Specific Features of Forming the Teacher’s Professional Competences for Inclusive Education

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ABSTRACT
The paper presents an analysis of the scientific literature, research and development, describing the competences of the teacher of inclusive education. The authors have given the analysis of the state educational standard of higher professional education (bachelor) in the program “Adaptive physical culture” and professional standard for teachers (educators, teachers) in the field of preschool, general, basic general and secondary general education. The authors have outlined the major difficulties in the enhancement of professional competences that are required for the successful activity of a teacher working with students with limited abilities. The “problem field” of physical culture and sports for children with limited abilities has been shown. The specificity of the process of forming competences in physical training teachers in the field of socialization of students with limited abilities by means of adaptive-sport activity has been determined and described. The authors have proposed the options for the formation of competences among teachers in the field of socialization of children with limited abilities throughout the entire educational activity. In addition, the paper presents a structural-functional model of psychological and pedagogical follow-up for the professional competence formation of an inclusive education teacher, that comprises: horizontal follow-up (follow-up modules), vertical follow-up (development stages of a professional), “diagonal” follow-up in the framework of the formation of corresponding structural components of professional competency.

Introduction
In the conditions of the contemporary educational environment that is dynamically changing and striving to become more and more humane, we need a teacher with such professional qualifications that allow restructuring pedagogical activity in view of socially significant goals and limitations. Today’s education is “education not for life, but through one’s whole life” [1].
In the new conditions, it becomes necessary for a teacher to learn constant interaction, new approaches and technologies, especially in the field of socialization of schoolchildren with limited abilities (further in the text - LA) [2].

There is a high demand for professional competences of a teacher in the field of socialization of children with LA in a contemporary humanistic society, since the result of his activity is each student’s achievements in public life. It is important that the teacher understands the goals and objectives of his own pedagogical activity, know how to implement them, and the student with special needs understand what to learn, how to overcome the limitations associated with pathology. In this connection, a significant focus should be on the formation of the value-meaning sphere of personality of a teenager with LA, which translates the effects of socialization factors into a personal plan in the form of transformation of social values into a ready-made system of personality values. In the conditions of effective innovation, the focus of teachers will be on the future destiny of a student, the search for various effective ways to prepare him for an independent solution to the problems of physical education.

In this regard, it is necessary to pose a question: which constituent elements of professional competence are the most important for the success of the pedagogical assistance in the socialization process of students with LA?

First of all, we believe that these are the competences that are associated with socialization of a school student with LA. One should understand the importance of a chance for a student with LA to get out of isolation through adaptive sports activities, new opportunities that are opened up before him, to be a full-fledged member of society, and be useful to it. Specific features of professional activity suggest that teachers should have a set of humanistic qualities: tolerance, willpower, ability to react quickly in extreme situations. It is necessary to have self-reflection, quick orientation in the circumstances as a condition for the correct assessment of situations and their own actions. The teacher’s attitude to cooperation with the student, his psychological readiness for this, allows the teacher to more fully accept children with LA as subjects of communication and create interpersonal contacts. It is important for a teacher who encounters children with various limitations in his work not to confine himself to solving narrowly applied, private problems, but to go to the level of joint business and game activities with students in which life situations would be simulated; operate with the content that carries a certain pedagogical load. This would help to naturally connect the educational content with life activity of students and allow them to master the ways of cognitive activity and social interaction in society. The specific features of a PT teacher’s pedagogical work, the specific tasks of work dictated by the medical and psychological characteristics of children with LA, determine the specific set of constituent elements of the profession of this specialist, basic, professionally required knowledge [4-7]. We need a PT teacher who will have experience in organizing activities and professionally significant qualities aimed at socializing students with LA. Teachers should combine the ability to provide individuals with LA with the possibility of physical rehabilitation and social adaptation to the living environment, to certain types of practical activities. This also comprises the teacher’s ability to create an atmosphere for the restoration of social and communicative opportunities and ties, the integration of people with limited abilities into the modern social and cultural space.

