

Formation of Readiness of Future Teachers of the Republic of Kazakhstan for Implementation of Education in the Inclusive Environment

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Abstract: Objective: The study aims to explore the readiness of future teachers for the implementation of education in the inclusive environment.

Background: Inclusive education, which is intensively included in the practice of the modern school, raises many complex issues and new challenges. The teachers need specialised training in the field of correctional pedagogy to provide professional assistance and training for children with the oppositional defiant disorder.

Method: The main method of research in the article is the study of literature on the research problem and a questionnaire survey method which was participated by 247 teachers of comprehensive schools of Karaganda Region.

Results: During the analysis of the results of the survey, it was noted that many teachers were not ready for full and optimal communication with children with disabilities in development. The authors identified the conditions for the formation of professional and personal readiness of the teacher to work with children with disabilities.

Conclusion: The transition to inclusive education requires the participation of all specialists of the education system and the availability of fundamental theoretical developments. The main problems of teachers who will have to work in the environment of inclusion are related to their theoretical training and practical skills of teaching this contingent of children.

Keywords: Retraining of teachers, elementary school, tolerance level, integration.

INTRODUCTION

Inclusive education is a state policy aimed at removing barriers that separate children, full inclusion of all children in the educational process and their social adaptation, regardless of their age, gender, ethnicity and religion, underdevelopment or economic status, through the active participation of the family, correctional-pedagogical and social targeted support of the child's personal needs and adaptation of not the child but environment to individual features and educational needs of children, i.e. by creating adequate educational conditions [1].

The priority task of inclusive education in Kazakhstan is to find the best ways and methods for successful socialisation and integration of children with disabilities into society. At present, integrated education programs (depending on disability) are being successfully introduced, rules for the education of

children with disabilities in comprehensive school are being developed, and forms of their integration are being determined. "Barrier-free zones" were created for children with disabilities (ramps, special devices in classrooms, equipment with handrails, sound signals, school furniture and other special compensatory means).

The methodology aimed at children, recognising that every child is an individual, personality with different needs in education, is being actively developed. That why inclusive education is aimed at developing an approach to teaching and learning, it will be more flexible to meet different learning needs. And if learning becomes more effective in the result of changes introduced by inclusive education, then all children (not only children with special needs) will benefit [2].

Special education is part of the general education system, and the state creates the necessary conditions for persons with special educational needs to be able to get a decent education. All this is reflected in the State program of Education Development of the Republic of Kazakhstan for 2011-2020 [3, 4].

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According to the centralised Republican database, the total number of disabled people in our country is about 626 thousand people, more than 65 thousand from whom are disabled children. Modern reforming the education system gives impetus to the introduction of innovative processes in special education. Inclusive (from French inclusive means including, from Latin include ways to conclude, include) is a term used to describe the learning process of children with special needs in comprehensive (mass) schools. The ideology of inclusive education is to exclude any harm to children and create unique conditions for children with special educational needs [5].

In these conditions, the priority is the teacher's readiness to work with children with disabilities, development of skills improvement programs and psychological support of participants of the inclusive process. The foreign practice of inclusion in education has rich experience and legislative consolidation, while Kazakhstan's experience is just beginning to develop and develop. According to the ideal canons, inclusive education is the process of development of general education which implies access to education for everybody, in terms of adapting to the different educational needs of all children that provides access to education for children with special needs [6-8]. In this regard, the purpose of the article was set to explore the readiness of future teachers for implementing education in the inclusive environment.

MATERIALS AND METHODS

The above conditions naturally suggest that teachers need specialised training in the field of correctional pedagogy to provide professional assistance and training for children with the oppositional defiant disorder. Due to this aim, it was attempted to analyse the readiness of teachers of comprehensive schools of Karaganda to implement inclusive education in their teaching activities and determine the prospects and necessary conditions for the development of inclusive education.

The research was conducted by a questionnaire survey method which was participated by 247 teachers of comprehensive schools of Karaganda and Karaganda Region. It was found that only 110 people (44%) of the total number of teachers surveyed considered possible and appropriate for teaching children with special educational needs in comprehensive schools. More than half of the respondents (137 people, 56%) negatively evaluate the

possibility of teaching children with special educational needs in a mass school.

