2nd Cyprus International Conference on Educational Research, (CY-ICER 2013)

The professional competence of teachers in inclusive education

Movkebaieva Zulfija a, Oralkanova Indira b, Uaidullakyzy Elmira c*

a Doctor of Education, Assoc. professor of Kazakh National Pedagogical University Abai, Almaty city, republic of Kazakhstan

b PhD doctoral candidate of Kazakh National Pedagogical University Abai, Almaty city, republic of Kazakhstan

c* PhD doctoral candidate of Kazakh National Pedagogical University Abai, Almaty city, republic of Kazakhstan

Abstract

A key factor in the success of inclusive education is the future teachers’ professional competence to work with children with disabilities formation. In terms of inclusive education the teacher should have new conceptual thinking, the ability to recognize the personal and social significance of professional activities for children with disabilities and to take responsibility for the quality of the result formed. Authors on the basis of competence approach offer the most effective and scientifically proved teaching ways, forms and methods of the teachers’ readiness to work with children with disabilities formation on the basis of competence-based approach.

© 2013 The Authors. Published by Elsevier Ltd.
Selection and/or peer-review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, Faculty of Education, Cyprus

Keywords: Human beings, humanism, inclusive education, teachers of secondary schools;

1. Introduction

Throughout the world, the common practice is inclusive - joint training and education of children with special needs together with the children who have no such restrictions, which provides access to quality education, the elimination of obstacles to their relationship with the world and integration into society. Spreading the ideas of inclusive education has actualized the need to study such a phenomenon as "the willingness of the teacher to work in inclusive education" or "professional competence of teachers in inclusive education." Preparation of the modern teacher, able to implement inclusive education is extremely relevant and challenging for higher pedagogical school. It is a content-ideological, moral and spiritual training of professionals in the humanities, the ability to independently and creatively, it is advisable to choose and use technologies which are appropriate for use with

* Corresponding author: Movkebaieva Zulfija.
E-mail Address: elmira_uaidulla@mail.ru

Available online at www.sciencedirect.com

ScienceDirect

Procedia
Social and Behavioral Sciences

Procedia - Social and Behavioral Sciences 89 (2013) 549 – 554
specific educational groups, whether children with physical and intellectual disabilities, children from different social groups living in the city or village. Despite the fact that the willingness of teachers to implement inclusive education is considered in psychological and educational research as a key success factor in the formation of an inclusive process, now in science there is no single approach to the definition of the above concepts. Relevance of a comprehensive study of readiness of teachers to work in inclusive education is determined by the requirements of social development and the importance of the teacher’s role in the inclusion of children with disabilities in the development of educational activities.

In foreign studies teachers’ readiness to work with children with disabilities mainly investigated to identify the teachers’ attitudes towards inclusive education and the extent of its impact on the social interaction of students with special needs in the schools (De Boer A., Pijl SJ, Minnaert A. Cagran B., Schmidt M., etc.) These studies generally show a negative attitude of teachers of secondary schools for inclusive education, the presence of which, in large part, due to the lack of knowledge about the personal characteristics of teachers of children with disabilities and the lack of special skills for their training.

The social order of society to prepare teachers to work in inclusive education, the need to include children with disabilities in the development of a comprehensive school environment and the lack of qualified teachers for inclusive education led to the emergence of large number of scientific studies on the identification of the impact of programs of training of teachers in higher education institutions their willingness to implement inclusive education (Forlin C., Chambers D., Pijl S.J., Florian L., Linklater H., Zalizan M.J., Samartseva E.G., Shumilovskaya Y., Bystrov N.N. et and others).

Much of today’s research focuses on the identification of the list of competencies and skills that are essential to future teachers to work with children with disabilities development. In this case, the basic qualities of the teacher working with children with disabilities, found empathy (O’Corman E., Drudy Sh., P.O. Agavelyan, E.V. Ryazanov, etc.), teaching optimism, humanity (Hoffman Elin M. N. Nazarova, E. Seguin), love for children (E.K. Grachev, L.F. Serbin), patience (R.O. Agavelyan, E.K. Grachev, J. Demoreel, P.I. Kovalevsky, L.G. Orsha), the activity of the teacher, in collaboration with a child with disabilities development (R.O. Agavelyan, I.V. Sergeev) and others in the research stated the need to create a culture of spiritual teachers and professional personal readiness.

Despite the great interest of researchers to the problem of preparing teachers to work in inclusive education, to date, there is no unity in the approach to the definition of "readiness of teachers to work in inclusive education" and those professional skills that are needed in the future teachers to work with children with limited possibilities of development. In this regard, the article presents the experience of evaluating readiness of secondary school teachers to work with children with disabilities from the perspective of the competence approach.

