

Formation of Humanistic Professional Competences of the Inclusive Education Pedagogues

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Abstract: The topicality of the issue studied is determined by the fact that during the last decade in Russia the issues of inclusive education have been paid special attention. In our opinion, the leading approach to the study of this issue is the humanistic one. The study reveals the essence and social-pedagogical meaning of inclusion in education; interdependent issues present in the area of inclusive education of children with special educational needs are actualized, the essence and content of the concept of pedagogue's professional readiness for work in inclusive education conditions are considered; along with exclusively professional competencies of the inclusive education pedagogue the researchers distinguish the basic competencies such as multiculturality, humanity, inclusivity, research competencies, etc.

Key words: Inclusion, inclusive education, children with special educational needs, multiculturality, humanity, inclusivity, professional competence

INTRODUCTION

Taking into account the complete true statement of Alekhina that 'for efficient management of the process of implementation and development of inclusive practice one should realize and objectively evaluate its issues and we start stating our ideas from the analysis of issues and trends of development of pedagogical education.

The structure and content of pedagogical education existing in the country today are being at the stage of reformation with regard to the positive and negative development factors and in the university society of Russia the idea of support and development of pedagogical education is being actively developed. It turned out that the 'most topical and complicated aspect of the inclusive education issue is pedagogical education for inclusion: a teacher of the new kind shall not only feature professional psychological-pedagogical skills but also be a person of the genuine humanistic education that is able to understand social cultural situation in the country, feature high moral culture, realize the sense of the own being as serving to children, people". Because 'the inclusion education means that all pupils attend classes which is encouraged by all learners of the relevant age from the surrounding schools; they are completely supported in the study, provided with the opportunity to make their own contribution participating in all activities in the school life'. Besides, 'inclusive education provides opportunities to study and accept individual differences reducing the issues of harassment and abuse'. However,

one should admit that the system of professional training of specialists does not need the modern requirements to organization of inclusive education. The important issue of training and retraining of pedagogical personnel for work in conditions of inclusion is their moral, psychological, professional readiness being the main prerequisite of the successful activity and facilitating substantiation of specific techniques and procedures of the joint education of learners with different level of psychophysical development.

MATERIALS AND METHODS

Humanistic essence of the concept of inclusive education suggests the use of various didactic approaches and methods and use of the relevant curriculums and educational programs; however, its objective quality and result is achieved primarily by means of creating the humanistic educational atmosphere, necessary condition for all children without exception, including children with disabilities. An important aspect within the considered context of inclusive education is substantiation of specific techniques and methods of the activity of specialists employed at the inclusion area as the logical stage of development of the national education system.

The purpose of implementation of inclusive education is in our opinion, humanization of the entire education system this is why, the research shall be started with the development of the forms, methods and

techniques of training of a humane teacher that can form the personality of a humane pupil. The main methodological and conceptual idea of our study consists in the fact that the most important thing for a teacher is to realize that it is not the volume of knowledge absorbed by his pupils or mastering various information that constitute the final product of his pedagogical work but the Person formed by him, his improved personal qualities, his ability for humanistic social interaction.

Already during the experimental research work on implementation of this concept the future pedagogues realized that not the methods of strict punishment shall be used for restoration of the lost spirituality especially in troubled teenagers but the creative use of humanistic by the nature and form methods and university educational traditions. This is why, the main methodical prerequisite of education of a humane personality of the future inclusive education teacher is considered to be organization and creation of educational space at a higher educational institution as a humanity-creating environment and traditions of a pedagogical team. The co-work of pedagogues facilitates integration and shall be taken into account in the teacher training program.

The new principles and methods of inclusive education required integration in the specialist training and retraining program of the new education modules including special disciplines ensuring readiness for the large-scale partnership and creative corporation not only within the professional community but also within the comprehensive educational environment.

Thus, humanization of the pedagogical process is the main methodological paradigm of reformation of the system of preschool, general and vocational education. And, the inclusive approach is one of the benchmarks of reformation of this education system. It includes the necessity of changing the education situation with due account for the children's individual differences. And a pedagogue shall feature a special set of professional competence allowing him to implement the inclusive practice. So what are these competencies?

RESULTS

During and as the result of the study, it was found out that in the area of inclusive education of children with special educational needs the specialists distinguish the three interdependent problems. The first one is that a part of children differing from the age mates appear to be virtually socially isolated. Pedagogues not always master the technique of establishing the positive interpersonal relationships in a team a part of which such children are. Consequently, the second problem arises, the problem of

formation of life competencies of children with special needs. In case of limited social interaction these children do not gain the necessary positive experience of behavior in different life situations. Finally, the third problem we refer to below is related to the staffing for development of the inclusive education.

