

# Formation of professional readiness of teachers as a condition of realization of effective inclusive educational practice

Elena Slusareva  
*Candidate of Psychological sciences,*  
*Associate Professor*  
*Stavropol State Pedagogical Institute*  
Stavropol, Russia  
slusareva2005@yandex.ru

Aleksej Dontsov  
*Candidate of Philological sciences,*  
*Associate Professor*  
*Stavropol State Pedagogical Institute*  
Stavropol, Russia  
armasha-dav@mail.ru

Marianna Popova  
*Senior lecturer*  
*Stavropol State Pedagogical Institute*  
Stavropol, Russia  
magma85@mail.ru

**Abstract**—The article deals with the theoretical and practical aspects of the study of the phenomenon of professional readiness of teachers as a condition of realization of effective inclusive educational practice. The article aims at studying the professional readiness of teachers of educational organizations to inclusive education. The methodological basis of the research was formed by the ideas of the humanistic pedagogy; axiological (value) approach to personality; personal-oriented approach to education. Research methods included theoretical (system analysis, analysis of scientific and methodical literature on the problem of forming readiness of teachers to the realization of inclusive educational practice), empirical (resulting experiments; monitoring, expert assessment method), and mathematical processing of experimental data. It was examined the notion of professional readiness of teachers as a condition of realization of effective inclusive educational practice; components of professional readiness of teachers are allocated and substantially proved, according to components methods of diagnostics of professional readiness are picked up and approved. The state of professional readiness of teachers in the Stavropol region is studied. Targeted support of teachers is offered based on the results of the study. The main conclusion is that the professional readiness of teachers is a complex integrative education that requires targeted forms and methods of its formation, based on the needs of teachers in a variety of types of support: educational, psychological and so on.

**Keywords**—*professional readiness, inclusive educational practice, diagnostics of readiness, educational and psychological support*

## I. INTRODUCTION

Inclusive education as a consistent development of humanistic ideas, on the one hand, and as a successful experience with unlimited diversity of students, on the other hand, is known in developed countries for more than forty years. Nowadays, and in Russian society – especially in megacities – there are clear changes in the direction of its greater heterogeneity due to fluctuations in its national composition, active intercultural interactions, changes in politics and the economy. In parallel with these processes, but, unfortunately, much

more slowly began an important transformation of public consciousness in relation to the equality of all citizens, without exception, in the field of quality of life and, in particular, education. In parallel with these processes, but, unfortunately, much more slowly began an important transformation of public consciousness in relation to the equality of all citizens, without exception, in the field of quality of life and, in particular, education.

The organization of inclusive education expands the rights and prospects not only for children with limited health opportunities. Violations of physical or mental development – limited health opportunities – entail as a consequence the emergence of special educational needs, but such needs can arise for completely different reasons, change over time and, most importantly, do not necessarily be associated with the health of the student.

The principles of inclusion, based on the concept of special needs, thus affect the interests of all children in General who do not fit into the standard learning environment and have any learning difficulties [1].

Inclusive education in Russia is one of the strategic directions of realization of the right of every child to education, which is enshrined in the provisions of the Convention on the rights of the child (1989) and the UN Convention aimed at protecting and promoting the rights and dignity of persons with limited health opportunities – the Convention on the rights of persons with limited health opportunities (2006), signed by the Russian Federation in 2008 [2].

An inclusive approach raises the question in such a way that the barriers and difficulties in education and training faced by children are due to the existing organization and practice of the educational process, as well as to outdated inflexible teaching methods. With an inclusive approach, it is necessary not to adapt children with certain learning difficulties to the existing requirements, but to look for other psychological and pedagogical approaches to learning in such a way that it is possible to take into account the special educational needs of all those children who have them [3].

Inclusion in education is a process that involves not only a technical or organizational change in the system, but also a change in the philosophy of education. Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs [4].

The main condition for effective inclusive education is the teacher's readiness to organize such joint training, which will take into account and competently implement the educational needs of all children, including children with limited health opportunities. At the same time, as noted by V. Z. Kantor, knowledge, skills of teachers of General education should not duplicate the training of specialists of special (defectological) education. The specialist of inclusive education can be a teacher of a completely new type, not reduced to the typical "sum" of the current mass school teachers and teacher-defectologist [5].

This study is aimed at solving the problem: what are the features of teachers' professional readiness to implement inclusive practice.