Content and methodology of the study

This section provides the results of a study of professional competence of teachers working in inclusive education. Research was carried out in the form of questionnaires, which was attended by teachers of primary school educational institutions (50) and university students teaching specialties (200) in Semey. As a diagnostic procedure used: test questionnaire "readiness of teachers for inclusive education," test "Correctional pedagogical and general pedagogical knowledge," technique "Diagnosis of the real structure of value orientations of the individual" (S.S. Bubnov), rapid survey "Index of tolerance" (H.W. Soldatov, O.A. Kravtsov, etc.) Questionnaire "Diagnostic capacity for empathy »(A.A. Mehrabi, N. Epstein). The above techniques have been designed to identify the following:

1. Motivational orientation;
2. Information;
3. Operational.

These components were measured at the following levels: adaptive, reproductive and optimal. By adaptive level was attributed a lack of awareness and acceptance of incomplete respondents’ ideology and philosophy of inclusive education, the lack of desire to work with children with disabilities of the fragmented representation of the forms, methods and means of effective inclusive education of children. Reproductive rate is characterized by the conditional compliance readiness criteria for inclusive education: the presence of a weak motivation to acquire knowledge in the field of inclusive education of children with disabilities development, undifferentiated theoretical concepts of inclusive education, poor digestion methods of solving professional problems in the process of inclusive education. Optimum level reflects the criteria and indicators of readiness to inclusive education for children: there is
awareness, autonomy, reflexivity in finding solutions to the educational and professional goals, understanding and acceptance of the ideology of inclusive education, personal orientation and direction of consciousness to inclusive education of children. Teachers at this level have a holistic, comprehensive, in-depth knowledge about the peculiarities of working with children with disabilities development skills to design, predict, estimate, give a description of learning outcomes of children in inclusive education. The results of the study of teachers’ professional competence working in inclusive education are presented in Table 1.

| Component                  | Criteria                                                                 | Adaptive | Reproductive | Optimal |
|---------------------------|--------------------------------------------------------------------------|----------|--------------|---------|
| Motivational-orientational| The presence of the motivation for the implementation of inclusive education | +        |              |         |
|                           | The sum of personal orientations and values of the teacher                |          | +            |         |
|                           | Teacher’s peculiar features: tolerance, lack of prejudice, focus on communication and interaction |          | +            |         |
|                           | The need for the development of the theory and techniques of inclusive education |          | +            |         |
| Informational             | The theoretical knowledge: legal knowledge, understanding of psychological, educational laws and peculiarities of the age and personality development of children with disabilities |          | +            |         |
|                           | Technological knowledge: the forms, technologies, methods, tools, methods, conditions of effective inclusive education of children |          | +            |         |
|                           | Constructional -designing skills: understanding of how to design, adjust, forecasting, assessing the effectiveness of inclusive education |          | +            |         |
| Operational               | Strategic skills: mastery of the skills of goal setting, selection of optimal organization and evaluation of educational work with children with disabilities in inclusive education development |          | +            |         |
|                           | Project skills: the ability to design and implement a process of co-education of children with disabilities and children with normal development |          | +            |         |
|                           | Communication skills: proficiency implementing various methods of pedagogical interaction between all subjects of the pedagogical process of inclusive education for children |          | +            |         |
|                           | Constructional skills: the ability to create a developmental environment in the inclusive educational environment and use the resources and capabilities of an educational organization for children with disabilities development |          | +            |         |
According to the results of the study, teachers’ motivational orientation component detected the presence of a weak motivation for the implementation of inclusive education. Educators noted the presence in the personal orientations and values needs positive change around the world by means of goodness, mutual friendship and tolerance, focus on communication and interaction with all people, regardless of their gender, race, social class, as well as the presence or absence various physical defects, etc., as well as the need to learn the theory and techniques of inclusive education. On information generated by the component is observed mainly in the reproductive level of theoretical knowledge of the legal acts regulating the inclusive education of psycho-pedagogical patterns and characteristics of age and personality development of children with disabilities of development, methods of design, adjustment, forecasting and evaluation of inclusive education. On the lower, adaptive, level the teachers formed the basic technological knowledge: the forms, technologies, methods, tools, methods and conditions of effective inclusive education of children.

Still less was formed in teacher’s educational organizations and skills of the operational component, which is formed from them on an adaptive level. No strategic skills are developed within educators, at a low level were developed constructional skills: the ability to design and implement a process of co-education of children with disabilities and children with normal development: underdeveloped ability to create constructive developing environment in an inclusive educational environment, and use of educational resources and opportunities for the organization development of children with development disabilities.

For scoring each answer on a certain level translated into points: 1 the answer is 1 point. Since each level of the 11 questions, the maximum score is 11. To determine the coefficient on the level of the actual number of points multiplied by 100% and divide by 11. For example, the adaptive level has 6 points. To determine the coefficient of the adaptive level 6 multiplied by 100% and divide by 11. The result is that the coefficient of the adaptive level is equal to 54.5%. Similarly, the coefficient was calculated reproductive level.