An important circumstance that further enhances the significance of this aspect of the problem in the case when we address the problem of developing physical culture, is the possibility of developing such a special space by means of adaptive sports activities in which children with LA are introduced to social and cultural values various in forms and character. Therefore, the teacher, a PT teacher should have a certain supply of competencies, knowledge and skills in the field of socialization of children with limited abilities in adaptive sports.

PT teachers working with children with limited abilities note a persistent lag in the field of physical education from other educational areas and identify a number of reasons that reduce the possibilities of adaptation and socialization of these children, and therefore, their integration into society.
Theoretical review

The “problem field” of physical education and sports for children with LA in PT teachers’ assessments is as follows:

1. The sports life of children with LA does not have socially significant incentives for development. It takes place mainly according to a simplified organizational scheme within the school. There are no conditions for the development of sports motivational and targeted space for students.

2. The intuitive nature of innovations in physical education of children with LA does not contribute to its effective renewal.

3. There are no organizational opportunities for unification and partnership with sports organizations and institutions for healthy children and children with LA. There is no single coordination center for children’s sports, including sports for children with LA.

4. The traditional system of teacher training does not provide for the practical development of new modern technologies of children’s sports for children with LA and social partnership in this field.

When studying the scientific literature on the problem, we could not find any scientific developments or studies that describe the competences of a PT teacher and aimed at socializing children with LA.

The analysis of the state standard of higher professional education of 2000 (the qualification - teacher in physical culture and sports (in accordance with an additional course)) showed that various subjects are included in the requirements for the graduate’s level of training, knowledge about socialization of students and they are not considered in individual issues. The concepts of “socialization” and “social adaptation through physical culture” are not given in the subject-oriented disciplines. The analysis of the State educational standard of higher professional education (bachelor) on the course of training 034400 Physical education for people with health impairments (adaptive physical education) (2010), new course code 49.03.02 Physical education for people with health impairments (adaptive physical culture) (2015), showed that pedagogical activity is aimed at optimizing the health status of students and contributes to the formation of ways that ensure self-realization, self-determination, self-improvement and self-actualization [8-9].

The main goal of the Federal Program for the Development of Education for 2011-2015 is to develop the system of education for the purpose of forming a harmoniously developed, socially active, creative person and which will serve as one of the factors of the economic and social progress of society based on the priority of education proclaimed in the Russian Federation. Special attention should be paid to the situation associated with successful socialization of children with limited abilities, children with disabilities, children without parental care, as well as children in difficult life situations. On the other hand, the objective has been set to reduce the costs of implementing the mechanisms of social adaptation for socially disadvantaged groups by 8-12% [10]. Thus, the state program guides the school teacher of physical culture on physical education and sports activities aimed at developing a socially active person.

The professional standard for teachers (tutors, instructors) in the field of primary general, basic general and secondary general education (order of the Ministry of Labor of Russia dated 10.10.2013 No. 544) compels all the workers of education to possess competences in the field of inclusive education for children with LA [11]. As we can see, the standard outlines the requirements for training a specialist in an inclusive space, but the issues of socialization of students with LA by means of the subject are not considered. The teacher cannot be expected to do what nobody has taught him. The introduction of a new professional standard for a teacher should inevitably entail a change in the standards of his training in higher education and in centers of professional development.

The main guidelines of a teacher’s training how to teach children with LA are given in the activities of the “Comprehensive program for improving the professional level of teachers of educational institutions”. However, extracurricular physical education work for schoolchildren with LA is understood as passive-illustrative teaching at
school. Fulfilling the requirements for learning educational material, participation at in-school sporting events are perceived as the social activity of the student. At this stage of school development, standard physical education curricula are used, which implement only the informational principle of instruction, and regulate thematic content. The creative, anticipatory orientation of physical culture remains unrealized. The use of means of physical culture in socialization and social adaptation of children with LA is not provided. Therefore, today a special role is given to the system of advanced training programs at the federal, regional and municipal levels for the teacher to gain the above-mentioned professional competences. The topical question is how to ensure the formation of competences among PT teachers in the field of socialization of children with LA throughout their educational activities.

