

Training Of Students - Future Teachers for the Implementation of Inclusive Education among Children with Special Health Features

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Abstract

The relevance of the problem mentioned in the article is conditioned by the fact that the process of disabled children inclusive education develops at regular Russian schools in recent years. An inclusive approach requires the reforming of an entire education system, which must use new training approaches to meet the educational needs of these children. There are many problems on the way of this process conditioned by its insufficient provision with psycho-pedagogical, social, material and other terms. One of the main problems is the training of teachers at the stage of high school training. The article is aimed to justify theoretically the structural-functional model of students - future teachers training to implement the inclusive education of children with special health abilities. To this end the following methods were used: the analysis of theoretical sources, questioning, discussion and pedagogical modeling. The authors developed the theoretical model, which is the didactic system ensuring the formation of future teacher professional-personal readiness for the implementation of inclusive education according to three areas: theoretical, practical and personal readiness. The substantial component of the model is determined using "Pedagogy" discipline material. The developed model of student training will provide their necessary competencies for an effective professional work in the field of inclusive education.

Keywords: Inclusive education, pedagogy, professional competence of teachers, future teacher training model.

Introduction

Problem relevance

The relevance of research revealed in the increased attention of the international community and government agencies to disabled people. A disabled person (DP) is the person who has a physical and (or) mental disabilities, which hinder the development of educational programs without the creation of special conditions for education [Salamanca, 1994]. In recent years, the process of disabled children integration into the regular educational environment develops to study with normally developing peers. In this regard, the preparation of a future teacher for the realization of inclusive education is the strategic goal of Russian contemporary education. The distribution of inclusion process at Russian educational institutions is not just the reflection of time, but it also represents one more step to ensure the realization of RF citizen rights in order to obtain an affordable education.

Problem importance study

More than 14,594 of disabled children live in the Republic of Tatarstan and up to 700 people in Kazan. The state of health of many of them prevents the absorption of special education programs without special learning environment. However, according to the international introduction experience of co-education, the disabled students develop much more actively if they study in a regular school. The situation is the following one: currently the Academy "TISBI" in Kazan is involved in complete inclusive education of disabled persons in Tatarstan. It created special conditions for the students with impaired hearing, necessary for the normal functioning of the learning process.

The pedagogical understanding of the developed situation in the field of inclusive education, the consideration of future teacher preparation for his realization led to the search of these training transformation effective strategies based on professional and personal training. The problem of professional-personal readiness of students in respect of "Teacher education" trend within the conditions of an inclusive education should be addressed from the general points of didactics and student professional skills. In this context, a systematic approach is needed, developing in the model of a student - future teacher professional-personal readiness to inclusive education.

Problem status

The study of issues related to inclusive education attracts a serious attention in modern pedagogy and psychology. Research is being conducted in the following areas: the general issues of inclusive education [Talyzina, 1995; Zubareva, 2009; Friend & Bursuck, 1996]; the process of disabled children and adults socialization and rehabilitation [Plaksina 2015; Pogodina, 2015; Fahrutdinov & Fahrutdinova, 2015; Tsyrenov 2013]; the organization of normal and disabled children joint training [Fakhrutdinova & Akhmetova G.P., 2014; Shipitsina, 2004; Ainscow, 2010; Kise, 2006]; the change of stereotypes, the professional position of a teacher in the inclusive space by trainings, interdisciplinary discussions, internships [Mitchell, 2008]; the development of an inclusive competence for future teachers in the terms of new standards [Khafizullina, 2008; Bogdanova, 2015].

Study purpose

The analysis of theoretical studies and practical activities developed in the aspect of the developed problem showed that the issues related to the preparation of a student - future teacher to the implementation of inclusive education among disabled children remains an understudied area of scientific knowledge and practice. It allowed to formulate the research objective: to develop the theoretical model of student training in the field of "Teacher education" to the implementation of inclusive education among disabled children.

Materials and Methods

Theoretical and empirical methods.

The following methods were used to implement the objectives of the study: the analysis of theoretical sources, questioning, discussion, pedagogical modeling.

Study stages

The first phase of the study was the development of theoretical and methodological basis for the theoretical training model creation among future teachers in order to implement the inclusive education of disabled children.

