

The Importance of Media Platforms in Promoting Inclusive Education for Children with Special Needs

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Abstract

Within the framework of this inquiry, "inclusive practice" is the act of integrating children with special needs into the same classroom or other environment, alongside those who are developing normally. One of the many factors influencing the widespread acceptance of inclusive education is the influence of the media. Additional factors that contribute include as follows: Specifically, how do various media types contribute to the social construction of inclusive education? Qualitative research is essential to elucidate the role of the media in creating welcoming learning environments. A significant degree of attention to detail was needed in the test population selection process to assess how well the inclusive education program was working. In the framework of inclusive education services, this research attempts to investigate the role that the media plays in assisting the social construction process. A variety of techniques, such as written records, interviews, and observation, were used to collect the data for this study. An examination of the collected data was conducted using a descriptive qualitative approach. Following much debate, it was shown that there is a direct correlation between the rate at which social construction takes place in the classroom and the media's ability to support students' comprehension.

Keywords: *Inclusive Education, Media, students with special needs, teachers.*

Introduction

Words like "inclusion" and "equity" can have varying meanings to various individuals, making them unclear. This is especially problematic when attempting to proceed with others, especially in schools where everyone is quite busy. To put it another way, development will be challenging if there isn't a common understanding of the desired course. Therefore, it is necessary to have consensus definitions for these ideas. According to recent international policy texts, they ought to be regarded as guiding principles for all facets of educational policy (Ainscow, 2020). This research is based on the understanding that students with special needs are unique people who, like children without special needs generally, need to be educated. This avenue of investigation is predicated on this recognition. It is difficult to refute their existence and their significant impact on people's lives, especially in the field of education (Richerson et al., 2016). With the internet in particular, this is true. The same rights apply to children with exceptional needs as they do to children without special needs.

Youngsters without special needs are not special in any way. These rights include the ability to pursue an education, the freedom to follow any religion they want, and the right to live a life deserving of respect. Children who have been diagnosed with a disability,

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regardless of the severity of their disease, are entitled to a type of education that helps them acquire the skills and information needed in any functioning society. This education must be customized to meet the child's needs (Wylie & McConkey, 2019).

The integration of developmentally normal and special needs children into the same classroom will help to strengthen the bonds of solidarity that now exist between the two student groups. This is because it will be advantageous for both student groups when children with special needs and children who are developmentally typical are integrated. It is anticipated that they will have the opportunity to meet and get to know one another (Denessen et al., 2022).

Their interactions may boost the self-assurance that special needs children experience, enabling them to better handle the obstacles presented by the outside world, particularly those that arise in the workplace. It is feasible for children who are growing properly to gain the moral intelligence to see other people's flaws and the understanding that every individual is created uniquely. This is something that kids who are growing normally can achieve. Typically growing children stand a decent chance of achieving this objective. "Hair pulling," according to Lee et al. (2018), is the act of a student with special needs yanking on the hair of a student without special needs. This term is used to describe the actions. This pupil just remarked, "It's okay, he is still in the process," and tried to put the incident out of their mind. Rather than let it bother him, he chose to address it this way. The goal of this study is to look at what makes a suitable educational structure in an inclusive environment successful or actual.

Problem Statement

Based on the observations of the researcher, it appears that this inclusive school's social construction is moving correctly. But to give a fair and impartial portrayal of the implementation process, it is required to investigate the impartiality of the factors that went into this success.

Literature Review

"The practice and notion of including students with disabilities in normal classes" is one definition of inclusive education. This is but one way that inclusive education is defined. Sogari et al. (2018) argued that the primary objective is to guarantee that each student engages completely in all facets of campus life and experiences a sense of belonging. Put differently, children who do not meet the criteria for special education are taught about a wider range of traits and qualities, whereas students who meet the criteria for normal education are taught about the particular issues and strengths that they face.