In the process of the monograph analysis of this issue, we arrived at the following conclusions and results. The first conclusion is that the nature of the teacher training itself shall be fundamentally changed both from perspective of methodology and content.

It shall be admitted that in the existing system of training of a modern teacher in general and a teacher ready for conditions of inclusive education in particular there are significant shortcomings: misunderstanding of the essence of inclusive education, poor understanding of the personal educational role in teaching children with special needs, low diagnostic culture, obsolete psycholo-pedagogical techniques, etc. The special education teachers of previous generations received professional training not considering the features of corrective-pedagogical work in inclusive education conditions. The teachers of other specialties working at general education institutions usually do not have elementary knowledge of children with peculiarities of psychophysical development or disabled children. Whereas in contrast 'the task of creating conditions for inclusive education consists in satisfying the needs of all learners according to their efforts, level of preparation and needs'.

Today the orientation of colleges towards training of a teacher in general not taking into account the needs of different kinds of inclusive schools with different learners has remoted it from the initial purpose of higher education development of an intelligent and human person with excellent cognitive and mental capacities. And at an inclusive school such human teachers shall work that have been specially selected and trained for working at such a school.

One of the priority trends of training at higher educational institutions of specialists for inclusive education system is 'development of competency of special needs education and special psychology by working with children with disturbances of psychophysical development: the idea and understanding of essence of inclusive education and its difference from the traditional educational reforms; knowledge of psychological regularities, methods and peculiarities of the age-related and personal development of children in the inclusive environment conditions as well as the ability to implement various methods of pedagogical interaction between all participants of the process ensuring efficient

education of learners with different levels of psychophysical development in the inclusive education conditions” (Sabelnikova, 2009).

Since, inclusion means complete inclusion of children with different abilities in all aspects of the school life in which also the rest of the children participate gladly this requires actual adaptation of the school space to meeting the needs of all children without exception, appreciating and respecting the differences. However, this does not mean that inclusion does not require provision of special help and support to children with different abilities within or beyond the classroom if necessary. This suggests the variety of options that are being periodically necessary to all pupils in the class.

The main form of the education process in the inclusive education conditions is also a lesson but organized in an integrated class in which children with deviations in development study according to the relevant general education programs (basic and additional) in the same class with normally developing age-mates. In this regard, one of the important issues of inclusive education is the necessity of humane approach of teachers to determination of the group of children with special needs. Most frequently this group refers to children having mental, physiological and emotional disturbances of development. At the same time, the gifted children also have their special educational needs. Besides, it shall be taken into account that even children belonging to the normal group may have severe neurological or somatic diagnosis. As the result, it appears that in fact there are a lot of children with different educational needs this is why, an inclusive school at which the single educational space is created has already become the need-be of our life.

At the same time, children shall be educated by integrating into the society of humane relationships (it is the integration of a person in the society that constitutes the main value of inclusion). In the pedagogical context, the most appropriate here is the term ‘humane education’ having the humanism principle lying at its heart. Here is refers to the nature of the most friendly attitude of the subject of education (teacher) to the object (pupil) and ‘humanistic relationships are a special kind of relationships the subject of which may be a team; however, the immediate subject of humanistic relationships is personality of a human’ (Nigmatov, 2004). The generic concept of this paradigm is the concept of humanity creation a special way of self-actualization of a person by means of humanity-creating activity, i.e., activity featuring express humanistic sense, aimed at doing good to other people and based on the consistent implementation of the personal creative potential’ (Nigmatov, 2012).

Solution of the wide range of new tasks set by inclusive education requires rearrangement of the entire system of training of education specialists. The necessity of the rapid, flexible and accurate adjustment and response within interpersonal interaction set the new high requirements to the personal characteristics of a specialist and his competence. He shall feature high indicators of professional social adaptation, personal mobility empathy and reflexivity, communicative and administrative skills shall be the carrier of humanistic values and ideals.

The humanity-creating paradigm of professional pedagogical education inevitably gains the character of activity aimed at raising the qualities of the humanity-creating person. Accordingly, we have designed the concept of the humanity-creating education of students studying at the pedagogical department of the university. It declares as the integrative educational purpose (and its result) the education of the humanity-creating personality of the future teacher by which we mean a person oriented towards empathy, co-operation and providing help to people (primarily to children) and all creatures; readiness to do good for humanity-creating activity.

Today there is an obvious necessity of changing the content of professional education and formation of professional competence by working with such children in teachers of different specialties, since the traditional system of pedagogical education did not prepare a teacher for working with such children. Usually such children received education at special schools. Today when the idea of inclusive education in Russia becomes more and more popular the higher educational institutions are assigned the task of filling the pedagogical education content with new competencies.

