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ГОТОВНОСТЬ ПРЕПОДАВАТЕЛЕЙ МЕДИЦИНСКОГО ВУЗА К ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ

THE READINESS OF THE MEDICAL UNIVERSITY TEACHERS
TO INCLUSIVE EDUCATION

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Аннотация:

В данной статье речь идет о готовности преподавателей медицинского вуза осуществлять инклюзивное образование. Актуальность данной работы определена одним из приоритетных направлений государственной политики в сфере высшего образования на современном этапе, а именно повышением доступности качественного образования, соответствующего современным потребностям общества и каждого гражданина, в частности граждан с инвалидностью и ограниченными возможностями здоровья. Анализируя нормативные документы, регламентирующие внедрение инклюзивного образования в высшую школу, можно отметить, что практика внедрения данного вида образования в медицинских вузах отражена не полностью и требует качественной доработки, с учетом специфики вуза.

В ходе проведенного исследования в Рязанском государственном медицинском университете имени академика И.П. Павлова были обозначены основные проблемы, связанные с отношением и готовностью преподавателей к инклюзивному образованию: владение инновационными педагогическими техно-

Abstract:

The article is devoted to the issue of the medical University teachers' readiness to put inclusive education into practice. The relevance of this work is determined by one of the priority directions of state policy in the field of higher education at the present stage, namely, increasing the availability of quality education that meets the modern needs of society and every citizen, in particular, citizens with disabilities and disabilities. Analyzing the regulatory documents governing the introduction of inclusive education in higher education it can be noted that the practice of introducing this type of education in medical universities is not fully reflected and requires high-quality refinement, taking into account the specifics of the university.

In the course of the research conducted in Ryazan State Medical University named after academician I.P. Pavlov, the main problems associated with the attitude and readiness of teachers for inclusive education were identified: possession of innovative educational technologies; the ability to vary the methods and forms of training; knowledge of the individual characteristics of students with

логиями; умение варьировать методы и формы обучения; знание индивидуальных особенностей обучающихся с различными нозологиями; эмоциональное принятие студентов ОВЗ и инвалидностью; готовность включать их в образовательный процесс. Преподаватели вуза демонстрировали интерес к проблемам обучения и воспитания студентов с ОВЗ и инвалидностью, однако только половина из них готовы работать в данных условиях. Основной причиной является отсутствие специальных знаний об особенностях развития обучающихся с ОВЗ и инвалидностью, их особых образовательных потребностей и темпах продвижения в образовательном процессе медицинского вуза.

Результаты нашего исследования подтверждают необходимость подготовки преподавателей медицинского вуза к работе в условиях инклюзивного образования в ходе подготовки педагогов на курсах повышения квалификации и индивидуализации учебного процесса для студентов с ОВЗ и инвалидностью.

Ключевые слова:

инклюзивное образование, компетентность преподавателей, педагогические технологии, индивидуальный образовательный маршрут, повышение квалификации.

different nosologies; emotional acceptance of students with disabilities; readiness to include them in the educational process. University professors demonstrated interest in the problems of training and education of students with disabilities, but only half of them are willing to work in these conditions. The main reason is the lack of special knowledge about the developmental characteristics of students with disabilities, their special educational needs and the pace of progress in the educational process of a medical school.

The results of our study confirm the need to train medical school teachers to work in an inclusive education environment during the training of teachers in refresher courses and the individualization of the educational process for students with disabilities.

Keywords:

inclusive education, teachers' competence, pedagogical technologies, individual educational route, professional development.

Relevance

For the first time the regulations on inclusive education of persons with health limitations and disabilities were fixed at the legislative level in 2012 in the Federal law "On Education in the Russian Federation" No 273-FL of 29 December 2012:

- "inclusive education is a process of development of general and vocational education, which implies its accessibility for all people in terms of adapting to the needs of every person, regardless of his/her state of health", and Article 79 of the Law is fully devoted to the organization of education for students with health limitations [1].

The legal basis for the organization of education of persons with health limitations and disabilities in the Russian Federation consists the following main documents: Decree of the Government of the Russian Federation No 1297 of 01

