

## Psychological Features of Adolescent Children's Tolerance Development as an Actual Problem of Inclusive Practice

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**Abstract:** One of the indicators of psychological safety of an inclusive educational environment is the tolerance of adolescent children. The article presents the consideration of this indicator through the prism of tolerance, which allowed us to identify three types of attitudes of junior schoolchildren with normotype development to those developing atypically: intolerant (negative), neutral, tolerant (positive). The identified types of tolerant attitude of junior schoolchildren are correlated with the levels of interaction: pre-subject, subject-object, subject-subject (activity-value and polysubject). The empirical research that allowed to reveal the prevailing types of attitude and corresponding levels of interaction of junior schoolchildren: neutral attitude – subject-object type of interaction and tolerant attitude – activity-value type of interaction with obvious deprivation of the polysubject type of interaction is presented. The article clarifies the concept of tolerance towards children with special educational needs. The article reveals the indicators and levels of teacher's competence in fostering tolerance of junior schoolchildren in relation to peers with special educational needs. The article defines the psychological features of adolescent children with different types of pathological disorder; investigates the role of psychological safety of inclusive educational environment in the formation of tolerance of adolescent children; makes a structural and functional analysis of tolerance of adolescent children as a relevant problem of inclusive practice; defines the role of the teacher in the formation of tolerance of adolescent children as a relevant problem of inclusive practice.

**Keywords:** *Special Educational Needs, Competence in Tolerance Education, Inclusive Competence, Levels of Competence, Indicators of Tolerance, Tasks in the Field of Tolerance Education.*

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## Introduction

Democratic transformations in society and the evolutionary development of various forms of education in recent years have contributed to the emergence and introduction into practice of the ideas of inclusive (general) upbringing and education of children with typical and atypical development (in domestic practice - children with disabilities), in which each child retains the necessary specialized psychological and pedagogical assistance and support.

This support is carried out in an inclusive educational environment, which is considered as both a special unit of social environment and a type of educational environment, which has a specific structure and content, allowing to solve the problems of joint education of different categories of students by ensuring the dynamic correspondence of the environment conditions to the individual capabilities and educational needs of each student.

In our study we consider the inclusive educational environment of a specific local institution (general education organization) as a functional and spatial association of subjects of education, between which are established subjects of education, between which are established close multidimensional group interrelations and a specific educational degree - primary general education.

A significant contribution to the study of tolerance, its essence and functions was made by domestic scientists Bondar (2011), Budyak (2010), Hayash (2014) and others. However, the study of the problem of tolerant attitude of subjects of inclusive educational environment is a relatively new direction of research of psychology of inclusive educational environment.

As a leading psychological characteristic of the educational environment are considered by foreign scientists Bezludnyi (2019), Demchenko (2019), Linkov & Klinkov (2018) "psychological safety, which is aimed at the development of psychological skills of partner, dialogical, safe psychological interaction and cooperation of subjects of the educational process".

The purpose of the article is to determine the psychological characteristics of adolescent children with different types of pathological disorder; to investigate the role of psychological safety of inclusive educational environment in the formation of tolerance of adolescent children; to make a structural and functional analysis of tolerance of adolescent children as an actual problem of inclusive practice; to determine the role of the teacher in the formation of tolerance of adolescent children as an actual problem of inclusive practice.

### **Psychological characteristics of adolescent children with different types of pathological disorder**

Mental disorders are abnormalities in a child's intellectual development that are related to the child's intellectual defects in the child's intellectual development that are related to the child's intellectual abilities.

Such disorders include mental retardation (intellectual disability) and childhood mental retardation or oligophrenia. Intellectual disorders also include speech disorders of varying complexity: from pronunciation disorders and stuttering to complex defects with reading and writing disorders.

In the classification proposed by Bondar (2011), the following categories of developmental disorders are distinguished:

1. hearing impairment (deaf, hard of hearing);
2. visual impairment (blind, visually impaired);
3. musculoskeletal disorders (cerebral palsy);
4. children with mental retardation or mental retardation;
5. children with mental retardation;
6. children with speech disorders
7. children with emotional and volitional disorders;
8. children with multiple disorders (combination of several disorders).

