

MOTIVATIONAL-PERSONAL READINESS OF TEACHERS TO MODEL AN INCLUSIVE EDUCATIONAL ENVIRONMENT

^aOLGA V. KARYNBAEVA, ^bOLGA E. SHAPOVALOVA,
^cNATALIA V. SHKLYAR, ^dIRINA A. EMELYANOVA,
^eELENA A. BORISOVA

*Sholom-Aleichem Priamursky State University, Shirokaya str.,
 70-A, Birobidzhan, Russia*
 email: ^aolgavlad11@mail.ru, ^bolya.shapovalova.1962@mail.ru,
^ckor.ped@mail.ru, ^dIrrina79@bk.ru, ^eBor-elenaz9u@yandex.ru

Abstract: The problem is relevant due to the implementation of inclusive education and ensuring equal access to education for all students considering the diversity of special educational needs and individual opportunities. Such changes require teachers to have special training and readiness to model an inclusive educational environment. One of the factors of success of inclusive education of children with disabilities is motivational-personal readiness of teachers. In this regard, the aim of this paper to study the motivational-personal component of the readiness of teachers to model an inclusive educational environment. The leading method for the study of this problem is an experimental study that allowed determining the attitude of teachers to the introduction of inclusive education.

Keywords: motivational personal readiness of teachers, inclusive educational environment, children with disabilities.

1 Introduction

The modern system of education of the developed democratic society with the turn for the recognition of intrinsic value of the personality and its guaranteed right to freedom of choice and self-realization upcoming in public consciousness promoted emergence and implementation of inclusive education of children with disabilities.

Inclusive education involves such organization of the educational and upbringing process, in which all children, regardless of their physical, mental, intellectual and other characteristics, are involved in the general education system and are taught in accordance with their places of residence together with their peers at the same general education institutions.

The analysis of the work of specialists indicates that the lack of the readiness of teachers of general education classes and schools to implement inclusive education is a particularly difficult issue in the organization of inclusive education of children with disabilities. Numerous studies show that one of the conditions for the effectiveness of joint education is the developed level of motivational-value component of the readiness of teachers to model an inclusive educational environment. Therefore, the present research aimed at studying the level of development of the motivational-value component of the readiness of teachers for inclusive education is relevant, timely and practicable.

The novelty of the work is represented by the original diagnostic methodology and a significant amount of actual data characterizing the motivational-value component of the readiness of teachers to model an inclusive educational environment.

The experimental base of the research includes educational institutions of the city of Birobidzhan and the Jewish autonomous region. 150 teachers took part in the experiment.

2 Literature Review

The scientific research work of the department of correctional pedagogy, psychology and speech therapy is built in accordance with the most urgent problems of special education in the Russian Federation. We study psychological and pedagogical support of children with disabilities (Emelyanova et al., 2015), determine the speech readiness for school education of preschool children with general underdevelopment of speech (Emelyanova et al., 2018), identify the volitional qualities of children with disabilities and their attitude to education (Shapovalova et al.,

2017, 2018), study the most effective training and retraining opportunities of teachers for inclusive education (Karynbaeva et al., 2017).

One of the priorities of the department staff is to study the issues related to the implementation of inclusive education of children with disabilities in general educational institutions.

In a number of foreign studies, the concept of "inclusion" is considered in different ways:

- the recognition by society and general educational institution of the uniqueness and value of each child (Renzaglia, 1997);
- a single educational environment where children with disabilities are taught according to the same educational programme as their peers and participate in all activities held at school (Jackson, 2008);
- the process and practice of education and support of children with disabilities in educational institutions located near their residence (Shemesh, 2009);
- the possibility of full interaction between students in the process of their education and in extracurricular activities in conditions of a general education institution (Voltz, 2001);
- the process of involving children with disabilities in the educational process, their presence in the natural conditions of school, education according to a single programme, obtaining the necessary assistance and support of specialists (Ryndak, 2000).