The purpose of the study: to identify and analyze the features of teachers' professional readiness for the implementation of inclusive practice, on the basis of which the process of teachers' professional training will be optimized.

## II. METHODOLOGY

The work of the teacher in the system of inclusive education is a complex and multifaceted activity, in connection with which, this specialist has high requirements, both in the field of theoretical, technological training and personal readiness for the organization of subject-subject interaction with a child with limited health opportunities.

Currently, psychological – pedagogical literature has accumulated a vast theoretical and experimental material on the phenomenon of ready for different activities (D. I. Wodzinski, A. D. Ganyushkin, M. I. Dyachenko, F. I. Ivashchenko, L. A., Kandybovich, J. L. Kolomensky, V. N. Myasishev, N. D. Levitov, N. M. Nazarova, K. K. Platonov, D. N. Uznadze, etc.).

In line with the functional approach (A. G. Kovalev, N. D. Levitov et al.) readiness is considered in connection with mental functions, the formation of which is a factor of successful professional activity [6, 7]. Readiness to work, according to V. A. Slastenin, "there is a special mental state, as the presence of the subject of the image of the structure of a certain action and a constant orientation of consciousness to perform it" [8]. Readiness includes various kinds of attitudes to the awareness of the problem, the model of probable behavior, the definition of special methods of activity, the assessment of their capabilities and their relationship with the upcoming difficulties and the need to achieve a certain result.

Within the framework of personal approach (M. I. Dyachenko, L. A. Kandybovich, N. V. Kuzmina, V. I. Slastenin, A. I. Scherbakov, etc.) readiness is considered as professionally important quality of personality [9-11]. As a complex psychological education, it includes in a stable unity of the following components: motivational (positive attitude to the profession, fairly stable professional motives), orientation (knowledge and understanding of the features and conditions of professional activity); operational (possession of methods and techniques of professional activity, the necessary knowledge, skills, etc.); strong-willed (self-control, the ability to manage the actions that make up the performance of labor duties); evaluation (self-assessment of their professional training and compliance with the process of solving professional problems optimal labor samples). According to Ya. L. Kolominsky, readiness for professional activity is a level of development of the personality which assumes formation of integral system of valuable and orientation, cognitive, emotional and volitional, operational and behavioral qualities of the personality [12].

It is possible to note such an approach to the study of readiness, which includes professional fitness and professional readiness for the activity (A. B. Belinskaya, V. A. Krutetsky, N. V. Kuzmina, A. TS. Puni, A. I. Shcherbakov, etc.). The essence of readiness is considered in direct connection with the formation, development and improvement of mental processes, States, properties and qualities of the person necessary for the successful performance of professional activities. In General, readiness is always considered in the context of a certain type of activity and its content is associated with the peculiarities of this activity; it is aimed at the formation, development and activation of those qualities of a specialist that contribute to the successful implementation of the activity.

I. M. Yakovleva notes that the training of teachers for the implementation of inclusive education is mainly aimed at the formation of knowledge about the features of children and adolescents with developmental limited health opportunities and their consideration in the pedagogical process [13]. At the same time, much less attention is paid to the professional and personal readiness of the teacher with children with limited health opportunities. From the point of view of the researcher, professional and personal readiness of the teacher with children with limited health opportunities includes professional and humanistic orientation of the individual, including its professional and value orientation, professional and personal qualities and skills.

Thus, for the full organization of professional training of teachers of inclusive education, in addition to the specific content of theoretical disciplines, it is necessary to choose appropriate technologies aimed at the formation of personal readiness of teachers included in the process of inclusive education.

Determining the content and organization of the process of training teachers for the implementation of

inclusive practice, we proceed from the fact that the most significant and leading factor in the reorganization of pedagogical education is the humanization of the educational process.

The global nature of the transformations taking place today in the socio-cultural, economic and other fields, both in our country and in the world, is primarily due to the humanization of public life. The highest humanistic meaning of social development is the affirmation of the attitude to man as the highest value of being, the self-value of development, the criterion for assessing social progress.

In the concept of humanization and humanitarization of education, developed by V. I. Kuptsov and S. V. Devyatova, the process of humanization in our country is determined by the following circumstances [14]:

- socio-political and economic reforms and their impact on public policy in the field of education;
- increased needs for humanitarian education;
- new forms of education management and self-government, a variety of forms of non-state educational institutions;
- interaction of formal and informal education systems;
- the need to develop a system of continuing education.