The basis of the strategy during the selection of content, forms, methods and student preparation technologies to the implementation of inclusive education was the competence approach, according to which the inclusive educational practice requires the presence of special competencies from a teacher to work with disabled children. These competences are partly reflected in a new professional standard of teaching activities, such as: a) the use and testing of specific approaches for the inclusion of all students in the educational process, including disabled students; b) the development and application of psychological and pedagogical technologies (including inclusive ones) needed for a targeted work with the children who have special educational needs (autists, children with attention deficit and hyperactivity, etc.), the disabled children, etc. [Professional Standard 2013].

During the simulation the following things were taken into account: the following professional tasks shall be solved by the teachers, implementing inclusive education and training:

- the adoption of philosophy, principles and inclusive education priorities;
- the organization of joint education among normal and disabled children;
- the creation of special education conditions for disabled students;
- the development of customized training programs, including the design and development of individual educational plans;
- the participation of educational institution experts in the multidisciplinary program;
- the participation in networking with partner organizations, implementing inclusive education [Social and professional discussion, 2014].

During the model development we proceeded from the understanding of inclusion essence as a social concept, which considers the inclusion in education as an inclusion stage in society, and an inclusive education not as a new system creation, but as a qualitative and a systematic change of the education system as a whole [Alekhina, 2010]. Based on research in the field of a teacher training for inclusive education, we determined the basic principles for the selection of content and students' training model structure determination:

1. The amount of inclusive education principles: a person's value does not depend on his abilities and achievements, the real education can only be implemented in the context of real relationships, etc. [Dyoukov et al, 2012].

2. Interpreting principle. It assumes a qualitative change of a modern teacher professionalism essence from a man who "knows" to a man who "interprets", that is, who is capable to interpret the phenomena of pedagogical activity creatively and with a high-level competence; he is capable to develop educational practice, to adapt an innovative gained teaching experience to specific conditions on the basis of analysis and critical thinking.

3. Principle of integrity. This principle is based on the end result of an inclusive education and training - a child's inclusion in the educational environment through the organization of pedagogical activities in several areas: social development of a person, social environment pedagogization, the provision of interaction between an individual and an environment.

4. Research principle. The value of this principle is conditioned by the fact that the inclusive education is a kind of innovation, which requires the following from a teacher: first of all, innovation activity, that is, the adaptation and proper use in the practice of modern science achievements in the field of inclusive education. Secondly, search and research activity, the need for which is conditioned by the fact that the main problems of pupils with special educational needs in mainstream schools take place due to the imperfect organization of the pedagogical process and the lack of inclusive education methodological provision. In this case, a teacher develops his own ideas which appear directly from his practice, performs research and experimental work, and develops a new technology, a new method on this basis.

During the second diagnostic phase of the study the survey was studied in order to identify the problems in the implementation of inclusive education. 14 teachers took part in this survey. They had teaching experience concerning the children with special health capabilities (namely, the problems with speech development, with attention deficit and hyperactivity, children with mental retardation) as the part of regular classes. The question of the questionnaire was the following one: "What are the main problems that you encounter when you teach children with special health features?". The analysis of the responses showed that the main problems for a teacher are concentrated in the following areas: a) interpersonal interaction between the children with developmental disabilities and normal children; and b) the organization of an individual educational route and the developing educational environment for these children. In personal conversations, ten teachers of all surveyed ones said they were not satisfied with their work results, noting its low efficiency. These data are consistent in general with the fact that the psychological and educational literature also refers to the educational problems the attitude of teachers towards inclusive education. This attitude is characterized by distrust and fear concerning such practice results.

Results.

The considered conceptual positions allowed to determine the content and structure of the theoretical model for the training of future teachers to implement the inclusive education of children with special abilities. Under the model the didactic system was meant, providing the development of professional-personal readiness among future teachers to the inclusive education implementation. The professional-personal readiness was considered as an integrative personal characteristic in the unity of three components: theoretical, practical and personal readiness. The model components: target, informative, organizational, technological, evaluative and effective.

The target component included the purpose and the objectives of the preparatory process, namely the development of a future teacher professional-personal readiness of the future to work with disabled children through the mastery of psychological and pedagogical knowledge, the development of general and professional competencies, the development of professionally significant personal qualities.