In the Law "On Education in the Russian Federation" of December 29, 2012 N 273-FL inclusive education is defined as ensuring equal access to education for all students taking into account the diversity of special educational needs and individual opportunities.

In the situation of the implementation of different models of inclusive education in general educational institutions the problem of defining the nature of the inclusive educational environment is becoming particularly relevant.

In pedagogy it is determined that the educational environment is the result of relations between the subjects of the educational environment. The basis of interaction is the activity of all subjects. L. S. Vygotsky (2003) was one of the first to point to the trilateral active process (active teacher, active student, active environment between them).

The organization of an inclusive educational environment is considered as a type of professional activity of a pedagogue. The readiness of a pedagogue to work in conditions of an inclusive educational environment is understood as the ability to effectively organize work with students and their parents, to create conditions for the successful adaptation of children with disabilities and their constructive interaction with peers in the school educational environment (Breshkovskaya & Kuvyrtalova, 2016).

According to S.V. Alekhina (Alekhina et al., 2011), Yu.A. Gerasimenko (2015), O.V. Karynbaeva (Karynbaeva et al., 2017), O.S. Kuzmina (2016), N.N. Malofeev (2009), N.Ya. Semago (Semago et al., 2011), T.Yu. Chetverikova (2015) and other researchers, one of the important conditions for the implementation of inclusive education is the training of competent teachers who are able and ready to work with children with disabilities.

In the structure of pedagogical readiness, the motivational-value, cognitive, organizational-activity, reflexive-analytical and effective components are distinguished.

Let us consider the motivational-value component of the readiness of teachers.

Summarizing various approaches of domestic specialists to the definition of the essence of motivational-value readiness of teachers to model an inclusive educational environment, it should be noted that it consists in understanding the philosophy of inclusive education and accompanying children with disabilities, in readiness to accept children with special educational needs, in creating favorable conditions for the successful education and upbringing of children in general educational institution, in a positive focus on the implementation of pedagogical activities in these conditions, deep personal interest in the results of the work, understanding and awareness of the social significance of inclusion and in the formation of a tolerant attitude of society to children with disabilities. The works of the researchers emphasize that a pedagogue working with children with disabilities should have such personal qualities as commitment, perseverance, faith in the potential of children, empathy, tolerance, industriousness, etc.

Determining the content of the readiness of teachers for inclusive education, foreign researchers point out that one of the conditions for the success of joint education is the attitude of teachers to this process (Cagran & Schmidt, 2011), recognition of equal opportunities for all students in the right to education and satisfaction of these rights taking into account the individual needs of each child (Corbett, 1999). Particular attention is paid to the creation of a psychological climate in inclusive classes (Schmidt & Cagran, 2006) and ways to support children with disabilities (Bond & Castagnera, 2006). In the research of specialists, the role of the teacher's personality in the process of inclusive education (French & Chopra, 2006), the need to train and improve the qualifications of teachers with basic vocational education are emphasized (Pijl, 2010; De Boer et al., 2011), as well as the possibility of sharing the experience of specialists is pointed out (Brandon & Charlton, 2011).

Thus, the motivational-value readiness of a pedagogue includes the basic psychological properties and personal qualities of a pedagogue as an organizer of an inclusive educational environment.

3 Research Methods

The study was conducted during the 2016-2017 academic year with the help of a questionnaire and a survey developed at the department of correctional pedagogy, psychology and speech therapy of the Sholom-Aleichem Priamursky State University and tested with the active participation of teachers of general educational institutions of Birobidzhan and the Jewish autonomous region.

The questionnaire on the attitude of teachers to inclusive education of children with disabilities included 5 questions:

1. What do you understand by "inclusive education of children with disabilities"?
2. How do you feel about the implementation of inclusive education in the general education system: positive, negative? (Underline as appropriate.) Justify your answer.
3. What is the main purpose of the implementation of inclusive education in general education school?
4. What, in your opinion, are the problems of implementing joint education for children with disabilities?
5. What, in your opinion, are the benefits of inclusive education for children with disabilities?

