

# THE INCLUSIVE COMPETENCE OF FUTURE TEACHERS

**E. A. Kirillova, Kazan Federal University**

**G. I. Ibragimov, Kazan Federal University**

## ABSTRACT

*Inclusive education is the process assuming improvement of the educational organizations, change of public consciousness, transformation of the pedagogical theory and practice. For development of this direction all new tasks are set. So, for successful realization of ideas and principles of inclusiveness in educational institutions, universal teachers – professionals are necessary, therefore, requirements to teacher training, their professional and inclusive competence increase rather strongly.*

*Inclusive competence of teachers is a special professional competence. It is ability of teachers to carry out professional functions in the conditions of inclusive education, considering different educational needs of pupils with the limited health abilities (LHA).*

*Article is devoted to a problem of future teacher's readiness for activity in the conditions of inclusive education, their professional and inclusive competence. For the purpose of studying inclusive competence among students of last years of pedagogical specialties the statements relating to a certain component of inclusive competence are developed: cognitive, reflexive and personal, research of these components is conducted. The obtained data allowed revealing the most created component of inclusive competence. Results of research showed that for most of students the reflexive component of inclusive competence is rather highly created, personal and cognitive are created insufficiently. It is caused by lack of practical experience of activity with the persons having LHA, low motivation to work in the conditions of inclusive education, indifferent or negative attitude to disabled people, and dissatisfaction with chosen profession.*

*The obtained data can be used when training students of pedagogical higher education institutions, and also for improvement of the main educational programs of higher education.*

**Key words:** *inclusive education, inclusive competence, future teachers, components, persons with limited health abilities, students.*

## INTRODUCTION

The problem of professional competence was always one of the central in pedagogical science and practice. With change of children training conditions, with the advent of new technologies, with development of society requirements to the modern teacher who has to possess fully the new knowledge, skills, to increase the skill constantly grow (Krayevsky, 2003).

Nowadays in connection with emergence and distribution of inclusive education the requirements to future teachers, to their inclusive competence especially increase. They have to not only have a certain volume of knowledge, be able to improve teaching and educational process, to direct it to the solution of the problems of personal formation and development of all pupils, but also to find approach to children with limited health abilities, to possess modern technologies and methods of training, to be psychologically ready for this activity.

Inclusive competence is one of the main components of professional competence of the teacher who is carrying out activity in the conditions of inclusive education which consists in

ability to consider specific features and different educational needs of pupils with LHA in the course of training and education.

After graduating from a higher educational institution the teachers are not always ready to work in the conditions of inclusive education. It can be connected with several reasons: first, psychological unavailability to independent activity with disabled children, secondly, lack of experience, thirdly, the personal relation to inclusive education and many others. All this shows insufficient inclusive, and, therefore, professional competence of future teachers in the sphere of pedagogical activity with LHA people.

## METHODS

Professional competence is the teacher possessing the necessary sum of knowledge, the skills defining formation of his pedagogical activity, pedagogical communication and the identity of the teacher as the carrier of certain values, ideals and pedagogical consciousness; set of knowledge, experience, abilities of flexible possession of pedagogical technology, findings of optimum levers on the pupil taking into account his requirements and interests, the rights and the free choice of the activity and behavior ways (Kozhdaspirov & Kozhdaspirova, 2005).

According to V. A. Slastenin, the concept of professional competence of the teacher expresses unity of his theoretical and practical readiness for implementation of pedagogical activity. The structure of professional competence of the teacher the author suggested to be considered through pedagogical abilities - set of various actions of the teacher corresponding to functions of pedagogical activity, revealing individual and psychological features of the teacher (tutor) and testifying to his subject and professional competence (Slastenin and others, 2002).

As inclusive competence is one of the professional competence components, its structure can also be considered through similar pedagogical abilities, but from a position of the general and inclusive education.

Leaning on nine groups of pedagogical abilities developed by A. K. Markova (Markova, 1993), it is possible to present structure of inclusive competence as follows:

The first group — abilities to be guided by the pupil with LHA; it is flexible to reconstruct the pedagogical purposes and tasks according to needs of trained – disabled people.