The revival of humanistic traditions affected the training of specialists in various fields and, first of all, teachers. This, as we see it, is caused, first of all, by contradictions between fundamental humanistic ideas and the degree of their realization in mass pedagogical practice due to the teacher's unpreparedness to the implementation of cultural-humanistic (human-forming) function.

The actualization of the culture-forming function of education is conditioned by the necessity of teacher's self-determination in the world and national culture, including pedagogical one, developed on the basis of social and professional position of value attitude to pedagogical activity and individual creative style. In this modern teachers see the main tasks of humanization of professional training of the teacher (E. V. Bondarevskaya, I. B. Kotova, V. A. Slastenin, etc.) [10, 15, 16].

The methodological basis for the study of the pedagogical aspect of humanization of education and teacher training is axiological (value) approach. On the basis of the General axiology, including various philosophical concepts, there is an understanding of the value characteristics of pedagogical phenomena. The basis of pedagogical axiology is the understanding and affirmation of the value of human life, education and training, pedagogical activity and education in general. Axiological characteristics of pedagogical activity reflect its humanistic sense.

The humanization of education has brought to life such a value orientation as "man – the highest value",

which is accepted as an axiom. This value orientation characterizes the humanistic content of the motives of behavior, sets the normative certainty of such socially significant moral values, which together express and represent humanism. These are values such as the meaning of life, the purpose of man, his dignity, respect, trust and love for people, care for their welfare and happiness, justice, etc.

Modern scientists (V. V. Serikov, etc.) consider the humanization of education as the most important phenomenon, reflecting the social trends in the construction and functioning of the system of education and upbringing in the modern world [9]. Such a system of education can contribute to the development of the essential forces of man, his socially valuable ideological and moral qualities that are needed today and even more so will be needed in the future. Humanization of education is a process aimed at the development of the individual as an active subject of creative work, knowledge and communication. According to its objective functions, humanization of education acts as a condition (factor) of harmonious development of the individual, enrichment of his creative potential, growth of essential forces and abilities.

Analysis of the process of teacher training shows that the existing system of higher pedagogical education in our country does not fully implement the humanistic trends of the past, develops and lays new ones. In order to change this situation, it is necessary to overcome the mechanisms of inhibition that have taken root in the system of higher pedagogical education in the previous period, to realize and rethink the restraining development and implementation of the idea of humanization of the pedagogical paradigm, to identify the contradictions of the process of teacher training caused by them.

Modern graduate of the pedagogical University, as noted by E. V. Bondarevskaya, M. Ya. Vilensky, V. A. Slastenin, E. N. Shiyarov, etc., not always is the bearer and continuer of the cultural traditions, and is often outside the context of world and national culture. This reduces its cultural role, limits professional opportunities [8, 15, 17].

The restoration of this cultural-forming function of the teacher in an inclusive education should be accompanied by the implementation of a number of conditions.

One of them involves the selection of the content of his professional training, which would ensure the development of the personality of the teacher in the totality of individual psychological characteristics, spiritual needs and social and moral qualities that make up the content of his own education.

The second condition requires the definition of the specific content of a specific sphere of social experience, which will later become a means and content of professional and pedagogical interaction of the teacher with children with a variety of special educational needs.

Teachers acquire fundamental knowledge not only about the essence of training and education, but also about the child as a subject of didactic and educational influences, the formation of a holistic personality of a child with limited health opportunities. It is obvious that the knowledge of teachers should be holistic, which is achieved through the implementation of intra- and inter-subject relations.

Interrelation of disciplines in the process of professional training is the most important factor of improvement of all parties of readiness of teachers for pedagogical activity in the conditions of inclusive education. Humanization, differentiation and individualization of the learning and education process is becoming one of the most important principles of the reorganization of the inclusive education system.

### III. RESULTS

Summarizing the above, we consider the teacher's readiness to implement an inclusive practice as a complex integrative education, manifested both in the stable qualities of the individual and in the situational mental States associated with professional activity and contributing to its successful implementation.