In order to study the level of development of motivational-personal component of the readiness of teachers for modeling inclusive educational environment, we conducted a survey. The teachers were asked to choose one of three answers: always, sometimes or never.

1. I provide assistance to children with disabilities.
2. I am aware of the social importance of working with children with disabilities in conditions of general educational institution.

3. I am ready to form a tolerant attitude of society to children with disabilities.
4. I show empathy towards children with disabilities.
5. I feel the need for professional and pedagogical improvement.
6. I am aware of the insufficiency of the achieved results and wish to improve them.
7. I feel the need to achieve high results.
8. I undertake self-education.
9. I cooperate with scientific consultants.
10. I show readiness to participate in innovation processes.
11. I express the need for search, research and better understanding of patterns.
12. I exercise self-control and self-regulation of my behaviour.
13. I show pedagogical optimism in working with children with disabilities.
14. I apply creative approach to solving problems and objectives of pedagogical work.

Processing of the survey results:

Evaluation scale of motivational-personal component of the readiness of teachers: "always" - 3 points, "sometimes" - 2 points, "never" - 1 point.

The level of motivational-personal readiness for modeling the integrated educational environment was calculated by the formula:

$$C = C_{\text{fact}} / C_{\text{max}}$$

where C is the level of the readiness component of teachers;
C_{fact}. is the actual number of points received by a pedagogue;
C_{max}. is the maximum possible number of points.

The following indicators are used to assess the level of readiness:

- critical level is $C < 0.45$;
- permissible level is $0.45 < C < 0.65$;
- sufficient level is $0.65 < C < 0.85$;
- optimal level is $C > 0.85$.

The optimal level is characterized by the fact that teachers are able to accept and provide assistance to children with disabilities; deep awareness of the social importance of working with children with disabilities in the system of inclusive education; the desire to form a tolerant attitude of society to children with disabilities and the need for continuous professional pedagogical improvement.

The sufficient level is marked by the fact that particular motives for the acceptance of children with disabilities prevail among teachers; they have sufficient degree of awareness of the social importance of working with children with disabilities; the desire to form a tolerant attitude of society to children with disabilities and the need for professional and pedagogical improvement are less expressed.

Permissible level: teachers have a weak motivation to accept children with disabilities; there is a fragmentary awareness of the social importance of working with children of this category; there is a weak desire to form a tolerant attitude of society to children with disabilities and the need for professional and pedagogical improvement. Teachers need advisory and methodological assistance.

Critical level: teachers have very little motivation to accept children with disabilities. They are not aware of the social importance of working with children with disabilities in the system of inclusive institution. A teacher does not always show such qualities as tolerance, empathy, does not feel the need for self-improvement and self-education, does not show readiness to participate in innovative processes. Teachers need advisory and methodological assistance.

4 Findings and Discussion

The results of the questionnaire showed the awareness of respondents in determining the essence of the process of inclusive education of children with disabilities: 80% of teachers noted that this means joint education of children of different categories (children with disabilities and normally developing children) in the conditions of implementation in general education schools.

65% of the respondents answered the question reflecting the attitude of teachers to the organization of inclusive education positively and with understanding of the importance of the process. In the comments they noted the need to provide equal rights and opportunities to receive education for all children. 35% of teachers gave a negative assessment of the implementation of inclusive education in the system of general education. It should be noted that many of them found it difficult to answer, and some noted the effectiveness of inclusive education only in some cases and only for some categories of children.

When analyzing the answers to the question of what the main goal of inclusive education of children with disabilities is, respondents identified the positive and negative sides of this process.

Positive attitude was associated with the need for inclusive education as an important means of rehabilitation and integration of students into society. The teachers (75%) noted that this form of education will have a beneficial effect on communication, establishment of productive cooperation between students of the class, contribute to the development of communication skills and interpersonal relations.

