Competences given to disabled students within the scope of inclusive education

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Abstract

Inclusion education is one of the subjects of great concern recently. The opinions of school administrators, counselors, teachers, enabled students, as well as disabled students, regarding the current situation of inclusive educational activities and the process for students with disabilities are needed to make inclusion study successful. This study aims to examine students' acceptance in their environment (inclusiveness) that differ from their peers for various reasons, the positive and negative experiences of classroom teachers on inclusiveness, and student-teacher interaction situations. The research, using the purposeful sampling methods, conducted the study in a primary school in Kazakhstan. In the research, the interaction, teaching practices and methods of classroom teachers for students with disabilities were examined. Observation and interview methods were used as a data collection tool, and content analysis method was used to analyze the data. With the results of the research, classroom teachers aiming to provide an atmosphere of mutual respect and love in classrooms with disabled students, are strict about classroom rules. A constructive and benevolent feeling is often given in friendship relations, and the general courses are taught using straight-through method and question-answer technique. Technology-supported trainings which are game-based and visual, as well as remarkable teacher entries have been found to affect the participation of these students. The research suggests the preparation of a curriculum enriched with content that will support an understanding of education that includes the disabled and increase awareness about inclusion.

Keywords: disability; inclusive education; special education; technology.

1. Introduction

Some of the hundreds of thousands of students who enter education and training every year start their education and training life with some disadvantages (Hamid & Mohamed, 2021). In almost all schools, mainstreaming students are at every grade level. These students are taken to guidance research centers and a specific diagnosis is made after the examination of the experts in this institution. Plans are made for such disadvantaged students according to the required legislation by their teachers in their school. Inclusive education refers to large-scale strategies, activities and processes for everyone to enjoy the right to education in a qualified and appropriate manner, and is an approach necessary for all disadvantaged children to enjoy their educational rights (Moghadamizad, Mowlaie & Rahimi, 2020).

 Another important factor for individuals in need of special needs to live independently in social life is to provide them with the knowledge and skills they need through special education (Aguilera & Caballero, 2019). This happens with special education (Eripek, 2003). The least restrictive educational environment is recommended in the education of students with special needs. In this educational environment, it is aimed to meet the needs of the students at the highest level by being together with their normal peers (Kırcaali-İftar, 1998).

More than one specialist needs to work together to identify a minimum restricted training space for students in need of special education. This study consists of specialist teachers, classroom teachers, guidance teachers, medical doctors, language and speech therapists, and so on. As a result of this specialist association, the student's screening, orientation, diagnosis, placement and monitoring processes are carried out in a healthier and more desired manner (MEB, 2018). Guidance teachers (Batık and Kodaz, 2018) are one of the specialist staff who actively take a role in the identification of students who need special education and subsequent education processes (screening, orientation, diagnosis, placement and monitoring).

According to Walter and Boyd (1975), guidance teachers are obliged to support the psychosocial and emotional development of students in schools due to their professional education. For this reason, guidance teachers are likely to be students who show significant differences from their peers or who have developmental or mental disability due to various reasons, and they will be the experts who meet for the first time and are expected to provide appropriate guidance (Fugelova, 2018). However, many guidance teachers are inadequate with the expected guidance counseling services due to both academic deficiencies and inadequate counseling training and inadequate clinical support services (Friend, 2011). Taking into account the uniqueness in children's needs, along with family and environmental factors, teachers need to differentiate their general curriculum academically, employ educational materials and methods to help children develop their potential for success (Cukierkorn, Karnes & Manning, 2007; Sak, 2013). Naturally, teachers have difficulty in serving children with unusual features that cannot adequately meet their needs from the standard program. In addition, the ability of the teacher to connect with others with the help of his unique abilities, loving young people, believing in young people, pro-collaboration, kind, democratic and equally thoughtful personality are important features for other children as well as gifted / intelligent children. To qualify as a teacher in this circumstance means having the knowledge and experience to organize a learning environment that will reveal the potential of all children, whether they are gifted or not (Dağlıoğlu, 2015).

