

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.11>

Cómo citar:

Klochko, O., Pohoda, O., Rybalko, P., Kravchenko, A., Tytovych, A., & Kondratenko, V. (2022). Features of the implementation of inclusive education: The role of the teacher. *Revista Eduweb*, 16(4), 131-140. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.11>

Features of the implementation of inclusive education: The role of the teacher

Características de la implementación de la educación inclusiva: El papel del docente

Oksana Klochko

Klochko@gmail.com

<https://orcid.org/0000-0002-6505-9455>

Sumy Regional Institute of Postgraduate Pedagogical Education, Sumy, Ukraine.

Olena Pohoda

Pohoda@gmail.com

<https://orcid.org/0000-0002-3875-2641>

Kharkiv I.P. Kotlyarevsky National University of Arts, Kharkiv, Ukraine.

Petro Rybalko

Rybalko@ukr.net

<https://orcid.org/0000-0002-6460-4255>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Anatoly Kravchenko

Kravchenko@gmail.com

<https://orcid.org/0000-0002-9523-7435>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Andrii Tytovych

Tytovych@ukr.net

<https://orcid.org/0000-0002-4283-4105>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Viktoriiia Kondratenko

Kondratenko@ukr.net

<https://orcid.org/0000-0002-9056-5851>

The University of Customs and Finance, Dnipro, Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

The article analyzes the peculiarities of the professional activity of a teacher in the conditions of an inclusive educational space, in particular, the special training of a teacher as an integral component of this process. Emphasis is placed on the cooperation of teachers in an inclusive educational institution for the socialization of a child with special needs and her preparation for independent life.

Keywords: inclusion, children with special educational needs, inclusive educational environment, socialization of children, benefits of an inclusive classroom for child development.

Resumen

El artículo analiza las peculiaridades de la actividad profesional de un docente en las condiciones de un espacio educativo inclusivo, en particular, la formación especial de un docente como componente integral de este proceso. Se enfatiza la cooperación de los docentes de una institución educativa inclusiva para la socialización de un niño con necesidades especiales y su preparación para la vida independiente.

Palabras clave: inclusión, niños con necesidades educativas especiales, ambiente educativo inclusivo, socialización de los niños, beneficios de un aula inclusiva para el desarrollo infantil.

1. Introduction

All the changes that are taking place in our country, in one way or another, affect various spheres of life and activity of our society. The priority of universal human values, human life and health, free development of the individual is also reflected in the organization of the educational process. Accordingly, attention has increased to the problem of humanization of education and personalization of the learning process. That's why it is quite logical that inclusive education is becoming one of the priority areas for the development of modern education in the changing Ukraine. At present time we are witnessing the active modernization of the system of higher professional education in Ukraine. One of the vectors of modernization is the development of the theory, the material basis and practice of inclusive education, the expansion and rooting of this inclusiveness in the activities of the country's universities (Haegele & Zhu, 2017).

In the context of the formation of a social state in Ukraine and the democratization of social relations, the idea of inclusive education is the most acceptable form of achieving equality in the field of education. The term "inclusion" is into the space of Ukraine as a new code of social equality. Inclusion is understood as the inclusion in the general educational process of all students, regardless of their gender, ethnicity and religion, the state of their physical and mental health, their level of development.

With the inclusion of the concept of "inclusive education" in a legal document, it becomes a legal term, which determines the need for a thorough and complete study of the term itself and the concept that it expresses.

Inclusion in education is equally necessary for all participants in educational interaction. Inclusive education is a promising model of socialization in a society focused on achieving a high level of social security for everyone. A special place in the implementation of such a model is occupied by the teacher. It is on his emotional stability, readiness to accept children

with special educational needs that the development of inclusive education in the education system depends (Roldán, Marauri, Aubert & Flecha, 2021).

Inclusive (inclusive) education is understood as a process of joint education and training of people with disabilities and ordinary peers. In the course of such education, children with disabilities can achieve the fullest progress in social and psychological development (Ahsan & Sharma, 2018).

Differences in thinking, worldview, culture and traditions include the concept of "inclusion". Based on the fact that the personality of any child is valuable in itself, you are convinced that children with special educational needs, in order to enter society, first of all need an extra-family environment, communication with other children, and they need an intermediary that is different from their parents, i. e. teacher. Here we mean inclusive education. Inclusion consists in the fact that any educational institutions, including kindergartens, must accept all children without exception, regardless of their characteristics. This applies not only to physically unhealthy children, but also to healthy ones, for example, from among indigenous peoples or gifted children (Dila & Wijayanti, 2020). The education system should be based on this principle: all children are different and each one is special in its own way, but they all belong to a specific community. All children have the right to go to one school or another, both gifted and disabled children. Each child must be looked at individually and his special needs must be taken into account educational needs.