There are two main groups of children with hearing impairment, Dutkevych (2010)

- Deaf children - children with complete hearing loss.
- Deaf children - children with partial hearing loss that interferes with their speech development.

Hearing impairment has a direct impact on a child's speech development and indirectly affects the formation of memory and thinking. The personality and behavioral characteristics of deaf and hard of hearing youth are not biologically determined and can be influenced through appropriate interventions.

The personality and behavioral characteristics of deaf and hard-of-hearing youth are not biologically determined and can be adjusted to a significant degree.

In the process of perception of the surrounding world such motor, tactile, touch and vibration sensations become important.

The peculiarities of thinking of adolescents with hearing impairment are associated with a slower assimilation of verbal speech. This is most clearly manifested in the development of verbal-logical thinking. At the same

time, visual and figurative thinking of deaf and hearing-impaired adolescents also have their own peculiarities. Hearing impairment aggravates the formation of all thinking operations and leads to difficulties in applying theoretical knowledge in practice. At the same time, visual and figurative thinking of deaf and hearing-impaired adolescents also have their own peculiarities. Hearing impairment aggravates the formation of all thinking operations and leads to difficulties in applying theoretical knowledge in practice, Budyak (2010).

Adolescents with visual impairment differ from each other in their efficiency, fatigability and speed of learning. This is largely due to the nature of the visual impairment, the origin of the defect and the personal characteristics of young people.

As a rule, young people with visual impairment are characterized by increased emotional vulnerability, insults, conflict, tension, inability to understand the emotional state of the partner and adequately express their emotions.

Children with severe speech disorders are adolescents with a number of psychological and educational features that complicate their social adaptation and need targeted correction of existing disorders.

Features of speech activity affect the formation of sensory, intellectual, affective and volitional spheres of adolescents. The stability of attention is insufficient, the possibilities of its distribution are limited. With relative preservation of semantic memory, students with disabilities have reduced verbal memory and memory performance. In adolescents, low memory performance may be associated with a delay in the formation of other mental processes. The connection between speech disorders and other aspects of mental development is manifested in specific features of thinking. Having all the prerequisites for mastering the thinking operations available in accordance with the age, adolescents lag behind in the development of verbal and logical thinking. Adolescents have a lag in the development of verbal-logical thinking, they experience difficulties in mastering analysis and synthesis, comparison and generalization, the ability to synthesize, compare and generalize, Demchenko (2019).

### **The role of psychological safety of inclusive educational environment in the formation of tolerance of adolescent children**

The analysis of studies by Shevchenko & Dubyaga (2010) allowed us to identify the following indicators of psychological safety of inclusive educational environment: attitude to the educational environment (positive,

indifferent, negative), satisfaction with the main characteristics of interaction and protection from psychological violence.

Bezrudnyi & Demchenko (2019), sharing this research position, "highlight relevant psychological characteristics that allow to give the inclusive educational environment a safe and developmental character:

- positive attitude of all subjects of the educational process (regardless of the presence or absence of developmental disorders) to the educational environment;

- satisfaction of subjects of the educational process with normal and impaired development with the main characteristics of interaction;

- ensuring psychological safety and comfort of the educational environment in relation to each subject of the educational process".

The researcher notes that the analysis of the state of the educational environment in institutions where joint education of children with typical and atypical development (children with disabilities) is carried out gives grounds to state that, unfortunately, its psychological component does not always meet these requirements.

Provision of these psychological characteristics is possible if the subjects of the educational environment have a positive attitude to the inclusion of atypically developing children and, above all, their peers in an inclusive environment.

Kolupayeva (2009) notes that in an educational institution, in which a child with atypical development is included, he or she is perceived from the position of "other" or "stranger". Such a position can cause a reaction of negativism, rejection, rejection of this child by all subjects of educational relations or separate groups of subjects (teachers, peers, etc.). In this regard, it is very important to increase the attractiveness of the included child and work on the formation of a tolerant attitude.

