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**SOCIAL INCLUSION
IN THE SPECIAL EDUCATION
STUDENT – TEACHER – ENVIRONEMENT**

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Ewa Jówko, Katarzyna Marciniak-Paprocka

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Investigation of professional-personal readiness of future special teachers for inclusive education

Abstract. The purpose of the research is to find out the level of professional and personal readiness of future special teachers for inclusive education. The theoretical basis for the development of research methodology was the theory of the role of organizational emotional intelligence for specialist's professional development, which made it possible to define the criteria and indicators of professional and personal preparedness for future special teachers to the profession, and also search for adequate methods for the study of emotional and organizational skills in working conditions of the inclusive space. The six main criteria of professional-personal preparedness of future special teachers for inclusive education (self-awareness and self-evaluation, self-management, social competence, relationship management, focus on the outcome, stress resistance) are determined. The basis for data collection was the Test for the Diagnosis of Organizational Emotional Intelligence (Org-EIQ, G. Giorgi, V. Majer, 2014). The study is the first systematic assessment of the level of forming of organizational emotional intelligence of future special teachers, which is recognized as the key skill of a successful personality during professional activity.

Keywords: *professional-personal readiness, criteria and indicators of professional-personal readiness, inclusive education, training of special teachers, organizational emotional intelligence, ORG-EIQ test*

In particular, the reform of the educational system in Ukraine and the education of children with special educational needs put forward new requirements for the quality of teacher training for an inclusive educational institution. Society and the state take active steps to change the system of education for children with special needs – a new Law "On Education" (2017) was adopted in Ukraine, which proclaims the right of people with special educational needs to study in inclusive groups and classes. According to modern scientific approaches to the role of a teacher in the inclusive educational space, including the key skills that individuals need for a successful career in 2020, one can argue that a special teacher of an inclusive institution should be a competitive specialist and successful personality that meets modern employer's requirements (social responsibility, adequate perception and response to new factors, autonomy and efficiency in decision-making, readiness for democratic communication, to socially active actions, the ability to quickly adapt to

new working conditions, to focus on high performance, cognitive flexibility and emotional competence, etc.). All this leads to a rethinking of the criteria and indicators for determining the quality of training of special teachers.

In modern studies, the improvement of educational activities in the provision of services for children with special educational needs is closely linked with the content and technological component of preparation, and much less attention is drawn to the professional and personal readiness of the teacher to work with children with special educational needs. However, in special pedagogy and psychology the direct dependence of the effectiveness of correctional and pedagogical work on the professional level and personal qualities of teachers, their individual-typological peculiarities that are manifested in professional activity is recognized [Yakovleva, 2005, p. 140].

Analysis of national and foreign scientific sources shows that professional-personal readiness covers professional and personal qualities that determine the position and direction of a specialist as a person, individual and subject of activity [Lobanova, 1997, p. 54]. According to many researchers the concept of "professional and personal readiness" serves as the core component of professional activity that ensures its quality and effectiveness.

There are different approaches to the selection of criteria and indicators of professional and personal readiness of teachers to work with children with special needs both in inclusive and in special educational institutions.

The basic component of the professional and personal readiness of the teacher to work with children with disabilities is the professional and humanistic orientation of his personality, which manifests itself in the recognition of their humanistic values of professional activity, its satisfaction, the commitment to mastering the professional skill, efficiency and personality activity in order to achieve humanistic goals and tasks of upbringing and teaching children (R. Agavelian (1995, 1999), V. Dianova (2005), N. Nazarova (1992), N. Strogova (1999), S. Sokolova (1986), L. Yastrebova (2008), I. Yakovleva (2005)).

I. Yakovleva identifies the following criteria of professional and personal readiness of the teacher who works with people with disabilities: a willingness to provide assistance, charity, covering empathy, tolerance, pedagogical optimism (belief in success), responsible for the selected priorities and for the result, the ability to control themselves in stressful situations quickly and confidently respond to changing circumstances and ability to make decisions, emotional stability.