During the analysis of the results of the survey, it was noted that many teachers were not ready for full and optimal communication with children with disabilities in development. All this demonstrates the need to develop a system of educational activity aimed at changing the opinion of teachers and parents about where and what children with developmental problems should study. The next step is to create the material, technical and pedagogical conditions necessary for the work of inclusive schools. To develop a variative educational and methodical apparatus intended to teach special children (a variety of textbooks, curricula, variative programs or methodical materials) as well as to introduce a system of training and retraining of personnel for inclusive education of the new formation of a teacher with necessary competencies in the field of special pedagogy and psychology focused on the educational needs of different children and their individual characteristics.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. A study was approved by The Central (National) Ethics Committee of the Ministry of Health of the Republic of Kazakhstan, November 9, 2019, No 175-A. Informed consent was obtained from all individual participants included in the study.

RESULTS

Inclusion covers the deep social processes of school: it creates moral, material and the pedagogical environment adapted to the educational needs of any child. Such an environment can be created only in close cooperation with parents, in a cohesive team interaction of all participants of the educational process. In such an environment, there should work people who are ready to change together with the child and for the sake of the child, not only "special" but also the most ordinary. The principle of inclusive education is that the educational environment that is least restrictive and most inclusive should correspond to the diversity of the needs of students with disabilities.

This principle means the following:

- all children should be included in the educational and social life of the school at the place of residence;

- the aim of an inclusive school is to build a system that meets the needs of everyone;
- in inclusive schools, all children, not just children with a diagnosis, are provided with support that enables them to be successful and feel safe and relevant [9].

The research was conducted by a questionnaire survey which was participated by 247 teachers of secondary schools in the city of Karaganda and Karaganda Region. The following questions were analysed and require further developments: extensive work on retraining of teachers of comprehensive schools, development of special training programs, improvement of material equipment of schools, studying the emotional and volitional sphere of students of educational establishment with the aim of determining the level of tolerance of normally developing peers in relation to children with disabilities and other questions in the inclusive environment of the Republic of Kazakhstan.

According to the results of the answers to the following question, it was found that 59% of respondents allow children with special educational needs to study in a mass school, and 42% exclude this possibility. What caused the doubt?

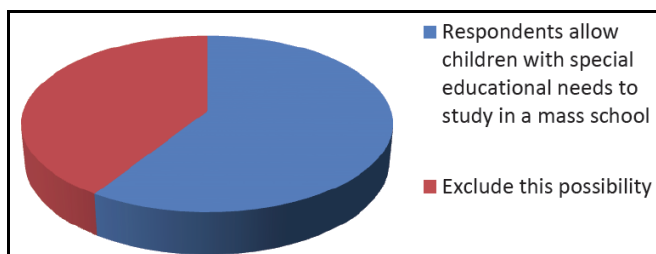


Figure 1: Results of the answers to the question that children with special educational needs to study in a mass school.

Only 5% of teachers believe that children with the oppositional defiant disorder will have difficulties in learning; 80 people (32%) argue that the disadvantage will be the psychological difficulties experienced by children with special educational needs in the process of learning; 25% of the surveyed teachers believe that the absence of tolerance from the side of students and parents will be an obstacle to the integration of children with special educational needs in mass schools; 14% refers to the absence of understanding from the side of parents and children; 9% implies a tense relationship between the peers; 4% of surveyed teachers say that children with special educational needs take too much time; 3% are apprehensive about mockeries from the

students of mass schools regarding children with special educational needs; 5% considers the integration of children with special educational needs to be an additional workload for teachers; 1% of respondents are apprehensive about the bad influence of children with an oppositional defiant disorder on the behaviour and academic performance of the form and only 2% of respondents do not see disadvantages in the integration of children with the oppositional defiant disorder in mass schools.

From early 90-ies of the XXth century anti-discrimination policy regarding persons with disabilities declared by all post-Soviet republics, including the Republic of Kazakhstan. Inclusive tendencies have become firmly established in domestic education and over time have acquired the status of official state policy. Today, in Karaganda, Akmola and other regions at the premise of several comprehensive schools experimental testing of the model of inclusive education of children with special educational needs are conducted.