Based on the above, it is very promising, in our opinion, to consider such a basic indicator of psychological safety of an inclusive educational environment as attitude through the prism of tolerance.

The most important and determining thing that defines the personality, as noted by Bondar (2014), is its attitude to people, simultaneously to relationships. Then the subjective attitude, clearly manifested in reactions and actions, shows its objectivity, and individual-psychological becomes social-psychological.

In our opinion, considering attitude as an indicator of psychological safety of an inclusive educational environment, it is important to talk not only about the attitudes of the subjects of educational relations, represented

in the form of different types of interactions (from pre-subject to semi-subject), but also about their attitude to the very idea of joint education of developing children both normotypically and atypically: from negative (intolerant) to positive (tolerant).

A systemic analysis of approaches to the concept of "tolerance" is presented in the works of Linkov & Klinkov (2018), who "considering religious, medical, anthropological and psychological model of tolerance proper, offers the following definition of this complex phenomenon: tolerance is a psychological ability to enter into interaction with other people and readiness of a person to an active moral position aimed at positive interaction, understanding and recognition of the diversity of culture of the world, each other, which contributes to the acceptance of tolerance and tolerance of others.

The tradition of using the term "tolerance" in psychology explains from two directions: as an individual property - the ability to self-preservation, and as the ability to non-aggressive behavior, manifested in readiness for positive (non-violent) interaction (Corbet, 2011).

Readiness for positive interaction, which is considered in such definitions as "subject-subject", "polysubject", (Peretyaga, 2008); "non-violent" interaction is the basis of interpersonal tolerance. In turn, interpersonal tolerance is a relationship between separate individuals, respect for individuality without losing the sense of preserving one's own self; readiness of a person to conscious actions aimed at achieving humanistic relations between people; an integral characteristic of professionalism with the sphere of activity. Characteristics of professionalism with the sphere of activity within the framework of "human-to-human" interaction.

### **Structural and functional analysis of adolescent children's tolerance as an actual problem of inclusive practice**

The structural-functional analysis of tolerance allows us to identify the following components that are relevant to the components of attitude as a complex psychological phenomenon cognitive (the result of mastering knowledge about tolerance, the focus of a person's cognitive activity); emotional (peculiarities of emotional perception of knowledge about tolerance; as well as the experience of positive emotions about achieving respectful interaction with others); behavioral (reflects the subject's regulation of his or her own actions, which is expressed in not harming oneself and other people, strengthening the personality of another subject).

It is the behavioral (gradual) component that is a concentrated expression of attitude, and it is the one that manifests itself to the greatest extent.

Sharaf (2011) considers tolerant attitude as a peculiar behavioral model of all subjects of interaction, based on the combination and acquisition of cultural, social, pedagogical and psychological values.

Considering the polarity of the case to the educational environment, the following properties of it are distinguished: positive, indifferent, negative. In the context of the tolerant attitude we are considering, we believe that we can talk about tolerant (positive), neutral (indifferent) and intolerant (negative) attitudes to both the processes of inclusive education and interaction with atypically developing children.

In turn, peer interactions in an inclusive educational environment, acting as relationships, can be represented in the form of different types of interactions: from pre-subjective to semi-subjective (Cagran & Schmidt, 2011).

### **Experimental study of tolerant attitude as a leading indicator of psychological safety of inclusive educational environment**

Considering the tolerant attitude in an inclusive educational environment, let us turn to the typology of attitudes towards an atypical child on the part of peers in an inclusive classroom. This typology we looked through the characteristics of the attitude (intolerant, neutral, tolerant) and its reflection in the types of interaction.

The experimental study of the attitude of primary school children (tolerant, indifferent and intolerant) to the processes of cooperative learning was conducted on the basis of two general educational organizations: Kyiv Lyceum No. 21, which has been implementing the practice of integration and inclusion for more than 20 years and Kyiv Lyceum No. 12, which has been implementing inclusive educational practice for more than 5 years, (Sarancha et al. 2021).

