings used are video seminars, workshops, network projects and parents communities of children with disabilities, thereby reducing long distances, is a more efficient communication with all points of the Kurgan and Chelyabinsk regions.

The result of the developed system stage was a high level of formed skills in parents in the process of accompanying children.

At the productive stage, the experience of diagnostic, corrective, rehabilitation and gnostic activities is formed. At this stage, the following forms of work should be used such as round tables, workshops, parent conferences, open classes and lessons, parent rings, discussions, discussion club, disputes and quizzes. The methods used at this stage are observation, conversation, testing, questionnaires, rapid interviews, family visits, analysis of family experience, education and a personal example.

The variable block is represented by differentiated parents familiarization with the theoretical and practical foundations of educational children activities, the knowledge formation, the cooperation effectiveness awareness with teachers in the education process of children, the formation of skills and experience working in the family, taking into account the type and degree of physical restriction of children (i.e. low vision, hard of hearing, disorders of the musculoskeletal system and somatic diseases), forms of education (i.e. integrated or in special social classes, family and distance), the social status of parents, psychological and pedagogical literacy.

The pedagogical conditions for the implementation of the system that contribute to the effective preparation of parents are highlighted:

- The content of training is differentiated on the following grounds: the type and degree of physical restriction of children (low vision, hard of hearing, somatic diseases, etc.), the form of education (integrated or family, distance), the social status of parents and psychological and pedagogical literacy;
- Coordination of interaction between parents' training subjects (teachers, specialists from different departments: education, health, social protection, etc.).

Based on a variety of research methods, diagnostics and methods have been developed for a comprehensive assessment of the parents' readiness to promote the education of children with disabilities.

The pedagogical conditions for the system implementation that contribute to the effective preparation of parents are highlighted:

- The content of training is differentiated on the following grounds, i.e. the type and degree of children's physical restriction (i.e. low vision, hard of hearing, somatic diseases, etc.), the form of education (i.e. integrated, family or distance), the social status of parents, their psychological and pedagogical literacy;
- Interaction coordination between parents and teachers, experts from different departments like education, health and social protection, etc.

Based on a variety of research methods, diagnostics and methods have been developed for a comprehensive assessment of the parents' readiness to assist children with disabilities in education.

Parent training methodological support is implemented in institutions of the Kurgan region, i.e. in schools, in pedagogical universities, refresher courses and professional

retraining. These are continuing education programs for teachers “Theoretical and applied aspects of interaction between teachers of educational institutions and parents of children with disabilities”, “Psychological and pedagogical aspects of working with children at risk”, and other electronic educational materials.

While mastering the individual program of the variable block, parents learn about the restriction manifestation features; about children with certain restrictions; about the features of psychological and pedagogical development, education and training of children, taking into account the identified grounds for differentiation. Differentiated skills, i.e. diagnosis of a child's development dynamics; correctional is the development of skills using special techniques and working methods to smooth out physical limitations; and rehabilitation skills in the process of personality formation, interpersonal relationships; prognostic. In addition, along with the program introduction, the activities of teachers, specialists and parents were corrected, and adjustment and concretization of the programs were carried out for preparing parents to assist the education of children with disabilities.

At the control stage of the work, an analysis and comparative assessment of qualitative and quantitative changes in the levels of parents' readiness to were given. The main criteria for preparing parents were motivational, cognitive, active and productive, each of which was evaluated on the basis of five levels (i.e. low, below average, average, above average, high), in accordance with which the general level of readiness was determined. The aggregate results of the used methods for each criterion were processed using the chi-square statistical criterion (Table 1).

Levels	High level		Above average		Medium level		Below average		Low level	
	zero	final	zero	final	zero	final	zero	final	zero	final
• criterion	• ,9	• 8,5	• 2,8	• 7,3	• 8,6	• 8,4	• 3,8	• 4,8	• ,9	• ,0
• Criterion	• ,0	• 2,6	• ,9	• 1,7	• 5,6	• 2,9	• 7,6	• 7,6	• 3,9	• ,2
• criterion	• ,0	• 2,8	• ,0	• 9,8	• 6,7	• 0,7	• 7,5	• 7,5	• 7,8	• ,8
• criterion	• ,9	• 6,7	• ,0	• 4,9	• 5,5	• 5,7	• 8,6	• 7,5	• 8	• ,2

Note: M criterion is motivational, C criterion is cognitive, D criterion is activity, P criterion is an effective criterion for preparing parents to assist children with disabilities in education.