A type of public school education known as inclusive education is designed to accommodate students with a variety of learning needs. In typical classroom environments, children with and without disabilities collaborate and learn from one another. Vetoniemi & Kärnä (2021) state that interactions between students with special needs and their peers differ from those between children who are growing normally. The kinds of relationships that are formed—between children with speech challenges and children who are developing normally, for example—will be greatly influenced by the particular skill sets that the participants possess. Typically, youngsters can comprehend spoken words, whether spoken slowly and ambiguously or only when they are offered as signs, to communicate effectively.

Special needs children will listen intently to everyone around them and understand all that is said (Neece et al., 2020). This is particularly true if the number of special needs children in the class exceeds two or three; each of these students may have a distinct area of focus. They have interactions that are particular to them, and these connections shape

who they are. Chuapetcharasopon et al. (2018) claim that although they are neither unique nor diverse, they are in the minority among their peers.

The effectiveness of implementing inclusive education depends critically on the media's attention. The media's actions have a big influence on how society is created overall. A person's view on an issue and the actions they do in reaction to that perspective are influenced by the information they consume through diverse media platforms (Dwivedi et al., 2021). When we discuss the term "media," we are referring to mass, public, and social means of communication. In actuality, a single player might utilize a wide variety of overlapping communication routes.

According to Van Aelst et al. (2017), the mass media now plays a crucial role in the development of society. Every time the variables or phenomena of the media are examined, it becomes a crucial part of the processes of externalization, objectivation, and internalization. Rapid and wide communication made possible by the media allows for the growth of society at a rapid pace, sometimes even in real-time (Yang et al., 2019).

Teachers can often choose to concentrate on creation, analysis, or both when teaching media literacy. A media literacy curriculum has been the subject of several studies as a type of social science intervention. According to Jeong et al., (2012), after analysis of 51 media literacy interventions, as long as the material was brief, the interventions were typically successful ($d=.37$) regardless of the setting. Based on a meta-analysis of these media literacy programs, it was shown that the interventions had a wide variety of beneficial effects, including gains in knowledge, self-efficacy, perceptions of realism, and behaviors. The advantages of media creation for children with special needs are demonstrated by several case studies. Pupils who write their messages improve their social and emotional competencies in addition to using innovative means of self-expression and showcasing their interpretation. Scholars have investigated the benefits of a media literacy and video production curriculum for black male pupils in a special education class. They discovered that although the students' critical viewing abilities did not increase, their technical proficiency and desire improved. However, the students were able to hunt for jobs that needed the video-producing talents they had learned thanks to their practice and education (Neece et al., 2020; Tan et al., 2022).

Personality is determined by external variables outside the control of the person perceiving the manufactured social reality. Individual behavior is meant to be guided and controlled by social order, claim Haugh and Talwar (2016). Law and order are only one facet of social order that comes to mind when we discuss it and it entails the ideas that the vast majority of members of a society hold. These values validate and uphold the underlying institutional structures while giving people a sense of direction in their participation in society. comprehending what, in the widest sense, unites society is a prerequisite to comprehending social order.

This theory may shed light on two main issues, which are especially pertinent given the potential benefits of inclusive education. It is crucial to understand the intricate relationship between the various facets of inclusive education and the social framework that forms the foundation for its application, claim Laes & Schmidt (2016). Therefore, studies regarding the successful social construct may be carried out using either a structural or an objective category. In the latter case, the emphasis is more on the actual social activities performed by actors who utilize a variety of strategies to communicate the significance of their work (e.g., the location, context, motivations, and purposes of the implementation). Analysing social construction helps in determining the worth of information on the successful implementation of inclusive education. If we adopt the phenomenological stance that the everyday world is the primary reality of society, we may examine the social construction of inclusive education from several angles. You should have a basic understanding of how it arises after reading about its meaning, the procedures involved, and the social circumstances in which it exists. Ultimately, what

defines a normalized worldview? It is possible to create the formation of educational reality by building it in this way.

