

The Role of Media in Educational Social Construction of Children with Special Needs

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Abstract: This study tries to explore the function that the media plays in supporting the social construction process within the context of inclusive education services. The impact of the media is one of the multiple variables that contribute to the broad adoption of inclusive education. Other contributing aspects include: To be more specific, what part do different kinds of media play in the social construction that makes up inclusive education? It is vital to do qualitative research to shed light on the function that the media plays in building and inviting classrooms to create. The selection of the test population to evaluate the performance of the inclusive education program required a great deal of attention to detail and consideration. The data for this research was gathered using a variety of methods, including observation, interviews, and written records. When looking at the data that was acquired, a descriptive qualitative analysis was performed. It has been found, after considerable discussion, that the speed with which social construction may occur in the classroom is closely tied to the efficacy of the media in aiding student comprehension. This conclusion was reached after much deliberation.

Keywords: Media, Social Construction, Special Needs.

1. Introduction

This line of inquiry is predicated on the recognition that children who have special needs are distinct individuals who, similar to children who do not have special needs in general, require the need to receive an education. This recognition is the premise that underpins this line of inquiry. It is hard to dispute that they exist and that they play an important role in the lives of people, particularly in the area of education [1]. This is especially true with the internet. Children who have exceptional needs are entitled to the same rights as children who do not have special needs.

Children who do not have exceptional needs. These rights include the freedom to practice any religion of their choosing, the opportunity to get an education, and the right to lead a life that is not beneath them. Children who have been diagnosed with a handicap have the right to receive an education that will provide them with the information and abilities necessary to function independently in society, regardless of the severity of their condition. This education has to be tailored to the needs of the kid [2].

The inclusion of children with special needs and children who are developmentally normal into the same classroom will serve to contribute to the consolidation of the links of solidarity that already exist between the two categories of students. This is because the integration of children with special needs and children who are developmentally normal will be beneficial for both groups of students [3]. It is hoped that they will be able to meet one another and have the chance to get acquainted with one another.

Interaction between them may increase children with special needs feeling of self-confidence, therefore making them better capable of dealing with the problems given by the outside world, especially the challenges posed by the workforce. It is possible for youngsters who are developing normally to acquire the moral capacity to realize the shortcomings of others and the comprehension that each person is independently made. This is attainable for children who are growing normally. Children that are growing normally have a good chance of accomplishing this goal. According to Lee et al [4] the act of a student with special needs tugging on the hair of a student without special needs is referred to as "hair pulling." This word is used to characterize the behavior. This student just distanced themselves from the situation and said that "It's alright, he is still in the process." Instead of being irritated by it, he decided to tackle it in this manner.

Problem Statement

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It would seem, based on the description of the observations that were made, that the social construction of this inclusive school is proceeding in the right direction. However, to present an objective and reasonable image of the implementation practice, it is necessary to research the objectivity of the elements that contributed to this accomplishment.

Research Objective

The purpose of this research is to investigate the factors that lead to success or the realization of an ideal social structure in an inclusive setting.

2. Literature Review

One definition of inclusive education is "the practice and notion of students with disabilities in normal classes." This is just one description of inclusive education. According to Sogari et al [5], the main goal is to ensure that every student participates fully in all aspects of campus life and feels like they belong there. In other words, kids who are not considered to have special needs are taught about a broader variety of characteristics and attributes, while students who are considered to have normal needs are taught about the specific strengths and problems that are unique to them [6].

Inclusive education is a kind of public school education that is tailored to meet the requirements of children who have a range of educational requirements. Children with and without impairments learn and interact with one another while working together in standard school settings. According to Vetoniemi & Kärnä [7] students who have special needs interact with their classmates in a way that is different from that of students who are developing ordinarily with their classmates. The specific skill sets possessed by the persons who are participating will have a significant impact on the type of relationship that is formed, for example between children who are developing normally and children who have speech difficulties. To communicate successfully, typical children need to be able to understand words even when they are spoken slowly and unclearly, or even if they are solely presented in the form of a sign [8].

Children that have special needs will pay close attention to what is being spoken around them and will comprehend all that is stated [9]. This is especially true if there are more than two or three students in the class who have special needs; each of these students may have a different area of concentration. They engage in encounters that are unique to themselves, and these relationships help form who they are. According to Chuapetcharasopon et al [10], they are in the minority among their peers, but not because of their diversity or distinctiveness. We are addressing the great majority of kids, including those with disabilities, who are enrolled in educational programs as opposed to concentrating on a very small group of youngsters as our primary target audience.

The attention of the media is of vital significance to the success of the implementation of inclusive education. The creation of society as a whole is significantly impacted by the activities of the media. The information that a person receives through various forms of media influences both their perspective on a subject as well as the actions they in response to that perspective [11]. When we talk about "media," we are referring to several types of communication, including public, social, and mass forms (newspapers, magazines, tabloids, radio, television, and films). In practice, a single player could make use of numerous different communication channels that overlap with one another.