Teachers noted that this experience has a positive impact not only on children with disabilities, but also on healthy peers for promoting tolerance, humane and empathic attitude to the neighbor.

Many teachers (68%) stressed that the development of the necessary skills among children with disabilities will be more effective in the natural social environment.

The negative attitude to inclusive education (79% of teachers) was justified by the lack of preparation of general education school to accept such a child, due to the lack of material conditions for professional labour training of adolescents with disabilities, as well as the lack of methodological equipment of schools.

The teachers (72%) pointed to the presence of a large number of students in the classroom, which, in turn, makes it difficult to organize the educational process and take into account the individual characteristics of the psychophysical development of children. The majority of the respondents (84%) noted that in such a situation, a huge burden is experienced by a pedagogue himself, not having sufficient personal and professional training for the process of inclusive education of students with developmental problems. Also, the teachers (65%) pointed to the lack of the readiness of parents and students to perceive children with "special needs" as equal participants of the educational process.

The results of the survey showed that 82 teachers (which amounted to 55% of all respondents) showed an acceptable level of motivational-personal readiness. Among them a weak motivation to accept children with disabilities in conditions of general educational institutions prevails. The teachers of this group do not have the sufficiently expressed desire to form a tolerant attitude of society to children with disabilities. This is due to the superficial knowledge of the processes of inclusive education and ways of forming a positive attitude. In this regard, they pointed to the need and importance of continuous professional pedagogical improvement, because without special

training it is impossible to achieve the effectiveness of inclusive education of children.

The critical level of motivational-personal readiness for the formation of the inclusive educational environment was shown by 37 teachers, which amounted to 25% of all respondents. The teachers of this group are characterized by a very weak motivation to accept children regardless of their level of psychophysical development. They do not realize the social importance of working with children of this category in conditions of general education school. The teachers do not always show empathy, they have a weak desire to form a tolerant attitude of society to people with disabilities. This shows the superficiality of understanding the problem of the introduction of inclusive education as an innovative process. Their responses also indicate a lack of the need for professional pedagogical improvement. Teachers noted that only sometimes they undertake self-education; they stressed that they do not always have a need for a better understanding of the patterns of the processes of inclusive education.

26 people showed a sufficient level of motivation and personal readiness, which amounted to 17% of all respondents. Particular motives for the acceptance of children with disabilities prevail among the teachers. They are aware of the social importance of working with such children in conditions of general education school. They have a more expressed desire to form a tolerant attitude of society to children with disabilities and the need for professional pedagogical improvement in comparison with the previous group of respondents.

5 people showed an optimal level of motivational-personal readiness, which amounted to 3% of all respondents. The teachers of this group are able to accept and render assistance to different categories of children. They are deeply aware of the social importance of working with children with disabilities, as evidenced by the survey answers. They strive to form a tolerant attitude of society to children of this category and have a need for continuous professional pedagogical improvement.

Thus, the results of the study of motivational-personal readiness of teachers of general educational institutions for inclusive education showed that teachers are not always ready to accept and render assistance to children with disabilities, not all of them have a sufficiently deep understanding of the social importance of working with children of this category in general education school. They are not sufficiently focused on carrying out work on the formation of a tolerant attitude of society to such children and do not show active interest in continuous professional pedagogical improvement. The results obtained attest to the necessity to render advisory and methodological assistance.

5 Conclusion

One of the aspects of the problem of the implementation of inclusive process in education is the lack of professional readiness of teachers to work with children with disabilities.

The results of the research demonstrated the heterogeneity of teachers' positions on the organization of inclusive education. A positive attitude to this process was justified by the need for social interaction and the formation of tolerant relationship between all participants of the educational process. Pointing to the difficulties of the implementation of inclusive education, the teachers noted the weak material-technical and methodological equipment of general educational institutions, the problems of the readiness of parents for joint education of children, as well as the additional burden on teachers in conditions of insufficient professional-personal readiness. Most teachers showed acceptable (82 teachers, 55%) and critical (37 teachers, 25%) levels of motivational-personal readiness for the formation of inclusive educational environment. They have a weak desire to work on the formation of a tolerant attitude of society to children with disabilities, they are insufficiently prepared to accept such children, the need for professional and pedagogical improvement is reduced.