Consequently in the pedagogical practice there are conflicts between the social order for a competent teacher ready for efficient cooperation with children having special educational needs, with their parents, ready for supporting the family education in the inclusive education conditions and absence of the scientifically substantiated mechanism of formation of the necessary psychological-pedagogical competence during the process of university education; between the need of educational institutions for teachers oriented towards the humanistic interaction with the pupils families and underevaluation of this aspect by teachers in their activity; absence of the required inclusive competence in the teachers.

As main indicator of professionalism of a teacher working with ‘special’ children one may name the ability to understand the ground of the phenomenon he faced. This suggests conducting the qualitative analysis of the

situation and not random searching for the original cause through trials and errors. The next indicator of the teacher's professionalism is the ability to handle any situation in a non-common manner, i.e., orientation of his activity to what he shall do according to the requirements of the education process and not to what he is able to do. "If you are a teacher of an inclusive class then you are a creative, careful, patient smart, well-organized and flexible person.

Fortunately, it appeared that the traditional pedagogical education has accumulated enough of efficient approaches for mastering of the subject-related competencies by the future teachers. Along with that it also appeared that the key competencies formed are not sufficiently efficient, the detachment thereof from the modern reality, limitation of the innovative approaches, low performance are observed. This is why, it became vital to refer to filling the content of pedagogical education with the key competencies demanded by today.

For this purpose our education researchers and psychologists have distinguished the main characteristics of competencies a teacher should possess for efficient work in the inclusive education conditions. The following ones have been distinguished as the most topical for the modern Russian reality: multiculturalism, humanity, inclusivity, etc.

Multiculturalism: A competence expressing the prevailing orientation towards the variety of cultural values and norms as well as their equality in education. Education based on the multiculturalism principal promotes preservation and augmentation of the entire variety of cultural values, norms, behavior patterns and forms of activity within educational systems.

Humanity: A competence orienting the future teachers towards respecting the pupil's personality, accepting him as he is educating him based on the humanism principles as well as understanding of the variety of cultures of our world, ways of self-expression and methods of demonstration of the human individuality.

Inclusivity: Competence orienting the future teachers towards organization of the education process for all children with special emphasis on children with special needs. The latter refers not only to children with disabilities and different peculiarities of development but also to children left without parental care, children from the socially troubled families, etc.

The important competence of professional activity of a teacher is the content-related competence characterized

by the knowledge of issues of the pupil's education, understanding of peculiarities of the inclusive education content, gaining knowledge and skills of working with children with special needs, disabilities. The content-related competence allows structuring the information concerning children experiencing difficulties in education and behavior, peculiarities of working with parents, understanding the possibilities of the own creative potential, information, technical support and of course, the level of the pupils' training and their peculiarities. The imperatives of the present time have determined the necessity of mastering the research competence by teachers. The research competence may be defined as the ability and readiness of a person to independently and efficiently perform the research activity, forecast the results thereof and apply them in practice in the inclusive education conditions. The research activity allows expanding the set of the skills necessary for professional activity as it is the method of development of mental capacities which in their turn in some way assure the successfulness of any activity, in particular, in the area of inclusive education.

Special attention is paid to competences relating to techniques and methods of work with children in the inclusive education conditions, mastering of skills for working with troubled children. It important that a future teacher already studying at a university masters the system of working with pupils who need help (Smantser, 2010).

DISCUSSION

It is commonly known that the issues of education have always been and still are among the most disputable common human problems solved at the international level. One of the main humanistic principles on which the government policy of many developed countries and Russia in the area of education is based is the general availability of education, adaptability of the education system to the levels and peculiarities of development of all categories of learners.

Most of researchers believe that inclusive education is the process of development of general education that suggests availability of education to everyone not in terms of permission (it is not forbidden for anyone to learn) but in terms of adaptation of the education system to different needs of children including children with special needs. However, among the government, scientific and social societies there is to know single and clear idea of the principles and strategy of inclusive education, the pedagogical personnel that would meet the requirements

of social inclusion has not being trained. It seems like the most significant obstacle in the path of implementation of inclusive education is unreadiness of the society to accept each of its members as he is.

Despite the presence of research works dedicated to the improvement of the pedagogical professionalism of specialists the issues relating to the specifics of the professional competence of a teacher implementing the process of inclusive education where begun to be studied only during the last decades. In this regard, one should mention that pedagogical position of I.N. Khafizullina in the area of formation of the teachers' inclusive competence during the process of professional training. She understands inclusive competence of the future teachers as a component of their professional competence including the key content related and functional competencies. In the researchers opinion, the structure of the inclusive competence includes the motivation, cognitive and operating components. As the result of this study, the researchers has designed the model of formation of inclusive competence in future teachers during the process of professional training that is based on the contextual education method and includes the sequence of interdependent stages: information-orientative, quasi-professional and pragmatic one (Khafizullina, 2008).