Practitioners point to certain difficulties in organising special education at a comprehensive school. Every day teachers face problems in educational integration due to social and financial factors. The society is not yet ready to accept integration, and there are certain stereotypes and prejudice in taking children with psychophysical disorders in the public consciousness. Teachers, especially teachers-defectologists, believe that comprehensive school today cannot accept children with special educational needs (SEN). There is an opinion that normal children will oppress them in every way, and children with special needs of psychophysical development will feel uncomfortable. Of course, the fears of experts are not groundless, but one should take into account the fact that in general for the recent years the attitude of society to people with disabilities has changed, and for the better. Thanks to the state policy, more and more attention is paid to the issues of inclusive education: the mass media actively touch upon and discuss the issues of socialisation and integration of people with special educational needs (and in some cases, they are cardinally solved), in higher education establishments, training of specialists for professional activities in the field of inclusive education is purposefully conducted, there is a tendency to increase the number of faculties and chairs at universities that provide training and retraining of specialists for special education [10-14].

The implementation of the inclusive education model involves a constant, systematic professional and

Table 1: The Results Conducted by a Questionnaire Survey, which was Attended by 247 Teachers of Secondary Schools

No	Criterion	Number of respondents	In %
1	Children with oppositional defiant disorder will have difficulties in learning	13	5%
2	The disadvantage will be the psychological difficulties	80	32%
3	The absence of tolerance from the side of students and parents will be an obstacle to the integration of children with special educational needs in mass schools	62	25%
4	Understanding from the side of parents and children	16	14%
5	A tense relations between the peers	12	9%
6	Children with special educational needs take too much time	10	4%
7	Mockeries from the students of mass schools regarding children with special educational needs	8	3%
8	The integration of children with special educational needs to be an additional workload for teachers	12	5%
9	Defiant disorder on the behaviour and academic performance of the form	3	1%
10	Have not disadvantages in the integration of children with the oppositional defiant disorder in mass schools	5	2%

personal growth of the teacher. To this end, along with the traditional forms of skills improvement, one should note the need to organise and visit the experimental sites at the premise of which inclusive education is successfully carried out. For example, in Central Kazakhstan in Karaganda City, it can be Comprehensive School No 27 Municipal Public Institution where along with children with oppositional defiant disorder normal children study. In this case, promising forms can be thematic workshops which allow to discuss emerging issues, to comprehend available experience and receive an expert evaluation of the activity as an important form of development of the professional skill of teachers is a generalisation of own experience. It is necessary to conduct special training courses under the guidance of professionals in the field of inclusion. The purpose of these training courses is to form teachers' understanding of the needs of students for inclusive classes resulting from solving the problems of children with the oppositional defiant disorder as well as jointly and permanently act in the interests of the child. We consider it necessary to supplement the curricula of all pedagogical specialities with disciplines of the correctional and pedagogical cycle. The system of training of teachers of all specialities in the framework of higher education should include in-depth psychological and pedagogical studying every child to determine the individual means of influence, in cases when a child has developmental disorders.

An important requirement for a teacher who is engaged in teaching activity with children with disabilities is the manifestation by his sensitivity and tact as well as the ability to keep the official information

and personal secrets of the student confidential, that is, deontological mentality. The teacher is responsible for chosen aims, objectives, content, methods of upbringing and education of a child with disabilities because initially, such a child is more dependent on pedagogical assistance than peers who develop healthy [15].

DISCUSSION

Inclusive education cannot be organised on its own. This process is associated with changes at the value and moral level. The problems of inclusive education holding at a modern school are primarily because a school, as a social institution, is focused on children who can move at the pace provided by the standard curriculum and for whom conventional methods of pedagogical work are sufficient.

The primary and most important stage of the preparation of the education system for the inclusion process implementation is the stage of psychological and value changes and the level of professional competence of its specialists. Already at the first stages of inclusive education development there arises a problem of unreadiness of teachers of mass school (professional, psychological and methodical) to work with children with special educational needs, and one can note lack of professional competence of teachers to work in the inclusive environment and the presence of psychological barriers and professional stereotypes of teachers.

