

## DIAGNOSING THE READINESS LEVEL OF FUTURE EDUCATORS FOR INCLUSIVE TEACHING

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**Abstract.** The study was aimed at identifying and understanding the problems of training future educators who teach people with disabilities. The main goal is to understand the problems, attitudes and level of acquired competencies and knowledge of future educators for their professional development as inclusive educators. Motivation, content, practice and assessment criteria were identified and disclosed, which corresponded to the conditions of inclusive education and were associated with the future educator's readiness to work with students with disabilities. Students from three universities located in the cities of Shymkent and Almaty in the Republic of Kazakhstan took part in this study. A total of 146 students (n=146) participated in the experiment. Three levels of inclusive competence of future educators i.e. students of pedagogical specialties were identified: low, intermediate and high. According to each methodology, the future educator's level of mastery of inclusive policy, mastery of the theory of inclusive education, level of motivation for inclusive education, level of formation of inclusive education experience were determined. The results indicate that future educators have positive attitudes toward diversity, but there are significant training gaps. The essential characteristics and structural components of the readiness of future educators for inclusive education are determined. This research has also been shown to be effective in promoting more positive attitudes, reducing anxiety, improving teaching in diversity settings, and promoting the development of inclusive practices and practices that serve as protective factors for educator well-being.

**Key words:** inclusive education, teachers, pedagogical training, diagnostics of readiness level, persons with disabilities, competences, structural components, level

### Introduction

The level of acquired competences and knowledge of future inclusive educators affects educational institutions at all levels in terms of inclusion practices. Of particular importance is the joint work of paedgogs and communities, which reflects one of the values of the inclusive profile of the educator. We conclude that the fears expressed by prospective educators, the perceived low impact of the training received on their professional development as inclusive educators, and deficits in diversity knowledge are barriers that need to be overcome if they are to feel able to confront changes in inclusion. Nevertheless, the sample demonstrates an interest in learning about diversity in all its aspects, and a participatory and collaborative view of education as a process.

“Ensuring inclusive, equitable and quality education” [1] is one of the sustainable development goals (SDGs) of the current 2030 Agenda [2]

It is worth noting that educational policies in many countries are improving regarding inclusive education, however, barriers still exist to support educational requirements for inclusive education [3], despite the existence of actual laws [4].

Due to changes in legislation and policy, there is an increase in the number of students with special educational needs [5], and academic and social levels are improving thanks to inclusive approaches applied in each educational institution [6].

The relevance of inclusive education affects educational institutions at all levels in terms of the practice of inclusion, where the educators faces challenges to improve the quality of inclusive education [7].

According to the Competence Profile of Inclusive Education (European Agency for Special Needs and Inclusive Education, EASNIE), obtained as a result of the project “Preparing educators for inclusive education” [8], the attitude of future educators towards inclusive education is a key aspect influencing the level of adaptation and academic performance of future educators.

Teacher training is a fundamental element emphasized by UNESCO at the 48th International Conference on Education “Inclusive Education: The Path to the Future”. It is necessary to prepare educators to acquire a culture of inclusion, as well as knowledge of inclusion policies that promote holistic and comprehensive personal development and ensure a welcoming and well-being for all students in terms of quality and equity, and in educational institutions - a continuous process of improvement [9].

Of course, the society needs teachers who are “professional” [10], ready to create favorable conditions for the education of any student, but there is a growing phenomenon of shortage of teachers in almost every country of the world. Arguments about the shortage of teachers is not a new discussion, but in the post-pandemic world, the shortage of quality teachers is a problem that requires a solution. The study of research and experience in the field of inclusive education shows that in our country there is a demand for future teachers who teach people with disabilities due to their health and provide them with quality professional education.

Factors influencing educational inclusion on the part of teachers are their own experience and training [11]. This aspect is very important for providing quality education to students with special educational needs [12]. A educator's readiness for inclusive education is determined by the level of knowledge and competence that allows him to effectively implement pedagogical activities. The profession of a teacher includes virtue, adaptability, creativity, communication and moral qualities. The main meaning of the profession of a educator depends on his activities, and the requirements for a teacher's personality determine professional preparation for pedagogical activity.