Y. Gerasimenko interprets the concept of professional and personal readiness of the teacher to work in the conditions of inclusive education from the standpoint of competence approach and considers it "... as an integral personal thing, which includes motivational-value, operational-activity, reflexive and evaluation components" [Gerasimenko, 2015, p. 147].

According to Y. Gerasimenko, the basis for professional-personal readiness is interest in the profession of a teacher expressed in a positive emotional attitude towards the subjects of education, pedagogical activity in general, in the pursuit of professional development and self-development of many professionally significant qualities that characterize the professional-pedagogical orientation (individual semantic and value orientations, settings, expectations and motivation of the subject, his self-concept) [Gerasimenko, 2015, p. 147].

The study conducted by the European Agency for Special and Inclusive Education within the framework of the "Teacher Education for Inclusion" project (2009-2012) revealed the basis for the knowledge and understanding, skills, attitudes and values required for each teacher and presented to the pedagogical and scientific community the profile of the teacher of inclusive education. The basics of the profile of the teacher of inclusive education are: respect for the diversity of students, support for all students, working together with others, constant personal professional development [4, p. 10-17]. Each of the proposed competencies consists of three elements: attitudes (settings, values), knowledge and understanding and skills, since it is known that a certain attitude (setting, value) requires certain knowledge or level of understanding, and then the skills for realizing this knowledge in a practical situation. Analysis of the profile of the teacher of inclusive education makes it possible to highlight the following important components of the teacher's professional and personal readiness for inclusive education, such as: mastering strategies to overcome the difficulties that encourage teachers to challenge unprincipled attitudes; sensitivity to the diverse needs of pupils; respect for the diversity of pupils; understanding the value of working together with parents; possession of effective verbal and non-verbal means of communication that allows responding to the various communication needs of pupils, parents and other professionals; responsibility for promoting the study of all pupils in the classroom; understanding the importance of positive interpersonal relationships; understanding of the influence of interpersonal relations on the achievement of educational goals; effective communication with families of different cultural, ethnic, social backgrounds; understanding the importance of working in a team.

All of the above components correlate with the key skills that a person will need for a successful career in 2020 presented at the World Economic Forum (Switzerland, Davos, 2016): an integrated problem solving, critical thinking, creativity, human management, coordination of actions with others, emotional intelligence, judgment making and decision making, service orientation, interaction, negotiation, cognitive flexibility. Five out of ten skills in the ranking relate to communication with people, ability to manage, understand and negotiate.

The list presented for the first time was emotional intelligence, which was not listed in the list of skills relevant for a successful career in 2015.

In view of the fact that the professional activity of a special teacher in the inclusive space takes place in conditions of effective interaction with all participants of educational process, the team work of the interdisciplinary team of specialists we think it is necessary to consider the professional and personal readiness of the special teacher for inclusive education as an integral personal entity that enables the ability of specialist to carry out successful professional activity in the conditions of team work of the interdisciplinary team of specialists of inclusive education the institution. Consequently, the new requirements for a successful specialist in 2020, the quality of a special teacher in connection with the reform of the education system and the active introduction of inclusive education within the framework of the New Ukrainian school, require the development of new criteria and indicators for the professional-personal readiness of special education specialists for inclusive education of children with special educational needs.

Research methodology. For our study of the professional qualities of future specialist teachers for inclusive education the approach of Italian researchers Gabriele Giorgi and Vichenzo Mayer to the study of emotional intelligence based on emotional intelligence models formulated by Bar-Onom (2002) and D. Goulman (1998) was extremely interesting and fruitful. The above-mentioned researchers have developed, according to L.F. Burlachuk, an original and innovative theoretical basis, which was used to develop the Test for the diagnosis of organizational emotional intelligence (Org-EIQ "Estimation of emotional intelligence", 2014). This method of studying of emotional intelligence attaches particular importance to "possible effectiveness": the definition of emotional/social characteristics in the workplace, which predict higher efficiency and excellent work [Georgie, G., Maer, V. Org-EIQ Organizing Emotional Intelligence Test, 2014, <http://www.osukraine.com/ru/05.02.2017>].