The common denominator of international organizations emphasizing the importance of inclusive education is that a non-inclusive education model cannot be considered (Ferguson, 2013; Utemissova, Danna & Nikolaevna, 2021). Inclusiveness is very important especially for students who have a

disadvantage compared to their peers to have a suitable place in the education system. For this purpose, an answer is sought to the question of "What is the level of classroom teachers' inclusive education for asylum seekers?" In primary schools, which is the first step of the individual's integration into society and adaptation to society as part of society. An education system that cannot absorb students who cannot adapt to school will never be successful in raising individuals who are happy and beneficial to the society.

According to UNESCO, the inclusive education system is a general principle that should include all children, youth and adults. This is a requirement of human rights and children's rights. It is a prerequisite for socialization and development. UNESCO's education movement for all includes ensuring that all children and those in the disadvantaged group have access to compulsory and qualified basic education and are among the primary demands of the United Nations. It is the basic condition for inclusive education to cover all children by creating appropriate conditions within the education system. Providing less cost, fairer and individual variations are among the main objectives. Surveys on inclusive education consider recognition and diversity of the educational settings as an approach that concerns the attitudes and perceptions of the society beyond a set of strategies (UNESCO, 2009). Regarding what the disadvantaged situation is in inclusive education, situations such as gender, ethnicity, poverty or migration also comply with the versatility of inclusive education. An important part of the inclusive education is focusing children with disabilities. In recent years, studies focusing on reasons such as language, religion, ethnicity, and migration have also increased. Gender and poverty issues are the factors that cause multiple disadvantages in many studies. Research in the field of inclusive education varies not only in the groups they focus on, but also in terms of methods and problems they address (ERG, 2016).

The delegates who participated in the Salamanca statement expressed their expectations from the governments as follows.

• Financial priority should be given to improve education systems to cover all students.

• Within the framework of inclusive education, all children should be enrolled in normal schools, except for compulsory reasons. Information should be exchanged with countries with experience in this regard.

• Localized and participatory mechanisms should be developed for planning, control and evaluation of educational opportunities for all students in need of special education.

• It should be organized with programs to train teachers to ensure a systematic change and development in inclusive schools (Dede, 1996: 92-93; UNESCO, 2013).

In order for the students who need special education to have high quality education, it is necessary to be prepared for any stimuli they may encounter during the process (Musa & Bichi, 2019). For this reason, all development areas of the student who needs special education should be evaluated and a training program should be prepared (Özyürek, 2009; Çetin, 2004).

According to Kauffman, Strain, Steed, & Joseph, (2019) and Billingsley, & Bettini, (2019), the program, which is designed to reach the level determined in line with the developmental features, priority needs in education, and readiness of the students who need special education, is called an individualized education program (BEP), which is planned to reach any level of supportive education measures to be given to these individuals. However, it is also emphasized that an exclusive education

program should be applied for individuals who need special education according to the 4th clause of Article 573 of Decree Law No. 573 (573 / Decree), which was enacted in 1997. As a result of all these legal regulations, the participation and education of individuals who need special education in the education processes of themselves and their families has become a legal obligation and is included in the scope of state assurance (Sucuoğlu & Kargın, 2006).

Individualized Education Plan, besides being able to follow the development of the student in need of special education, what behavior the student will gain (when, what method and by whom, and by whom) is an organic plan that guides the experts in determining which behaviors are a priority need and which are a prerequisite (Özyürek, 2009). IEPs need the level of performance determined by the student who needs special education in every field, the annual goals that include short-term goals, the special education services that can be applied to the student, and the extent to which the student can participate in the normal education programs, and the time and duration it takes to provide such services. It contains a minimum one-year planning in order to evaluate the evaluation process and the teaching process (Fiscus & Mandell, 2002; act: Çetin, 2004).

There are basically no deep differences between the educational arrangements developed for students who need special education and the educational arrangements prepared for students with normal development. The issues that need to be given importance in the education of individuals who need special education are to enable them to bring their performance to the highest level where they can perform by arranging on the skills, they can determine by determining the least restricted educational environments that are compatible with the society, who can receive education with their peers. The aim of educational arrangements prepared in different ways depending on the types and degrees of disabilities is to enable students to become productive individuals by increasing their development. Various special education models have been developed in order to enable students to reach the highest goals in line with their performances. Special education models include different education services from the child who needs special education, to being educated with their peers who do not have disabilities, to living intensive care in boarding institutions (Sucuoğlu, 2006).