The role of teachers in the implementation of inclusive education is important, but teachers are not sufficiently prepared for this task [13]. Teachers' lack of understanding of the concept of inclusive education does not lead to best practice, but creates a unique environment. As a result, individuals with special educational needs may be included in a certain educational process, and we can superficially consider it as inclusion.

It is known that the insufficient number of teachers who are ready to work with students with disabilities due to their health means that education of students with disabilities is a direction that requires investment and attention of the state authorities.

Here, it is necessary to emphasize the training program of teachers who teach students with disabilities, therefore, it is aimed to provide quality education to all students [14].

I.V. Artsimovich, showing the insufficient readiness of society to accept a person with disabilities, the imperfection of the system of social support and provision of such persons, the inability of teachers to work with such a contingent of students, presented the author's model of the system of training teachers working with children with disabilities in the context of inclusive education [15]. Inclusive education requires the development of new theoretical and practical concepts of teacher training, university education of future educators paves the way for pedagogical professionalism. And this defines the image of a teacher who teaches inclusively as a professional who uses professional competence.

Of course, the initial formation of the future educators begins with mastering the concepts and paradigms, theory and practice of inclusive education. The primary education of the teacher shows that it contributes to an effective conclusion between theory and practice for the development of his conscious professional knowledge.

Nowadays, the society's attitude towards teachers has changed. The objective characteristics of the teacher's professional training are reflected in the teacher's goals in inclusive education, its structure, the framework of the teacher's problems, and his ability to perform his professional functions to achieve the desired result. In the framework of inclusive education, the range of requirements for teachers will expand, their functional duties will increase, and the requirements for personal, professional and developmental qualities will also increase.

### **Materials and methods**

Targeted survey, monitoring and diagnostic methods, mathematical and statistical data processing methods were used for the research problem. Participation in the study was anonymous. The questionnaires of N.P. Fetiskin, V. Sinyavskiy, B.A. Fedorishin, L.N. Berezhnova and O.S. Kuzmina were used in the study.

Practical experiments were carried out by the students of M. Auezov South Kazakhstan University, Kozha Ahmet Yassau International Kazakh-Turkish University, Kazakh National Women's Pedagogical University. A total of 146 students (n=146) participated in the experiment, including 57 (39%) men and 89 (61%) women. The experiment was conducted with 3<sup>rd</sup> and 4<sup>th</sup> year students. Three levels of inclusive competence of future teachers - students of pedagogical specialties were distinguished: low, intermediate and high. According to each methodology, the indicator of the teacher's readiness for inclusive education is characterized by a low level of 0-5 points, an intermediate level of 6-11 points, and a high level of 12-16 points.

The purpose of the study was explained to the respondents and their consent to confidential handling of their data was requested. It was also possible to withdraw from the study at any time.

To analyze the obtained data, firstly, a two-dimensional questionnaire was used. Gender, age, course of study of the participants of the experiment were included. Secondly, the obtained data were analyzed statistically. A plan of practical-experimental works was created, goals and tasks were determined.

## Results

In order to determine the initial preparation of students, the components of preparation for inclusive education were taken into account when choosing the initial diagnostic methods. According to motivational, content, practical and evaluation criteria, indicators of future teachers' readiness for inclusive education were determined using assessment methods. From a general theoretical point of view, the teacher's readiness for inclusive education has a complex dynamic structure, which includes a number of components:

- *motivational* (responsibility for performing tasks);
- *content* (knowledge and ideas about the features, conditions and requirements of pedagogical activity);
- *practical* (learning methods and methods of activity, necessary knowledge and skills);
- *assessment* (assessing one's readiness and compliance of the professional problem-solving process with optimal models).

In the course of practical and experimental work, it was planned to carry out diagnostic works to determine the level of preparation of future teachers for inclusive education. We divided the practical-experimental work into three stages: identification stage, formation stage and control stage. The tasks of each stage have been defined.

### *Identification stage:*

- defining the purpose and objectives of the practical experiment;
- creating a plan of a practical experiment;
- determination of experimental and control groups;
- development of a set of methods to diagnose the preparation of future teachers for inclusive education;
- conducting initial monitoring in order to determine the initial training of future teachers;
- analysis of the results of the detection period experiment.