The basis of the concept of emotional intelligence in the understanding of the authors (G. Giorgi, V. Mayer) lies in the theory of efficiency: maximum efficiency is achieved when the psychological skills/characteristics of the person meet the requirements of the working space, rather than the requirements of a more general space not directly related to the work activity. According to the authors of the test there is a special "emotional intelligence in the workplace" which is descriptive.

Another feature of the theoretical basis of the test (in addition to the importance of the space) which G. Georgi and V. Mayer noted in their studies (2007) is the focus on the emotional intelligence as a construct, which is an important component of the organization's success (in our study of such an organization is an inclusive educational institution).

The theoretical basis on which the researches of G. Giorgi and V. Mayer justify argues that organizational intelligence is more connected with the emotional competence of persons forming a collective of a certain organization than with the cognitive abilities of individual workers in obtaining information, the introduction of new ideas and skills effectively acting on the basis of accumulated knowledge. Scientists argue that organizational intelligence is represented not by IQ leaders, but by the social and emotional components of individual members of the team that shape and build the atmosphere and culture of this organization (in our study the culture of an inclusive institution).

Consequently, organizational intelligence is structurally linked to individual emotional intelligence through a "group mechanism": emotional intelligence is accumulated in this environment where it becomes organizational intelligence. Therefore, just as emotional intellectuals work more efficiently than other employees, in the same way organizations (including inclusive educational institutions) whose emotional intelligence is high at the group level show better performance compared to organizations with lower emotional competencies. This gives us reason to suppose that emotional intelligence is an important part of the readiness of a specialist to succeed in an inclusive educational institution.

Organizational intelligence is a vital element in all organizations. Despite the fact that the concept of organizational intelligence as a vital element in all organizations is not sufficiently documented and substantiated in the specialized literature, nevertheless, there are theoretical models and empirical results confirming its significance (L. Burlachuk).

These assumptions are consistent with recent studies presented in the literature on best business practices, which overcame a theory about the effectiveness and efficiency of individual employees, and now directed his attention to contextual performance, which contributes to the quality of the team organization, thus enhancing personal perspectives of each team member through organization. This assumption for our study is extremely important, which gives us reason to say that the quality of the work of an inclusive institution as an organization depends solely on the effective work of an interdisciplinary team composed of specialists with a developed emotional intelligence.

Considering that emotional intelligence is one of the key factors of working efficiency in the interdisciplinary team of an inclusive institution, we use the Org-EIQ methodology "Estimation of emotional intelligence" for the study of the emotional intelligence of students, future special educators. Authors of this methodology are Gabriel Georgie, Vichenzo Mayer (2014), adaptation for Ukraine was made by "OS Ukraine" (V. Klymchuk, V. Gorbunov). This is the first test in Ukraine that examines the emotional intelligence of working situations. The description of the test was provided at the office of OOO "OS Ukraine" (Kyiv).

The Org-EIQ test is a comprehensive test for measuring emotional intelligence, based on the most up-to-date theoretical foundations and empirical testing (with qualitative and quantitative research techniques). Org-EIQ provides a complete and detailed description of emotional and organizational skills in working conditions. Org-EIQ is divided into 16 scales based on the results of numerous national and international studies, so we consider it possible to distinguish the following key criteria and indicators of the professional and personal readiness of future special teachers for inclusive education.

