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Institutionalization of inclusive school education in the Russian Federation

The article considers the institutional aspects of inclusive education as a social institution, describes its basic concepts, features and characteristics. Entering inclusive education in the Russian Federation is revealed through an analysis of the normative legal framework and it is concluded that a sufficient legal framework has been created for the integration of children with disabilities and disabilities into the field of education. Based on the analysis of statistical information and secondary analysis of sociological data, the author notes: the tendency to increase the number of children with HIA and disability in the total number of students in general education institutions of the Russian Federation, including in the federal districts; The tendency of positive dynamics of tolerance towards these social groups of children on the part of society and, in particular, young people.

Keywords: children with disabilities, inclusive education at school, institutional approach, social interaction, trends in the development of inclusive school education, dynamics of the attitude of society towards disability and inclusive education.

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