So what inclusion is and why it is so actively discussed not only abroad but in Russia as well? Probably, it is easier to describe what non-inclusion is.

Educating children partially at a special school and partially at a general education one is not inclusion. Educating children at a general education school in segregation, special conditions is not inclusion. Educating a special child in a common class according to curriculums and content of the educational environment that fundamentally differs from what his age-mates work on in also not inclusion (Loreman *et al.*, 2005).

Most of discussions among researchers and practical teachers concern the issue whether the special educational institutions for children with disabilities and different educational needs shall be closed. The experience of the recent years shows that special schools are closed step by step, the special classes for corrective-developing education at general education schools cease functioning.

We are very glad that already the Law "On Education" of the Russian Federation Provides the clear definition of the term 'inclusive education' (Article 2, Paragraph 27) and it contains special articles taking into consideration the educational needs of particular persons. Thus, the paragraph 4 of the Article 79 states: "Education

of learners with disabilities may be organized both together with other pupils and separate classes, groups and in separate organizations performing educational activities".

This article of the law suggests that inclusive education may be received at a general educational institution that created special conditions for education of children with special needs. Children with disabilities may be educated according to variative curriculums in special classes. For children with severe intellectual incapacity and multiple disabilities education may be at corrective-developing rehabilitation centers.

At the same time, it was found out that integrated education is efficient only for a part of children with disturbances of development. For today the optimum alternative is improvement of the existing network of special educational institutions. The law does not deny that in some cases on medical indications and in other cases on social-pedagogical indications children shall receive education at special educational institutions.

However as we emphasized above, inclusive education suggests refusal of the special classes at a general education school, integrated education under ordinary conditions. In the conditions of inclusive education all pupils may develop as unique personalities regardless of the level of their mental capacities and capabilities. For this purpose at the school the conditions for development of potential capabilities of a child and his interaction with the society shall be created. One of such conditions is presence of the professional psychological-pedagogical support that can not be provided without a professional pedagogue. As the result the requirements to teachers working in the inclusive education conditions are increased. The real education practice experiences the need for a professional pedagogue that is able to work with different categories of children according to different kinds of development standards.

Summary: Researchers refer the above-mentioned competence of a pedagogue to psychological-pedagogical ones that are considered as an integral attribute and as the result at the same time. They allow a teacher to efficiently carry out the pedagogical process in the inclusive education conditions, interact with the pupil's family providing the pedagogical support within the context of humanistic paradigm as well as supporting a family having a heathy child or a child with special educational needs. The competencies suggest laying emphasis not on the results of education as the total of the information absorbed but on the ability of a person to use it in different everyday situations. In general,

“teachers shall have skills required both for change of the curriculums and for efficient satisfaction of the needs of particular learners”.

CONCLUSION

Researchers would like to note that professional readiness of a future teacher is considered by us as an integral formation of a person integrating the motivating, content related and operating complements. Teacher’s readiness for professional activity consists in digestion of the complete set of special knowledge, professional psychological-pedagogical and scientific-methodological actions and social humanistic relationships. The above said confirms that preparation of the future teacher for work with children with special educational needs in the conditions of a general education school becomes the priority task of the society and the state.

RECOMMENDATIONS

Thus, professional competence of a pedagogue is demonstrated during the process of solving of professional tasks of different complexity level within different contexts with the use of a specific education space. Relying on this approach and on the conclusions of the modern researchers we have specified the groups of professional tasks representing the teacher’s competence in the area of inclusive education:

- To detect, understand and apply the psychological-pedagogical regularities and peculiarities of the age and personal development of children with disabilities in conditions of the inclusive educational environment
- To be able to select the optimal forms of organization of inclusive education, to design the educational process for co-education of children with the disturbed and normal development
- To implement different models of pedagogical interaction between all subjects of the corrective-educational process
- To create the corrective-developing environment in conditions of inclusive educational space and to use resources and capacities of the general education institution for development of children with disabilities and normally developing age-mates

- To design and carry out professional education on the issues of education and development of children with disabilities in conditions of the inclusive educational environment. The specified groups of tasks shall be executed both during the process of professional training of teachers and re-training. However, “inclusive education that is being intensively integrated in the practice of the modern school sets a lot of complicated questions and new tasks before it” (Shumilovskaya, 2011) the solution of which shall be assigned to us teachers psychologists, sociologists, etc.

ACKNOWLEDGEMENTS

The study was prepared within the frameworks of implementation of the “Plan of measures on implementation of the Program of improving the competitiveness of the FSAEI HVE “K(P)FU” among the leading international research-educational centers for the years 2013-2020.

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