



Study

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INTERACTIVE ORIENTATION OF ADOLESCENTS IN THE PERSPECTIVE OF INCLUSIVE EDUCATIONAL SPACE

Klopota Yevheniy and Klopota Olha

Abstract

Relevance. The paper presents the results of a research of interactive orientation in the context of its influence on the communication of adolescents in the inclusive educational space.

Methodology. Methods: comparative analysis, quantitative and qualitative analysis of the obtained data using mathematical and statistical methods, generalization of conclusions.

The *sample of research* consisted of 240 students (aged 11 - 14), 30 of whom had special needs (18 boys and 12 girls). The experimental base of our study was 14 inclusive classes of Ukrainian schools.

Results. The obtained results provide grounds for statement that the orientation towards interaction is more characteristic of teenagers with typical development than their peers with special needs. A moderate negative correlation was found between interactive and marginal orientations. Therefore, adolescents who strive for interaction are less infantile and more capable of adequate perception and acceptance of the interlocutor.

Conclusions. The importance and peculiarities of the interactive orientation of adolescents who are participants in the inclusive educational space have been revealed. This determines the importance of socio-psychological activities to reduce the level of concentration on personal interests or tendency to marginalization and, thus, increase the level of adaptability in communication, as teenagers with typical development and their classmates who have special needs. This will contribute not only to the optimization of the inclusive educational space, but also to the expansion of their opportunities for self-realization in various spheres of society.

Keywords: *inclusive educational space, adolescents with special needs, interactive orientation, interactional focus, focus on personal interests, marginal orientation.*

Relevance

The success of students' activities in general and in the conditions of inclusive education in particular is determined by the action of a number of factors, among which we consider biological, psychological, and social factors to be the most important. Hence, the analysis of these factors in the context of an inclusive educational space becomes relevant when the totality of their mutual influences becomes even more important.

Inclusive educational space is a product of the implementation of the modern concept of learning in a democratic society, based on the acceptance of differences and providing them with conditions for assimilating knowledge and increasing social experience based on the principles of equality and tolerance (Boyle, C. & Sharma, U. 2015; Embregts, P. J. C. M., Taminiu, E. F., Heerkens, L. & Schippers, A. P. 2018; Colon, A. M. O., Montoro, M.A. & Ruiz, M.J.C., 2018).

In adolescence, when communication takes on the characteristics of a leading activity, the individual development of students becomes closely related to the group development. Therefore, promoting the formation of a positive social and educational environment in an inclusive class, developing, and maintaining friendly relations, tolerance and a sense of belonging acquires foremost importance. The need for interaction, as one of the main social needs, becomes increasingly aware and large-scale in the process of growing up and gaining social experience.

Khokhlina O. emphasizes the importance of researching the nature of the relationship between the success of students' socially significant forms of activity (activity and communication) and the features of their personality orientation (Khokhlina, O. & Sylva, D., 2018).

At the same time, the significance of the development of communication skills in particular and social competence in general is gaining more and more importance (Camargo, S. P., & Bosa, C. A. 2009).

The communication of adolescents with special needs in inclusive educational space can be characterized by such negative features as isolation, self-doubt, a decrease in cognitive and social activity and difficulties in understanding emotional manifestations. This necessitates the optimization of student relationships in inclusive classes.

Since positive communication becomes an important source of personal growth, building trusting relationships is the basis for creating a safe atmosphere where all students feel like full members of the group (Embregts, P. J. C. M., Taminiu, E. F., Heerkens, L. & Schippers, A. P. 2018). A person is considered socially competent if he or she can build



effective communication strategies in various communication situations and, as a result, develops a harmonious, successful social interaction (Klopota Y. & Voronska N., 2020, Nijs S., Penne A., Vlaskamp C., Maes B., 2016).

Hence, there is a need to investigate the main characteristics of interactive orientation, which affect the effectiveness of communication of teenagers who study in the conditions of an inclusive educational space.

Methodology

The *purpose* is to present results of the research of interactive orientation in the context of its influence on the communication of adolescents in the inclusive educational space.

The *sample of research* consisted of 240 students (aged 11 - 14), 30 of whom had special needs (18 boys and 12 girls). The experimental base of our study was 14 inclusive classes of Ukrainian schools.