Self-awareness and self-esteem mean awareness of oneself, self-knowledge, understanding of one's life (in particular, professional), especially of the feelings that it causes. This criterion is extremely important for successful professional activities in the inclusive space since it involves the ability to recognize their emotions by naming them, to understand their feelings and benefits at any given time, and to use this ability to manage the decision-making process while conducting educational and corrective-developmental work. Secondly, self-awareness leads to an exact self-assessment of internal resources (which is very important in the complex and unpredictable conditions of the inclusive environment), and thus leads both to understanding their values and opportunities, and to a healthy self-confidence. The criterion of "*awareness and evaluation of me*" consists of three indicators: self-awareness, self-confidence, internal personality factor.

In an inclusive environment, a specialist often falls into situations that are characterized by uncertainty, unpredictability, so the teacher must be able to control his or her emotions in order to purposefully perform his or her work. **Self-management** is the ability to control impulses, the ability to control mood and feelings in such a way that it does not affect the quality of performance; it's also the ability to overcome nervousness and keep calm, protecting yourself from anxiety and responding quickly to negative thoughts. This quality permits the possibility of appropriate self-justification, that is, the ability to be diligent and persistent in achieving the goal, without lowering his hands and not falling into the spirit, even if something is not "as it should be" (often observed in the context of the inclusive space, as noted by the experts of the inclusive educational institutions).

This criterion provides the spirit of innovation and adaptability. Given that inclusive education is an innovative educational strategy, it requires professionals capable of being open to new ideas and new approaches, studying and evaluating original solutions, and attracting new perspectives. This factor also allows flexibility in response to the need for changes caused by new circumstances, adjusting the relevant reactions and strategies. Possession also means the ability to recognize the needs of others and initiate changes or manage them. The criterion of "*self-management*" consists of three indicators: emotional control, persistence, adaptability.

Social competence belongs to the sphere of interpersonal relations, the ability to manage emotions in relationships and understand how to interpret the circumstances and social relationships. In an inclusive space, empathic means to understand the feelings of other people as their own; empathetic means not only dividing the feelings of others, but also assessing them with dignity, which manifests itself in the belief in children with special educational needs, in the desire to strengthen their skills and recognize their independence, using differences as a favourable opportunity. The criterion of "social competence" consists of the following indicators: empathy, customer orientation (participation in the educational process: the child and its parents), organizational awareness.

Relationship management. This criterion involves the ability to effectively manage the emotions of others and interact organically with others, while using these skills to persuade and desire to manage; it also involves collaboration and teamwork. Persons, who are capable of doing work well, are able to send clear signals, making them influential communicators and leaders in the professional activities. Successful management of relationships in an interdisciplinary inclusive educational institutions is a prerequisite for the effective implementation of inclusive education. The criterion of "relationship management" consists of the following indicators: teamwork, leadership, catalyst for change.

Focus on the result. This criterion evaluates the desire to improve standards and meet the requirements of standards. Teachers who are well-developed in quality usually take timely decisions, they are aimed at concrete results, and solve problems and at the same time diligently carry out their work.

Stress resistance. This criterion shows the teacher's ability to cope with stress associated with professional activity, the implementation of pedagogical and corrective-developmental complex tasks.

The above criteria and indicators form four macro factors, of which the EIQ Test (99 questions) is composed. Test developers emphasize that all the items contained in the questionnaire are consistent with the logical point of view, taking into account the theoretically proved models. The statements (items) used in the questionnaire relate to: the criteria of perception; appropriate corporate behavior; criteria describing standard working activities; emotional and organizational aspects. The questionnaire begins with a series of questions on the collection of personal information relevant to the integrity of the questionnaire. The 9 items that are evaluated using the Likert scale, which consists of 5 answer options, from 1 ("Very rarely or never") to 5 ("Correctly very often or always").

The Org-EIQ test takes about 10-30 minutes of administrative time, depending on the personal qualities and education of the respondents.

The study was attended by 200 students of specialty "Special Education (speech therapy)" of senior courses: students of the graduation course of the first (bachelor) level and applicants of the second (master's) level. In total, 160 students of the educational level "Bachelor" and 40 students of the educational level "Master" of full-time department of Borys Grinchenko Kyiv University, M.P. Dragomanov National Pedagogical University, Ivan Ogiienko Kamenets-Podilskyi National University, Pavlo Tychyna Uman State Pedagogical Institute, V.O. Sukhomlinskii Nikolaiev National University, Oles Honchar Dnipropetrovsk National University.

