

Study of distance learning opportunities in inclusive education system

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Abstract

© Medwell Journals, 2015. Relevance of the study of distance learning is based on the need to provide an available education for all social groups to exercise the rights of people with special educational needs as well as for children with disabilities. Since distance learning is one of the alternatives for a comprehensive and high-quality education for people with disabilities, it becomes of particular relevance and value in the system of inclusive education. Objective of this study is to promote distance learning technologies that address the main problem of children with disabilities lying in the lack of communication with other people, especially their peers. Distance learning technologies create the real possibility of intercommunication between children during the disciplinary and thematic collective activities both vertically (teacher pupil) and horizontally (between pupils), via e-mail, conferences, chat, virtual seminars, etc. The leading fields of distance learning were open-ended free pace of work; studying the place comfortable for student, i.e., home-like environment; modularity of educational process where each section of the content of educational material creates a holistic view of a specific field of knowledge; person-centered learning approach and the use of different methods, forms and means of cooperation in the independent but controlled learning of knowledge and skills. Developing a model of inclusive education based on distance learning will allow students to achieve the following results: to get an education in accordance with their individual educational needs, aptitudes and abilities; allay their fear of human differences and strengthen calm and understanding of reality and create tolerance in accepting both ordinary people and people with disabilities, etc. Materials of this study may be useful in both organization of inclusive education and general education system as a whole.

Keywords

Education of children with special needs (disabilities), ICT tools, Inclusive education, Quality of education