### *Formation stage:*

- modeling of the process of training future teachers for inclusive education;
- checking the proposed educational and methodological complex in practice;
- monitoring in the period of training of future teachers for inclusive education;
- analysis of the results of the formative period experiment.

### *Control stage:*

- final monitoring of training of future teachers for inclusive education;
- generalize and analyze the results of the control experiment;
- development of scientific and methodological proposals for the training of future teachers of inclusive education;
- summing up practical experiments.

Practical experiments were carried out with the students of M. Auezov South Kazakhstan University, Kozha Ahmet Yassau International Kazakh-Turkish University, Kazakh National Women's Pedagogical University. A total of 146 students

(n=146) participated in the experiment, including 57 men and 89 women. Information about participants-respondents is presented in table 1.

Table 1 - Characteristics of respondent participants

Content	n-146	%
<i>Gender</i>		
Men	57	39%
Women	89	61%
<i>Age</i>		
19	4	3%
20	11	8%
21	113	77%
22	18	12%
3 <sup>rd</sup> year of study	72	49%
4 <sup>th</sup> year of study	74	51%
Total	146	100%

In order to determine the initial preparation of students, the components of preparation for inclusive education were taken into account when choosing the initial monitoring methods. In order to diagnose the preparation of future teachers for inclusive education, a set of methods was developed and diagnostic tools were created. This allows to objectively assess the degree of mastery of each component of training students for inclusive education, to determine the level of development of students' competence, weak and strong points.

In addition, we determined the criteria and indicators for monitoring the level of preparation of future teachers for inclusive education. Taking into account the criteria and indicators, we developed a set of methodologies aimed at diagnosing the level of preparation of future teachers for inclusive education (Table 2).

Table 2 - Diagnosis of the level of preparation of future teachers for inclusive education

Preparation criteria	Indicators of preparation for inclusive education	Assessment methods
Motivational criterion	A set of professionally important personal qualities necessary for inclusive education. A motivational approach to inclusive education of students with disabilities due to health. Personal orientation in the implementation of inclusive positions. Indicators are the presence of the learner in the project of orientation to important moral goals aimed at the individual	N.P. Fetiskin “Methodology of self-assessment of professional pedagogical motivation”
Content criterion	Availability of special knowledge necessary for implementation of inclusive education. Indicators - knowledge about inclusive education system; having knowledge about the structure and methods of organizing educational activities; distinguishing from the diversity of information about interactivity and innovations of inclusive education; ability to competently create a lesson plan, to be guided by the latest achievements of science and technology	V. Sinyavskiy and B.A. Fedorishin “Methodology for assessment of communicative and organizational abilities of a person”

Practical criterion	Learning effective methods of interaction between all subjects of inclusive education. The ability to design the educational process for the joint education of students with normal development and disabilities due to health. Competent implementation of project activities, establishing positive relations with their parents and colleagues; ability to create an effective trajectory of interaction; ability to carry out activities in clearly defined directions, compliance with goals and tasks; management of activities within the specified period; taking into account the project and guiding it; satisfaction in the implementation of the innovative project	L.N. Berezhnova “Methodology of diagnosing the level of self-development and professional pedagogical activity”
Assessment criterion	Self-assessment (reflection) appropriateness and effectiveness of one's actions on organizing inclusive education. Evaluation by dimensional criteria, analysis capabilities, results, self-evaluation and goal, i.e. evaluation of one's knowledge, business, skills, competence, opportunity and ability. In addition, the ability to determine the effectiveness of pedagogical innovations according to known criteria, to select and apply theories presented by concepts, ideas in their professional activity was determined.	O.S. Kuzmina “Assessment of the ability to solve professional tasks” and “Evaluation of the results of student activities” methods, “Preparation for inclusive education” survey

According to each methodology, the teacher's readiness for inclusive education is characterized by a low level of 0-5 points, an intermediate level of 6-11 points, and a high level of 12-16 points. In our opinion, the used methods allow to effectively and accurately assess the level of readiness of future teachers for inclusive education. A total of 146 students participated in the experiment.

