

Organization, Content and Implementation of the Higher Education Training of Bachelors and Masters for the System of Inclusive Education

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Abstract.

The authors of the article reveal the features of organization and main directions of the content of higher education training of bachelors and masters for the implementation of inclusive education, they also consider various conditions in which these specialists are trained. The needs to develop the concept of inclusive education for children with disabilities, to create special conditions to solve the problem are described. The authors analyze different approaches to higher education training of bachelors and masters that enable to work in conditions of education establishments implementing inclusive education. The authors point out the pressing need of such specialists in education establishments and at the same time the lack of a well-thought-out policy for solving the mentioned issue in a university. Positive and negative aspects of inclusive education are shown in the light of the implementation of adapted basic educational programmes for children with disabilities. After that the authors offer some options to implement methodological activities in training specialists for inclusive education. The authors propose certain ways of forming the main professional competencies of masters of inclusive education.

Keywords: inclusion, inclusive education, federal state educational standards, "barrier-free" environment, psychological and pedagogical influence.

1. INTRODUCTION

The real inclusive education of persons with disabilities can be achieved provided that there are no physical, psychological or other barriers in an educational establishment, and there are appropriate methodological and technical equipment, that is, if a "barrier-free environment" is created [3]. It is also indisputable that teachers having higher defectological qualification can implement inclusive education on a full scale. It is such professional education that gives all the necessary knowledge, abilities and skills for the diagnosis, correction and prevention of children's developmental disorders [2]. In addition, teachers with the higher defectological qualification are well aware of educational opportunities for such children and ways to meet their needs. In order to meet the special educational needs of a child with development disabilities, first, it is necessary to know the essence of a disability itself. Then it is advisable to master the principles, methods and techniques to diagnose the structure of disabilities, to monitor their changes during educational process. Finally, it is reasonable to select adequate, personally oriented correction and development methods and methods of teaching and upbringing with the use of scientific approach. In the conditions of intensive introduction of the institute of inclusion into school education system, the process of full-scale education and supplementary education of teachers in the field of defectology should be carried out. Higher professional training for bachelors and masters in the field of inclusive education can help solve the problem of lack of trained and knowledgeable specialists in this sphere [1].

2. THE CONCEPT OF INCLUSIVE EDUCATION

To implement the university training of specialists, it is important to develop a clear concept of organization and content of inclusive education for persons with disabilities with a support of professional teaching staff possessing academic degrees (Candidate of Science or Doctor of Science). Such need and conditions for the implementation of inclusive education are emphasized in the federal standards of school education. Thus the necessary conditions to realize the concept of inclusive education for children with disabilities are:

- 1) The legal normative framework that sets responsibility of a family acting as a customer of inclusive education for providing activities that contribute to the fulfillment of school requirements and prepares the socialization of a child;
- 2) The employment of specialists to the school staff to provide inclusive education for children with disabilities: speech therapist, psychologist, defectologist, tutors who provide individual assistance to children with developmental disabilities in primary school during the lessons. The main goal of inclusive education of children with disabilities is the development of crucial competencies, social and labor skills.

The inclusion of children with sensory disabilities into school education system is possible in the secondary school only after they master the required level of writing, reading and counting skills. In this regard, for this category of children with disabilities a special education system should be preserved [3].

Children with complex developmental disabilities cannot receive basic education in a comprehensive school. They can only be integrated temporarily, for example, via circle activity organized on adaptation days at school, as well as, during the visit to school-wide events, individual lessons or corrective classes on the development of cognitive functions and the formation of socially demanded competencies [2].

In accordance with the Federal State Educational Standard (FSES) for primary education the content of studies for children with disabilities is necessary to be differentiated.

If a child with disabilities is educated according to the first option of the adapted basic educational programme under conditions of inclusion, he should receive additional educational services.

In case of obtaining education according to the second option of the adapted basic educational programme under conditions of inclusion, a child may be present in the classroom at the available lessons, while mastering complex academic subjects (mother tongue, reading, mathematics) is carried out with the use of individual correctional and educational programmes under the guidance of a teacher-defectologist of the appropriate qualification.