The role of the mass media in the construction of society has evolved to become an extremely important one [12]. The media becomes an essential component of the externalization, objectivation, and internalization processes whenever its variables or phenomena are investigated. The communication provided by the media is both quick and extensive, which enables fast and even instantaneous society development [13].

Individual behavior is governed by factors that are not internal to the individual who is experiencing the social reality that is being constructed. According to Haugh & Talwar [14] the acts of individuals are supposed to be directed and managed via the use of social order. When we speak about social order, law and order are just one aspect of what we understand by that term. It also refers to the concepts that are held by the majority of people in a society. These ideals provide individuals with a feeling of purpose in their involvement in society and legitimize and perpetuate the underlying institutional structures. To fully grasp social order, it is necessary to first get an understanding of what, in the broadest sense, binds society together.

This hypothesis may throw light on two primary themes, particularly relevant in light of the favorable effects that may result from inclusive education. According to Laes & Schmidt [15] it is essential to recognize the inextricable connection that exists between the many aspects of inclusive education and the social structure that serves as the basis for their implementation. As a result, the social construction of success may be researched from the standpoint of either a structural category or an objective category. The latter pays greater attention to the practical reality of social activities carried out by actors who communicate the significance of their execution in a variety of different ways (for example, the setting, context, motives, and objectives of the implementation). The second benefit of doing social construction analysis is that it enables one to discover the value of information about the efficient implementation of inclusive education. We can

investigate the social construction of inclusive education from a variety of perspectives if we embrace the phenomenological viewpoint that the world of daily life is the main reality of society [16]. This includes its meaning, the processes involved, and the social contexts involved, and you should walk away with a grasp of how it forms. In the end, what constitutes a normalized worldview? By constructing educational reality in this manner, the formation of educational reality may be produced.

Previous Studies

Studies that have been conducted in the past on the social construction of children who have special needs have placed a lot of emphasis on the role that society's ideas, attitudes, and practices have in determining how these individuals are understood and treated in educational settings. For example, one study found that parents of children with special needs were more likely to feel responsible for their children's education. According to the results of these studies, the concept of "special needs" is not a reliable or objective categorization; rather, it is shaped by the cultural, historical, and political forces of society (See for example, [17, 18, 19]).

According to Zasenko & Prokhorenko [20], a significant component of the social construction of special needs in education is the notion that students with disabilities are impacted not only by the need for individualized accommodations but also by the larger societal structures and attitudes that shape the educational experience. This is an important aspect of the social construction of special needs in education because it suggests that students with disabilities are impacted not only by the need for individualized accommodations, but also by the larger societal structures and attitudes. This is a fundamental component in the social construction of special needs in educational settings, and it is very important. This perspective calls attention to the myriad of diverse ways in which educational institutions may create barriers for students who have impairments, which contributes to the marginalization of these persons. In addition, Andrews et al [21] state that how society views students with disabilities as being less capable, less competent, and less important than non-disabled students has a significant influence on the educational experiences and opportunities that are available to students in a similar situation. This is because society views students with disabilities as being less important, less capable, and less capable than non-disabled students.

In addition, Denessen et al [22] argue that one more important aspect of the social construction of special needs in education is the concept that the label of "special needs" carries with it a variety of stereotypes and negative connotations, which can lead to stigmatization and discrimination against students who have disabilities. This is an important aspect of the social construction of special needs in education because it can lead to students who have disabilities being stigmatized and discriminated against. Because it may lead to students with disabilities being stigmatized and discriminated against, this is an essential part of the social construction of special needs in education. The negative connotations and preconceptions that are connected with the designation "special needs" may lead to a lack of understanding, low expectations, and restricted possibilities for kids who have impairments, according to Wylie & McConkey [23]. This, in turn, has a detrimental effect on the educational experiences and results of these particular kids.

Previous research on the social construction of special needs in education has, in general, emphasized the importance of understanding how societal beliefs and practices shape the experiences of students with disabilities in educational settings. This research has also emphasized the need for social and structural change to promote inclusion and equality in education. This is because earlier studies have indicated that students with disabilities are more likely to be excluded from educational settings and treated unequally than students without impairments.

3. Methods

The purpose of this study is to investigate the levels of comprehension held by the various parties involved in the process of putting inclusive education into practice so that a logical progression can be determined. This order is not simply constructed in such a way; rather, it is constructed via a process of the educational system's externalization, objectivation, and internalization of a person, which is then interfered with by exposure to the media and the family. In the end, the formation of this order is the outcome of going through this procedure. Since qualitative research is the form of study that can shed light on the role that the media plays in the process of creating inclusive education, it is the type of research that should be conducted. The fundamental tenet of qualitative research is that the "reality" we experience is a social creation, and more precisely, one that is predicated on reaching a consensus. In the course of this investigation, the collection of data was carried out using a variety of methods, including observation, interviews, and documentation. The descriptive qualitative technique was used in the analysis of the data that was obtained.