In any case, the benefits of inclusion far outweigh the disadvantages of this process, and the best test of the correctness of inclusive approaches in education will be its results.

One of the tasks of inclusive education is to create a psychologically comfortable educational environment in the process of pedagogical communication for children with disabilities.

Inclusive education requires not only specially created comfortable conditions for children with disabilities, but also a special psychological readiness of the teacher. The unpreparedness of teachers for inclusive practice is an acute problem already at the initial stages of education: such psychological "barriers" appear as professional insecurity, unwillingness to change anything, psychological unpreparedness to work with "special" children (Jessup et al., 2018), (Sharavara & Batsman, 2020). A teacher teaching children with special educational needs should be psychologically prepared to create special conditions for such children within the existing educational system, to develop and implement correctional and developmental technologies for teaching students in this group. The level of professionalism and knowledge that will allow making optimal decisions in a particular pedagogical situation is represented by three groups of special competencies: organizational and managerial, educational and methodological. Each of the competencies includes a list of professionally important qualities that have a significant impact on the effectiveness of professional pedagogical activity. Psychological readiness is the result of professional training, the quality of the individual, and so also acts as a regulator of the success of professional activity (Muñoz-Martínez & Porter, 2018), (Francis et al., 2017). It can be concluded that one of the basic psychological processes that affect the effectiveness of the teacher, who is engaged in the inclusion of a child with special needs in the process of general

education, becomes an emotional acceptance of such a child. And here we can observe the presence of the so-called professional "barrier" - the teacher is not psychologically ready to accept a child, in the success of whose education he is not sure. He does not know how to test his knowledge and how to evaluate his individual achievements (Bondar & Zolotoverh, 2019).

2. Literature review

For a successful process of emotional acceptance by a teacher of children with disabilities, teachers need to form empathy towards such a student. Empathy is expressed in the ability to rise above oneself and the situation, look at oneself from the outside, evaluate one's activities and behavior when working with children with disabilities (Miatto, 2020). In order to be as psychologically prepared as possible for the implementation of inclusive education, it is important for the teacher to master the skills of empathic listening, the purpose of which is to create in students the feeling that his feelings and experiences are accepted, understood and interesting to the teacher.

It depends on the pedagogical influence how much the child will be emotionally saturated, how interesting and exciting life at school will be for him (Paulsrud & Nilholm, 2020).

Also, the basic component of psychological readiness for the implementation of the ideas of inclusive education is the motivational sphere of the teacher, which determines the purposeful, conscious nature of his actions and determines the potential of the individual. It is the motivational component that is characterized by a personal-pedagogical orientation and manifests itself in a motivational-value relation to the learning process, in which the subject-subject relationship is realized (Dell'Anna, 2021).

Many studies of domestic and foreign scientists in the field of corrective pedagogy, including Dell'Anna, Paulsrud, Nilholm, Miatto, Bondar, Zolotoverh, Francis, Muñoz-Martínez, Porter, Jessup, Sharavara, Batsman, Dila, Ahsan, Haegele, and others.

To implement such relations in the development of inclusive education, the human factor plays an important role, that is, a model is formed in the teaching staff "ideal teacher", which contains such characteristics of a teacher as: professional skills in teaching, communication skills, stress resistance, diligence and effectiveness, etc.

3. Aims

The Aim of the article is to characterize and analyze the readiness of future primary school teachers to work with students with special needs.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical:

pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

The study revealed the facts of a positive attitude of the teaching staff towards students with disabilities, the degree of accessibility of the environment, the list of specialties that are priority for the disabled, the optimal, from the point of view of teachers, form of student education, as well as measures by which the university can guarantee the opportunity obtaining higher professional education for persons with special educational needs.

The results of the survey showed that almost the entire teaching staff (82%) has a positive attitude towards the prospect of possible education of students with disabilities at the university.

According to the teaching staff of the university, there are currently a number of factors that limit the possibilities of studying at the university young people with special educational needs.

Among such factors, the teachers considered: lack of personnel (70%), advanced training courses (64%), poor provision of electronic equipment (53%), lack of master's degree programs (61%), lack of mechanisms that contribute to the organization of inclusive education and their program - methodological support (72%), poor provision of educational and methodological literature (84%). In addition, respondents believe that students with disabilities are psychologically unprepared for general education (72%), there are problems in the employment of disabled graduates (82%).