As a result, it is important to provide education of children with disabilities who need special education in inclusive education, which methods and techniques are effective, their psychological interactions with other students and the knowledge of teachers.

1.1 Purpose of the research

When the studies conducted are examined, the studies conducted in our country for inclusive education are very few. Disabled people have the right to receive education like other individuals and in the research, the interaction of classroom teachers for students with disabilities, their teaching practices and methods were examined. In this context, it is to determine the opinions of school administrators and counsellors about the current situation and inclusive education activities for students with disabilities, and the opinions of disabled and other students on the school and education process.

2. Methods and Materials

The method of the research is a qualitative study designed as a descriptive research. The questions asked in the case studies are aimed at explaining and understanding the current situation in depth. Qualitative research is more concerned with the process than the available data or results. For this

reason, meanings are more important than the results obtained in qualitative research (Merriam, 1988; Yilmaz and Altınkurt, 2011: 638). Qualitative research is a research in which qualitative data collection techniques such as unstructured or structured interview forms or document analysis are used, and a qualitative process for realizing the facts and events in a natural and holistic manner is followed (Yıldırım and Şimşek 2005, 39; Theodorou & Meliones, 2019).

In this research, as a result of the content analysis, the data were encoded and converted into quantitative data. The transformed quantitative data were interpreted using descriptive statistics methods. Descriptive statistics define statistical operations that allow the collection, description and presentation of numerical values for a variable. It is the process that aims to determine the characteristics of individuals or objects participating in the research using the data obtained by observing the entire universe on a sample or in accessible situations (Büyüköztürk, 2005: 5).

Research group

In this research, criterion sampling technique, which is one of the purposeful sampling methods used in qualitative research, was used. This sampling technique involves the inclusion of individuals who meet the criteria for the purpose of a particular research into the research (Palys, 2008). The study group of this research is composed of 18 academic staff and students working in the primary school, which has a mainstreaming student in Kazakhstan in 2018-2019 academic year.

Data collection tool

A semi-structured interview form, consisting of six items, has been prepared on policies to be developed regarding the education of children with disabilities. For the validity of the questions, expert opinion was received in 6 experts. The researchers went to collect data through semi-structured interview forms they prepared. The questions in the interview included the following:

1. What do you think about developing policies for inclusive education in the education systems of many countries?

2. When you think about the current situation in the education system in our country, what kind of policies should be established for inclusive education? Why?

3. What kind of studies should be done in our schools for children with disabilities covered by inclusive education? Why?

4. What roles do the administrators have in the process of implementing inclusive education in our schools? Why?

5. In the process of implementing inclusive education in our schools, there are roles like teachers? Why?

6. What kind of training should be given to whom in order to raise awareness about inclusive education in our education system? Why?

Data Analysis

In the first part of the data collection tool, the participants' gender, age, educational status, etc. contains questions about their situation. There are six questions in the semi-structured interview form to collect the data subject to the research. Interviews were made through face-to-face interviews by appointment from faculty members. Classes and students with disabilities have been observed. Six-point open-ended questions were asked to the participants in the interview form prepared. For the purpose of the research, although the interview times vary, 30-35 minutes of interviews were

conducted. Implementation of inclusive education in Kazakhstan, the problems that may occur and the development of the policies and practices were recorded and recorded with a voice recorder. The recorded data was later turned into a written document in the computer environment. In the analysis of the data, the research findings are presented in tables using frequencies and percentages. Teachers' views on inclusive education were analyzed through content analysis.

3. RESULTS

In this part of the study, the findings obtained from the opinions of the teachers participating in the research on inclusive education are included. There are students with mental disabilities, physical disabilities and learning disabilities. He stated that by developing some policies for inclusive education instead of separating them, some learning and teaching activities are needed with them.

Policies for inclusive education

Table 1. Policies for Inclusive Education in Kazakhstan

Category	F
Opportunity Equality	12
Individual programs	12
Materials	12
Qualifications	10
Socio-economic situation	6
Teacher training	5

As it can be seen in Table 1, they stated that special education policy should be arranged due to the lack of discrimination caused by 12 teachers having 12 equal opportunities. 12 of our teachers stated that the programs were insufficient in terms of inclusive education. They stated that their individual programs should be added to the policies. It was stated that attention should be paid to preparing policies.

