

VIDEO CASES AS A MEANS OF FORMING OF MOTIVATIONAL COMPONENT OF INCLUSIVE COMPETENCE OF STUDENTS - FUTURE TEACHERS

Rimma Akhmadullina¹, Nelly Valiakhmetova^{2*}, Rezeda Khurmatullina³

¹Assoc. Prof. Dr. Kazan Federal University, RUSSIAN FEDERATION,
akhrimma@mail.ru

²Assoc. Prof. Dr. Kazan Federal University, RUSSIAN FEDERATION,
nellyv1975@mail.ru

³Assoc. Prof. Dr. Kazan Federal University, RUSSIAN FEDERATION,
rezeda-xurma@yandex.ru

*Corresponding author

Abstract

Inclusive education of persons with disabilities is a major trend in the development of modern educational practices. There are a lot of problems on the way of this process, including those related to the low level of readiness, unwillingness of teachers to work with children belonging to this category of persons. According to this view, the reason for this circumstance is the lack of motivation and value component of the teacher's readiness to implement inclusion.

The key incentive for the development of this component is the motive of self-development.

The need for the use of technologies focused on the development of inclusive competence is justified in this article. According to the authors, the technology of video cases has such potential. The authors set a goal to substantiate the effectiveness of the method of using video cases in the training of students-future teachers for the formation of self-development motives as a component of their inclusive competence.

The article presents data on the main problems of training teachers to implement inclusive education, analyses the concept of motivational component of inclusive competence of the teacher, reveals the potential of case-study technology and, in particular, video cases.

The authors propose an algorithm for the use of video cases in the classroom based on interactive teaching methods. Ascertaining, forming and control stages of the experiment are described in the course of experimental work. Such motives as "the desire to know yourself as a professional "and" the desire to improve professional knowledge and skills» are revealed through testing. The effectiveness of the developed algorithm for the use of video cases in the context of the formation of self-development motives of students-future teachers as a component of their inclusive competence is proved as a result of the research.

The following methods were used: study and analysis of theoretical sources on research, generalization and systematization of empirical data.

Keywords: inclusive competence, motivational component of inclusive competence, motive of self-development, video cases.

1 INTRODUCTION

Education of children with disabilities is a major trend in the development of modern educational practices. Of particular relevance is the question of readiness of teachers to implement inclusive in this regard.

Inclusive competence of teachers is an integrative personal education, which determines the ability of teachers to carry out professional functions in the process of inclusive education, take into account the different educational needs of students and ensure the inclusion of a child with disabilities in the environment of educational organizations, creating conditions for the development and self-development of children with disabilities [Khafizullina, 2008].

The structure of the teacher's inclusive competence includes motivational, cognitive, reflexive and operational components. The motivational component is characterized by a deep personal interest, positive focus on the implementation of educational activities in the conditions of inclusion of children with disabilities in the environment of normally developing peers, a set of motives (social, cognitive, professional, personal development and self-assertion, etc.) [Korneeva, 2011]. Motivational competence is defined as the ability to motivate yourself to perform certain professional actions on the basis of a set of values, needs, motives, adequate to the goals and objectives of inclusive education. Adequately formed professional motives are the key to satisfaction with the profession itself, the desire for quality work. The cognitive component implies a system of knowledge necessary for the implementation of inclusive learning, as well as experience of cognitive activity. The reflexive component is characterized by the ability to reflect cognitive, quasi-professional, as well as professional activities in an inclusive learning environment. The operational component involves the development of methods and experience of the decision of specific professional tasks (learning, education and development of pupils) in the process of inclusive education [Khafizullina, 2008].

Insufficient formation of these components can cause a low level of competence of the teacher. And such a problem as the teacher's lack of desire to work in an inclusive environment is primarily due to the lack of motivation and value component of inclusive competence. This component performs a regulatory function in the training process. This follows from the theory of K. Obukhovskiy, who defines the motive in the form of verbalization of goals and building a program that allows a person to start a certain activity.

The key stimulus for the development of the motivational component of inclusion is the motive of self-development and self-assessment.