It is important to note that in the context of the administrative strategy for introducing the process of inclusion in education, a necessary aspect is to assess the degree of readiness of an educational institution to implement an inclusive approach.

For the successful organization of inclusive education, it is necessary to create certain conditions: the definition of goals and the development of curricula in accordance with abilities and needs of disabled people, creation of special conditions for vocational training, psychological, pedagogical and social rehabilitation support.

6. Discussion

Despite the voluminous list of teacher's professional qualities, one of the most important professional qualities is his resistance to stress.

The factor of social adaptation to stressful situations is the developed socio-psychological tolerance (tolerance) of the teacher's personality. intolerance is largely due to personality stereotypes, negative attitudes of interpersonal evaluation.

Formation of the teacher's readiness for inclusive pedagogical practice includes such personal characteristics as: a conscious choice of options own professional behavior; ability and readiness to choose adequate means and methods of self-development; organization of pedagogical activity in the conditions of cooperation; the ability to freely navigate the system of techniques and methods of pedagogical activity.

Some scholars identify criteria that make it possible to determine the teacher's readiness for inclusive education.

The first criterion identified by researchers is motivational-value criterion, which manifests itself in the desire to transform one's own experience, to construct professional activities, self-education and cooperation.

The next (operational-activity) criterion includes the possession of methods for the development of professional knowledge (internalization) and updating professional abilities (exteriorization), as well as the improvement of activities (correction of exteriorization).

And the last (reflexively-evaluative) criterion is the ability to formulate the difficulties and problems of professional life, interpret their causes, evaluate the results of the professional and personal achievements of the teacher.

The criteria proposed by the authors are of great interest for our study, because they reflect the entire structure of readiness, including its personal, value, knowledge, activity and reflexive components.

The criteria for a teacher's readiness for inclusive pedagogical practice can be: awareness of the need for innovation; confidence that the innovation accepted for implementation will give a positive result; consistency of personal goals with innovative activities; readiness to overcome failures; technological equipment; a positive assessment of their previous experience in the field of inclusive activities; ability for professional reflection; armament with the necessary knowledge, skills, abilities; flexibility of thinking and behavior depending on the situation; a propensity for creativity and anticipation of the desired pedagogical result at the stage of choosing an influence strategy (Kefallinou, Symeonidou & Meijer, 2020).

The professional readiness of a teacher for inclusive education is a fundamental condition for the successful implementation of inclusive education.

The main criterion of readiness is the orientation of the teacher's consciousness in the conscious performance of professional activities in the process of implementing versatile and full-fledged learning in the process of inclusive education.

An analysis of the changed requirements for the professional competence of a modern teacher made it possible to identify a number of existing contradictions:

- at the socio-pedagogical level: between the social order for the introduction and implementation of inclusive education in domestic pedagogical practice and the lack of qualified teaching staff for the implementation of inclusion;

- at the scientific and theoretical level: between the demand for the training of teachers of educational institutions for inclusion and insufficient scientific substantiation of the content and technology of such training;
- at the practical and methodological level: between the need to implement inclusive practice and prepare teachers for this process and the lack of program and methodological materials that ensure the development of professional competence of teachers in the field of inclusion.

Based on the above, I would like to note that the development of inclusive education is a complex and multifaceted process, all participants of which need help in organizing the mechanism of interaction. Like any new undertaking, the introduction of an inclusive education system is accompanied by certain difficulties (Rueda, Muñoz-Martínez & Porter, 2021). This is the training of personnel and the selection of employees who are ready to work in the system of inclusive education, the main difficulty is to break the wary, sometimes even negative attitude of all participants in this process towards joint learning.

The attitude towards inclusive education of participants in the educational process is ambiguous. Parents of children with disabilities want to their children, regardless of psycho-physiological characteristics, attended a regular general education school. Some teachers are condescending or indifferent to the inclusion of children with disabilities in educational process. Another group of teachers has a condescending and even positive attitude towards this category of children (Muñoz-Martínez & Porter, 2018). At the same time, some teachers experience difficulties in accepting an inclusive child, because do not possess sufficient knowledge and methods of teaching children with disabilities, and have insufficient experience in dealing with such children.

This is where the imperfect actions of the teacher come from, who is not motivated to work with this child and who is not competent in giving the knowledge that the child needs here and now, including his zone of proximal development (Szumski, Smogorzewska & Karwowski, 2017). The professional training of teachers contains an insufficient amount of hours in special psychology and defectology, which makes it difficult to work with children with disabilities.