December 2015 “On approval of the state program of the Russian Federation “Accessible environment for 2011-2020”; Letter of the Ministry of Education and Science of Russia No 06-281 dated 18 March 2014 “On the Direction of Requirements” (together with the “Requirements to the organization of the educational process for the training of disabled people and persons with health limitations in professional educational institutions, including the equipment of the educational process”) [2]; Letter of the Education and Science of Russia No AK-1782/05 dated 29 June 2015 “On the Organization of Admission of Disabled Persons and Persons with Health Limitations to Educational Organizations of Higher Education” (with the Methodical recommendations); The order of admission to study under educational programs of bachelor degree, specialty programs, masters' programs (order of the Ministry of Education and Science of Russia № 1147 dated 14 October 2015); The procedure for ensuring accessibility of facilities for persons with disabilities and the services provided in the field of education and the provision of necessary assistance (Order of the Ministry of Education and Science of Russia No 1309 of 9 November 2015; Letter of the Ministry of Education and Science of Russia No VK-270/07 of 12 February 2016 “About maintenance of conditions of accessibility for disabled to facilities and services in the field of education” (together with “Clarifications on the execution of orders of the Ministry of Education and Science of the Russian Federation No 1309 of 9 November 2015 “On approval of the Procedure for ensuring accessibility of facilities and services in the field of education for disabled people, as well as providing them with the necessary assistance” and No 1399 dated 2 December 2015 “On approval of the Action Plan (“road map”) of the Ministry of Education and Science of the Russian Federation on increase of values of indicators of availability for disabled people of objects and the services provided on them in the field of education”); FSES HE [3], including provisions obliging higher education institutions to provide special conditions for teaching people with disabilities (creating conditions for e-learning for people with disabilities, special procedures for mastering disciplines (modules) on physical culture, the choice of places of practice taking into account the peculiarities of health, the provision of educational resources in the forms adapted to health limitations, if necessary - an increase in the period of study); The order of organization and implementation of educational activities on educational programs of higher education – bachelors' programs, specialty programs, masters' programs (order of the Ministry of Education and Science of Russia No 301 of 5 April 2017) and Guidelines on the organization of the educational process for the training of disabled people and persons with health limitations in educational institutions of higher education, including equipment of the educational process (Ministry of Education and Science of the Russian Federation, from 08.04.2014, No 1AK-44/05vn) [4].

Today the problem of putting into practice inclusive education in medical high schools is very relevant. For successful education of students with health limitations

and disabilities, it is necessary to create special conditions within the walls of the educational organization – an accessible environment, to organize a modern system of training programs of higher education, based on effective pre-University training and career guidance, but also to analyze issues related to the readiness of the teaching staff, as well as students from among the healthy, to implement inclusive education [5].

Objective

In this regard, one of the main problems of medical universities that implement inclusive education is the problem of competence of the teaching staff of the University, which affects the work with students with disabilities. First of all, it was interesting for us to consider the issue of teachers' readiness to work in an inclusive education from a psychological and pedagogical point of view, which includes such components as the possession of innovative pedagogical technologies, the ability to vary the methods and forms of training, knowledge of the individual characteristics of students with different nosologies, emotional acceptance of students with health limitations and disabilities, readiness to include them in the educational process.

Materials and methods

To analyze the state of the problem associated with the readiness of teachers of the Ryazan State Medical University named for academician I.P. Pavlov, 102 teachers of the University from the departments of medical and humanitarian profiles, were involved in working in an inclusive education environment. The following research methods were used:

- Methods of studying the attitude of teachers to the values of inclusive education (adapted methodology by V.V. Khitryuk);
- Methods of diagnosis the ability to empathy (questionnaire by A. Mehrabien and N. Epstein.);
- Test of communicative tolerance by V.V. Boyko;
- Questionnaire "Professional (emotional) burnout";
- Survey and questioning.

Results

In the course of the testing by the methods of A. Mehrabian, N. Epstein and V.V. Boyko, it was revealed that University teachers have a high level of communicative tolerance and empathy (86% of the surveyed teachers). This indicates the high potential of medical University teachers to work in an inclusive education, indicates acceptance of students with health limitations and disabilities and the desire to create a friendly relationship among the students.

Results of treatment of emotional exhaustion diagnosis method,

depersonalization and professional achievements on the basis of the three-factor model by K. Maslach and S. Jackson (adapted by N. Vodopyanova and E. Starchenkova) reflected in figures 1, 2 and 3, where:

- emotional exhaustion is a state in which the demands of both external and internal prevail over human resources and as a result, the balance is disturbed, and emotional burnout syndrome develops;
- depersonalization is a state characterized by a violation of the self-consciousness of the individual, alienation of all or several processes arising in the psyche and a sense of one's own unreality;
- professional efficiency – is the activity aimed at the transformation of the object of labour in order to obtain a result that meets social and personal, material and spiritual needs.

Figure 1.

Figure 2.

Figure 3.

Based on the results, it can be concluded that a sufficiently large number of teachers surveyed have high and medium levels on the scales of emotional exhaustion (52% and 24%) and depersonalization (52% and 38%). In our opinion, these indicators may affect the attitude and readiness of teachers to inclusive education at the University. However, the level of professional efficiency, that is, the activity of the teacher, aimed at professional activity reflecting of the majority of respondents is quite high (44%) and indicates that during the special training that we offer within the framework of thematic improvement cycles "Organization of the educational process for training of persons with health limitations and disabilities" and "Organization of the educational environment for the implementation of an inclusive educational process", the majority of participants of educational process will be ready to put into practice an inclusive model of education [6].