Need for Inclusive Education In Countries

Table 2. The Need For Inclusive Education In Our Country

Category	F
Opportunity Equality	18
Programme	12
Materials	12
Qualifications	10

As seen in Table 2, they stated that the special education law should be regulated due to the equality of opportunity in 18 of 18 teachers. 12 of our teachers stated that the programs were insufficient in terms of inclusive education. We have 12 teachers who say that the materials are insufficient.

School Studies for Children with Disabilities

Table 3. School Studies for Children with Disabilities

Category	F

Teacher training	12
Materials	12
Manager training	10
Student education	6
Socio-economic situation	6
Parent education	5

As it can be seen in Table 3, they stated that teachers need the most training in the education of their disabled children. They stated that school studies should be carried out for this purpose. They stated that they had problems due to the insufficient materials and inappropriateness for students with disabilities.

Roles of Managers for Children with Disabilities

Table 4. Roles of Managers for Children with Disabilities

Category	F
In-service trainin	8
rights	5
Teacher-manager relations	4
Manager-parent relations	4

As it can be seen in Table 4, they stated that school administrators should receive in-service training about students with disabilities (f = 8). They stated that managers and students with disabilities do not have enough information about communication about their parents.

The roles of teachers in the implementation of inclusive education in our schools

Table 5. The roles of teachers towards inclusive education

Category	F
Ensuring equality	12
Lecture	10
Student-student relationship control	10
Teacher-parent relationships	4

12 teachers stated that the question "Tasks for teachers" is to ensure their rights of equal opportunity. There are 10 faculty members who state that they need to explain their lectures, methods and methods they use. Likewise, 10 teachers stated that they should control the student interaction.

3.6 Raising awareness for inclusive education

Table 6. Raising awareness for inclusive education

Category	F
In-service training	18
Student-to-student	10
Teacher-manager relations	4
Manager-parent relations	4

They stated that in-service trainings are essential to increase awareness in 18 of the teachers. 10 teachers expressed their opinions that trainings can be given to students and awareness can be raised for relations between students.

4. DISCUSSION AND CONCLUSION

This study has enabled us to emphasize that the provision of an active learning environment for disabled students in formal education by taking advantage of equal opportunities can be directly proportional to the roles of teachers and school administrators. It has been determined that children in the disabled group should have a holistic education approach without discrimination. One of the findings obtained in this direction; While emphasizing the importance of the education of the disabled students' parents, the importance of the bridge between the teacher and the parent was mentioned. This finding is supported by other studies (Fanzeres & Cruz-Santos, 2018; Bennett, Weber, & Dworet, 2019; Rumrill, Cook & Stevenson 2020; Janus, Labonté, Kirkpatrick, Davies & Duku, 2019).

In line with the opinions of the teachers, although there are opportunities for special students who need to develop strategies in the context of inclusive education, it is observed that they are far from meeting this need when looking at schools. Therefore, schools need to be more effective in practice in the context of inclusive education (Mittler, Brouillette & Harris, 2019; Gabdrakhmanova, Turetayeva & Doszhanova, 2020). In another finding, it was concluded that the laws of teachers' education programs should be regulated. The political laws in our country came to the conclusion that the students with disabilities are insufficient. Materials provided to schools and technological possibilities are limited. It was concluded that the special education law should be regulated due to the equality of opportunity. They stated that teachers need the most education in the education of their disabled children. They stated that school studies should be carried out for this purpose. It was concluded that the problems of inclusion education are due to the insufficiency of the materials and the inconvenience of students with disabilities (Read, 2020). Managers emerged as a result of in-service training needs for students with disabilities. It turns out that managers and students with disabilities do not have sufficient information about their communication. In-service trainings can be given to managers. It is concluded that teachers and administrators do not have sufficient information about the rights and education of students with disabilities about inclusive education. In this context, the results can be eliminated by giving in-service trainings. When the studies are examined, there are many studies on the need to raise awareness of the rights for the disabled (Watson, Vehmas, 2019; Valle, & Connor, 2019; Connor, 2019).

5. Recommendations

The suggestions for future research as a result of this research are as follows.

. In-service trainings can be organized for teachers with disabled students.

. Managers can be informed about their disability rights and education.

. The materials in schools can be adapted for the disabled.

. Awareness raising trainings can be given to other students in the classroom where students with disabilities are located.

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