4. Results and Discussion

Media in Inclusive Environment Interaction

The role that the media plays in the dissemination of ideas and principles to the general public is crucial. One illustration of this may be found in the transmission function that the media plays, in which it is used to carry cultural and educational traditions from one generation to the next. This function is very little, but it is crucial, and it shows the potential of the media to influence public opinion. Why? Because of its position as a transmission medium, the media can facilitate the transfer of cultural norms and values from one civilization to another. The concept of "socialization" may also be used for this function as a means of explanation. The process through which a person learns to accept the norms and expectations of a particular group is referred to as "socialization," and the word "socialization" is used to characterize that process [24]. Develop a consistent worldview via the use of technology and contact with other people.

Subject 1 and Subject 2 can speak with one another both within and outside of the classroom. Both were truthful with one another, and no technology served as a middleman. They employ the source motor skill set as well as the target motor skill set to make sense of the data. These are the two sets of motor abilities. Conversations between Subject 1 and Subject 2 or vice versa take place via the lips as well as other areas of the body [25]. Because the lips are the organ through which we communicate, the rest of your body must convey the meaning of what you are saying for it to be comprehended. When the mind of Subject 1 determines that it has to communicate some information, it tells the speech mechanism to devise an appropriate message for it to say. Subject 1 spoke into a microphone, and the sound waves that traveled through the air sent his message to Subject 2. The auditory system of subject 2 is the location where the decoding process takes place. Subject 2 has to pay attention to what Subject 1 is saying, translate those words into nerve impulses, and then send those impulses to the brain to comprehend what Subject 1 is communicating. Subject 2's central nervous system was the one to pick up on the message and process it.

When Subject 1 and Subject 2 are brought together, we will see a distinct progression of events. The media that is employed is likewise a group medium since the underlying communication network is a group exchange. Subject 2 and his fellow students collaborate on the classroom projects that they are assigned to work on when he assumes the position of team leader. Subject 1 has a responsibility to the group to carry out Subject 2's directives since it is part of that group. According to O'Shea et al [26] when communicating with a specific group of people, the process of encoding information takes on a more sophisticated appearance. Signals are sent to the nerves of the group members following their respective tasks.

After that, instructions were given to Nerve to react to Subject 2's message in a manner that was consistent with the results of the decoding. As a direct result of this, Subject 1 was given the responsibility of completing the drawing that had been started by another member of the group. When it was Subject 1's turn to do the assignment, he made it a practice to consult Subject 2 and the other members of the group for guidance on how to paint a certain area or what color would look best in a particular location. Subject 1, despite the best efforts of Subject 2 and the rest of the group, was ultimately successful in figuring out how to complete the task on his own.

The interpersonal conversation takes place between Subjects 3 and 4 whenever Subject 4 carries out his responsibilities as a peer educator. Topic 4 offers assistance to Topic 3 with the assignments that they have to complete. The explanation for Topic 4 comes at the very beginning of the presentation. Following Subject 4's explanation of the job to Subject 3, Subject 3 was able to successfully execute the work. The third subject struggled with the activity and needed assistance from the fourth subject. Again, Subject 4 took Subject 3 by hand and led them through the process of finding a solution to the problem, describing their line of thinking as they went. Continue carrying out these steps until Subject 3 can finish all of the activities. Communication between intimate acquaintances or members of the same family, such as that which took place between Subject 4 and Subject 3, is an example of interpersonal communication. Since the discussion is taking place within the context of education, the underlying tone is more formal, yet the environment that has been created is more personal.

Subjects 3 and 4 continue to have a healthy connection within the context of their self-formed trio. Although its members are not directly engaged in the teaching process, this group is nonetheless considered unofficial since it has a beneficial effect on the kids' education. They remained seated next to one another at all times, but especially during group activities such as circle time. They spend all of their time outside of class together, including excursions to the cafeteria and waiting for their ride home, which they do while conversing and laughing under a tree in the school's courtyard. They engage with one another via the group, which acts as a conduit for that purpose.

In a broader sense, they foster communication by way of various forms of media, all of which make use of various public communication routes that are intermediate. The students are involved in the presentation in two different capacities: as participants and as members of the audience. As the players in a story, they are a group that is tasked with the duty of demonstrating their abilities to the other students in the class. In the same line as the performances of the kids in the physical education class, for them to be successful in the show, they need to collaborate well and communicate effectively with one another. This is necessary for them to achieve success. Because of this, the audience will be able to comprehend the message that they are attempting to communicate. Every single student, even those who have specific educational

requirements, is accountable for their contribution to the classroom. If you perform your role well, the result will be a presentation of a partnership that is enjoyable for an audience to see. Students can understand and enthusiastically embrace the themes that are communicated to them via the weekly assembly performances that take place on Fridays. Every class must be present at the assembly.