Testing and processing of results was carried out using the automated system of evaluation "Internet test" [<http://www.internet-test.com.ua>]. This is a professional online psychological assessment system that was created by the first Ukrainian publishing house of psychological tests "OS Ukraine" [<http://www.osukraine.com/ru/>] for psychometric data analysis and the creation of individual reports that are available immediately after testing. Questionnaires, submitted electronically in the "Internet Test" system, have undergone all stages of adaptation and standardization in Ukraine. During the adaptation and use, all copyrights are saved.

Research results

Averaged general profile data, the results obtained by testing the Org-EIQ figures, depicted in graphical form (Figure 1) and digital (Table 1).

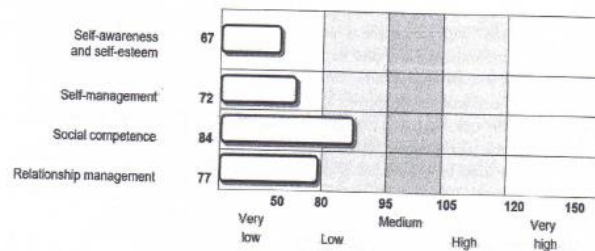


Fig. 1. Averaged results of the general profile for the entire sample of respondents by macro-factors (criteria) in standard items

Table 1. Averaged results of the general profile of all criteria and indicators of the whole sample of respondents

Macro factors (criteria)	Raw points	Standard items
Self-awareness and self-esteem	19	67
Self-management	20	72
Social competence	21	84
Relationship management	18	77
Factors (indicators)		
self-awareness	24	78
self-confidence	13	71
internal personality factor	19	69
emotional control	19	73
persistence	19	75
adaptability	21	84
empathy	26	87
customer orientation (participants in the educational process)	29	85
organizational awareness	9	86
teamwork	21	76
leadership	23	86
catalyst for change	9	78
Focus on the result	21	76
Stress resistance	19	75

Self-presentation. This factor reveals answers that do not really correspond to the actual state of affairs relative to the respondent. Gives an idea of the style of self-presentation of the individual, reflects any attempt to distort the data and, in general, shows the level of reliability of the report. The average result of the respondents on the scale "Self-presentation" is presented in Fig. 2.

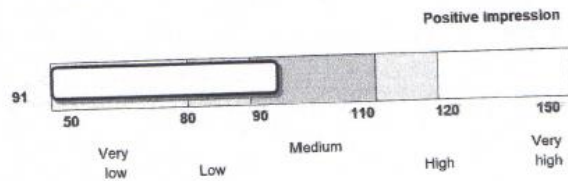


Fig. 2. Averaged result on the scale "Self-presentation" (IQ - points)

The results of testing on the "Self-presentation" scale indicate that respondents responded frankly, but tried to show themselves better than they really are. Such an algorithm meets quite often, even in unpredictable situations and does not refute the results of the study.

The profile of emotional intelligence in addition to the graphical presentation of the results provides a detailed description of the characteristics of human emotional intelligence at each stage of testing. Fig. 3 shows the average results on the profile of emotional intelligence for the entire sample of respondents who participated in the study.