Today, the need for teaching staff has increased significantly. Schools need knowledgeable and qualified teachers in the field of students’ socialization. The specialist’s readiness for professional activity consists in mastering the full range of special competences, in the formation and maturity of professionally significant personality traits for the implementation of socialization of students with LA through adaptive-sports extracurricular activities [12-16].

It seems important to develop a new, personality-oriented content for professional development courses of teachers, as well as the introduction of effective pedagogical technologies that contribute to the development of new pedagogical thinking, the growth of professional and pedagogical culture in the field of socialization of children with LA through adaptive sports.

The formation of teachers’ competences in the field of socialization of students with LA is a specific process. The specificity of the competence formation process in PT teachers in the field of socialization of students with LA through adaptive sports activities is as follows:

1) to receive a request of society that matches the problem under study;
2) to determine the essential content of competences in the field of socialization of students with LA through adaptive-sports extracurricular activities;
3) to identify the specificity of the educational process in the system of teachers’ professional development.

It should be noted that pedagogical activity is constructive, productive, creative. The requirements for the character of a PT teacher’s competences are multifaceted and multidimensional. They are determined not only by the needs of a growing person, a child with limited abilities, but also by the features of the socialization process of a person in adaptive sports activities and, of course, by the functional content of the activities of a PT teacher in this process.

One of the problems of teachers’ professional development is insufficiently developed training programs. Educational programs are necessary because they allow one to master the models of socialization of students with LA in adaptive sports activities. Taking account of the peculiarities of the process of forming the above-mentioned competences among PT teachers, we have identified the following forms of work that are important from our point of view, which should be developed and recommended in the professional development system:

1) experience sharing seminars, the participants of which are teachers, coaches, methodologists in physical culture and sports, as well as specialists from various social services;
2) joint social and research projects devoted to the development of new technologies in the field of socialization of students with LA in adaptive sports activities;
3) visiting sports schools, etc.

The selected forms are based on the principle of cooperation and interaction. Further professional development of PT teachers implies such an organization that promotes the formation of a professionally significant level of competences in the field of socialization of students with disabilities through adaptive sports activities [17-21].

The main competences of the teacher are:
1) a system of knowledge about social adaptation, integration, inclusion and socialization of children with LA, which forms a new style of thinking and is formed on the basis of information knowledge;

2) a system of competences in the field of socialization of students with LA through adaptive-sports activities, which is formed in the process of practical activity.

Discussion of Results

In conditions of the national education system modernization, the teacher is the key figure that creates psychological and pedagogical conditions for the integration of the child with special needs in the educational space. At the same time, the teacher often encounters problems in the process of solving professional issues, that he cannot solve on his own: difficulties in building rapport and trusting relationships with children, managing the educational situation, increased mental stress, and emotional burnout. All this requires the creation of the system of psychological follow-up and support for the teaching staff in an educational institution.

Counseling and awareness activities of the psychologist in work with the teaching staff.

Psychology awareness and counseling for teachers is one of the traditional components of school psychological practice. Counseling and psychology awareness activities for teachers can be carried out both at the request of teachers themselves, and at a psychologist’s suggestion. Counseling for teachers (individual and group) is provided on changes in the strategy of pedagogical assistance and training; difficulties in work with children to develop a joint problem-solving program; creation and implementation of a program of individual follow-up for a child; analysis of the results of a psychologist’s work with a child, etc.