E. Ermolaeva defines the goal of self-development of the teacher as the restoration of balance, the resolution of internal conflicts. The main mechanism of self-development is the resolution of contradictions; the decision of the individual is constantly complicated creative tasks [Blinova, 2009].

V. Maralov identifies 3 key stages of self-development: 1) identify personal meaning in the process of self-development (self-knowledge); 2) awareness of the need for self-development (motivation for self-development and goal-setting); 3) self-planning self-development activities (self-organization and self-actualization) in his research [Maralov, 2004].

The motive of self-development and self-assessment in relation to inclusive competence contributes to the formation of knowledge and ideas about yourself as a participant of inclusive education; provides the desire to know the specifics of inclusion, psychophysical features of children with disabilities, the need to study ways of self-knowledge, self-development; forms an idea of the image of the "ideal teacher" of inclusive education. The basis of professional and personal self-development is an adequate self-assessment by future teachers of the results of their own activities. Such self-assessment becomes an incentive to self-development, promotes formation of skills of independent adjustment of the activity. Experts pay attention to the interaction of personal and professional self-development, as well as the inseparability of personal development and professional development.

The result is an understanding of yourself as a person with a certain set of qualities that contribute to or hinder the success of professional activities in the conditions of inclusion. It is important to apply appropriate technologies focused on the development of inclusive competence at the stage of training of the future teacher at the University. Multi-level modular training, involving the possibility of mastering the content of academic disciplines at the reproductive, constructive, professional levels; wide use of the method of solving generalized professional problems, providing for the inclusion of future teachers in practical situations, simulating professional problems are used in the practice of training future teachers today [Sharafieva and etc, 2018].

A significant potential in the development of the motivational component of inclusive competence – the

motive of self-development and self-assessment has a case-study technology, in particular, video cases. The main difference between the video case and the traditional format case is that the educational specific situation is described by means of movies. This video is accompanied by a method of its effective use in the classroom. The technology allows immersing the participants in a real problem situation, which is typical for their future or present professional activities. This method involves the development of the ability to analyse situations, evaluate alternatives, choose the best option and plan its implementation. The use of this technology contributes to the development of analytical, practical, communicative, creative skills, skills of self-analysis, the formation of their own moral position. The presence in its structure of disputes, discussions, arguments allows students to simultaneously master the skills of discussion, defending their position, conflict management, leadership skills and many others.

The main objectives of the discussion are due to the emotional reaction of the participants relevant at the moment of life feelings and experiences; awareness and rethinking of their goals and needs, actions, feelings important for building their own lives; the development of the ability to analyse the situation and be honest with yourself in feelings and actions; the development of the ability to empathize; the formation of positive thinking.

2 METHODOLOGY

The purpose of the work is to substantiate the effectiveness of the method of using video cases in the training of students-future teachers for the formation of self-development motives as a component of their inclusive competence.

The methodological basis of the study were: personal-activity approach based on the understanding of the subject as a factor of his personal development; axiological approach, according to which the system of value orientations is the basis of humanistic orientation of teachers in General and their attitude to inclusive education and children with special health opportunities in particular; practical approaches to the formation of inclusive competence of future teachers.

The main methods were: analysis of theoretical sources on research, generalization and systematization of empirical data.

3 MATERIALS AND METHODS

In accordance with this goal, we have conducted a study of the effectiveness of the use of video to form the motives of self – development as a component of inclusive competence of students-future teachers. 52 master's students enrolled in the 1st year of Kazan Federal University in the direction of "Pedagogical education" participated in it. The experiment was conducted during one semester in the process of studying the discipline "Psychological and pedagogical bases of work with students with special educational needs".

At the first, ascertaining stage of the study, students were tested by the method of "Readiness for self-development" [Ratanova, 2003]. The test questionnaire determines such indicators of readiness as: "I want to know myself" and "I can improve myself". The values obtained correspond to one of the States of readiness: A - "I can improve myself", but "I do not want to know myself"; B – "I want to know myself" and "I can change"; C – "I want to know myself", but "I cannot change myself"; D – "I do not want to know myself" and "I do not want to improve". The state, indicated by A, is estimated as a high level of readiness; D – low level, B and C – medium levels.