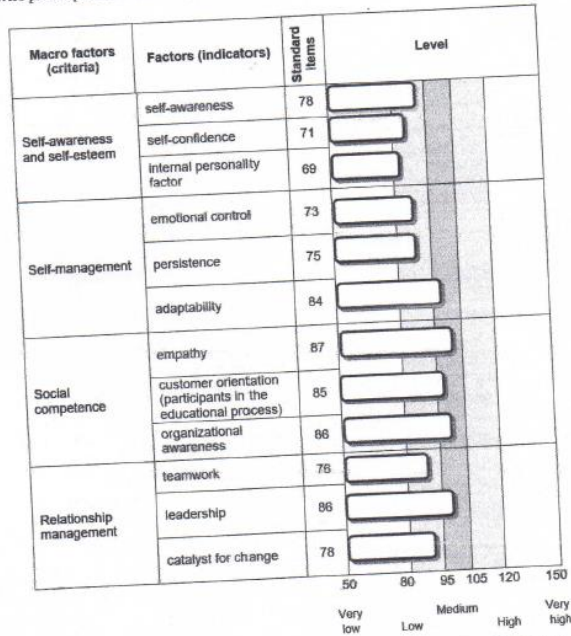


Fig. 3. Averaged results on the profile of emotional intelligence for the entire sample

Let's describe the test results for each criterion. The average test result on the criterion "Self-awareness and self-esteem" indicates that the prevailing level is very low (67 standard items). Analysis of the distribution of students according to the levels of self-awareness and self-formation generated by them showed that the prevailing level is very low: 75% of respondents showed very low level, 14% - low, 11% - average level, 0% - high and very high level (Fig. 4).



Fig. 4. Diagram of the distribution of students (%) by the levels of their self-awareness and self-esteem

The future special teacher, who has a very low level of self-awareness and self-esteem formation, is difficult to adequately assess oneself and their opportunities in the working environment of an inclusive institution. The difficulty in understanding personal emotions affects the quality of the educational and development work performed, making the teacher limited in actions. It is not able to solve the problems that arise in the process of work; this indicates a low self-esteem, which subsequently leads to a low level of motivation. A teacher with such a level of self-awareness and self-esteem depends on others who are willing to transfer responsibility and solve problems to other members of the interdisciplinary team. Instead of independent decision-making, it follows decisions taken by others, usually with their colleagues and people in the surroundings of which, hardly shows a feeling.

The average test result for the "Self-management" criterion indicates that the prevailing level is very low (72 standard items). Analysis of the distribution of students according to the levels of self-government formation in them showed that the prevailing level is very low: 70% of respondents showed very low level, 19% - low, 11% - average level, 0% - high and very high level (Fig. 5).

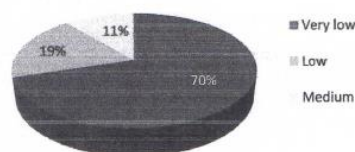


Fig. 5. Diagram of the distribution of students (%) by the levels of self-management

A future special teacher who has a very low level of self-esteem is not inclined to control negative emotions, especially in problem situations (which often occur in the educational space of an inclusive institution), usually has difficulties in monitoring mood, has a tendency to a slight loss of self-control, insufficiently persistent and extremely compliant in the event of obstacles, tries not to work hard to achieve the goal; is easily desperate due to possible difficulties encountered in the implementation of educational tasks, therefore, he tries to give up the proposed work and/or makes incorrect decisions that make him incompetent and ineffective in his professional activities. A teacher with an insufficient level of self-management is not flexible enough; it is difficult for him to enter the working atmosphere of an interdisciplinary team or get used to new activities where there are no clearly specified instructions and new alternatives are required; it is difficult to fully adapt to different situations.

The average test result for the "Social Competence" criterion indicates that the prevailing level is very low (84 standard items). Analysis of the distribution of students by the levels of their social competence has shown that the prevailing level is low: 70% of respondents have shown a very low level, 19% - low, 11% - average, 0% - high and very high level (Fig. 6).

A future special teacher who has a low level of social competence formation has difficulties in perceiving and understanding his feelings in relation to other participants in the educational process; not able to create emotional harmony with the environment, therefore often perceived by others as a closed and silent person, personal interests and needs dominate the interests of clients (participants in the educational process). Due to this characteristic in the process of work there may be conflict situations, because the person expressed dissonant with the norms and rules of conduct.

