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AmurCon 2021: International Scientific Conference**STUDYING THE READINESS OF TEACHERS FOR INCLUSIVE
EDUCATION**

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Abstract

The relevance of the problem under study is determined by ensuring equal access to education for all students and, accordingly, the children with disabilities in the educational process of general educational organizations. One of the main conditions for the implementation of inclusive education is the professional and personal readiness of teachers to work with children with disabilities. By readiness, we mean a system of integrative qualities, properties, knowledge, and skills of an individual that ensure the effectiveness of pedagogical activity in the context of inclusive education of children with disabilities in educational institutions. One of its components is the cognitive readiness of teachers for inclusive education. This article is aimed at studying the cognitive component of teachers' readiness for inclusive education of children with disabilities. The leading research method is an experimental study and identification of the level of knowledge formation on the basics of special pedagogy and correctional psychology among teachers of educational organizations. In the course of experimental work, a questionnaire was conducted. The participants of the study were teachers of educational organizations. The materials of the article can be useful for specialists in the field of special pedagogy and correctional psychology, as well as for teachers implementing inclusive education.

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1. Introduction

The development of the education system for children with disabilities at the present stage of the educational policy of Russia has taken on new outlines. One of the priority tasks of Russia's social policy is the modernization of education in the direction of increasing accessibility and quality for all categories of citizens. Children with disabilities have equal rights to education with everyone. The concept of reforming the system of special education reflects the spheres, which include the creation and development of special conditions in the general education system. Joint education and upbringing of children with disabilities can take place in the context of inclusive education.

The emergence and implementation of inclusive education for children with disabilities is one of the trends of the current stage of development of the education system.

Inclusive education provides equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities.

An analysis of the work of specialists suggests that a particular difficulty in organizing inclusive education for children with disabilities is the insufficient level of readiness of teachers in general education organizations for its implementation.

Numerous studies show that one of the conditions for the organization of inclusive education is the formation of the cognitive component of teachers' readiness.

The cognitive component of readiness is characterized by the presence of a systematic vision by specialists of the process of modelling an inclusive educational environment and the ability of teachers to integrate knowledge from various scientific fields (medicine, pedagogy and correctional pedagogy, psychology and special psychology), to possess the technology of work on planning, educational content, evaluation activities using diagnostic, corrective, educational and consulting techniques, to take into account the peculiarities of the psychophysical development of children with disabilities, to provide psychological and pedagogical assistance and support to students in the classroom, to be familiar with a variety of educational techniques and technologies, etc.

Our research, aimed at studying the level of knowledge formation on the basics of special pedagogy and correctional psychology, seems relevant, timely and appropriate.

The novelty of the work is represented by the original methodology and a significant amount of factual data obtained during the diagnostic work.

Educational organizations of Birobidzhan city and the Jewish Autonomous Region made up the experimental base of the study, 150 teachers took part in the experiment.

2. Problem Statement

At the present stage of development of the education system, inclusive education of students with disabilities is being actively introduced. This category includes individuals who have deficiencies in physical and (or) psychological development, confirmed by the psychological-medical-pedagogical commission, such deviations prevent education without creating special conditions. The introduction of inclusive education requires compliance with several conditions. One of them is the availability of specially trained psychological and pedagogical staff to work in an inclusive class. However, as studies

by specialists show, many teachers have insufficient professional readiness to work with children with disabilities.

The objective of this study is to study the level of knowledge formation on the basics of special pedagogy and correctional psychology among teachers of inclusive education.

3. Research Questions

The issues of studying the professional and personal readiness of teachers for inclusive education are covered in the studies of domestic and foreign specialists.

The scientific works of Kim (2011) and Pijl (2010) reflect the problem of training teachers to work with children with disabilities in inclusive classrooms.

French and Chopra (2006) highly appreciate the role of the teacher's personality in the process of organizing joint education and upbringing. The authors note that the successful adaptation of students to inclusion depends on the development of pedagogical skills of an inclusive classroom teacher.

Cagran and Schmidt (2011) point out that the success of the implementation of inclusion directly depends on the professional competence of teachers. In the course of the study, they determined that those teachers who were trained in advanced training courses have a positive attitude towards this process.