As a consequence of taking part in this exercise, the children will be able to profit from increased self-assurance when it comes to expressing themselves in front of other people, and they will also learn how to collaborate efficiently to complete this task. According to Lapitan et al [27], A successful and appealing display can only be created with the concerted efforts of all of the students in a given class. The activity was completed by every student in the class; there was not a single holdout.

Role of Media Constructivism in an Inclusive Environment

Even though it does not exactly define the role of the media in every instance of social construction, it is apparent that the media is inseparable from human interaction and communication. According to Mheidly et al [28], some academics feel that the mouth that is utilized to communicate amongst individuals is also a medium. This is because the mouth is seen as a device that may materialize ideas in a manner that enables others to grasp those ideas via the symbols of language. Consequently, the media must play a part in every interaction and communication.

The media mentioned in this discussion play an important role in informing students about inclusive education [29]. There are two types of channels: interpersonal channels and public channels. Interpersonal channels are means of linking individuals (interpersonal) in person or via intermediaries such as the telephone. According to Zhang et al [30] public channels, on the other hand, are channels that may directly and indirectly reach a big number of individuals. Face-to-face public channels may be witnessed in group conversations or general gatherings, while intermediate channels can be separated into two categories: integrated channels, such as performances performed within a building, and separate channels, such as viewing television at home or reading newspapers. Observable face-to-face public channels exist.

Through the several media groups formed throughout the class. Some groups are established purposely, as well as groups that are formed accidentally. Intentionally created groups are often based on the subject matter of students' learning interests, but unintentionally formed groups are generally less formal since the students voluntarily construct them. Despite this, both the formation process and group media are very beneficial for social construction.

Beliefs, goals, and values that are to be attained collectively and employed as a common standard serve as the foundation for the development of groups and contribute to their peaceful functioning. Despite having diverse origins, all of the members of the group have the same vision. Through group interaction, kids will encounter other students and be able to adjust their knowledge and attitudes from initially not understanding students with special needs to ordinary students, and vice versa, so that they finally accept the advantages and disadvantages of other students. They have completed tasks in collaboration while working together.

Students are assisted in learning how to study creatively and critically, how to argue and listen, how to respect and collaborate with others, and how to identify the many sorts of obstacles that might occur during collaborative learning. In addition to motivating students to acquire information and enhance their cognitive capabilities, collaborative learning also facilitates the acquisition of these talents. This kind of education may also foster solidarity and caring among individuals, which are often more closely associated with feelings of delight while resolving problems together [31]. This is a further component that should not be disregarded since it is equally important. To accomplish all of this, communication must function as a conduit between various individuals.

Additionally, there are unstructured organizations that contribute to the formation of social ties. Such clusters are often seen in the spontaneous assembly of big crowds. Unplanned and spontaneous interactions occur. The throng of students as they come home from school is a gathering that spontaneously forms as they play together while waiting for their ride. Both cooperation and competition are elements of their game. If both collaboration and conflict are perceived positively, students' consciousness will evolve, old viewpoints and attitudes will be replaced with new ones, and new personalities will develop who can embrace the presence of students with special needs as a regular part of the school environment [32]. Students who were enraged because the conduct of students with special needs bothered them were able to tolerate it following spontaneous dialogues with their peers. These children were outraged because the conduct of students with special needs bothered them.

Not only do the speech and motor organs of the media employ the mass media as a source of information, but so do the media themselves. This material is effective in increasing pupils' understanding and acceptance of children with special needs. Perhaps this is due to the nature of the medium, which enables it to reach a bigger number of readers simultaneously. Students are supplied with this information as a method of strengthening their understanding of other students who may have special needs, with the ultimate aim of expediting the process of social construction toward

inclusive education.

5. Conclusion

Due in large part to the implementation of social constructionist principles into these schools' teaching curricula, inclusive education has been mostly successful in these settings. A social construction process is applied to a set of social construction moments, which are subsequently processed. The process of creating cultural products begins with learning new knowledge and being emotionally and physically invested in the necessary next steps. Getting used to something legitimate is the moment of objectivation. This is achieved by a gradual process of internalizing, customizing, and habituating the culture that emerged at the time of externalization. Once the subject is no longer internalized, objectivation may take place. The moment of internalization, also known as the interpretation of cultural goods, is significant when individuals in a group can carry out the obligations connected with their position and tasks at their respective levels of competence. A student's capacity to understand is bolstered by media resources, which expedites the social construction process.

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7. Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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