Analysis of the available scientific approaches (O. S. Kuzmina, I. N. Khafizullina, V. V. Khitruk, Yu. V. Shumilovskaya) allowed us to highlight three main components (in the considered readiness) which are interrelated and classified in the substantial filling of each component taking into account the specifics of inclusive forms of education [18-20]:

1) scientific and theoretical component, to which we refer interdisciplinary theoretical training in different fields of knowledge – medical, pedagogical, and actually psychological;

2) the practical component assumes formation of practical skills of implementation of educational process in the conditions of the inclusive form; mastering concrete methods, receptions, means of the organization of the inclusive approach in education;

3) the personal component reflecting set of professionally significant personal qualities necessary for implementation of interaction with the children having limited health opportunities. The basic integral quality of the teacher working with children with limited health opportunities, from the point of view of I. M. Yakovleva is readiness to help this child, mercy, which includes empathy, tolerance [13].

In order to optimize the process of training teachers for the implementation of inclusive practice, we conducted a study of professional readiness of teachers of educational institutions of the Stavropol region. 129 teachers with different teaching experience and included in the process of inclusive education of children with limited health opportunities took part in the diagnosis.

Diagnosis was carried out on the above mentioned components: theoretical, practical and personal readiness. The obtained data were processed by us in the form of absolute and relative indicators to

determine the levels of formation of the components of teachers' readiness for the implementation of inclusive education.

The study of theoretical readiness revealed that the most represented level is low – 62%, the average level was – 25% and the highest level is expressed by the lowest indicator – 13%.

Analysis of the results showed that most teachers are not ready for the introduction of inclusive culture and practice in the educational organization.

Teachers noted that they have knowledge and understanding of what inclusive education is and how it differs from other forms of education. They are familiar with the peculiarities of the psychological regularities and peculiarities of the age and personal development of children with limited health opportunities and also they know the main provisions of Federal state educational standard of primary General education of pupils with limited health opportunities, Federal state educational standards of pupils with mental retardation (intellectual disabilities).

At a high level, teachers have developed knowledge of the legal framework in the field of inclusive education. More than a third of teachers understand the role of inclusive education in shaping the Outlook of the younger generation, half recognizes its priority in the development of the Russian education system, but only 14% of respondents refer to inclusion as a positive phenomenon.

In addition, teachers note that they lack knowledge about the special educational needs of children with disabilities.

To a greater extent, teachers know the special educational needs of children with intellectual disabilities: mental retardation and intellectual delay in the development of children. The most difficult category for education is a group of children with autism spectrum disorders, with behavioral and intellectual disabilities – 88% of the respondents.

A quantitative study of this component as the practical readiness of the following: low – 52%, average – 33% and high 15%.

We see that since teachers do not have knowledge in the field of inclusive education of children with special educational needs, skills are not formed. Thus teachers emphasize that the need in creating tailored educational programs have arisen before, as a normative-legal basis regulating the compilation of programs: Federal state educational standard of primary General education of pupils with limited health opportunities, Federal state educational standards of pupils with mental retardation. That is, teachers do not know about the special educational needs of children of different nosological groups, do not know how to make an adapted educational program to meet these needs, but in practice for a long time already do it, because in educational institutions are taught children with different variants of impaired development. That is why, in our opinion, the indicators of high and medium

level of the practical component of teachers' readiness are higher than the indicators of the theoretical component.

Qualitative analysis of the data allowed us to note that the most unformed, from the point of view of teachers, are analytical and organizational skills: the ability to manage the behavior and activity of children in an inclusive class, to make decisions quickly in unusual situations and to find the best ways of psychological and pedagogical influence, to organize dialogue interaction.

Most of the teachers – 93% – find it difficult to determine the change in children's mental state (exhaustion, fatigue, etc.) by their external manifestations and actions; 89% find it difficult to design the educational process of joint training of children with normal and impaired development.

Teachers note the psychological difficulties in the perception of a child with various disorders and the presence of emotional barriers: hostility, a sense of antipathy in the child (especially in cases of severe and multiple developmental disorders).

The study of the personal component of readiness (formation of professionally important qualities of the person) showed that the most formed is the emotional channel of empathy (58%), penetrating ability to empathy expressed 47% and attitudes that contribute to empathy – 43%.60% of respondents have excessive pedagogical tolerance, 40% - the optimal level of tolerance. We didn't note low and self-destructive levels of tolerance in the study group of teachers. In our opinion, this is due to the fact that teachers included in the inclusive practice, initially share the philosophy of inclusive education, which affects the implementation of inclusive policies and practices in the educational organization.

Diagnostics allowed us to study the request of teachers for support by means of open and semi-open questions. In accordance with the request, teachers were provided with both educational and psychological support.