Table 1

Comparative results of parents' readiness level to assist the children with disabilities according to the selected criteria (i.e. zero and final sections)

Results

The experimental groups, compared with the control groups, showed a significant increase in the number of parents with a high level of preparedness according to the

“motivational” criterion. According to the “cognitive” criterion, the level of parental readiness in the experimental groups significantly exceeds the level of parental readiness of the control groups. There was a significant increase in the number of parents in experimental groups with a high level of preparedness according to the “activity” criterion.

Therefore, the experimental group 1 showed an increase of 29.6% (while in control group 1 the increase was just by 8%), in experimental group 2 the number grew up to 26.4% (while in control group 2 by 11.4%). The number of parents with a low level of preparedness according to this criterion decreased in experimental group 1 by 33.3% (while in control group 1 by 20%), in experimental group 2 by 44% (while in control group 2 by 26.3 %).

The high level of preparedness by the “effective” criterion significantly increased among parents of experimental groups, i.e. in in experimental group 1 by 37% (while in control group 1 by 16%), in experimental group 2 by 26.4% (while in control group 2 by 11.4%). Therefore, the changes in the levels of parents' readiness to assist children in the study group are not caused by random reasons, but are the result of the introduction of a parent training system and a set of pedagogical conditions for its implementation.

Countries like the UK, the USA and Spain run the same studies. However, our experiment showed greater efficiency by the criterion of “motivational” results higher by 3.5%; by the criterion of “activity”, the results are higher by 2.4%; by the criterion of “effective” the results are higher by 2.2%; by the criterion “cognitive” by 1.3%¹⁹.

This testifies to the greater interest of Russian parents in obtaining quality education for children with disabilities, the value of family relations, and it indicates the great performing activity and mobility of parents in the preparation process. These results help to understand the need for a variable block system, which is absent in similar foreign technologies and the effectiveness of active learning forms use.

The results of this experiment, its methodological approaches were discussed at international and regional scientific and practical conferences and forums devoted to the problem of teaching children with disabilities from 2010 to 2019. This is the IX international scientific and practical conference “Advanced Research - 2014” (Prague); XI international scientific-practical conference “Scientific horizons - 2014” (Sheffield); X international scientific-practical conference “Science and Innovations - 2014” (Poland); “Inclusive education: problems and prospects” (Kurgan, 2017).

Thus, is study's scientific contribution is:

- Theoretical justification and application of the axiological concept and a set of scientific approaches, from the positions of which this topic was studied; identifying the leading pedagogical laws
- The correspondence forms and methods of the pedagogical process to the individual characteristics of parents and children with disabilities, specified as accounting and compensation for the psychological characteristics of parents and children;

¹⁹ Robert K. Merton, *Social Theory and Social Structure*; Jill E. Spielfogel et al., “Parent management training ...”; Henry Tran and Adam Winsler, “Teacher and center stability and ...

- Parental training nature determination and comparing the content of teacher activities in the context of inclusion;
- The development of pedagogical foundations and a system for preparing parents to assist children in terms of education modernization requirements in a variety of relations and types of education systems;
- Organizing the training of parents as a system of interaction with educational structures of various types, taking into account the multilevel, multidimensional and multifunctional activities of parents;
- Solving the problem of providing comprehensive assistance to parents through the interaction of bodies of various directions, combining the efforts of specialists in implementing a comprehensive, scientifically based approach to a meaningful and organizational-methodological support of optimal conditions for training parents, taking into account the characteristics and children's level;
- Determining parents' competencies of children with disabilities;
- Gaining experience by parents in accompanying children with disabilities, transferred to the existing social and educational space;
- Development and implementation of software and methodological support for the preparation of parents to promote the education of children with disabilities;
- The system functioning effectiveness monitoring.

The results of this experiment is that its methodological approaches were discussed at international, regional scientific and practical conferences and forums dedicated to the problem of teaching children with disabilities from 2010 to 2019. This is the IX international scientific and practical conference "Advanced Research - 2014" (Prague); XI international scientific-practical conference "Scientific horizons - 2014" (Sheffield); X international scientific-practical conference "Science and Innovations - 2014" (Poland); "Inclusive education: problems and prospects" (Kurgan, 2017).

Conclusion

The basis for construction and functioning of the parent training system are:

- the axiological concept as a reflection of its humanistic essence;
- the preparing parents approach as an integral pedagogical process, the leading pattern of which is the developmental constraints compensation;
- the integral pedagogical principle of training parents of children with disabilities, the conditions for the implementation of which are nature-friendly, continuous and personality-oriented education;
- the general methodology of the system approach, which considers it as a subsystem of education that functions to socialize children with disabilities.

In summary, the goal of the study has been achieved. The completeness of this study does not exclude further developments in this direction, which will contribute to the further development of inclusive education.

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