We considered the readiness of teachers for inclusive education through the assessment of two main blocks: professional readiness and psychological readiness (Opie, Deppeler & Southcott, 2017).

In the structure of professional readiness, the following were determined: possession of pedagogical technologies, knowledge of the basics of correctional pedagogy and special psychology, information readiness, variability and flexibility of pedagogical thinking, taking into account individual differences in children, reflection of professional experience and results, readiness for professional interaction. In structure psychological readiness: motivational readiness, consisting of personal attitudes (the moral principles of the teacher and doubts about inclusion).

The professionalism of a teacher in an inclusive educational environment lies both in the ability to perceive, hear and listen to the children themselves, and in the ability to interact with colleagues, work in a team (Boza-Chua, Gabriel-Gonzales & Andrade-Arenas, 2021).

The monitoring showed that the majority of teachers are not ready to implement inclusive education. This is due to the insufficient development of the legislative framework and the system of social support measures; the need for qualified personnel (defectologists, psychologists, social educators, educators, etc.) and the insufficient level of their professional training; the absence of significant changes in the curricula of various specialties; lack of necessary logistical support; the lack of a unified system for the early detection of deviations in the development of children and early corrective pedagogical assistance; the presence of a distorted stereotypical view of society towards persons with disabilities; the lack of development of the mechanism of activity of psychological-medical-pedagogical commissions when making a conclusion about the "lack of learning" of this category of children, etc. (Miyauchi, 2020).

But we must not forget that for the professional development of most specialists, higher education institutions can be called an important link, the purpose of whose scientific activity is to develop methods and design an inclusive educational environment. Higher education has significant potential for improving regional systems for providing assistance to children with special educational needs (Drach, 2020).

In order to identify the main directions of development of the inclusive education system and to provide support in its formation and development, a study was conducted at the university among the teaching staff (Muñoz-Martínez, Vergara & Carrasco, 2021).

7. Conclusions

Inclusive education is on the rise. In order to develop the level of accessibility of vocational education in Ukraine, new requirements for institutions of higher professional education have been developed and are being put into effect. They provide for changes in the educational environment of the university, which should become accessible to students with disabilities.

Models of education for persons with developmental disabilities being developed in Ukraine actualize the value of foreign experience. Changes in the Ukrainian educational law regarding the education of children with disabilities in the second decade of the XXI century. are built not only on the study and analysis of foreign experience, those discussions that take place on the education of children with disabilities and disabilities, but also on the basis of Ukrainian experience. And to date, Ukraine has accumulated a certain positive experience in introducing an inclusive educational paradigm in working with different age groups.

Foreign and domestic represents a new round in the evolutionary development of education. Although the issue of the transition to inclusive education is still a topic of discussion between its supporters and opponents, the modern world is witnessing great changes in the state policy of countries regarding the education of persons with disabilities. On the scale of the development of inclusive education in preschool organizations, schools, vocational education institutions, the idea of continuous inclusive education is becoming more and more real.

Today, it is becoming historically necessary to develop a conceptual vision of a model of continuous inclusive education as a condition implementation of the idea of social equality of people. The whole model, the totality of the presented characteristics of a teacher in an inclusive educational environment clearly shows ways to solve the main task - the creation by the teacher of an inclusive educational environment at different levels of education in order to most fully include students with special educational needs in the team, the educational process, in society.