We used the following *instrument*: "Diagnosis of interactive orientation of an individual" (Galuzyak, V. M. & Kholkovska, I. L.).

An analysis of gender, age and comparison of students with typical development and their peers with special needs was carried out.

The research was carried out in three *stages*. The first stage involved a theoretical analysis of scientific sources on this issue, an outline of the main personal factors that affect the effectiveness of communication. The second stage - the preparation and implementation of the empirical research. At the third stage, quantitative and qualitative analysis of diagnostic data, statistical processing and analysis of the obtained data carried out was conducted.

Results

The distribution of indicators of various scales of interactive orientation among adolescents with typical development and adolescents with special needs, considering gender, is presented in Table 1.

The obtained results provide grounds for ascertaining such trends.

The most teenagers have a low level of focus on personal interests of (79,53-86,68%). Regarding the overall distribution of gender responses (hi-square is 0,71, $p > 0,39$), which confirms the presence of gender differences in this distribution.

In general, the level of interaction focus was low in both groups. Only about 11,63% of respondents had a high level. The highest level of this indicator (15,23%) was found in girls

with typical development. This indicates the relevance of developing communication and interaction skills, oriented towards support, constructive relationships with members of small groups, empathy and, thus, the ability to socialize and adapt.

The study on the scale of "Marginal orientation" suggests that in majority of adolescents (87,98%) revealed a low level. There are no gender differences in the distribution of traits ($p < 0,85$). 86,67% of boys with special needs demonstrated a low level.

Table 1: Distribution of indicators of various scales of interactive orientation among adolescents with typical development and adolescents with special needs.

Scale	Group	Gender	Level		
			High	Medium	Low
Focus on personal interests	Typical development	male	3,33	11,90	84,09
		female	4,76	15,71	79,53
	Adolescents with special needs	male	3,33	10	86,67
		female	6,66	6,66	86,68
Interac-tional focus	Typical development	male	11,29	30,47	58,24
		female	15,23	27,61	57,16
	Adolescents with special needs	male	10	26,66	63,34
		female	10	30	60
Marginal orien-tation	Typical development	male	0,95	9,52	89,53
		female	0,47	10,47	89,06
	Adolescents with special needs	male	3,33	10	86,67
		female	0	13,33	86,67
		female	16,67	16,67	66,67

(Source: Own)

Comparing the results of measurements regarding focus on interaction and personal interests, it is possible to state the presence of a higher percentage of high level. This can be explained by the fact that students of inclusive classes are more oriented towards interaction in general.

Moreover, adolescents with typical development demonstrated a greater tendency to uncontrolled behavior, imitation and other manifestations of marginal orientation, which will negatively affect their ability to interact in an inclusive educational space.

The existence of a negative relationship between interactive orientation and marginal orientation was revealed. This means the presence of interdependence of the degree of interest in interaction with the level of orientation to selfish interests.



Along with this, the level of manifestation of the orientation of the studied adolescents to cooperation also has a moderate negative relationship with the marginal orientation. Namely, the higher the level of desire for cooperation, the lower the level of infantility, tendency to imitate and uncontrollable actions.

Finally, the relationship of focus on personal interests with marginal orientation also took place, and therefore, the greater the priority of self-interest, the smaller marginal manifestations in interaction become, and vice versa.

Conclusions

The analysis of the results of diagnostics of the interactive orientation of teenagers who are participants of an inclusive educational space revealed the predominance of orientation towards personal interests in teenagers with special needs. This, in turn, reduces the focus on interaction, which is undoubtedly a factor that reduces the effectiveness of their inclusion. Moreover, this indicator is much higher among their peers (especially among older teenagers).

Nevertheless, one more negative trend was revealed, namely, a tendency towards marginal orientation, which was shown to a greater extent by boys with special needs. This indicates the relevance of developing communication and interaction skills, oriented towards support, constructive relationships with members of small groups, empathy and, thus, the ability to socialize and adapt.

Summing up, we can say that these results emphasize the importance of socio-psychological activities aimed at increasing the level of concentration of interaction and, thus, increasing the level of adaptability in communication, firstly, of adolescents with special needs, and secondly, their classmates with typical development. This will contribute not only to the optimization of the inclusive educational space, but also to the expansion of their opportunities for self-realization in various spheres of society.

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