3. RISKS AND POSITIVE ASPECTS OF INCLUSIVE EDUCATION ORGANIZATION

With such organization of inclusive education, there can still be *risks* that will lead to a violation of the system of inclusive education:

- 1) The lack of sufficient knowledge on real psychological condition of children with disabilities which comprehensive school teachers should possess; this is accompanied by impracticable and psycho traumatic requirements that can aggravate their condition;
- 2) The lack of skills to use programmes and special methods of work with disabled children which comprehensive school teachers should possess;
- 3) A high rate of work within a school education programme, which leads to exaggerated requirements for children with disabilities, without taking into account the specifics of their pace and characteristics of their psychological state;
- 4) Disagreement of parents of normally developing children with the fact that their children study alongside "abnormal children", because this can diminish the quality of school education;
- 5) The absence of high-qualified defectologists, speech therapists, psychologists that could provide additional educational services at schools, which deprives parents of children with disabilities of any choice;

Positive aspects of inclusive education are:

- 1) Possibility to live next to parents without having to go to another city to a special boarding school;
- 2) Children with disabilities are not separated from other children;

- 3) Family takes part in the education of the children with disabilities and is involved into the process of overcoming difficulties by such children.

But the main burden for the children with disabilities to receive any additional services also falls on the family.

In order to make inclusive education at school successful and real, certain conditions are required; the most important being the employment of defectologists to the school staff, that is specialists who know schools programmes and can implement different methods to work with children with different developmental disabilities. Such specialists as defectologists, speech therapists or special psychologists should advise subject teachers on how to organize lessons, how to make up thematic planning, and how to realize differentiated and individual approach [1].

4. METHODOLOGICAL ACTIVITY IN TRAINING SPECIALISTS OF INCLUSIVE EDUCATION

Teachers who have defectological education should carry out the following methodological activities:

- a) to work with subject teachers in terms of their advanced training in the field of defectology in the form of seminars, lectures, master classes, tutorials;
- b) to work with the administration of an educational establishment: to conduct tutorials on the organization and methodological support of inclusive education of children in the conditions of a given school, to organize work of psychological pedagogical concilium for diagnosing the difficulties in children's learning, and monitoring their dynamics during the inclusion process.

Specialists who organize tutorials for subject teachers should have a bachelor's or master's degree in defectology after mastering the academic programme "Modern technologies for special and inclusive education" in the field of "Special (defectological) education". Such professional training involves acquiring a wide range of competencies, which will allow future specialists to effectively implement both the guidance of the process of inclusive education of children with disabilities and the fulfillment of practical tasks, which presumes psychological and pedagogical support on the part of a teacher, a psychologist or a speech therapist.

The mechanism to introduce knowledge into the field of various disabilities for successful completion of inclusive education should be developed as well.

5. IMPLEMENTATION OF THE COMPETENCY APPROACH IN TRAINING MASTERS OF INCLUSIVE EDUCATION

In the general list of competencies formed, the most important for the master's degree training programme are those that assume reaching a high level of proficiency in the field of diagnostic, advisory, organizational, coordination, and project activities. In accordance with these competencies, the curriculum for the training of masters is filled.

Thus, the readiness of the masters to implement complex psychological and pedagogical studies of persons with disabilities, to predict the progress of their further

development, and to organize their medical, psychological and pedagogical support under conditions of inclusion is achieved in the process of studying such disciplines as "Medico-biological bases of special pedagogy and psychology", "Psychophysiology of persons with disabilities", "Advisory diagnostic and preventive activities in special and inclusive education" and a number of other electives.

The content of these disciplines emphasizes those aspects that are important in organizing inclusive education. Possible risks of complications of a major disability with symptoms associated with the negative impact of the educational space of a public educational establishment are considered. At the same time, real-life examples of ways to prevent such risks and the role of a team of specialists in this activity that implement the process of supporting a child with disabilities under conditions of inclusion are discussed. Master degree students fulfill tasks aimed at an analytical assessment of possible complex situations and projecting ways to overcome them.