Children of primary school age (from 1st to 4th grade) participated in the study: 493 children from Kyiv Lyceum No. 21 and 272 children from Kyiv Lyceum No. 12. A total of 765 junior schoolchildren took part in the study. The main research methods were surveys, including projective questions, and the method of expert evaluations.

Let us turn to the results of theoretical and experimental research.

The first type of relations is reflected in the experience of fear, danger, which are reflected in such actions of a normotypical child as not

noticing his atypical peer, ignoring him, exclusivity. The atypical peer is seen as not preferred. Typical peers have formed ideas that there is such a student in the class (only the cognitive component of tolerant attitude is formed), but the main attitude is avoidance of interaction. In our opinion, such an attitude is reflected in the form of presubjective or subject-avoidant interaction, in which each of the participants of interaction does not attach special value to either himself or his partner (a set of presubjects). In general, we consider such an attitude as intolerant.

The conducted quantitative and qualitative analysis of the obtained data allowed us to note that this type of attitude is intolerant (negative), the leading type of interaction is pre-subjective, the least represented in both groups of respondents. Thus, statements of the first level "there is nothing to do with him" were registered in 7.3% of respondents of Kyiv Lyceum No. 21 and 3.6% of respondents of Kyiv Lyceum No. 12.

The second type of attitude is an external demonstration of tolerant attitude to the inclusion of an atypical child, but perception of him/her as an alien member of the community (cognitive and emotional components of tolerance prevail). Most often it is manifested in emotional-evaluative characteristics coming from a typically developing child in relation to an atypical peer - these are "special" children, "they should not be insulted", etc. Here it is appropriate to speak about such type of interaction as subject-object interaction, in which the Other acts for each participant as an object with specific characteristics (atomic collective subject). In our opinion, this is a neutral attitude to the peer.

The second level, represented by the statements "he (she) is quite strange, but it is not good to tease children who are different from others" - is represented by higher quantitative indicators: 18% of respondents from Kyiv Lyceum No. 21 and 15% from Kyiv Lyceum No. 12.

The third type includes more complex forms of tolerant attitude: an atypical peer is regarded as "a peer who needs my help". The subjective significance and activity of relations in an inclusive educational environment is increasing. And here we can already talk about the emergence of a tolerant (positive) attitude to a different peer and the formation of all three components: cognitive, emotional, behavioral. The statement of the third type - "this is a child who needs my help and I am ready to help him/her" - was chosen by 17.8% of respondents of Kyiv Lyceum No. 21 and 25.7% of Kyiv Lyceum No. 12.

The fourth type of relations is based on typical relations of mutual support and can be reflected in such a transcription as "my atypical peer is



just like me, but a little different". In this case, each participant in the interaction reflects both himself and the other person as a subject and sees the value in himself and the other in the interaction partner (corporate collective subject). This is a symmetrical relationship and subject-subject type of interaction, which most often occurs in joint personally significant activity (activity-value interaction). This type is most represented in both schools: 22.3% of respondents in Kyiv Lyceum № 21 and 36.4% in Kyiv Lyceum № 12. We observe the highest formation of this attitude among fourth-graders (36% and 38%, respectively).

It should be noted that the statement of the third and fourth levels (activity-value type of interaction) is the most represented in children of grade 3 in both schools, which, in our opinion, may indicate the formation of tolerant attitude in the consciousness of junior schoolchildren. While the statement of the second (subject-object type) level is the most represented in children of junior grades in both schools. In our opinion, in such statements junior schoolchildren translate attitudes of adults - parents, teachers - on whom they are oriented to a greater extent at this age. They have not yet formed the experience of their own tolerant behavior due to psychological peculiarities of junior school age.

