

PECULIARITIES OF TEACHERS' VISION OF WORK WITH DISABLED CHILDREN AS AN INDICATOR OF THEIR READINESS FOR PEDAGOGICAL ACTIVITY IN THE INCLUSIVE EDUCATION CONDITIONS

Danilova O.V.^{1*}, Lezhnina L.V.², Borisova E.Y.³, Kozina I.B.⁴

¹Senior lecturer, Mari State University, Russia, jkz_82@mail.

²Prof, Dr., Mari State University, Russia,

³Associate Professor, Ph.D, Mari State University, Russia, elenaborpsy@yandex.ru

⁴Associate Professor, Ph.D, Mari State University, Russia, kozira@list.ru

*Corresponding Author

Abstract

The article is devoted to the problem of professional readiness of secondary school teachers to work with disabled children in the conditions of the ongoing implementation process of an inclusive education model into the education system of the Russian Federation. The article discusses the ideas of modern authors about the inclusive competence of teachers, as well as the requirements for the professional and personal qualities of a teacher working with children with disabilities in the inclusive education due to the principles of a competency-based approach. The article describes the main difficulties that teachers of secondary schools face in the process of implementing professional activities in the inclusive education environment due to both insufficient professional competence and personal qualities of teachers. It presents the results of the research, the purpose of which was to study the characteristics of the assessment by teachers of general and special-needs schools of the importance of basic competencies connected with solving various pedagogical issues in the process of teaching disabled children. The analysis of the results of this study allows to identify the peculiarities of the attitude of general and special schools teachers to pedagogical work with disabled children, to identify the main difficulties that general school teachers face in the process of supporting the education of children in this category in conditions of the inclusive education, as well as to identify teachers' approach to assess the significance of various professional activity aspects in the condition of the inclusive approach implementation. The results obtained in the course of the study allow concluding that teachers of secondary schools are insufficiently prepared for pedagogical activity in the conditions of inclusive education and they need additional knowledge on the specifics of teaching and upbringing children with disabilities. The data presented in the article indicate the need for further research aimed at developing models of the formation of significant professional and personal qualities in teachers of secondary schools which are necessary for the effective implementation of the inclusive approach in pedagogical activity.

Keywords: Inclusive education, children with disabilities, readiness for professional activity, competence.

1. INTRODUCTION

In recent decades, the Russian education system has been undergoing a process of transition to an inclusive form of education, which implies the inclusion of children of all categories in the educational space,

including those with disabilities. In the light of growing inclusive trends in the development of the modern Russian education system, the problem of the readiness of teachers for professional activities in the inclusive school conditions is becoming particularly relevant, since it is one of the main conditions for the effectiveness of the pedagogical process.

The teacher's readiness for professional activity implies the formation of the necessary professional competencies in the context of implementation of an inclusive approach into the Russian education system. Within the framework of the competency-based approach to this problem, some authors consider the term "inclusive competence", which is considered as a component of the professional competence of future teachers, allowing them to carry out pedagogical work in the inclusive education conditions. According to the definition of I. N. Hafizullina, inclusive competence is "the integrative personal entity that determines the ability of future teachers to carry out professional functions in the process of inclusive education, taking into account the different educational needs of students and ensuring the inclusion of a child with disabilities in the environment of a general educational institution and creating conditions for his development and self-development" (Hafizullina, 2007, p. 87). Yu. V. Mel'nik understands inclusive competence as a combination of a number of principles, the implementation of which allows creating the atmosphere of acceptance for each student and assumes that the teacher has certain knowledge and professional skills (the ability to stimulate the development of a "special" child, pedagogical mastery of the use of interactive technologies, etc.) (Mel'nik, 2017, p.21). G. G. Saitgalieva defines inclusive competence of teachers as a special professional competence, however, she concludes that it has no fundamental differences from the general professional competence of the teacher in terms of content and structural components (Saitgalieva, 2015, p. 148).

Researchers include emotional acceptance of children with disabilities, their willingness to include them in the lesson (Alekhina, 2011, p. 86), willingness to help (Yakovleva, 2009, p. 141), tolerant attitude towards people, emotional stability, and optimism (Cherkasova, 2014, p. 175) in professionally significant personal qualities of an inclusive education teacher. The listed qualities contribute to establishment of a favorable relationship between a teacher and a student with disabilities, which is one of the key conditions for an inclusive educational process, as well as a condition for successful socialization of a child with disabilities.