Educational support was carried out in the form of professional retraining programs, advanced training, training and scientific-methodical seminars, round tables, internships in schools with experienced teachers who implement inclusive practice and on the basis of special (correctional) educational organizations, which have accumulated the experience in working with children with limited health opportunities.

Psychological support was the development and implementation of programs for the subjects of an inclusive educational environment to overcome the negative attitude to co-education, programs to improve stress resistance, prevention of emotional burnout and etc. The main method of psychological support was training and individual work with teachers on personal request.

#### IV. CONCLUSION

The results of theoretical analysis and empirical research have allowed to determine the professional readiness of teachers to implement inclusive practice as a complex integrative formation, manifested both in the stable qualities of the individual and in the situational mental states associated with professional activity and contribute to its successful implementation. The structural components of professional readiness are the theoretical component (formation of knowledge in different areas about children with different educational needs); practical (formation of skills in the implementation of inclusive practice) and personal (formation of professionally important qualities of the teacher's personality, allowing to build interaction with children with different psychophysical status from the standpoint of humanistic approach). The study and formation of professional readiness of teachers is a factor and a leading condition for the implementation of inclusive educational practice.

#### REFERENCES

- [1] S. V. Alekhina, M. A. Alekseeva, and E. L. Agafonova, "Readiness of teachers as the main factor of success of inclusive process in education", in *Psychological science and education*, 2011, No 1, pp. 83-92.
- [2] *Inclusive education in Russia*, the UN Children's Fund (YOUNG ISEF), 2011.
- [3] S. V. Alekhina, *Bulletin of Educational and methodical Association of universities of the Russian Federation on psychological and pedagogical education*, 2013, No 1 (4), pp. 73-74.
- [4] *Inclusive education: methodology, practice, technology: Materials of the international scientific-practical conference*. Moscow: MGPPU, 2011.
- [5] V. Z. Kantor, "On the preparation of teachers for inclusive education", in *Bulletin of the Herzen University*, 2010, pp. 29-31.
- [6] A. G. Kovalev, *Personality psychology*. Moscow, 1970, p. 341.
- [7] N. D. Levitov, *About the mental state of the person*. Moscow, 1964, p. 263.
- [8] V. A. Slastenin, "Integrative trends in the system of psychological and pedagogical training of teachers", in *Introduction to the teaching profession: practice, concepts, new structures*. Voronezh, 1992, pp. 6-9.
- [9] M. I. Dyachenko, and L. A. Kandybovich, *Psychology of higher education*. Minsk, 1981, p. 383.
- [10] O. S. Kuzmina, *Methods of research of pedagogical activity*. Leningrad, 1970, p. 115.
- [11] A. I. Shcherbakov, *About preparation of students-future teachers for research of the pedagogical phenomena and processes*. Leningrad: LSU, 1977, p. 301.
- [12] Ya. L. Kolomenskij, *Psychology of personality and relationships in the children's team*. Minsk, 1969, p. 238.
- [13] I. M. Yakovleva, "Professional and personal readiness of the teacher to work with children with limited health opportunities", in *Bulletin of the Moscow state regional University. Part: Pedagogical sciences*, 2009, No 4, pp. 140-144.
- [14] S. V. Devyatova, and V. I. Kuptsov, "The concept of humanization and humanitarization of education", in *Socio-political Journal*, 1995, No 6, pp. 107-115.
- [15] E. V. Bondarevskaya, *The level of pedagogical culture – the main basis for teacher certification*. Rostov-on-Don, 1994, p. 15.

- [16] I. N. Khafizullina, Formation of inclusive competence of future teachers in the process of professional training: thesis ... candidate of pedagogical sciences. Astrakhan, 2008, p. 213.
- [17] I. B. Kotova, and E. N. Shiyanov, Pedagogical interaction. Rostov-on-Don, 1997, p. 112.
- [18] O. S. Kuzmina, Preparation of teachers to work in an inclusive education: thesis ... candidate of pedagogical sciences. Omsk, 2015, p. 319.
- [19] V. V. Khitruk, Formation of inclusive readiness of future teachers in higher education: thesis ... doctor of pedagogical sciences. Kaliningrad, 2015, p. 390.
- [20] Yu. V. Shumilovskaya, Preparing the future teacher to work with students in an inclusive education: thesis ... candidate of pedagogical sciences. Shuya, 2011, p. 175.