Previous Studies

The way that society's beliefs, practices, and attitudes shape how children with special needs are perceived and handled in educational environments has been a major focus of previous research on the social construction of special needs children. For example, one study found that parents of special needs children felt more responsible for their kids' education. The findings of this study suggest that the concept of "special needs" is shaped by societal cultural, historical, and political factors rather than by an impartial or trustworthy classification (Raffety, 2019; Tan et al., 2022; Cooc, 2019; Kiru & Cooc, 2018).

The idea that students with disabilities are affected by larger societal structures and attitudes that shape the educational experience in addition to the need for specialized accommodations is a crucial component of the social construction of special needs in education, according to Zasenکو and Prokhorenko (2018). This shows that, in addition to the need for particular accommodations, wider societal structures and attitudes also have an influence on students with disabilities, which makes it an important component of the social construction of special needs in education. This is a crucial and essential element in the social construction of special needs in educational environments. This viewpoint draws attention to the many different ways that educational institutions may erect obstacles for students with disabilities, which furthers the marginalization of these individuals. Furthermore, according to Andrews et al. (2019), the way society views students with disabilities as being less capable, competent, and important than students without disabilities has a significant impact on the educational opportunities and experiences that are available to students in similar circumstances. This is a result of the societal perception that pupils with disabilities are less valuable, competent, and capable than their non-disabled peers.

Ainscow (2020) focused on a significant issue that confronts educational institutions worldwide: figuring out how to include every student in the classroom. This primarily concerns the millions of youngsters in economically disadvantaged nations who are unable to attend formal education. In contrast, a large number of youths in affluent nations drop out of school because they don't think the courses are relevant, while others are placed in special education programs apart from mainstream schooling. In light of these obstacles, there seems to be a growing interest in the concept of promoting equity and inclusivity in education. The discipline is still unsure about the steps required to advance practice and policy, nevertheless.

Denessen et al. (2022) further argue that a key element in the social construction of special needs in education is the notion that the term "special needs" carries several stereotypes and negative connotations that can lead to stigmatization and discrimination against students with disabilities. This is an essential part of the social construction of special needs in education as it raises the possibility of stigma and discrimination against students with disabilities. Since it may lead to the stigmatization and discrimination of children with disabilities, this is an essential part of the social construction of special needs in education. According to Wylie and McConkey (2019), the negative connotations and stereotypes associated with the term "special needs" may result in a lack of understanding, low expectations, and limited opportunities for children with impairments. This therefore hurts these specific children's educational experiences and outcomes.

Generally speaking, prior studies on the social construction of special needs in education have stressed how crucial it is to comprehend how cultural norms and beliefs influence the experiences of students with disabilities in educational environments. The necessity of social and structural transformation to support inclusion and equity in education has also been highlighted by this research. This is because past research has shown that, compared

to students without disabilities, students with disabilities are more likely to be excluded from educational settings and to get unfair treatment.

Methods

This research aims to examine the understanding levels possessed by the different stakeholders engaged in the implementation of inclusive education to establish a reasonable sequence of events. This order is not only created in this way; rather, it is created through a process in which a person is externalized, objectivated, and internalized by the educational system; this process is then disrupted by exposure to the media and the family. Ultimately, the result of following this process is the creation of this arrangement. Because it may provide insight into how the media contributes to the process of establishing inclusive education, qualitative research is the kind of study that. The core thesis of qualitative research is that our perception of "reality" is socially constructed—that is, it is contingent upon achieving a consensus. Throughout the inquiry, a range of techniques were used to gather data, including documentation, interviews, and observation. The gathered data was analyzed using the descriptive qualitative approach.

Results and Discussion

The general population receives ideas and concepts through the media, which is why it is so important. The media's transmission role, which it uses to pass on cultural and educational traditions from one generation to the next, serves as one example of this. Although this role is very small, it is vital and demonstrates the media's ability to shape public opinion. How come? The media's role as a transmission channel allows it to help spread cultural norms and values from one civilization to the next. One might also utilize the explanation of "socialization" to explain this function. The process by which an individual comes to accept the standards and expectations of a certain group is known as "socialization," and it is this process that is described by the term "socialization" (Jaramillo et al., 2017). Utilize technology and social interaction to cultivate a consistent worldview.