The problems that teachers and administration usually tackle are the difficulties of children’s adaptation to the learning environment, the shortcomings in behavior of specific children, the interaction difficulties in the teacher-child dyad, the problems of a child’s interpersonal communication in a peer team. Counseling service in an educational institution has a fundamental difference from that which is carried out by a psychologist in autonomously existing consultations. The educational psychologist is directly inside the social mechanism in which the teacher’s relationships with others are built. He sees each teacher not by himself, but in a complex system of interpersonal interaction and provides counseling in unity with other types of work and in analyzing the situation as a whole. In psychological practice, there are several methods to construct a counseling conversation:

1. In the first phase, the psychologist organizes the conversation space, establishes contact with the client, makes acquaintance, gives a guarantee of anonymity, invites to a conversation, overcomes resistance to counseling.

2. In the second phase of the conversation, the psychologist supports, stimulates the client’s story, conducting an empathic hearing, contributes to the targeted development of the conversation, comprehends what the client has said. The second phase clarifies the hypothesis of the psychologist.

3. In the third phase, the psychologist provides corrective help, avoiding direct advice and recommendations. If the psychologist’s hypothesis and the proposed interpretation of the client’s situation are accepted, it is necessary to help the client formulate as many behaviors as possible.

4. The fourth phase - summarizing the counseling conversation; clarification of further relations between the psychologist and the client, as well as a ritual act of saying good bye to the client.

At the final stage, the psychologist reflects on professional activities, draws up the protocol (card) of the consultation and, if necessary, outlines measures of influence on the socio-psychological environment in the interests of the client.
Psychological testing of the teaching staff

Psychological testing of professional and personal characteristics of teachers, identification of psychoemotional problems serve as a starting point in work with the teaching staff. The psychological study of the teaching staff is a very time-consuming procedure that requires professional skills, compliance with certain moral and ethical norms and standards. It is important to understand that any psychological testing and assessment is not an end in itself, it is subordinate to the main task - the development of recommendations. Testing and assessment of the teaching staff of an educational institution that implements inclusive practice includes the determination of the individual pedagogical style of a teacher. It also makes sense to conduct a structured questionnaire survey to determine the basic ideas and meanings that teachers “fit” into their vision of inclusion. At present, the issue of a psychologist’s participation as an expert to assess the professional competency of teachers in their educational institution is a highly debatable topic. The most desirable is the involvement of an independent psychologist in the expert assessment. At the same time, the mass character of performance evaluation of teachers and often the absence of professional psychologists-experts determine the participation of a teacher-psychologist at an educational institution in assessing the professional competence of teachers. In this case, the psychologist participates in the expert assessment throughout its duration:

- studies the teacher’s personality in the aspect of its influence on the personal formation and development of a child;
- gives an assessment of the professional activity of a teacher in terms of the outcome and personal aspect (especially pedagogical communication, behavioral reactions, personal qualities, level of organizational, communicative and other abilities);
- carries out a psychological analysis of specific forms of work with children (lesson, class, extra-curricular activities);
- makes a psychological analysis of the relationship “teacher – child” through the eyes of the child.

Psychocorrective activity of the psychologist in the teaching staff contributes greatly to the psychological problem solution in teachers involved in the educational process for children with limited abilities. In this case, psychocorrection is thought of as a system of measures aimed at correcting the faults of the psyche or human behavior with the help of special means of psychological influence. In practice of psychological follow-up for teachers involved in the educational process for children with limited abilities, psychocorrective work is aimed at solving the following problems:

- reduction of negative experiences of teachers and their transformation into positive emotional states;
- the formation of the need for self-control and self-regulation of their emotional states;
- training in techniques for self-regulation of the emotional state, prevention and overcoming of emotional tension;
- developing those qualities of a teacher that help them adapt to stressful factors of professional activity: psychological culture (empathy, expressive skills, culture of pedagogical communication), the formation of professional self-consciousness;
- the formation of stress tolerance, prevention of the syndrome of “emotional burnout”.