The second group - abilities to work with the maintenance of training material, to adapt and interpret training material according to the needs of pupils with LHA; abilities to study personal qualities, specific features of school students with LHA, to build individual educational routes for them, to expect possible difficulties; abilities to select and apply combinations of receptions and forms of education and training of healthy children and children with LHA; to apply the differentiated and individual approaches.

The third group - abilities to make use of inclusive pedagogical experience of colleagues; to correlate difficulties of pupils to defects in the work; to analyze and generalize the experience of pedagogical activity in the conditions of inclusive education.

The fourth group - ability to create conditions of psychological safety, a favorable micro-climate in an inclusive class.

The fifth group – ability to interact with the pupils having LHA and also their parents; ability to understand, interpret internal state of the child with LHA; to create a situation of credibility, tolerance to dissimilarity of other person in an inclusive class; ability to humanely treat the needs of all pupils, to show tolerance and empathy, to maintain the equal relation to all children.

The sixth group - abilities to understand the importance of the profession; need of the people with LHA training; to develop the pedagogical abilities; to operate the emotional states.

The seventh group - abilities to realize prospect of the professional development, to strengthen the strong sides, to eliminate weak, to pass from skill level to actually creative level.

The eighth group - abilities to carry out diagnostics; to analyze results, to define a condition of activity, skills, types of self-checking and self-assessment in educational activity; to define the lag reasons.

The ninth group – ability to form inclusive culture at all participants of educational process; to see the identity of the pupil in general; to create conditions for stimulation of underdeveloped lines of the identity of certain pupils.

The marked-out inclusive pedagogical abilities make three main components of inclusive competence:

- 1) reflexive (3,6,7 groups of abilities) – traditional in pedagogic, introspection, self-development, self-improvement of the teacher in the course of inclusive pedagogical activity assumes.
- 2) cognitive (1,2,8 groups of abilities) - unites in itself the general and special knowledge, abilities, skills of pedagogical activity in the conditions of inclusive education.
- 3) personal (4,5,9 groups of abilities) - it is connected first of all with psychological readiness, motivation and the personal attitude towards pupils. The personal component is subdivided on motivational, emotional and activity.

The special statements concerning various parties of professional activity were developed for studying inclusive competence of future teachers. Each statement corresponds to a certain component of inclusive competence: reflexive, cognitive and personal.

Research of inclusive competence was conducted on the basis of FGBOOU WAUGH "The Kazan (Volga) Federal University", Institute of Psychology and Education. Students of older years of pedagogical specialties of 20-22 years in number of 50 people who were offered to estimate the following statements on a five-point scale took part in research:

- 1) I own sufficient knowledge, abilities, skills for work in the conditions of inclusive education;
- 2) I do not feel fear and uncertainty at thought of working in an inclusive class;
- 3) I have practical experience of work with children with LHA;
- 4) I treat persons with LHA as ordinary people;
- 5) I want to work in a class where there are pupils with LHA;
- 6) I am ready to learn from mistakes and to self-improve, working in inclusive class;
- 7) I will be able to carry out the pedagogical activity in the conditions of inclusive education
- 8) I am capable to reconstruct educational process according to needs of pupils with LHA
- 9) I analyze the behavior and actions in the course of pedagogical activity

Where 5 points – full consent with the statement, 4 points – partial consent with the statement, 3 points – doubt, 2 points – partial disagreement with the statement, 1 point – complete negation of the statement.

The cognitive component unites 1,3,8 statements; reflexive – 6,7,9 statements; personal – 2,4,5 statements.

Further for each component of inclusive competence and each statement the quantity of affirmative answers was counted (five and four points), the obtained data are transferred to percent.

## RESULTS

Results of the conducted research were the following: the most chosen was a reflexive component of inclusive competence. The percent of the choice of 6,7,9 statements made 46%. Students understand the importance of the profession, need of disabled children training, analyzing the actions, mistakes; are ready to work one eliminating weaknesses, to borrow positive experience of colleagues.