Subjects 1 and 2 can communicate with each other both within and outside the classroom. They both spoke the truth to one another, and neither used technology as a go-between. To interpret the data, they need both the source and target motor skill sets. These are the two categories of motor skills. Subjects 1 and 2 communicate with each other through their lips and other body parts, or the other way around (Bielfeldt et al., 2021). Since our lips are the organs through which we communicate, in order for what you say to be understood, the message must also be expressed throughout your complete body. Subject 1's mind commands the speech mechanism to generate a suitable message for it to speak when it feels the need to share some information. Because Subject 1 had a microphone, Subject 2 was able to hear him speak over the radio. Subject 2's auditory system is where the decoding processing occurs. Subject 2 must focus on what Subject 1 is saying, convert those words into nerve impulses, and then transfer those impulses to the brain in order to understand Subject 1's speech. Subject 2's central nervous system received and processed the communication.

When Subjects 1 and 2 are combined, a clear sequence of occurrences will be observed. Since a group exchange underpins the underlying communication network, the media that is used is also a group medium. When Subject 2 takes over as team leader, he and his classmates work together on the projects that are given to them to complete in class. As a member of the group, Subject 1 owes it to the group to follow Subject 2's instructions. When speaking with a particular set of people, the encoding process appears more complex, according to O'Shea et al. (2016). Each group member's nerves get signals corresponding to the responsibilities assigned to them.

Nerve was then instructed to respond to Subject 2's communication in a way that made sense given the outcome of the decoding. This directly led to Subject 1 being assigned the task of finishing the artwork that one of the group members had started. When Subject 1's turn came to complete the project, he made it a habit to ask Subject 2 and the other group members for advice on what colour to use in a given region or how to paint a certain area. Subject 1 eventually succeeded in finding out how to do the assignment on his own, despite Subject 2's and the group's best efforts.

Every time Subject 4 performs his duties as a peer educator, Subjects 3 and 4 engage in interpersonal communication. Topic 3 receives help from Topic 4 with their responsibilities to accomplish. At the very beginning of the presentation, Topic 4 is explained. Subject 3 was able to complete the task successfully after Subject 4 gave them an explanation of it. The fourth subject had to help the third subject who was having trouble with the task. Once more, Subject 4 grabbed Subject 3 by the hand and guided them through the process of solving the issue, outlining their thought process along the way. These actions should be repeated until Subject 3 can complete each task. Interpersonal communication includes conversations between close friends or family members, like the one that happened between Subject 4 and Subject 3. The underlying tone is more formal because the debate is taking place in the framework of education, but the atmosphere that has been established is more intimate.

Subjects 3 and 4 maintain a positive relationship within the framework of their self-constituted trio. This organization is regarded as unofficial even though its members are not actively involved in teaching because it improves the education of the children. At all times, but particularly during group activities like circle time, they sat adjacent to each other. They talk and laugh beneath a tree in the school's courtyard for their whole time together outside of class, which includes trips to the cafeteria and waiting for their transport home. The group serves as a medium through which they communicate with one another.

More broadly, they promote communication through several media platforms, all of which utilize different public communication channels that are intermediary. In addition to participating in the presentation, the students also attend it as audience members. They have the responsibility of showcasing their skills to the other students in the class, much like the characters in a novel. Similar to the physical education class performances, the children's success in the show depends on their ability to work well together and communicate with each other. They can't succeed until they do this. As a result, the message that they are trying to convey will be understood by the audience. Every student is responsible for their unique contribution to the classroom, especially those with special educational needs. An audience will witness a presentation of a relationship that is delightful if you carry out your duties well. The Friday assembly performances each week provide students with an opportunity to comprehend and fervently embrace the topics that are presented to them. At the assembly, attendance from every class is required.

As a result of participating in this activity, the kids will be able to gain confidence in their ability to express themselves in public and acquire effective teamwork techniques to finish this assignment. A good and eye-catching exhibition can only be made with the combined efforts of every student in a particular class, claim Lapitan et al. (2021). Every single student in the class finished the assignment; not a single one was a holdout.