Florian and Linklater (2010) note that teachers of inclusive classes should create conditions that would contribute to the success of each student. Specialists emphasize that the teacher organizes the cooperation of children based on activities available for the participation of each student, taking into account their current capabilities.

In the domestic education system, one of the priorities is the principle of equal rights to education for all categories of citizens, including people with disabilities. Ensuring equal access to education for all students is reflected in the Constitution of the Russian Federation and the Federal Law "On Education in the Russian Federation".

The introduction of inclusive education requires completely different training from teachers, expansion of functional duties, formation of new professional and personal qualities and competencies.

In the studies of Alekhina (2018), Gerasimenko and Nozdrina (2017), Karynbaeva et al. (2017, 2019), Naumov (2017) and others, it was noted that one of the requirements for the organization of inclusive education is the training of teachers who are ready to work in new conditions for them - in an inclusive classroom with children with disabilities.

Yakovleva and Yakovlev (2021) note that at the present stage there is a need for changes in teacher training programs for secondary schools since the quality of inclusive education is provided only by specially trained teachers.

Gamayunova and Parvatova (2019) note that the training of teachers to work with children with disabilities can be represented by two components: professional and psychological competence.

Gerasimenko and Nozdrina (2017) emphasize that the professional competence of a modern teacher goes beyond the educational process and covers a large area of social competencies (interdisciplinary interaction with specialists of an educational organization, interdepartmental cooperation, professional activities aimed at a high level of interest, motivation of students, responsibility for the results of their actions and the actions of children).

A study by Timiryasova and Akhmetova (2019) showed that teachers working in the system of inclusive education should develop professional competencies and develop personal qualities.

In the process of preparing teachers for inclusive education Kuzmina (2021) attaches particular importance to the inclusion of humanitarian technologies in its structure, which, according to the author, ensure the self-development of the teacher and influence the formation of his internal professional position.

Blinova (2019) points out the importance of carrying out work to improve the professional and personal readiness of teachers for inclusive education and the possibility of using various forms of education and the content of educational programs that form a new professional position

The analysis of the specialist's work emphasizes the importance and necessity of preparing teachers for inclusive education. The researchers pay special attention to the formation of professional and personal readiness of teachers to work in inclusive classrooms and schools.

4. Purpose of the Study

The purpose of this study was to determine the level of knowledge formation on the basics of special pedagogy and correctional psychology among teachers of educational organizations.

5. Research Methods

150 teachers of educational institutions of the Jewish Autonomous Region and the city of Birobidzhan took part in the study.

To study the level of knowledge formation on the basics of special pedagogy and correctional psychology, we conducted a questionnaire. Teachers were asked to answer 30 questions.

Answering questions 1,18, 20, 25, 26, teachers gave definitions to the categories "school maladjustment", "rehabilitation", "correction", "compensation", "defect". Answers to questions 2, 6, 10, 12 show the knowledge of teachers about the categories of children with disabilities. Questions 3, 14, 17, 21, 22, 23, 28 revealed the respondents' knowledge of the conceptual apparatus of special pedagogy and special psychology. The answer to question 4 reflected the basics of legal knowledge. Answering question 5, teachers showed the ability to differentiate the qualities of a teacher in the structure of personality. Answers to 7, 8, 9, 11, 13 showed a general awareness of the issues of identifying different approaches to the education of children with disabilities. The answers to questions 15, 16, 24, 27 reflected the level of knowledge of the basics of special psychology. In particular, the causes of human development disorders, distinctive features of the development of people with developmental disabilities and normally developing. Answering questions 19, 29, 30, the teachers showed their knowledge of special pedagogy: they determined the principles of correctional and pedagogical activity and its features.

The number of correct answers is calculated:

0-7 – low level;

8-15 – below average level;

16-23 - intermediate level

24-30 – high level

6. Findings

None of the respondents demonstrated a high level of theoretical awareness in the issues of special education of persons with disabilities.