Thus, the research conducted confirmed the high relevance of the stated problem and the need for further, deeper development of the issues regarding the formation of professional readiness of teachers for inclusive education of children with disabilities.

Literature:

1. Alekhina, S. V., Alekseeva, M. N., Agafonova, E. L.: *The Readiness of Teachers as the Main Factor of Success of Inclusive Process in Education*. Psychological Science and Education, (1), 2011. 83-92 pp. Available from http://psyjournals.ru/files/39878/psyedu_2011_n1_Alekhina_Alekseeva_Agafonova.pdf
2. Bond, R., Castagnera, E.: *Peer Supports and Inclusive Education: An Underutilized Resource*. Theory into Practice, 45(3), 2006. 224-229 pp.
3. Brandon, T., Charlton, J.: *The Lessons Learned from Developing an Inclusive Learning and Teaching Community of Practice*. International Journal of Inclusive Education, 15(1), 2011. 165-178 pp.
4. Breshkovskaya, K. Yu., Kuvyrtaeva, M. A.: *The Development of Motivational-Value Readiness of a Future Teacher to Work in an Inclusive Educational Environment*. Humanitarian Bulletin of TSPU n.a. L. N. Tolstoy, 1(17), 2016. Available from <http://file:///C:/Users/User/Downloads/razvitiemotivatsionno-tsennoznoy-gotovnosti-buduschego-uchitelya-k-deyatelnosti-v-inklyuzivnoy-obrazovatelnoy-srede.pdf>
5. Cagran, B., Schmidt, M.: *Attitudes of Slovene Teachers towards the Inclusion of Pupils with Different Types of Special Needs in Primary School*. Educational Studies, 37(2), 2011. 171-195 pp.
6. Chetverikova, T. Yu.: *The Phenomena of Practice of Inclusive Education of Primary Schoolchildren with Disabilities*. Modern Studies of Social Problems, 8(52), 2015. 226-242 pp. Available from <http://cyberleninka.ru/article/v/fenomeny-praktiki-inklyuzivno-obrazovaniya-mladshih-shkolnikov-s-ogranichennymi-vozmozhnostyami-zdorovya>
7. Corbet, J.: *Inclusive Education and School Culture Jenny Corbet*. International Journal of Inclusive Education, 1(3), 1999. 53-61 pp. Available from <http://www.tandfonline.com/doi/abs/10.1080/136031199285183>
8. De Boer, A., Pijl, S.J., Minnaert, A.: *Regular Primary School Teachers' Attitudes Towards Inclusive Education: a Review of the Literature*. International Journal of Inclusive Education, 15(3), 2011. 331-353 pp.
9. Emelyanova, I. A., Shapovalova, O. E., Shklyar, N. V., Borisova, E. A., Rodionova, G. S., Karynbaeva, O. V., Koryakina, N. V., Dunaeva, E. S.: *Support of Disabled Childrens' Psychological and Pedagogical Development*. Biology and Medicine (Aligarh), VII(4), 2015. Available from <http://www.biomedonline.com>
10. Emelyanova, I. A., Borisova, E. A., Shapovalova, O. E., Karynbaeva, O. V., Vorotilkina, I. M.: *Particularities of Speech Readiness for Schooling in Pre-School Children Having General Speech Underdevelopment: A Social and Pedagogical Aspect*. Journal of Social Studies Education Research, 9(i), 2018. 89-105 pp.
11. French, N. K., Chopra, R. V.: *Teachers as Executives*. Theory into Practice, 45(3), 2006. 230-238 pp.
12. Gerasimenko, Yu. A.: *Professional-Personal Readiness of a Pedagogue in Conditions of Inclusive Education*. Pedagogical Education in Russia, (6), 2015, 145-150 pp. Available from <http://cyberleninka.ru/article/v/professionalno-lichnostnaya-gotovnost-pedagoga-k-rabote-v-usloviyah-inklyuzivno-obrazovaniya>