*In the motivational criterion*, during the testing according to N. P. Fetiskin's “Methodology of self-assessment of professional pedagogical motivation” the following results were obtained (Fig.1):

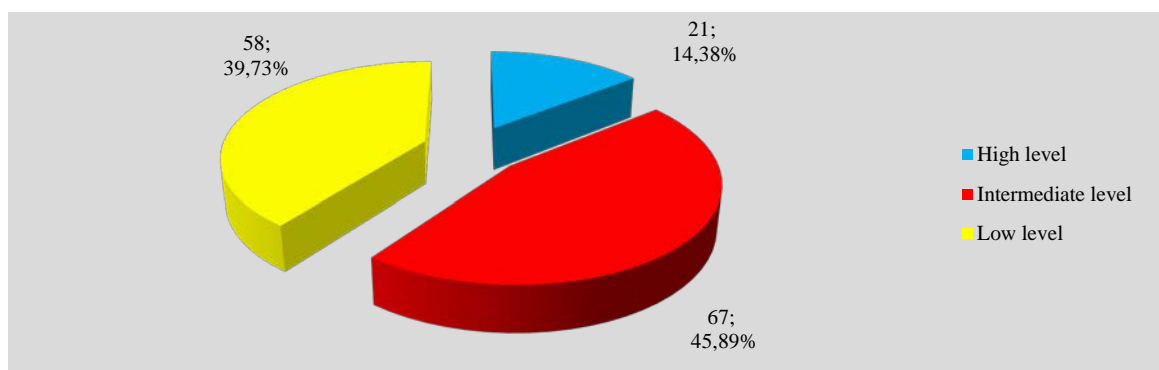


Figure 1 - Indicators of the motivation level of future educators for inclusive education

The analysis of the results of the conducted research showed a low level of motivation of future teachers for inclusive education in 39.73% (58 students), a high level was observed in 14.38% of respondents (21 students). The majority of the respondents, 45.89% (67 students), showed an average level of motivation.

According to the content criterion, to study the mastery degree in the inclusive policy of future teachers “Methodology for assessment of communicative and organizational abilities of a person” based on inclusive education by V. Sinyavskiy and B.A. Fedorishin was used.

50.68% of the students (74 students) performed it at an intermediate level, 32.88% (48 students) showed a lack of special education necessary for the implementation of inclusive education. According to the author's methodology, 24 students showed a high level of pedagogical reflection, which was 16.44% of the total number of those studied (Fig. 2).

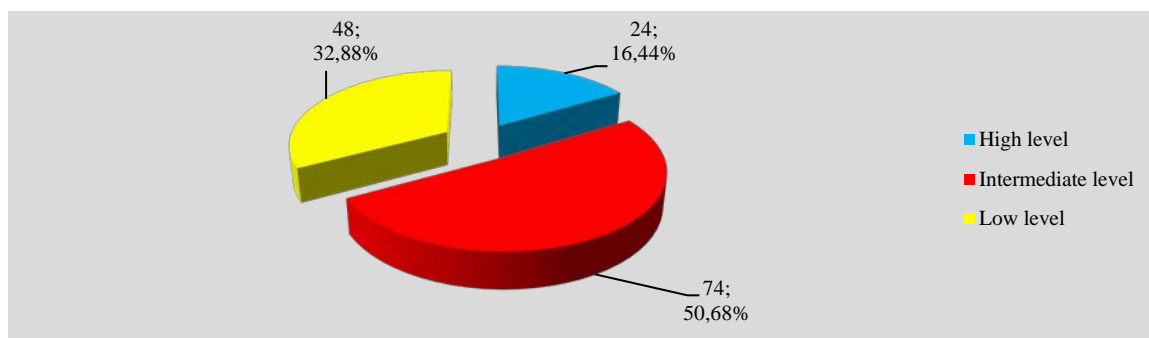


Figure 2- Indicators of future educators' level of inclusive policy mastery

According to the practical criterion, L.N. Berezhnova's “Methodology for diagnosing the level of self-development and professional pedagogical activity” made it possible to determine the level of formation of inclusive teaching experience of future educators (Fig.3).