The media is inextricably linked to human contact and communication, even though this definition does not fully capture the function of the media in every case of social formation. Certain scholars believe that the mouth, which is used for interpersonal communication, is also a medium (Mheidly et al., 2020). This is due to the perception that the tongue is a tool that can materialize concepts in a way that makes them understandable to others through linguistic symbols. As such, the media has to be included in all interactions and communications.

According to Shin et al. (2016), the media that is brought up in this conversation is crucial in educating students about inclusive education. Interpersonal and public channels are the two categories of channels. Interpersonal channels are ways to connect people, either face-to-face or through middlemen like the phone. Conversely, public channels have the potential to both directly and indirectly reach a large number of people, according to Zhang et al. (2018). In contrast, intermediate channels can be divided into two categories: integrated channels, like performances held inside buildings, and separate channels, like watching television at home or reading newspapers. Face-to-face public channels can be observed during group discussions or large gatherings. There are visible, in-person public channels.

Throughout the lesson, many media groups were created. Both intentionally formed groupings and unintentionally formed groups exist. Unintentionally formed groups are typically less formal as the students freely establish them, although intentionally formed groups are frequently focused on the subject matter of the student's learning interests. Despite this, group media and the formation process are both highly advantageous for social building.

Common goals, values, and standards that are to be attained cooperatively and utilized as a reference point promote group growth and harmonious functioning. Despite their diverse origins, all members of the group have the same goal. Children will be able to change their attitudes and knowledge via group interaction, allowing them to gradually accept the advantages and disadvantages of other pupils. They won't understand special needs pupils at first, and vice versa. They have collaborated to complete projects as a team.

Students receive help in developing their critical and creative thinking skills, as well as their ability to listen and argue, respect others, work cooperatively, and recognize the various roadblocks that might arise when studying in a group. Collaborative learning helps students develop these skills in addition to inspiring them to study new material and improve their cognitive capacities. Additionally, this type of teaching may promote interpersonal solidarity and care, which are frequently more strongly linked to joyous sentiments while working together to solve issues (Hodson, 2020). This is an additional element that is equally significant and shouldn't be overlooked. To do all of this, communication needs to act as a bridge between different people.

Unstructured organizations also have a role in the development of social relationships. These kinds of clusters are frequently observed when large gatherings form on their own. Spontaneous and impromptu exchanges take place. The crush of pupils who have just got off school is an impromptu assembly that happens while they pass the time until their transportation arrives. Their game involves both collaboration and competitiveness (Buyx & Prainsack, 2018). Positive perceptions of both conflict and collaboration will cause students' consciousness to change, old attitudes and viewpoints to give way to new ones, and new personalities to emerge who can accept the presence of students with special needs regularly in the classroom. After impromptu conversations with their classmates, children who were infuriated by the behaviour of their special needs friends were able to put up with it. These kids were upset because they were concerned by the way pupils with special needs behaved.

The media itself uses the mass media as a source of information, in addition to their speech and movement organs. Pupils' comprehension and acceptance of youngsters with special needs are improved by this content. Maybe this is because of the nature of the media, which allows it to be read by more people at once. With the ultimate goal of accelerating the social construction process toward inclusive education, children are provided with this knowledge to improve their comprehension of other students who might have special needs.

Conclusion

In these situations, inclusive education has mostly been effective because social constructionist concepts have been included in the curricula. A collection of social construction events is subjected to a social construction process before being further processed. The first steps in producing cultural goods are acquiring new knowledge and investing both mentally and physically in carrying out the required actions. The point of objectivation is when something becomes normal. The culture that developed throughout the externalization phase is gradually internalized, customized, and habituated to accomplish this. Objectivation may occur once the subject is no longer internalized. When members of a group are capable of doing activities at their different levels of competence and fulfilling the responsibilities associated with their positions, that is considered the moment of internalization, also referred to as the interpretation of cultural goods. Media tools help students grasp concepts more quickly, hastening the process of social formation.

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