From the methodology of studying the attitude of teachers to the values of inclusive education, we obtained indicator 17, which corresponds to the average level of attitude to the phenomenon of inclusive education.

According to the results of the survey and questioning, the following should be noted:

- 73% are not only interested in the proper organization of inclusive education in practice, seek to obtain the necessary knowledge, but also demonstrate a valuable attitude towards students with disabilities and inclusive education;

- 70 % show interest in co-education of students with different nosologies, but note the lack of appropriate qualifications and special psychological and pedagogical training;

- 62 % of teachers demonstrate insufficient interest in the problems of inclusive education and study this problem due to the need (social order from the state and society; requirements of the administration);

- 95% of respondents note the importance of technical equipment of classrooms; availability of adapted and distance learning programs, as well as special support for students with health limitations and disabilities.

- 90% of respondents noted possible problems with practical training and employment of graduates of medical University with health limitations and disabilities.

The results indicate the urgency of the problem and confirm the need to train medical high school teachers to work in the field of an inclusive education. Respondents showed interest in the problems of training and education of students with health limitations and disabilities, but only half of them are willing to work in these conditions. The main reason is the lack of special knowledge about the developmental characteristics of students with health limitations and disabilities, their special educational needs and the pace of progress in the educational process of medical high school.

Summarizing the data obtained, we can state the following:

- teachers understand the need for additional education on the organization of inclusion, taking into account the peculiarities of different nosologies, as well as the development of technologies to support inclusive processes in teaching practice;
- teachers express their desire and willingness to master the skills of using pedagogical technologies for students with disabilities;
- teachers note the need to obtain additional knowledge about the peculiarities of the organization of an inclusive process in a medical University.

Thus, the training of teachers of medical University to work in an inclusive education should be carried out purposefully in development courses aimed at obtaining new professional experience in inclusive education; the development of professional competence and the formation of personal and professional attitudes to the co-education of students with normal and impaired development; the use of adapted innovative pedagogical technologies and technologies of socio-cultural rehabilitation; as well as the organization of the process of joint activities of the teacher and the trainee to create an individual educational route [7].

In our opinion, the main pedagogical technologies for students with disabilities may be technologies used in the traditional educational process:

- Problem-based learning,
- Concentrated training,
- Modular training,
- Differentiated learning,
- Developing training,
- Reflexive learning,
- Multimedia technologies (including distance learning).

The main goals of these technologies are:

- Development of cognitive ability, activity, creative independence of students with health limitations and disabilities;
- Creation of the appropriate model of educational process which most fully meets the characteristics of the health of students;
- Flexibility of training, its adaptation to the individual needs of students;
- Creation of optimal conditions and modeling of subject and social content of learning activities of students with health limitations and disabilities;
- Involvement of students with health limitations and disabled ones in the group educational process;
- Focusing on the psycho-physiological characteristics of students [8].

It should be noted that all educational technologies are recommended to be used both with the application of universal and special means (information and communication), depending on the type and nature of the students' limited health opportunities, as well as to use a variety of techniques for conducting lectures,

seminars and practical classes, taking into account the different nosologies of students. In this regard, special attention should be paid to the preparation of teaching materials for classes and materials that are submitted for unsupervised work or insufficiently disclosed in textbooks and learning guides and which are difficult for students with health limitations and disabilities.

For the implementation of the educational process in the medical University, the teachers' staff has a choice of means and methods based on the content of training, the level of implementers' professional training, methodological, material and technical bases, as well as features of perception of educational information by students with health limitations and disabilities. Socially active, reflective teaching methods and technologies of socio-cultural rehabilitation contribute to the establishment of full-fledged interpersonal relations with other students and create a comfortable psychological climate in the student group, and ultimately – develop empathy, identification and reflection as the necessary mechanisms of mutual understanding in future professional activities.

Considering the issue of teaching methods and individualization of the educational process for students with health limitations and disabilities in medical university, it is advisable to propose the creation of an individual educational route, which we define as a variable structure of students' learning activities, reflecting its personal characteristics and capabilities, designed and controlled within a separate academic discipline together with the teacher on the basis of complex psychological and pedagogical diagnostics [9]. The ability to choose the forms, means, methods and rates of training will help students with health limitations and disabilities to adapt more quickly to new conditions, in addition, taking into account the individual characteristics of each will contribute to the formation of an individual style of activity, personal interest in the study of training courses.

Conclusions

Thus, an analysis of the readiness of teachers of a medical university in an inclusive education shows that systematic and purposeful work is needed to improve their qualifications, namely, immersion in activities to solve professional problems, problematization, goal-setting and planning, reflection of the activities carried out, focused on professional and personal development teachers, as well as the individualization of the educational process for students with disabilities.

There is no conflict of interest.

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