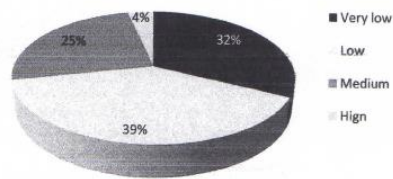


Fig. 6. Diagram of the distribution of students (%) by the levels of their social competence

The average test result for the "Relationship Management" criterion indicates that the prevailing level is very low (77 standard items). The analysis of the distribution of students according to the levels of formation of their relationship management showed that the prevailing level is very low: 70% of respondents showed very low level, 19% – low, 11% – average, 0% – high and very high level (Fig. 7).

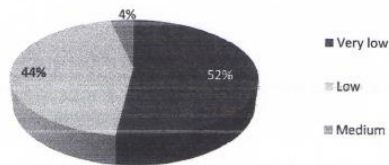


Fig. 7. Distribution diagram of students (%) by the levels of formation of their relationship management

A future special teacher who demonstrates a low level of propensity for teamwork, tries to avoid teamwork, is unable to create a comfortable atmosphere, taking part in group interaction, which requires work in an interdisciplinary team of an inclusive institution; concentrates on the achievement of its own goals, which leads to negative consequences in relations with colleagues; has some difficulties in the sphere of influence on people and on the group; not inclined to manage

human resources and potential, motivate and coordinate work processes with the participation of staff, and therefore may be ineffective as coordinator of inclusive education; is not able to calmly solve the problems that arise and adapt to changes quickly, prefers to work in security, with established rules and procedures that are easy to control.

Averaged test result for the criterion **"Focus on the result"** shows that the prevailing very low level (76 standard points). The analysis of the distribution of students by the levels of their formation in their orientation to the result showed that the prevailing level is very low: 57% of respondents showed very low level, 29% – low, 7% – average, 7% – high and 0% – very high level (Fig. 8).

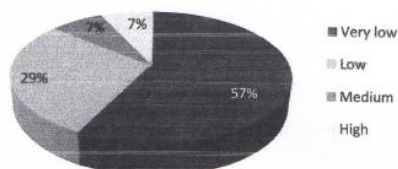


Fig. 8. Distribution of students (%) by the levels of formation of orientation to the result

A future special teacher with a low targeting and success tends to show disappointing results; often does not attach importance to order and accuracy, resulting in work performed unorganized and with errors; insufficient attention is paid to the quality of the work performed and / or has difficulties in the rapid search for problem solving and decision-making.

The average test result for the **"Stress resistance"** criterion indicates that the predominant level is very low (75 standard items): Analysis of the distribution of students by their levels of stress resistance showed that the prevailing level is very low: 64% of respondents showed a very low level, 21% is low, 7% is average, 4% is high and 4% is very high (Fig. 9).

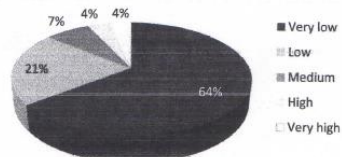


Fig. 9. Distribution of students (%) by the levels of stress resistance

The future special teacher, who has a very low level of stress, is prone to stress in the process of performing production tasks; cannot be effective in occupying posts related to responsibility and / or performance of tasks; has low self-control, is not capable of reflection.

We managed to find a rather low level of students specialized in "Special Education (speech therapy)" of organizational emotional intelligence, which is the basis for students' personal and professional readiness for future professional activities. According to our data, this study is the first systematic assessment of the formation of future specialist teachers of organizational emotional intelligence, which, according to recent international studies, is recognized as the key skill of a successful person in professional activities.

Conclusions

The results of scientific research convincingly testify to the importance of organizational emotional intelligence in professional activity. Therefore, in the preparation of future specialist teachers, it is necessary to provide training courses, activities that will promote the development of students of organizational emotional intelligence, which, in turn, will ensure the formation of professional and personal readiness for professional activity, including in the inclusive space.

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