The realization of professional competencies, which consist in the formation of the ability to design the correctional and educational space in inclusive forms and to organize the escort of persons with disabilities in conditions of school (inclusive) education is provided in the process of mastering the content of the following disciplines: "Methodology of psychological and pedagogical research in special and inclusive education" , "Legal basis for special and inclusive education", "Modeling of individual educational and rehabilitation programmes"," Modern technologies of inclusive education". In the educational process master degree students are offered to fulfill practical-oriented assignments: designing programmes, curricula, organizing (in the form of business games) the team activities, performing various roles in this team.

The readiness of master degree students to consult persons with disabilities, parents (legal representatives) of children with disabilities on the organization and implementation of individual educational and rehabilitation psychological and pedagogical programmes, and optimization of social and environmental conditions of life is formed by studying such disciplines as "Psychological and pedagogical support of persons with disabilities and their families", "Habilitation of children with disabilities", "Rehabilitation and social adaptation of persons with disabilities" and others.

The above mentioned competency assumes a comprehensive understanding of psychological, pedagogical, defectological, medical and social aspects of supporting persons with disabilities both in the special education system and under conditions of inclusion. In addition, the future organizer of inclusive education should be proficient in using methods of working with specialists in different fields, with parents and social partners. The most important for the formation of this competency are assignments aimed at designing the support organization programmes (on the model of a certain educational establishment). In the process of practical work experience master degree students realize such a programme, and then

present it assessing its effectiveness. This form of work also makes the basis for writing master's theses that are aimed at experimental verification of organizing inclusive education, assessment of its effectiveness in different institutions, in relation to children with different variants of developmental disabilities. These examples illustrate the scientific and practical versatility of professional potential of a specialist-organizer of inclusive education. Such training is necessary to ensure the effectiveness of the process of practical implementation of ideas of inclusive education.

At the same time, the opportunities of master degree courses are not as extensive as the reality dictates. In addition, not every school teacher is prepared enough to study for the given master degree. For educators that are involved in inclusive education process of children with disabilities of different age, it is highly desirable to receive higher defectology education (bachelor's degree) at distance learning and part-time courses at faculties of special education and psychology of pedagogical universities.

6. SUMMARY

For successful fulfillment of the tasks of inclusive education all specialists should be well aware of the requirements of the federal state educational standard, the content of the curricula of comprehensive school; they also should be familiar with the necessary scientific ideas about the features of supporting a child with one or another variant of developmental disability under conditions of inclusion. Moreover, all specialists should know the specifics of the application of the adapted basic educational standards, create their own programmes basing on them, and in some cases also create special individual development programmes (SIDPs), that is, develop individual programmes according to the specific level and extent of a disability. Such training is facilitated by studying at the university, which enables forming relevant competencies while attending electives included into the curriculum.

7. CONCLUSION

Thus, inclusive education system requires a clear thoughtfulness in the organization, content and implementation of the higher education training of bachelors and masters.

The creation of special conditions for successful implementation of the model of inclusive education allows to quickly convey the idea of inclusive education, that is, the unobstructed inclusion of persons with disabilities into general education environment so that they can get equal education.

There are both positive and negative aspects of the development of inclusive education in the light of the implementation of the adapted basic educational programmes for children with disabilities, which must be taken into account in the training of specialists with higher education degrees, such as master's degree of inclusive education.

To meet the needs of society and to receive response to this problem from the part of higher education establishments, it is necessary to develop a clear concept of training bachelors and masters of inclusive education with the involvement of special resource centers and special schools.

The options for implementation of methodological activities for the purpose of forming professional competencies during the training of specialists of inclusive education are developed. Specific ways of forming basic professional competencies of masters of inclusive education are proposed.

CONFLICT OF INTERESTS

The authors confirm that the data do not contain any conflict of interests.

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