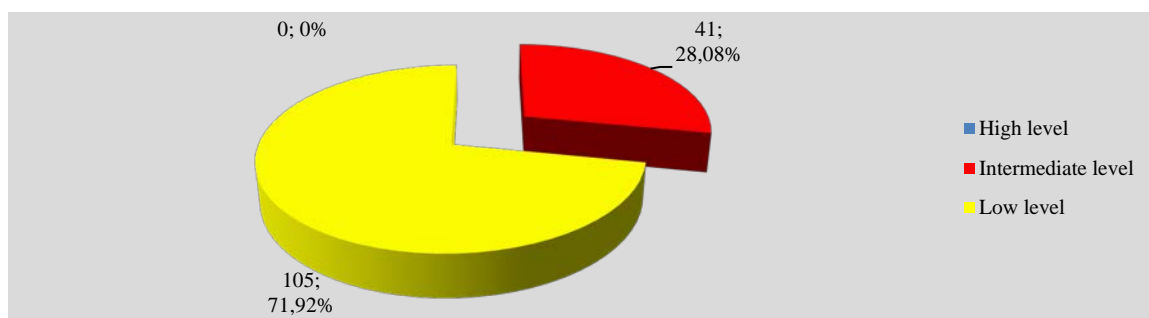


Figure 3- Indicators of the formation level of inclusive teaching experience of future educators

The results of diagnostics showed that this component was the worst formed among the students. Neither group has a high level of inclusive practice. 71.92% of students could not perform many tasks (105 students), 28.08% (41 students) showed an average level.

According to the measurement criterion, O.S. Kuzmina's “Evaluation of the ability to solve professional tasks” and “Evaluation of the results of students' activities” methods and author's test “Readiness for inclusive education” were used. According to the results of the survey, 50.68% of students (74 students) have mastered the theory of

inclusive education at an intermediate level. 5.48% (8 students) demonstrated a high level of mastery of the subject. 43.84% (64 students) showed low results during the test (Fig. 4).

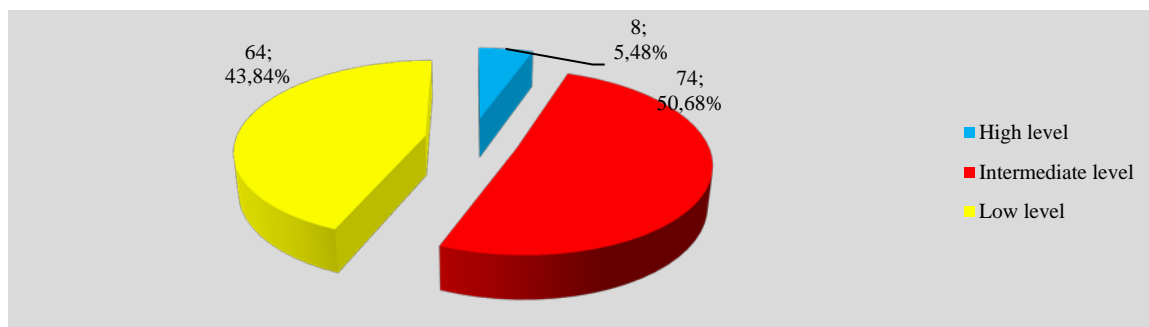


Figure 4 -Indicators of future educators' mastery of the theory of inclusive education

The results of monitoring the current level of inclusive training made it possible to conclude that the students mastered the theory well. In terms of inclusive motivational-value, cognitive, action, and measurement components, the preparation of future teachers for inclusive education is poorly developed.

### Discussion

During the detection experiment, the results of interviews with respondents confirmed the data of diagnostic methods. Future teachers are poorly oriented to inclusive values, it is difficult to solve situational pedagogical tasks. In general, they are afraid to work with people with disabilities, which is explained by a lack of patience, difficulties in communication with parents, and a lack of special knowledge on the technologies of organizing inclusive education. The analysis of the monitoring data shows that the low, intermediate and high training levels of the students in the experimental and control groups are approximately the same. Thus, in the defining period of the experiment, we made sure that the preparation of future teachers for inclusive education is insufficient. This shows the urgency of the problem and the need to find ways to increase the level of competence of educators in the issues of inclusive education.

It was aimed to form the theoretical and practical professional training of students in inclusive education, as well as to form a value relationship to the psychological-pedagogical laws of the educational process in the case of inclusion. Implementation of this goal is carried out by solving the following tasks:

- to provide future educators with an understanding of inclusive education as an important socio-cultural phenomenon of professional education;
- to increase the personal motivation of educators to change their professional pedagogical activity in the direction of implementing the principles of inclusive education;



- teaching to develop programs to form a tolerant attitude to persons with disabilities due to health;
- development of the ability to design a corrective and developmental environment for the joint education of persons with normal health and disabilities;
- development of ability to work independently with pedagogical literature and sources, teach how to solve pedagogical situations;
- to contribute to independent professional education, development of their ability to identify and analyze problems of organizing inclusive practice.