The following - fifth and sixth types - assume absolute acceptance and spending free time together "as with one of my friends" (type 5) or "as with my best friend" (type 6). This level reflects a tolerant (positive) attitude to the peer and is a polysubject type of interaction, when each participant of interaction "returns" to the other his reflected subjectivity and gets an opportunity to act as a subject in relation to his own subjectivity at a new round of interaction. (in its reflected form) is a universal polysubject. These types of relations are represented by less high indicators than 2-4. Thus, the fifth type, which is reflected in the synonymic series "he is my friend, it is interesting to be with him, etc.", is represented by 10.8% of respondents from Kyiv Lyceum No. 21 and 7.7% from Kyiv Lyceum No. 12. In turn, statements of the sixth type - "he and I are the best friends" were recorded by 12.5% of respondents of Kyiv Lyceum № 21 and 8% of Kyiv Lyceum № 12.

The analysis of the obtained data allowed us to note that both schools demonstrate a clear trend towards the increase in qualitative and quantitative indicators of tolerant attitude: both vertically (from 1st to 4th grade, with the most pronounced quantitative indicators of higher types of tolerant attitude in senior grades) and horizontally (increase in quantitative indicators of 4-6 levels with a decrease in indicators of 1-2 types). At the

same time, in Kyiv Lyceum No. 21 the indicators of 5-6 levels prevail over the indicators of Kyiv Lyceum No. 12 (34.1% and 15.7% respectively), which, in our opinion, is due to the duration and effectiveness of the implemented inclusive culture and practice.

### **The role of the educator in the formation of tolerance of adolescent children as an actual problem of inclusive practice**

Education of tolerance is based on the teacher's knowledge of the characteristics of children, the collective, relations between students and their manifestations in behavior. The effectiveness of tolerance education depends on how the principles of organization of educational process are implemented in the activities of teachers (Ilkiv, 2013).

Thus, another indicator of the teacher's competence in the sphere of tolerance education is the ability to use the principles of the organization of the educational process, which, in our opinion, can be characterized by the implementation of such pedagogical actions. Observing the principle of adequacy, the teacher builds the trajectory of education and selects means in accordance with the social situation in which the process of education is organized, analyzing the real interpersonal relations between the subjects of interaction. The teacher, competent in the education of tolerance of junior schoolchildren in relation to peers with special educational needs, using in his work the principle of individuality, forms the tasks corresponding to the level of formation of students and his individual characteristics. The use of the principle of reflexive position implies the orientation to the formation of a stable system of attitudes in pupils to a phenomenon significant for them, which manifests itself in appropriate behavior and actions. In our case, this will be a tolerant attitude towards peers with special educational needs (Maksymchuk et al., 2022) and the exclusion of negative and aggressive actions towards them.

In the process of realization of the principle of cooperation and non-violence, tolerance should be considered by a teacher as a goal of the education process or as a means of achieving the set educational objectives.

For a teacher who is competent in tolerance education, education is not an obligation, but a personal and professional self-realization in joint activities and communication with children.

According to this, the main attitude of the teacher is "enduring" the signs of the situation of education to the situation of education of tolerance in junior schoolchildren, which is another indicator of competence in the field of education of tolerance: the teacher supports the child's own efforts to show tolerance towards children with disabilities; the child becomes an

ally of the teacher in overcoming the signs of intolerant behavior and the formation of tolerant attitudes; the subject of the teacher's attention are values, feelings and attitudes of children with disabilities; the child's ability to perform moral deeds, to show kindness and selflessness in interaction with peers with disabilities; the child's aspiration to promote his/her own developmental trajectory, without directly imitating an adult and copying his/her model of behavior; the teacher's fixing attention not on the process and result of activity, but on the change in the child's behavior, the transition of the skills of tolerant interaction into a personal position; the possibility of manifestation of personal functions, such as will and determination in the mastering of skills of tolerance; the child's ability to learn the skills of tolerance; and the child's ability to develop his/her own developmental trajectory, without directly imitating an adult and copying his/her model of behavior. Determination of the trajectory of education of tolerant attitude and the development of special tasks that meet the individual characteristics and level of tolerance formation in the child, in our opinion, help to avoid difficulties in education, due to the attempt to use universal educational methods for all students and characterize the competence of the teacher in this matter (Loreman et al. 2005).