The personal component connected with psychological readiness for pedagogical activity in the conditions of inclusive education with the attitude of young teachers towards people with LHA, and also motivation and desire to work in this sphere appeared the second for the importance. The percent of the choice of a personal component made 29,5%.

The smallest quantity of affirmative answers was noted in the analysis of a cognitive component. The percent of its choice made 24,5%. Students estimated the level of theoretical preparation as rather high, but at the same time their practical experience of work with disabled children was reduced to zero. They were not capable to reconstruct educational process according to needs of pupils with LHA, at the same time possessing the theory fully.

Analyzing the obtained data on each statement, we received the following results: 98% of future teachers are inclined to analyze the behavior and actions in the course of pedagogical activity, 2% doubt to answer this statement.

88% of students are ready to learn from mistakes and to self-improve, working in inclusive class / group, 12% - drop a hint of doubt.

86% of respondents treat persons with LHA as ordinary people, 8% - doubt the attitude, 6% are negative.

70% of students will be able to carry out the pedagogical activity in the conditions of inclusive education, 22% - have doubt, 8% - are not ready for this activity.

62% own sufficient knowledge, abilities, skills for work in the conditions of inclusive education, 24% - doubt the knowledge, 14% - determine the level of knowledge as low.

42% of future teachers do not feel fear and uncertainty at thought of working in an inclusive class / group, 38% - doubt it, 20% - are psychologically not ready to activity in the conditions of inclusiveness.

38% of respondents want to work in class/group where there are pupils with LHA, 40% - have doubts, 22% - do not want to carry out the activity in the conditions of inclusive education.

38% of students are capable to reconstruct educational process according to needs of pupils with LHA, 48% - doubt the abilities, 8% - are not ready for this activity.

36% of the poll participants have practical experience of working with children with LHA, 64% - have none.

Thus, the conducted research showed that students of last years of pedagogical specialties are not ready to the activity in the conditions of inclusive education. For the majority of them inclusive competence is not created yet. The prevailing component of inclusive competence is the reflexive component which is responsible for the analysis, generalization, assessment of own pedagogical activity. Personal and cognitive components are defined as insufficient.

## SUMMARY

Inclusive competence is a rather new concept which emergence is caused by development of inclusive education in the world, and also distribution of competence-based approach in education. The number of works devoted to inclusive competence is currently small.

Professional readiness of teachers and training of pedagogical staff for work in the conditions of inclusive education was considered in works of S. V. Alekhina (Alekhina, 2013), N. N. Malofeyev (Malofeyev, 1996).

Professional competence of teachers is disclosed in works of K. Tammets and K. Pata (K. Tammets & K. Pata, 2014), F. Caena (F. Caena, 2014), M. Liakopoulou (M. Liakopoulou, 2011), G. I. Ibragimov (Ibragimov, 2011), Yu. L. Kamasheva (Ibragimov & Kamasheva, 2007).

Metters of inclusive education are taken up in works of R. Rieser (Rieser, 2013); T. Loreman (Loreman et al., 2010); U. Sharma, S. Shaukat, B. Furlonger (Sharma, Shaukat & Furlonger, 2015); E. A. Kirillova (Kirillova, 2015); T. Brandon, J. Charlton (Brandon & Charlton, 2011); A. I. Akhmetzyanova (Akhmetzyanova, 2015).

Formation of inclusive competence is considered in works of Romanovska I.A., Hafizullina I.N. (Romanovska & Hafizullina, 2014); Borodina O. S. (Borodina, 2014).

## CONCLUSION

Studying and formation of inclusive competence is one of the major tasks in training the future teachers for activity in the conditions of inclusive education. In many respects the success of inclusive education depends on the level of theoretical, practical and psychological training of students.