During the formation experiment, the level of psychological-pedagogical formation of the main components of future teachers' readiness to work in an inclusive educational environment was monitored. As a result of the initial research, a third of the educators showed a low level of preparation for inclusive education, which confirmed the need to develop a model that allows for effective organization of their professional activities in the training of future educators. All of this proves to us the need to improve the training of future teachers for inclusive education in higher educational institutions.

Modern educational technologies used in inclusive education made it possible to increase the productivity of the educational process, make it efficient and dynamic. In order to prepare future teachers for inclusive education, practical lessons include making individual presentations, brainstorming method for problem solving, team work, case method, web-quest, portfolio, media technologies, practical analysis, upside-down house technology, discussion, presentation, personal defense, training, initiative, game, critical thinking technology, Japanese technique, debate, coaching, group analysis were used. The development of projects in an inclusive direction allowed to revive the cognitive activity of educators, to develop themselves in terms of preparing them to work with “special” children. For this purpose, various methodological approaches were used in different educational environments: technological maps, meetings with parents, creation of an action algorithm, development of methodological recommendations, creation of a personal educational trajectory.

The main goals of this study were to understand the problems of the participants, their attitudes and acquired competencies and knowledge for their professional development as inclusive teachers, as well as to study the relationship between their evaluations and experiences within the framework of formal education, strengthening its role as a catalyst of inclusive practices.

In general, the respondents demonstrate a positive attitude to diversity, recognizing the right to inclusive education for all students. Respondents attach special importance to joint work between teachers and the community, which reflects one of the values of the inclusive profile of the teacher, the participation of the educational community from the point of view of environmental equality. This approach, which has a greater impact on student learning, is associated with organizational issues.

Regarding preparation for inclusive teaching and universal design for learning (UDL), the respondents did not feel prepared. The lowest scores were focused on everyday tasks such as:

- selection and personalization of goals, competencies and content;
- development of educational situations, adaptation of educational materials and assessment of students;
- development of measures and programs to solve the problem of diversity.

Respondents do not feel competent to develop methodological strategies, demonstrating a lack of knowledge. In general, they do not perceive the positive impact of training in this area, demonstrating a negative attitude towards the quality of the training received.

Developing inclusive practices using methodology is a weak point for future educators. Therefore, the first priority is to remove these barriers through continuous learning.

The right to educational inclusion is being exercised on a global scale with different strands as barriers to achieving greater inclusion and cultural diversity in the university, creating challenges for the entire university education system in terms of compliance and adaptation with the provision of teachers, adjustment of curricula, interaction between peers and the main resources to satisfy them.

### **Conclusion**

As a conclusion of this study, we can determine that positive attitudes and feelings towards inclusive education and students with disabilities are not enough. Concerns expressed by future educators, the perceived low impact of their training on their professional development as inclusive educators, and gaps in knowledge about diversity are barriers that must be overcome in order for them to feel empowered to confront changes in the field of inclusion. However, the tested respondents demonstrate an interest in studying diversity in all its aspects, as well as a participatory and collaborative view of education as a process.

This research has also been shown to be effective in promoting more positive attitudes, reducing anxiety, improving teaching in diversity settings, and promoting the development of inclusive practices and practices that serve as protective factors for educator well-being.

If opportunities for access to educational institutions were to be created, institutional challenges would need to be outlined and demonstrated through guidelines for promoting inclusive education.