Today, a significant percentage of teachers demonstrate a lack of readiness to work with children with disabilities. This is evidenced by the results of studies of recent years aimed at studying the characteristics of the teachers' readiness to work in the educational inclusion conditions (Danilova, 2017, pp. 191-192). The main reasons are the lack of knowledge of teachers of mainstream schools of the physiological and psychological characteristics of children with various developmental disorders and methods of correctional and pedagogical work, as well as the low level of emotional acceptance of certain categories of children with disabilities. The lack of competence of teachers, in turn, is a factor that reduces the chances of successful socialization of students with disabilities in an inclusive education (Borisova, 2019, pp. 88; Kozina, 2019, pp. 654). Teachers do not psychologically perceive a student with disabilities, because they are not sure of their success, as well as of their ability to understand such a child (Alekhina, 2012, p. 120).

2. METHODOLOGY

The aim of our study was to identify the most significant problems that arise when teaching children with disabilities. The study involved 28 teachers of general education (12 people) and special (correctional) schools (16 people), where disabled children study. A modified version of the questionnaire proposed by employees of the Institute of Advanced Training and Professional Staff Retraining of Moscow State Pedagogical University (IAT and PSR of MSPU) was used as a method of data collection. It allows getting an idea about the assessment of the importance degree of the competence by teachers in various types of pedagogical activity in teaching children with disabilities. Teachers were suggested to rank the importance of the twelve proposed pedagogical competencies in the implementation of training and education of children with disabilities.

3. RESULTS AND DISCUSSION

A comparative analysis of the answers showed that teachers of special and general education schools evaluated the importance of competencies in different ways. This can be seen in Figure 1.

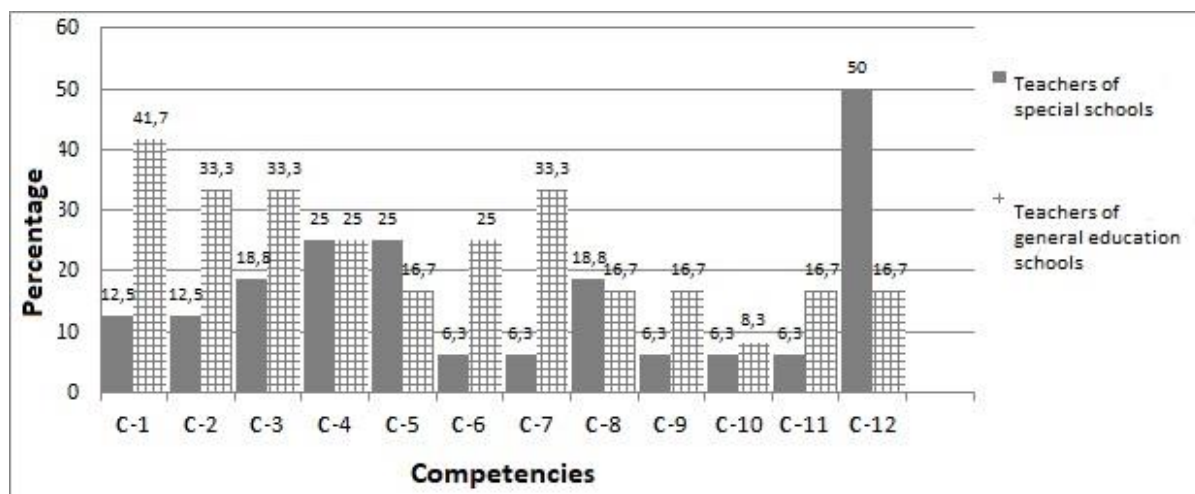


Fig. 1. Assessment of the importance of basic competencies in solving pedagogical problems by teachers of special and general education schools.

C1. Competence in goal setting

C2. Competence in motivation for educational activity in students

C3. Competence in the area of teaching subject

C4. Competence in the teaching methods

C5. Competence in the subjective conditions of pedagogical activity

C6. Competence in diagnostics of students' development

C7. Competence in ensuring understanding the learning material by students

C8. Competence in the development of pedagogical activity program

C9. Competence in pedagogical decision making during the teaching and educational process

C10. Competence in the organization of educational activity of students

C11. Competence in pedagogical assessment

C12. Competence in the formation of socially significant qualities in students

Half of the surveyed teachers of special schools (50%) consider the formation of socially significant qualities in students with disabilities (C12) as the most significant competence. The importance of this competence was noted by only 16.7% of respondents in the group of teachers of mainstream schools. A quarter of teachers of special schools highly evaluate competence in the subjective conditions of pedagogical activity (C5), which involves the formation of ideas about the educationally significant qualities of the student and the pedagogically significant qualities of themselves and their colleagues. The significance of this competence was noted by 16.7% of respondents in the second group.