The conducted research showed that students of last years of pedagogical specialties are insufficiently ready for this activity. On one hand, they realize the importance of the profession, but, on the other hand, feel fear at thought of working in an inclusive class or group. Most of students are positive to inclusive education and persons with LHA, but there are also those who are unaffected or are negative which is inadmissible for teachers. Besides, not all students are enough motivated and have practical experience of working with disabled children, many are psychologically not ready for this activity. About a third of students owns a high standard of knowledge, skills that allows them to reconstruct educational process in an inclusive class according to the needs of pupils with limited health abilities.

Thus, for students of last years the components of inclusive competence of the following sequence are created: reflexive, personal, cognitive, which demonstrates insufficient formation of the last.

## ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## REFERENCES

- Akhmetzyanova, A.I. (2015). Anticipation and prediction interrelation neuropsychological mechanisms at youthful age. *The Social Sciences*, 10, 399-401.
- Alekhina, C.B. (2013). Preparation of pedagogical staff for inclusive education. *Pedagogical magazine*, 44(1), 26-32.
- Borodina O. S. (2014). Formation of inclusive competence of the future teacher health bases. *Professional education in Russia and abroad*, 1(13), 75-79
- Brandon, T. & Charlton, J. (2011). The lessons learned from developing an inclusive learning and teaching community of practice. *International Journal of Inclusive Education*, 15(1), 165-178.
- Caena F. (2014). Teacher Competence Frameworks in Europe: policy-as-discourse and policy-as-practice. *European Journal of Education Special Issue: The Changing Role of Teachers*, 49(3), 311-331.

- Ibragimov G. I. (2011). A training course "Didactics" in system of future teacher didactic culture formation. *Pedagogics*, 2, 12-19.
- Ibragimov, G. I., Kamasheva Y.L. (2010). An assessment of quality of an educational methodological support of the main educational programs in higher education institution. Practice-oriented monograph. – Kazan.
- Kirillova, E. A. (2015). Historical and Theoretical Basis of Inclusive Education Development in Russia. *Review of European Studies*, 5.
- Kodzhaspirova G. M., Kodzhaspirov A.Yu. (2005). Pedagogical dictionary: For HEI studies. institutions. M. IKTs "March"; Rostov-on-Don: Publishing center "Mart", 448 pp.
- Krayevsky, B.B. (2003). General fundamentals of pedagogics: Studies for students of the highest pedagogical educational institutions. - M.: Publishing center "Akademiya", 41-50pp.
- Liakopoulou M. (2011). Teachers' Pedagogical Competence as a Prerequisite for Entering the Profession. *European Journal of Education*, Special Issue: On becoming a teacher: a lifelong process, Volume 46, Issue 4, pages 474-488.
- Loreman, T. et al. (2010). *Inclusive education: Supporting diversity in the classroom'* (2nd ed.). London and New York: Routledge,
- Malofeyev, N. N. (1996). *Special education in Russia and abroad: In 2 parts. Part 1. Western Europe'*, Moscow: Pechatnydvor.
- Markova, A. K. (1993). *Psychology of the teacher's work: Book for the teacher.* - M.: Education. 192 pp.
- Rieser, R. (2013). *Teacher Education for Children with Disabilities. Literature Review'*. For UNICEF REAP Project.
- Romanovskaya I.A., Hafizullina I.N. (2014). Development of inclusive competence of teachers in the course of professional development. Magazine. *Modern Problems of Science and Education*, No. 4, <http://science-education.ru/ru/article/view?id=14333>
- Sharma, U., ShaukatS. &Furlonger, B. (2015). Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan'. *Journal of Research in Special Educational Needs*, 15(2), 97-105.
- Slastenin V.A., etc. (2002). *Pedagogics: Studies a grant for HEI student. institutions / V. A. Slastenin, I. F. Isaev, E. N. Shiyonov; Under the editorship of V.A. Slastenin.* - M.: Publishing center "Akademiya".
- Tammets K. & Pata K. (2014). The Model for Implementing Learning and Knowledge Building in the Extended Professional Community: *A Case Study of Teachers' Accreditation. Systems Research and Behavioral Science*, 31(1), 127-143.