

Chapter 18

Marginalization of Pupils With Disabilities in Educational System: Developing the Idea of Educating Pupils With Disabilities

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ABSTRACT

The educational development history of pupils with disabilities is characterized by a very slow change in the social awareness that their specialty and importance are not obstacles for successful inclusion in education and society. The obstacles to the full integration of these pupils into the educational process, as well as other segments of social life, are the result of the community's attitude towards people with disabilities, often based on their marginalization and extradition. However, when disability is viewed as only one of the personality specificities, through the adjustment of the environment, it influences the fact that the attitude of the society towards the person with disabilities is not an obstacle in the development of the personality and its socialization. In this sense, society as a whole plays an important role in the optimal development of each member, and therefore we will deal with the problem of inclusion and education as well as the importance of involving children with disabilities in the educational system.

DOI: 10.4018/978-1-6684-3542-7.ch018

INTRODUCTION

The contemporary understanding of the basic principles of education of pupils with disabilities is the result of historical changes and, in today's form, formed during the second half of the 20th century. Today, on the basis of wider social impacts, new demands are placed before education, including the one for inclusive education, as a way to teach pupils with disabilities.

Recognizing the importance of education for the development of society, but also the development of personality with all its potentials, is based on the assumption that each person is unique, special and different. However, respect for diversity is based on perceiving what it represents, and here we face an inexhaustible range of quality. Diversity refers not only to specific personality traits and its individual segments (whether it is damage, disability or special abilities and talents), but, more broadly, to the conditions of growing up (Havelka, 2000). The education of each student, and not just the education of pupils with disabilities, should be organized in such a way as to accept and respect, but also to encourage the development of a specific set of personality as an inimitable whole. In this, lies the key to understanding how the education system equally includes, but also supports, the development of each student. Recognizing the importance of education for the development of society, but also the development of personality with all its potentials, is based on the assumption that each person is unique, special and different. However, respect for diversity is based on perceiving what it represents, and here we face an inexhaustible range of quality. Diversity refers not only to specific personality traits and its individual segments (whether it is damage, disability or special abilities and talents), but, more broadly, to the conditions of growing up (Havelka, 2000). The education of each student, and not just the education of pupils with disabilities, should be organized in such a way as to accept and respect, but also to encourage the development of a specific set of personality as an inimitable whole.

DEVELOPING THE IDEA OF EDUCATING PUPILS WITH DISABILITIES

The history of the development of pupils' education with disabilities is characterized by a slow change of social awareness that their specialty, resulting from disturbances, is not an obstacle for successful inclusion in education and society. The impediments to the full integration of these pupils into the educational process (and into regular schools), but also other segments of social life, are the result of the community's attitude towards people with disabilities, often based on their marginalization and extradition. However, when disturbance is viewed as only one of the specifics of the personality, the environment, through its own adjustment (for example, a regular school through the creation of different programs or the adaptation of the modes and working conditions) influences the fact that the attitude of a society towards a person with disabilities is not an obstacle in the development of personality and its socialization. In that sense, society as a whole plays an important role in the optimal development of each member. Therefore, the greatest responsibility of the community lies in one of the most important social institutions - the school (Rajović, 2012). The way in which the idea of educating pupils with disabilities is developed is to be seen within the specificities of historical, social, cultural and other specific conditions in which a particular educational system functions. However, the common basis is several documents, which have laid the foundations for accepting and further developing the idea of education as a fundamental right for everyone on a world level. Since the roots of inclusive education are in the recognition and promotion of human rights, the most important document is the Universal Declaration

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