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Psychological readiness of future educational psychologists for the work with children in the conditions of inclusive education

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Abstract

Statement of problem: inclusive education in Turkey and Kazakhstan is one of the priority directions of the development of all education system. Intensive development of system of inclusive education in our developing countries determine the need for revision and change of process of psychological preparation of professionals for education of children with special educational needs at school. In December, 2013 at the international conference in Turkey the government representatives of 20 Central and Eastern European countries and of Central Asia expressed the political support to inclusive education, as the only opportunity to provide the right of disabled children for quality education. Realization of inclusive education in practice faces many difficult questions and problems. In this regard, the need of studying of psychological readiness of future teachers for work with children in the conditions of inclusive education represent the significant part of their professional readiness. Research objectives: identification of level of psychological readiness of future educational psychologists for the work with children in the conditions of inclusive education and also the development of training program. Methods: the following techniques were used in the research: "Assessment of mental tension" (T.A.Nemchin), "Ability of the teacher to empathy", "Assessment of sociability level". Results: the research conducted by us showed that an important problem of the development of inclusive education is unpreparedness of future educational psychologists of secondary school to work with children with special educational needs. They aren't ready to create the most comfortable environment for all students as they keep stereotypes in the attitude towards disabled children, various psychological barriers in communication and interaction with such children and their parents. Conclusion: Special importance in this context is gained by a problem of psychological readiness of future experts for work with children in the conditions of inclusive education which is understudied and demands detailed research. Recommendations: Solving the problems of psychological readiness of future educational psychologists for work with children with special needs will allow to intensively enter inclusive education in the country; increase the level of professional competence of graduates, i.e. will satisfy inquiries of all consumers of educational services - persons, societies, states.

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1. Introduction

In the modern conditions the important direction of modernization of education system is the integration of children with limited health opportunities in mass secondary schools. In the conditions of introduction of inclusive education it was found out that modern schools and kindergartens aren't ready to accept children with special educational needs. The problem consists not only in creation of the adapted education environment (the room, the equipment, etc.), but also in absence of experts trained for implementation of inclusive education of children. The integrated education demands from teachers an adequate attitude towards the special child in children's collective, ability to provide him a psychological and pedagogical support, and also an ability to open creative potential of each child.

In this connection, there is a question of need of high-quality preparation of pedagogical staff for inclusive educational institutions. High-quality realization of educational needs of each child irrespective of his physical, mental and intellectual capacities depends on competences of professional staff.

The analysis of psychology and pedagogical literature showed that many authors (Weiler, Koynov, Lefsted, Matyash, Serikov, Raven, Whyte, Chinapakh, Aleynikova, Shmatko, Denisova, Ponikarova, Lekhanova, Menlibekova, Kenzhebekov, etc.) emphasise on the important component of professional competence of educational psychologists: psychological readiness for pedagogical work with children in the conditions of inclusive education.

2. The essence of the concept of "readiness."

Despite distinction in approaches to determination of psychological readiness, most authors proceed from a common position that it is the "difficult synthetic construct" consisting of a complex of the various, interconnected elements.

Readiness literally means two values. The first is a consent to make something as the voluntary and conscious decision directed to activity; the second — as a description of a state at which everything is ready for something and which will provide implementation of the decision (Vorobyova, 2011).

The leading component of readiness is a psychological readiness which is understood as complex construct, as an alloy of functional and personal components providing motivational and mental readiness and ability of the subject to implementation of professional activity.

3. The essence of the psychological readiness

Psychological readiness is traditionally understand as a mental phenomenon by means of which the stability of activity of the person in polymotivated space is explained:

- in the form of mindset (as projections of last experience to a situation "here and now"), the conscious assessments of the situation and behaviour caused by the previous experience.
- in the form of motivational readiness (opportunity to realize sense and value of what he does);
- in the form of professional and personal readiness for self-realization through personalisation process.

Psychological readiness of teachers for work in the conditions of inclusive education assumes "... possession of pedagogical technologies, knowledge of individual differences of children, readiness of teachers to model a lesson and use variability in the course of training etc". (Alekhina, Alekseeva & Agafonova, 2011).

Stability and quality of professional activity is caused by features of psychological readiness of the expert. Psychological readiness is a set of both internal and external conditions, first of all, personal qualities of the specialist teacher: intellectual, motivational, emotional and professional values, that provide readiness for professional activity. It is a certain internal confidence and determination, a condition of mobilization which is formed in the course of a vocational education and that provides success in activity. At the same time psychological readiness is a condition of efficiency of professional activity.

4. Features of psychological readiness of the teacher-psychologist to inclusive practices

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