The main psychological "barrier" is fear before the unknown, fear of inclusion's harm for other participants

of the process, negative attitudes and prejudices, professional uncertainty of the teacher, unwillingness to change and psychological unwillingness to work with "special" children. This poses serious challenges not only to the psychological community of education, but also to the methodological services, and most importantly, to the Heads of educational establishments that implement inclusive principles. The most important thing the teachers of mass school should learn is to work with children with different learning abilities and take this diversity into account in their pedagogical approach to everyone [16-18].

The use of joint efforts of teachers of mass and correctional schools is the most effective way to meet the special needs of children with special educational needs in the inclusive form. There is a need for different models of cooperation and joint teaching of general and special education teachers. It is the rich experience of teachers of correctional schools that is the source of methodological assistance for inclusion. Successful implementation of this practice will allow for turning obstacles and restrictions into opportunities and progress of our children [19-20].

According to the European Agency for Special Needs and Inclusive Education, between 1.11% and 17.47% of school-age learners with disabilities were registered in thirty countries in 2017. For example, in the Baltic states: more than 3% in Poland, 5% in Germany and Denmark, 6% in Latvia, 8% in Estonia and Norway, about 12% in Lithuania. The average for the European countries is 4.53%. Russia is no exception: today the status of a child with disabilities (CWD), or children with special needs (CSN), or special education needs (SEN), has more than 651000 children (2.4%). In the Baltic Countries almost 50 years ago, the choice was made in the direction of ensuring civil rights. The isolated education attitude towards learners with disabilities has lost its appeal to the European ideologists of social development and is not widespread. For example, the ratio of learners with disabilities going to special schools in Sweden is only 1%, in Denmark, it is 2%, in Estonia it is slightly more than 3%, in Germany and Latvia – less than 4%, and in Norway less than 1% [21].

In today's practice of many educational establishments in case of its violent "introduction from above" different kinds of negative consequences are inevitable. Due to the school's lack of readiness for inclusive education, there is a risk of imitation of "inclusion" and through this discrediting the very idea of

inclusive education. The danger of imitation arises from the fact that under certain organisational conditions, inclusive education can become a "fashionable", popular trend without profound qualitative changes in the educational process [22, 23]. At this stage, the quality of the process of inclusion and support of all participants, analysis of successful practices, a search of adequate technology and evaluation of the dynamics of psychological and systemic changes should be the main orientation of specialists developing the processes of inclusion in the system of general education.

CONCLUSIONS

Thus, professional and personal readiness of the teacher to work with children with disabilities involves the formation of the complex of qualities that are based on personal resources. Not every teacher, working in a general educational establishment with children who develop normally, can work with a child with disabilities.

In our opinion, it is necessary to create a diagnostic complex aimed at identifying value orientations and personal resources that allows selecting teachers who can solve the problems of inclusive education. We have identified the following conditions for the formation of professional and personal readiness of the teacher to work with children with disabilities: purposeful development of the value-semantic sphere of the teacher's personality; actualisation and development of features that create professional and personal readiness of the teacher to work with children with disabilities; orientation to the personal individuality of every student, providing a differential and individual creative approach; strengthening the axiological aspect in the preparation of teachers to work with children with disabilities, their concentration on morally significant events, their inclusion in active types of educational activities that encourage moral reflection.

It is important to stimulate the teacher cognising himself, his capabilities and abilities. A set of diagnostic methods aimed at identifying the level of professionally significant qualities is needed for correlating the results of diagnosis with the requirements for the teacher working with children with disabilities that students should focus their activeness on correction, development and improvement of the components necessary for a competent teacher. Thus, self-cognition is a necessary condition for self-development and self-education.

Work on inclusive education is on the rise. The following questions require further developments:

- extensive work on the retraining of teachers of comprehensive schools,
- development of special academic curricula,
- improvement of material and technical equipment of schools,
- studying the emotional and volitional sphere of students of educational establishments to identify the level of tolerance among the peers who normally develop, regarding the children with disabilities and other issues in the inclusive environment of the Republic of Kazakhstan.

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