8. Bibliographic references

- Ahsan, T., & Sharma, U. (2018). Pre-service teachers' attitudes towards inclusion of students with high support needs in regular classrooms in Bangladesh. *Nasen*, 45(1), 81-97. <https://doi.org/10.1111/1467-8578.12211>
- Bondar, V., & Zolotoverkh, V. (2019). Basic approaches to the introduction of inclusive education for children with special educational needs Inclusive and integrated learning: status, problems and prospects: a collection of scientific papers. According to the general edition of Acad. Prokopenko IF Kharkiv, Mitra. 28-29. Retrieved from: http://hnpu.edu.ua/sites/default/files/files/Kaf_zdor_ta_korr_os/Zbir_SPP_2019.pdf
- Boza-Chua, A., Gabriel-Gonzales, K., & Andrade-Arenas, L. (2021). Inclusive Education: Implementation of a Mobile Application for Blind Students. *International Journal of Advanced Computer Science and Applications*, 12, 11. DOI: <https://doi.org/10.14569/IJACSA.2021.0121189>
- Dell'Anna, S. (2021). Evaluation models of an inclusive school system. Dialogue perspectives between implementation, research and (self-) improvement (p. 148). FrancoAngeli. Retrieved from: <https://acortar.link/9JNDxd>
- Dila, F. T., & Wijayanti, W. (2020). Management of Inclusion Curriculum in Public Elementary School, Giwangan. Conference: 2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy, January 2020. <https://doi.org/10.2991/assehr.k.201221.019>
- Drach, J. (2020). Perspectives of the inclusive principle in higher education. Inclusive educational environment: problems, prospects and best practices: abstracts of the XX International Scientific and Practical Conference, Kyiv, November 18-19, 2020. 415
s. Retrieved from: https://uu.edu.ua/upload/Nauka/Novini/Actualni%20problemi_konferentsiya/2020/XX/inkluzija20_1.pdf
- Francis, B., Archer, L., Hodgen, J., Pepper, D., Taylor, B., & Travers, M. (2017). Exploring the relative lack of impact of research on 'ability grouping' in England: A discourse analytic account. *Cambridge Journal of Education*, 47(1), 1-17. <https://doi.org/10.1080/0305764X.2015.1093095>
- Haegele, J., & Zhu, X. (2017). Experiences of individuals with visual impairments in integrated physical education: A retrospective study. *Res. Q. Exerc. Sport*, 88, 425-435. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/02701367.2017.1346781?journalCode=urqe20>
- Jessup, G.M., Bundy, A.C., Hancock, N., & Broom, A. (2018). Being noticed for the way you are: Social inclusion and high school students with vision impairment. *British Journal*

- of Visual Impairment, 36, 90–103. Retrieved from: <https://journals.sagepub.com/doi/10.1177/0264619616686396>
- Kefallinou, A., Symeonidou, S., & Meijer, C. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(1), 1-18. <https://doi.org/10.1007/s1125-020-09500-2>
- Miatto, E. (2020). L'inclusione come un prisma: significati e prospettive di una incursione nel catalogo OPAC del SBN. *Education Sciences & Society*, 2, 285-287. <https://doi.org/10.3280/ess2-2020oa9468>
- Miyauchi, H. (2020). A Systematic Review on Inclusive Education of Students with Visual Impairment. *Education Science*, 10, 346. <https://doi.org/10.3390/educsci10110346>
- Muñoz-Martínez, Y., & Porter, G. (2018). Planning for all students: promoting inclusive instruction. *International Journal of Inclusive Education*, 24(1). <https://doi.org/10.1080/13603116.2018.1544301>
- Muñoz-Martínez, Y., Vergara, F., & Carrasco, C. (2021). Training and Support for Inclusive Practices: Transformation from Cooperation in Teaching and Learning. *Sustainability*, 13(5), 2583. <https://doi.org/10.3390/su13052583>
- Opie, J., Dappeler, J., & Southcott, J. (2017). You have to be like everyone else: Support for students with vision impairment in mainstream secondary schools. *Nasen*, 32, 267–287. <https://doi.org/10.1111/1467-9604.12169>
- Paulsrud, D., & Nilholm, C. (2020). Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. *International Journal of Inclusive Education*, 1-4. <https://doi.org/10.1080/13603116.2020.1846799>
- Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How Inclusive Interactive Learning Environments Benefit Students Without Special Needs. *Frontiers in Psychology*, 12, 661427. <https://doi.org/10.3389/fpsyg.2021.661427>
- Rueda, C., Muñoz-Martínez, Y., & Porter, G. (2021). Classroom instruction and practices that reach all learners. *Cambridge Journal of Education*, 51(1). <https://doi.org/10.1080/0305764X.2021.1891205>
- Sharavara, R., & Batsman, O. (2020). Features of training future social workers to work with students with disabilities in higher education. Inclusive educational environment: problems, prospects and best practices: abstracts of the XX International Scientific and Practical Conference, Kyiv, November 18-19, 2020. 415 s. Retrieved from: https://uu.edu.ua/upload/Nauka/Novini/Actualni%20problemi_konferentsiya/2020/XX/inkluzija20_1.pdf
- Szumski, G., Smogorzewska, J., & Karwowski, M. (2017). Academic achievement of students without special educational needs in inclusive classrooms: A meta-analysis. *Educational Research Review*, 21, 33-54. Retrieved from: <https://www.semanticscholar.org/paper/Academic-achievement-of-students-without-special-in-Szumski-Smogorzewska/2936db24765d8ba6ba11bafcf763624edf61d3b3>