The average level was noted in 26 teachers, which was 17% of all respondents. The analysis of the received answers showed that teachers, in general, are oriented in determining the essence of school maladaptation. The majority of them (74%) named unsuitability for schooling. This answer is natural because teachers work with different categories of children, and this problem is no exception. Questions reflecting the basics of legal knowledge did not cause many difficulties either. Respondents (75%) indicated that the basic rights of persons with disabilities are reflected in the Convention on the Rights of the Child, the Constitution of the Russian Federation, and the Law on Education in the Russian Federation.

Teachers who showed an average level of theoretical awareness give quite complete answers reflecting the specifics and tasks of special pedagogy and special psychology. For example, 65% of respondents indicated that special pedagogy is the theory and practice of special education for children with disabilities, for whom education under normal pedagogical conditions becomes difficult or even impossible. 67% of teachers correctly determined that special psychology studies the patterns and characteristics of the mental development of various groups of children with disabilities.

The question of the difference between children with disabilities and children with normal typical development turned out to be quite difficult. Only a small part of teachers (35%) noted that abnormal development is always based on organic or functional disorders of the nervous system or peripheral disorders of a particular analyzer. The remaining respondents (65%) indicated only violations of the central nervous system or a separate analyzer.

Some problems arose among teachers (67%) in determining the essence of the segregation process. They could not determine that this is education in special organizations with children of certain nosological groups. The teachers noted that this option involves differentiated education of children with disabilities. The majority (78%) of teachers coped with the definition of the concepts of "inclusive education" and "integrated education".

The question aimed at determining the personal qualities of a teacher working with children with disabilities did not cause any particular difficulties. Teachers (74%) indicated that these include empathy and tolerance.

The majority of teachers (67%) were able to determine that one of the principles of special correctional and pedagogical activity is the principle of systematic corrective, preventive and developmental tasks. But only a few respondents (35%) pointed to the essence of the principle of the corrective orientation of the learning process, noting that it is based on the doctrine of primary and secondary defects, the doctrine of compensation.

In general, the analysis of the responses of the teachers of this group showed that they have knowledge in the field of special education of persons with disabilities. However, the knowledge is not complete and systematic enough.

The level of knowledge below average in the field of special pedagogy and psychology was shown by 82 teachers, which was 55% of all respondents.

The analysis of the answers received showed that teachers (64%) find it difficult to define specific categories of "rehabilitation", "compensation" and "defect". However, 45% of the respondents were able to define the concepts of "correction" and "school maladaptation". Answering the question about which documents reflect the basic rights of persons with disabilities, teachers (38%) indicated only some of those that were proposed in the questionnaire. Most of the responses came down to an indication of the Law "On Education in the Russian Federation".

Certain difficulties were caused by several issues related to the definition of the conceptual apparatus of special pedagogy and special psychology. Teachers gave insufficiently complete answers (72%) when defining the tasks of these sciences when specifying the object of research, as well as when listing sections of these scientific fields.

Analysis of responses to identify knowledge about the causes of human development disorders has shown that this knowledge is partial and fragmentary. Only 38% of respondents gave correct answers from among the suggested ones, indicating three groups of causes depending on the period of development of the child.

Teachers (81%) experienced difficulties in identifying distinctive features in the development of children with disabilities and normally developing. Only some of them (35%) gave the correct answer.

At a low level, 42 teachers coped with the task, which amounted to 28% of all respondents. The range of correctness of their answers varied from 1 to 7. They were able to give correct answers only to some questions. Without much difficulty, they gave a definition of special pedagogy, indicated what is meant by integrated and inclusive education, noted the relationship of special psychology with other sciences. In other cases, mistakes were made. The analysis of the answers results of teachers who showed a level below the average and low indicates that their knowledge is relatively fragmentary and unsystematic.

7. Conclusion

Thus, the study showed that teachers of general education organizations possess only some knowledge in the field of education of children with disabilities. They have general ideas about the essence of inclusive education for children with disabilities. Most of them have insufficient knowledge of the basics of special pedagogy and correctional psychology. Particular difficulties were caused by tasks to define concepts and specific categories of special psychology, as well as the essence of the correctional orientation of the learning process for children with disabilities. Teachers showed fragmentary knowledge in the field of etiology of disorders in human development and the aspect of distinctive features of children with special educational needs. The revealed features of the knowledge formation on the basics of special pedagogy and correctional psychology indicate the need to work with teachers to improve their professional competence.

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