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## **БОЛАШАҚ ПЕДАГОГТАРДЫҢ ИНКЛЮЗИВТІ ОҚЫТУҒА ДАЯРЛЫҚ ДЕҢГЕЙІН ДИАГНОСТИКАЛАУ**

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Шымкент, Қазақстан

**Аңдатпа.** Зерттеу мүмкіндігі шектеулі жандарды оқытатын болашақ мұғалімдерді даярлау мәселелерін анықтауға бағытталған. Негізгі мақсат - болашақ мұғалімдердің инклюзивті оқытатын мұғалімдер ретінде кәсіби дамуы үшін алған құзыреттері мен

білімдерінің деңгейін анықтау. Инклюзивті білім беру шарттарына және болашақ мұғалімнің мүмкіндігі шектеулі оқушылармен жұмыс істеуге даярлығына сәйкес келетін мотивациялық, мазмұндық, практикалық және бағалау критерийлері қарастырылды. Бұл зерттеуге Қазақстан Республикасының Шымкент және Алматы қалаларында орналасқан үш университеттің студенттері қатысты. Экспериментке 146 білім алушы қатысты (n=146), оның ішінде ерлер - 39%; әйелдер - 61%. Эксперимент 3 және 4 курс студенттерімен жүргізілді. Педагогикалық мамандықтардың болашақ педагог студенттерінің инклюзивті құзыреттілігінің үш деңгейі анықталды: төмен, орта және жоғары. Әрбір әдістеме бойынша болашақ педагогтың инклюзивті саясатты игеру деңгейі, инклюзивті білім беру теориясын игеру деңгейі, инклюзивті оқытуға ынталандыру деңгейі, инклюзивті оқыту практикасын қалыптастыру деңгейі айқындалды. Нәтижелер болашақ педагогтардың әртүрлілікке деген оң көзқарасын көрсетеді, алайда білімдерінде айтарлықтай олқылықтар бар. Болашақ мұғалімдердің инклюзивті оқытуға даярлығының маңызды сипаттамалары мен құрылымдық компоненттері анықталды. Бұл зерттеу сонымен қатар оң көзқарасты қалыптастыруда, алаңдаушылық деңгейін төмендетуде, әртүрлілік жағдайында оқытуды жақсартуда және мұғалімдердің әлауқаты үшін қорғаныс факторлары ретінде қызмет ететін инклюзивті әдістер мен тәжірибелерді әзірлеуге көмектесуде өзінің тиімділігін көрсетті.

**Тірек сөздер:** инклюзивті оқыту, педагогтар, педагогикалық даярлық, даярлық деңгейін диагностикалау, денсаулығына байланысты мүмкіндіктері шектеулі тұлғалар, құзыреттіліктер, құрылымдық компоненттері, деңгей

## **ДИАГНОСТИКА УРОВНЯ ГОТОВНОСТИ БУДУЩИХ ПЕДАГОГОВ К ИНКЛЮЗИВНОМУ ОБУЧЕНИЮ**

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**Аннотация.** Исследование направлено на выявление проблем подготовки будущих педагогов, которые обучают лиц с ограниченными возможностями здоровья. Основная цель состоит в том, чтобы определить уровень приобретенных компетенций и знаний будущих педагогов для их профессионального развития в качестве инклюзивных педагогов. Рассмотрены мотивационные, содержательные, практические и оценочные критерии, соответствующие условиям инклюзивного образования и связаны с готовностью будущего учителя работать с обучающимися с ограниченными возможностями здоровья. В этом исследовании приняли участие студенты трех университетов, расположенных в городах Шымкент и Алматы Республики Казахстан. В эксперименте участвовали 146 обучающихся (n=146), из них мужчины - 39%; женщины - 61%. Эксперимент проводился со студентами 3 и 4 курсов. Выделены три уровня инклюзивной компетентности будущих педагогов - студентов педагогических специальностей: низкий, средний и высокий. По каждой методике определены уровень освоения будущим педагогом инклюзивной политики, уровень освоения теории инклюзивного образования, уровень мотивации к инклюзивному обучению, уровень сформированности практики инклюзивного обучения. Результаты указывают на то, что будущие педагоги проявляют позитивное отношение к разнообразию, но имеются значительные пробелы в обучении. Определены существенные характеристики и структурные компоненты готовности будущих педагогов к инклюзивному обучению. Это исследование также показало свою эффективность в формировании более позитивного отношения, снижении уровня озабоченности, улучшении обучения в условиях многообразия и содействии разработке инклюзивных методик и практик, которые служат защитными факторами для благополучия педагогов.

**Ключевые слова:** инклюзивное обучение, педагоги, педагогическая подготовка, диагностика уровня готовности, лица с ограниченными возможностями здоровья, компетенции, структурные компоненты, уровень

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