The results were calculated individually, and then determined by the number of students as a percentage of the total number of participants in the study who are at the appropriate level of readiness.

The forming stage of the study was the development of the algorithm and the use of video cases in the classroom and its subsequent testing.

The algorithm consisted of the following sequential steps:

1. The element-by-element analysis of the content of the discipline program "Psychological and pedagogical bases of work with students with special educational needs" in order to reveal its potential for the formation of the motivational component of inclusive competence.
2. Determination of the purpose of using the video resource as part of the case based on the content characteristic of the motivational component, the structure of the motive of self-development.
3. Also at this stage were taken into account the requirements of the professional standard "Teacher" and the Federal state educational standard in the direction of "Teacher education" (qualification (master)) to

inclusive competence.

The definition of the overall structure of the video case contained the following sequence:

- a) Selection of video resources according to the criteria: the ability to identify problems associated with educational activities in the context of inclusion; the presence of an emotional component that can actualize a positive focus on the implementation of professional activities in an inclusive education;
- b) Formulation of problems or in the form of ready-made questions proposed by the teacher, or these problems was identified in the process of brainstorming by the students themselves;
- c) Selection of active and interactive methods for solving problem situations. The main methods were: discussion, reflective questions, and a moral dilemma or situation of moral choice.

Then followed the stage of determining the method of conducting classes using a video case.

Table 1 presents examples of the topics of classes, relevant videos, problem situations, problem questions and interactive methods of solving them.

Table 1 Topics and video cases (videos, quotes, problematic issues and interactive methods of their solution)

The theme of the lesson	Name of film	Video cases	
Pedagogical technologies of inclusive education	FLOWERS FOR ALGERNON	The content of the video: mentally retarded patient Charles, becoming a participant in a scientific experiment to improve the level of intelligence suddenly faces a choice: to remain a "Guinea pig" or to become himself again.	
		Quote from the video	Discussion topics, reflective issues, moral dilemmas
		The protagonist says: "as a child I had feelings, but was not crazy...Remember what I was like? You don't think I was human? What I am now, who I am now, a cowboy, a Guinea pig? »	Topics for discussion: "What is the main thing in a person: mind or feelings? Or individuality and uniqueness in General?»
		The protagonist says: "the term exclusive is used instead of such labels as weakened or shiny. "Exceptional" is opposed to" mediocre» and, because it involves two extremes, the word itself is meaningless. I was retarded, now I'm gifted. I mean, I've always been someone exceptional. And you, on the contrary, were, are and will be ordinary."	The situation of moral choice (moral dilemma): Should the teacher apply the same methods of education (including encouragement and punishment) to children with special health opportunities as to ordinary children? Will not special treatment of them as exceptional contribute to the development of dependent attitudes and distorted self-esteem?
Inclusive competence of a	FRONT OF THE CLASS	Video content: the hero of the film suffers from Tourette's syndrome. His symptoms-frequent motor and vocal tics, which cannot be suppressed. His dream is to become a teacher. After graduating from College twenty-four times he was denied the post of teacher, but it did not stop him, in the end he becomes a "teacher of the year."	
		Quote from the video	Discussion topics, reflective issues, moral dilemmas

		Speaking during the award of the title "Teacher of the year", the main character says: "But I also owe my most unbearable and faithful teacher that I have ever had ...my illness. The fight against the disease taught me the most valuable lesson that nothing can be allowed to stop you on the way to a dream..."	<p>Reflective questions:</p> <p>Am I aware of all the difficulties associated with the education and upbringing of children with disabilities?</p> <p>Am I ready to engage in professional self-education and self-development to work in an inclusive environment?</p> <p>What difficulties can lead me to leave the teaching profession?</p>
Inclusive competence of a modern teacher	BLACK	<p>The content of the video: Michelle - a girl from an aristocratic family who lost her hearing and vision in early childhood, with the help of a mentor and teacher was able to go to College and study with ordinary students.</p>	
		<p>Quote from the video</p>	<p>Discussion topics, reflective issues, moral dilemmas</p>
		<p>The main character asks what knowledge means to her: "Knowledge is everything. Knowledge is spirituality, wisdom, courage, light, sound. Knowledge is the Bible and God. Knowledge is my teacher."</p>	<p>Reflective questions:</p> <p>If the role of the teacher is so great for a child with disabilities, what personal qualities and competencies should the teacher have? What are the ways of forming these qualities and competencies?</p>