Individual competencies were equally significant for teachers of both groups. Thus, a quarter of the surveyed teachers of both special and secondary schools noted the importance of proficiency in teaching methods (C4). The ability to develop pedagogical activity programs (C8) is a priority for 18.8% of teachers of special schools and for 16.7% of teachers of mainstream schools.

At the same time, teachers of secondary schools give great importance to competencies, which do not play a primary role for teachers of special schools. So, 41% of teachers of mainstream schools noted the importance of setting goals and objectives of pedagogical work (C1), while this competence was considered important only by 12.5% of respondents in the group of teachers of special schools. Also, teachers of general education schools choose competence in motivation for educational activity in students (C2) as the most significant twice frequently than their colleagues from another group. Teachers of secondary schools attach great importance to the diagnostics of students' development. They noted the importance of this competence (C6) three times more often than teachers of special schools. The group of teachers of mainstream schools noted the competence in ensuring understanding the learning material by students with disabilities (C7) four times more often than another group. For 16.7% of teachers of secondary schools, the

capacity for pedagogical assessment of activities of students with disabilities (C11) is the most important, while 6.3% of respondents in the group of special schools teachers noted the high importance of this competency.

4. RESULTS AND DISCUSSION

Thus, it can be noted that if the answers of special schools teachers make it possible to single out several of the most significant competencies for them, then evaluation in the group of teachers of secondary schools is distributed more equally. This may indicate that teachers of secondary schools experience difficulties in implementing many pedagogical functions in working with children with disabilities, which, in turn, indicates a lack of readiness of teachers of mainstream schools to accompany the education of children with disabilities in the inclusive education conditions. These conclusions show that there is a need for further detailed study of the problem in order to develop models of the formation of the necessary competencies for teachers working with children with disabilities in an inclusive education.

5. ACKNOWLEDGEMENT

This research was financially supported by RFBR (Grant NO. 18-013-00861).

REFERENCE LIST

- Alekhina, S. V., Alekseeva, M. A. and Agafonova, E. L. (2011). Preparedness of Teachers as the Main Factor in the Success of the Inclusive Process in Education. *Psychological Science and Education*, vol. 1.
- Alekhina, S. V. (2012). Inclusive Education and Psychological Readiness of a Teacher. *Vestnik of MCPU. Pedagogy and Psychology*, vol. 4 (22).
- Borisova, E. Yu. (2019). Possibilities of Socialization of Younger Students with Intellectual Disabilities in the Inclusive Education Conditions. *Psychological Science and Education*, vol. 4.
- Cherkasova, S. A., Lobanova A. V. (2014). Experience in the Formation of Readiness of Psychology Students to Work in the System of Inclusive Education. // *World of Science, Culture, Education*, vol. 2 (45).
- Danilova, O. V. (2017). The Problem of the Readiness of Teachers for Professional Activities in the Inclusive Education Conditions. *Current Trends and Innovations in the Humanities and Social Sciences: Proceedings of the II International Scientific and Practical Conference*.
- Hafizullina, I. N. (2007). Formation of Professional Competence of a Teacher of a Comprehensive School in Working with Children with Special Educational Needs. *Vestnik of Kostroma State University. Pedagogy. Psychology. Sociokinetics*, vol. 1.
- Kozina, I. B., Borisova, E. Y. and Karandaeva, T. A. (2019). On the Factors and Conditions of Successful Socialization of Students with Intellectual Disabilities. *Proceedings of SOCIOINT 2019-6th International Conference on Education, Social Sciences and Humanities 24-26 June 2019-Istanbul, Turkey*. pp 651-655.
- Mel'nik, Yu. V. (2017). Professional Competence of a Teacher as a Condition for the Implementation of Inclusive Educational Activities. *Vestnik of Kostroma State University. Pedagogy. Psychology. Sociokinetics*, vol. 2.
- Saitgalieva, G. G. (2015). On the Professional Competence of Teachers Implementing Inclusive Education for Children with Disabilities. *Vestnik of Cherepovets State University*, vol. 6 (67).
- Yakovleva, I. M. (2009). Professional and Personal Readiness of a Teacher to Work with Children with Disabilities. *Vestnik of MSOPU. Pedagogy*, vol. 4.