The content component was implemented in the following areas: the development of theoretical availability (through the development of theoretical knowledge necessary volume on the issue of inclusive education), practical readiness (the mastery of practical skills necessary for the training and development of disabled children), personal readiness (the development of necessary professional important personal qualities of a future teacher for the work in inclusion conditions).

The content of education was suggested to implement during the preparation process by enriching the professional and special cycle disciplines included in the curriculum concerning the trend "Teacher Education", qualification - Bachelor. The content part of the model is based on the discipline "Pedagogy", included in the basic part of an undergraduate plan at the Kazan Federal University. This discipline is fundamental one for the development of professional-personal readiness of a teacher, including the work with disabled children. Table 1 suggested the occupations within the discipline sections.

Table 1. Class subjects on the issue of inclusive education during the mastering of pedagogy sections

Pedagogics section	Approximate study subjects on the issue of inclusive education
General sections of pedagogics	Determination of the following definitions: "children with special health capabilities", "inclusive education". Professional standard "Teacher. Educational activity". Major components of a teacher professional competence for the teaching of children with special abilities. Professional-personal readiness of teachers for the operation in inclusive education terms. Teacher qualities, necessary for an effective interpersonal communication among disabled children.
Pedagogics and education history	The development of humanistic pedagogy as the basis for inclusive education. The history of inclusive education ideas development: international and Russian experience. The ideas of domestic teachers at the beginning of the twentieth century about the joint teaching of conventional and atypical children.

	The development of vocational education national systems. The origin of the state system concerning the prevention and the overcoming of deviations in the development and behavior of children and adolescents. Basic approaches to the implementation of inclusive education ideas in the modern world.
Upbringing theory and methods	Age and individual features of children development with special health features in terms of inclusive education. The diagnosing techniques of a child's personality and inter-relationships to identify the peculiarities of a disabled child development. The psychological climate of a school and the creation of conditions in the school education system for the social adaptation of children with special educational needs. Psycho-pedagogical support and the maintenance of children, parents and teachers in the conditions of inclusive education. Pedagogical conditions of a disabled child education in a family. Family education, a family and a teacher interaction strategy as the factor of a person successful development.
Didactics	Integrated learning models. Integration and differentiation. The organization of educational process taking into account the principle of inclusion. Facilitation, tutoring, mentoring as the new forms of interaction between a teacher and a student. The concept of a special federal state standard for disabled children. The concept of customized educational programs and the features of their development. The pedagogical conditions of inclusive education practice implementation.
Modern pedagogical technologies	Inclusion technologies in preschool education system. The inclusion technologies in a secondary school terms. Inclusive education technologies at a university. The inclusion within the terms of additional education. Psycho-pedagogical support technologies and the support technologies for children with special abilities.
Organizational basics of the education system	The legal framework of inclusive education in Russia. The concept of integrated education for disabled persons. Organizational-administrative aspects of inclusive education. Psychological, medical and pedagogical commission and its role in the prevention and correction of deviations in a child's development and behavior. The state system of special support and protection for children and adolescents.

Conclusions

The following elective courses have an undoubted potential in the training of students: "Fundamentals of special pedagogics", "Psycho-pedagogical bases of work with students who have special educational needs".

A mandatory condition for the development of professional competencies to implement the inclusive education is the mastering of knowledge and skills during teaching practice, which should be conducted in educational institutions, started to implement inclusion. This provision serves as a prerequisite of its effectiveness in the developed model.

The organizational and technological component included the principles, necessary conditions, effective forms, methods and technologies of the model implementation. The fundamental approaches were represented by competence, context and problem one, and the technological foundation was represented by dialogue, problem-search, information and communication, simulation and gaming technologies.

An evaluative-effective component was based on the criteria of professional-personal readiness evaluation for future teachers who work with disabled children. The criteria included a cognitive, an activity-technological, a communicative, a reflective and a personal one.

Summary

The theoretical model of training developed and proposed in the course of the study and due to the structural and meaningful unity, the focus on the implementation of the educational standard requirements and qualification characteristics may act as an effective means of professional-personal readiness development among students - future teachers to implement the inclusive education for disabled children.

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