Another important indicator of professional competence of a teacher in the sphere of tolerance education is the ability to select the most effective methods, ways and techniques with the help of which this process is carried out. These include: the method of suggestion and self-insertion in the emotional sphere; the method of behavior correction and self-correction in the field of self-regulation; the method of dilemmas and reflection in the existential sphere and reflection in the existential sphere; the method of developing initiative and perseverance in the volitional sphere; the method of educational situations in the subject-practical environment; stimulation in the motivational sphere; the method of persuasion and self-conviction in the intellectual sphere.

In the process of acquiring knowledge the child independently realizes the necessity of tolerant behavior, here the method of self-convincing comes into force (Cagran & Schmidt, 2011).

Methods of influence on the volitional sphere for the purpose of tolerance education presuppose the development of initiative, self-confidence, perseverance, ability to overcome difficulties in order to achieve the intended goals; development of the ability to control oneself (endurance, self-control); acquisition of skills of independent behavior, etc. Especially valuable is the development of self-control, the ability to restrain their reactions in communication and the development of initiative, which

contributes to the successful communication of junior schoolchildren with children with disabilities.

Methods of influence on the sphere of self-regulation are aimed at acquiring skills of mental and physical self-regulation, skills to analyze life situations, to teach children skills to understand their behavior and the state of other people, to form skills of tolerant attitude to others.

These include the method of behavior correction. The teacher helps children by showing by example a model of behavior, stimulates the search for the optimal solution to the situation in such a way that the child finds it independently.

In the subject-practical sphere it is necessary to develop the ability to perform and evaluate moral deeds, to treat reality honestly and conscientiously; the ability to evaluate behavior from the point of view of moral norms. For this purpose, the teacher offers the children a variety of situations where they are given the opportunity to analyze the behavior of another person, Corbet (1999).

An example can be situations in which children differentiate the actions of heroes as positive or negative. In the existential sphere it is necessary to form a conscious attitude to their actions, the desire for moral self-improvement, to love themselves and others, which will help the child to establish contact with peers regardless of their health status. Professionally competent use of the above-mentioned methods optimizes the education of tolerance of junior schoolchildren in the conditions of integration into the peer group with special educational needs.

## **Conclusions**

The importance of the article lies in determining the psychological characteristics of adolescent children with different types of pathological disorder and proving that psychological disorders are deviations in the intellectual development of the child, which are related to his intellectual defects in the child's mental development related to his intellectual abilities. Such disorders include mental retardation (intellectual disability) and childhood mental retardation or oligophrenia. Intellectual disabilities also include speech disorders of varying degrees of complexity, ranging from pronunciation disorders and stuttering to complex defects with reading and writing disorders.

The role of psychological safety of inclusive educational environment in the formation of tolerance of adolescent children is also investigated. Based on the above-mentioned, it is very promising, in our

opinion, to consider such a basic indicator of psychological safety of inclusive educational environment as attitude through the prism of tolerance.

The structural-functional analysis of tolerance of adolescent children as an actual problem of inclusive practice has been made and the conducted theoretical analysis and experimental research allow us to draw conclusions that the tolerant attitude of peers is the basis for polysubjective, positive (non-violent) interaction of subjects of educational relations in the inclusive educational environment, providing psychological safety and comfort of the inclusive educational environment.

Comparative qualitative and quantitative analysis of junior schoolchildren's indicators shows that the least represented in junior schoolchildren are the highest type - tolerant attitude (polysubject interaction) and the lowest type - intolerant attitude (polysubject interaction). The most pronounced are the representations of the third and fourth types of interaction (activity-value type), reflected in the community "corporate collective subject", which is based on joint personally significant activity. At the same time, the indicators of the second type of interaction - subject-object type of interaction, "atomic collective subject", neutral attitude to their atypical peer - are quite pronounced.

The obtained data determine the need for comprehensive work on the formation of tolerant attitude in all subjects of inclusive educational environment, starting from primary school age as the first degree of joint activity of children with different developmental capabilities: from normotypic to different variants of atypicality.

The article also defines the role of the teacher in the formation of tolerance of adolescent children as an actual problem of inclusive practice.

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The Author 6 defined the role of a teacher in the formation of tolerance of adolescent children.

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