13. Jackson, R.: *Inclusion or Segregation for Children with an Intellectual Impairment: What does the Research Say?* 2008. Available from <https://www.family-advocacy.com/asset/s/Uploads/Downloadables/11240-Inclusion-or-Segregation-What-does-Research-Say.pdf>
14. Karynbaeva, O. V., Shapovalova, O. E., Shklyar, N. V., Borisova, E. A., Emelyanova, I. A.: *Formation of Professional Readiness in Teachers for Inclusive Educations of Children with Health Limitations*. Man in India, 16(97), 2017. 263-274 pp. Available from <http://serialsjournals.com/serialjournalmanager/pdf/1491476695.pdf>
15. Kuzmina, O. S.: *Problems of Training Teachers to Work in Conditions of Inclusive Education*. The Review of Pedagogical Research: International Scientific-Research Journal, 4(46), Part 3, 2016. 71-74 pp. Available from <http://research-journal.org/pedagogy/problemy-podgotovki-pedagogov-k-rabote-v-usloviyah-inklyuzivno-obrazovaniya-obzor-pedagogicheskix-issledovani>
16. Malofeev, N. N.: *Inclusive Education in the Context of Modern Social Policy*. Education and Training of Children with Developmental Disabilities, (6), 2009. 3-10 pp.
17. Pijl, S. J.: *Preparing Teachers for Inclusive Education: Some Reflections from the Netherlands*. Journal of Research in Special Education Needs, 10(1), 2010. 197-201.
18. Renzaglia, A.: *The Impact of Teacher Education on the Beliefs, Attitudes, and Dispositions of Preservice Special Educators*. Teacher Education and Special Education, 20, 1997. 360-377 pp.
19. Ryndak, D. L.: *Defining School Inclusion for Students with Moderate to Severe Disabilities: What do Experts Say?* Exceptionality, 8(2), 2000. 101-116 pp.
20. Schmidt, M., Cagran, B.: *Classroom Climate in Regular Primary School Settings with Children with Special Needs*. Educational Studies, 32(4), 2006. 361-372 pp.
21. Semago, N. Ya., Semago, M. M., Semenovich, M. L., Dmitrieva, T. P., Averina, I. E.: *Inclusive Education as the First Step towards Inclusive Society*. Psychological Science and Education, (1), 2011. 51-59 pp. Available from http://psyjournals.ru/files/39850/psyedu_2011_n1_Semago_Semenovich_Dmitrieva_Averina.pdf
22. Shapovalova, O. E., Shklyar, N. V., Emelyanova, I. A., Borisova, E. A., Karynbaeva, O. V.: *Attitude to Learning of Primary School Students With Health Limitations*. Man in India, XCVII, (3), 2017. 199-209 pp.
23. Shapovalova, O. E., Karynbaeva, O. V., Emelyanova, I. A., Borisova, E. A., Abramenko, N. Y.: *Volitional Qualities of School Students with Mental Retardation*. Astra Salvensis, VI, Special Issue, 2018. 265-273 pp. Available from <https://astrasalva.files.wordpress.com/2018/07/astra-salvensis-vi-2018-special-issue.pdf>
24. Shemesh, Y. R.: *A Survey of Teachers Perceptions of Administrative Support and their Attitudes toward Inclusion in New Jersey*. New Brunswick: New Jersey, 2009.
25. Voltz, D. L.: *What Matters Most in Inclusive Education: A Practical Guide for Moving Forward*. Intervention in School and Clinic, 37(1), 2001. 23-30 pp.
26. Vygotsky, L. S.: *Fundamentals of Defectology*. St. Petersburg: Lan, 2003. 656 p.

Primary Paper Section: A

Secondary Paper Section: AM, AN, AQ