The results of the survey indicate the level of formation of the adaptive information and the operational components of preparedness for the implementation of inclusive education. The observed levels formed motivational orientation component of professional readiness of teachers to implement inclusive education, according to the survey - adaptive and reproductive (see Figure 1).

Chart 1. Levels of formed components of professional readiness of teachers to implement inclusive education.
The data were graphically designed as a "profile of professional competence of teachers in inclusive education" (Figure 2).

![Chart 2. Profile of professional competence of teachers in inclusive education](image)

In assessing motivational orientation component of professional readiness of teachers to implement inclusive education may be noted in 71.4% of the teachers of the psychological barrier - teachers expressed the need to learn the theory and techniques of inclusive education and note their unwillingness to work in inclusive education. Only in 28.6% of the teachers revealed the presence of motivation for the implementation of inclusive education. The analysis of the results showed that the teachers do not know how to assess individual student achievement, which method to use in order to check knowledge. In the situation of children with sensory impairments (visual and hearing impairment) appears more and communication barriers, the barrier "misunderstanding." Computer teacher awareness of the main provisions of inclusive education is the basis of his professional position. To date, the organization or general education teachers are not familiar with the basic provisions and principles of inclusive education, or to say the lack of information on the subject. The study showed that there is a shortage of teachers teaching knowledge for inclusive education. These conclusions are due to the fact that 64.3% of all of the teachers suggest the presence of inclusive education as a major difficulty for children with normal development and teachers, and for the children themselves, with limited development opportunities.

2. Conclusion and discussion

Inclusive education, which includes intensive practice of modern schools, it poses many complex issues and challenges. Today demanded specialists with not only deep knowledge and skills in the field of education, owning a modern interactive teaching methods and education of children, but also personality, patience and tolerance for people, regardless of their physical and other features. Our results indicate a lack of professional training of teachers, which in the near future to meet directly with children with disabilities in their own classroom. In these circumstances, it becomes necessary systematic and large-scale training of teachers of general education preschool and school organizations in specific activities in inclusive education, as it is in the process of learning these subjects responsible for the efficiency of the whole educational process. Educators, who are to work in inclusive education
should develop the following skills: focus adequately in different situations related to the particular needs of children with disabilities to be able to organize work in a team of children with normal development and children with disabilities; properly defend their point view, to offer new solutions to be able to find a compromise, to relate his opinion with the opinion of the collective. The above skills should be formed at the stage of learning at university.

References

Alechina S.V., Alekseeva M.N., Agafonova E.L. Willingness of teachers as the main factor of success in the formation of the inclusive. // Psychological Science and Education. 2011. №1. p. 83-92

Bistrova N.N. Particularly the preparation of future teachers to work with children with developmental disabilities and behavior, in terms of the heterogeneous composition of students in general education. - Thesis for Candidate of Pedagogical Sciences. Khabarovsk, 1999. - p.233

De Boer A., Pijl S.J., Minnaert A. Regular primary schoolteachers’ attitudes towards inclusive education: a review of the literature. // International Journal of Inclusive Education. - 2011. - Vol. 15, Iss. 3. - P. 331 – 353.

Cagran B., Schmidt M. Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school // Educational Studies. - 2011. - Vol. 37, Issue 2 – P. 171 – 195.

Florian L., Linklater H. Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all // Cambridge Journal of Education. - 2010. - Vol. 40, Iss. 4 – P. 369.

Forlin C., Chambers D. Teacher preparation for inclusive education: Increasing knowledge but raising concerns. // Asia-Pacific Journal of Teacher Education. - 2011. - Vol. 39, № 1 — P. 17 – 32.

Hoffman Elin M. Relationships between inclusion teachers and their students: Perspectives from a middle school // Dissertation Abstracts International Section A: Humanities and Social Sciences. - 2011. - Vol. 71 – P. 2416.

Kim J.-R. Influence of teacher preparation programmes on preservice teachers’ attitudes toward inclusion. // International Journal of Inclusive Education. - 2011. - Vol. 15, Iss. 3. - P. 355 – 377.

O'Corman E., Drudy Sh. Addressing the professional development needs of teachers working in the area of special education/inclusion in mainstream schools in Ireland // Journal of Research in Special Education Needs. - 2010. - Vol. 10, Iss. 1 – P. 157.

Samarceva E.F. Formation of professional readiness of future teachers for inclusive education of preschool children. - Thesis for Candidate of Pedagogical Sciences. Orel, 2012. – p.195

Shumilovskaya Y. V. Шумиловская, Ю.В. Preparing future teachers to work with students in inclusive education. – Thesis for Candidate of Pedagogical Sciences, Shuya, 2011. - p.175

Zalizan M. J. Learner Diversity and Inclusive Education: A New Paradigm for Teacher Education in Malaysia // Procedia Social and Behavioral Sciences. - 2010. - Vol. 7 – P. 201 – 204.