For the process of psychocorrection of a teacher, modern psychological science offers many methods that can be classified into two groups: specific and non-specific. Specific methods are expressed in the development of those qualities of the teacher that help them adapt to the stressful factors of professional activity. Non-specific methods are characterized by the use of means and methods of self-regulation of the emotional state, methods of preventing and overcoming emotional tension (training in relaxation methods, special physical and breathing exercises, self-monitoring of emotional states, etc.). Forms of psychocorrective work can be different: individual and group ones. Group
developmental classes are aimed at developing professional competences. Trainings can also be aimed at developing communication skills, conflict resolution, development of health-saving behavior, and prevention of professional burnout.

The formation of the teacher’s professional competences for inclusive education involves the implementation of systemic measures for psychological and pedagogical follow-up and support of this process. Psychological and pedagogical follow-up is thought of as a result and a process directed towards the formation of professional competency of teachers for inclusive education. The content of psychological and pedagogical follow-up consists of guidelines, methods, forms and conditions of psychological and pedagogical follow-up (Fig.1).
Fig. 1 Structural-functional model of psychological and pedagogical follow-up for the formation of a teacher’s professional competency for inclusive education
The areas of psychological and pedagogical follow-up to form professional competency of an inclusive education teacher comprise: horizontal follow-up (follow-up modules), vertical follow-up (development stages of a professional), “diagonal” follow-up in the framework of forming the corresponding structural components of professional competency. The horizontal direction of psychological and pedagogical follow-up is carried out at each stage of forming a professional. The horizontal direction of psychological and pedagogical follow-up includes the following modules: psychological testing, design, implementation and self-analysis. Psychological testing involves the study of readiness (the level of competency) of future teachers and educators to carry out professional activity of an inclusive education teacher. Design involves the development of a follow-up program. Implementation involves the realization of the developed follow-up program; self-analysis – the study of the outcome follow-up. The formation of the value-motivational component assumes increasing the activity of a specialist in inclusive education, updating the need for work, the need for self-knowledge and self-development. Work with the cognitive component is designed to increase self-esteem, correct the views of a specialist in inclusive education about himself, the world, and the formation of positive thinking. A follow-up of the operational-activity component is directed towards the formation of effective skills that ensure optimal adaptation of a specialist of inclusive education to the social environment. The affective component involves the correction of the current state of a specialist in inclusive education, the transformation of negative emotions into positive ones, as well as the mastery of self-regulation skills. The methods of psychological and pedagogical follow-up are psycho-counseling, psychocorrection, psychotherapy, psychological training, psychological and pedagogical practical training.

The forms of providing psychological and pedagogical follow-up can be individual, subgroup and group ones. Individual forms involve the procedure of psychological counseling, as well as holding psychotherapy sessions. Subgroup and group forms comprise psychological counseling, training, psychological and pedagogical practical training. The following points serve as the conditions for psychological and pedagogical follow-up: a competency-based approach, module training, an individual-oriented approach, an activity-based approach, etc.

Conclusions

Considering the options in teachers’ additional education, as well as having examined modern research projects in the system of professional development, we came to the conclusion:

1) the main directions of teachers’ professional development do not touch upon the issues of socialization of students with LA through activities of physical culture and sports;

2) traditional systems for teachers’ professional development do not use the most effective methods of training.

We have developed an essential and meaningful description of competences in the field of socialization of students with LA, which reflects the following:

1. Competences in the field of socialization of schoolchildren with LA will raise the level of teachers’ skills, complement the basic general cultural competences of the state educational standard, mastered in the main qualification of a teacher.

2. The specificity of the formation of competences is based on resolving a conflict of interests through an equal dialogue, which implies the desire to introduce innovations in physical education of children with LA, to unite the partnership opportunities between organizations and institutions for healthy children and children with LA, to master new technologies of children’s sports.

3. When addressing modern practices, it is possible to determine the main elements of specificity: social request, professional features in working with students with LA, professional and personal features of professional development in mastering competences in the field of socialization of students with LA.
Thus, we analyzed the problems in the continuing education system and determined the main professional competences of PT teachers that are significant for the success of pedagogical assistance in socialization of students with LA through adaptive – sports activities.

References