4 RESULTS

The following results were obtained during the study. 15.4 % of students from the total sample showed a high level of readiness for self-development at the ascertaining stage, and only one student (1.9% of the sample) showed a low level. The majority of students, namely 82.7% of the total number of subjects were at the medium level of readiness for self-development.

Repeated testing at the control stage of the study revealed an increase in the number of students with a high level of readiness for self - development to 21.1% and a decrease due to their number of students with an medium level-up to 78.8% of the sample.

At the same time, students with a low level of readiness were completely absent. Fig.1 shows the number of students at each level of readiness for self-development at the control and ascertaining stages of the experiment.



Fig.1 The number of students at low, medium and high levels of readiness for self-development at the control and ascertaining stages of the experiment

5 CONCLUSION

The results show that the methodology developed by the authors, based on the technology of video cases, can be an effective tool for the formation of readiness for self-development as a component of inclusive competence. The data can be used by teachers of universities and colleges in solving the problems of training future teachers.

6 DISCUSSIONS

E. Sorokina points out that motivational competence helps to understand the essence, purpose and significance of the future profession [Sorokina, 2016]. E. Bogdanova defines motivational competence as the ability to motivate yourself to perform certain professional actions [Bogdanova, 2016]. Motives, needs, goals determine the level of interest of a person in the acquisition of professional competencies, as well as the motivation for achievement, success resource, commitment to the quality of their work, the ability to self-motivation and self-confidence. The motive of self-development and self-assessment together with the use of effective learning technologies (video, in particular) solve the problem of achieving the maximum possible results of training future teachers for professional activities in an inclusive education.

ACKNOWLEDGEMENT

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

REFERENCE LIST

- Khafizullina, I.N. (2008). The development of an inclusive competence for future teachers in the course of vocational training: the dissertation from ped. humanities candidate: 13.00.01. Astrakhan, 213 p.
- Korneeva, N.Yu. Formation of readiness of the teacher of vocational training to create an inclusive environment of education, the Formation of readiness of the teacher of vocational training to create an inclusive environment of education. Bulletin of the South Ural State University. Series: Education. Pedagogical science, 2011. № 38 (255). P. 49–52.
- Blinova, V. L., Blinova Yu. L. (2009) Psychological bases of self-knowledge and self-development. Kazan: 222 p.
- Maralov, V. G. (2004). Fundamentals of self-knowledge and self-development. Moscow:Publishing. Center "Academy", 256 p.
- Sharafieva, Albina M.; Yarmakeev, Iskander E.; Akhmadullina, Rimma M.; Valiakhmetova, Nelly R. (2018) Transforming Positive Attitude of Pre Service Teachers Towards Inclusive Education By Cooperative Learning Technology HELIX Volume: 8 Issue: 1. pp: 2186 - 2190
- Ratanova, T. A. (2003) Psychodiagnostic methods in personality research: a tutorial. – Moscow: 320 p.
- Sorokina, E.V, Ostanina, M. V., Chekanin, I. M., Lapteva, E. A., Kalinchenko, E. I. (2016) Formation of General and professional competences in the teaching of human genetics basics of medical genetics at the medical College // Pedagogical science. No. 2. Pp. 307-310.
- Bogdanova, E. V. (2016) Structure of inclusive competence of students in the information educational environment of the University [Electronic resource] // Bulletin of Minin University. No. 3. - Access mode: <http://vestnik.mininuniver.ru/jour/article/view/239>