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## DEVELOPING PHILOLOGY TEACHERS' INCLUSIVE COMPETENCE IN POSTGRADUATE EDUCATION

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**Olena KAZACHINER**

Doctor of Science in Pedagogy, Ph D in Pedagogy, Associate Professor, Department of Human Health, Rehabilitology and Special Psychology Department, H.S. Skovoroda Kharkiv National Pedagogical University, 29, Alchevskyh Street, 61002, Kharkiv, Ukraine

✉ E-mail: [elena.kazachiner@gmail.com](mailto:elena.kazachiner@gmail.com)

 <https://orcid.org/0000-0003-4842-3857>

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### ABSTRACT:

*This research focuses on the phenomenon of philology teachers' inclusive competence development as a part of their professional competence.*

*The **purpose** of the research is to substantiate scientifically the concept of inclusive competence development, to develop and experimentally test the system of philological disciplines teachers' inclusive competence development in the system of postgraduate education.*

*The following **methodology** tools were used as analysis, classification, and pedagogical experiment.*

*As a **result** of this study the pedagogical conditions for philological disciplines teachers' inclusive competence development were singled out and theoretically substantiated. The first, stimulation of motivation of philological disciplines teachers to professional activity in the conditions of inclusive educational environment. The second, updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the provisions of inclusive education. The third, combination of traditional and innovative forms and methods of teaching teachers of philological disciplines in postgraduate pedagogical education institutions for the implementation of inclusive education in general secondary education institutions. The last, involvement of language and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive education through these subjects in general secondary education institutions. It was experimentally proved that the introduction of the model of developing philological disciplines teachers' inclusive competence in postgraduate education helps to increase their motivation to teaching languages and literature in the context of inclusion, interest in teaching children with special educational needs together with peers in general secondary education, acquisition and application of inclusive knowledge, developing inclusive skills, as well as significantly affects the level of languages and literature teachers' professional competence in general.*

It was **concluded** that the prepared scientific and methodological support positively influences on the stimulation of the process of philological disciplines teachers' inclusive competence development.

**KEY WORDS:**

*Competence, Inclusive Competence, Inclusive Competence Development, Philology Teachers' Inclusive Competence, Postgraduate Education.*

**INTRODUCTION**

At the present stage of innovative development of education in Ukraine, the state outlines qualitatively new requirements for the teacher's personality, his professional activity. Among such requirements a special place is occupied by the teacher's implementation of the basic principles of state policy in the field of national education, namely: the priority of education, its democratization, humanization and humanitarianization, equal access to education, integrity, multiculturalism, changeable and open nature of education, indivisible training and education.

This requires a high level of education, culture, qualifications of teachers, whose professional activity is the basis for the transformation of Ukrainian society at both individual and social levels.

The implementation of these principles is fully facilitated by the implementation of the basic principles and ideas of inclusive education in general secondary education. Inclusive education has now become a global trend, which to some extent reflects the civilizational level of society in a country. Increasing the number of children with psychophysical development is a problem not only on the Ukrainian but also on a global scale.

Acquisition of high-quality general secondary education of such children is one of the main and integral conditions of their successful socialization, ensuring full participation in the life of society, self-realization in various types of professional and social activities.

However, the problem of teachers' unwillingness to work with children with special educational needs, psychological barriers and teachers' professional stereotypes is acute. In this aspect, the development of inclusive competence of teachers, in particular philological disciplines, as a component of their professional competence becomes especially important.

It is languages and literature that have great opportunities for the implementation of humanistic principles in mastering the educational material, forms and methods of preventive activities, for educating the spiritual needs of students, stimulating activity and self-development of the individual.

Given the new requirements for teachers in the modernization of education, the essential role in creating conditions for the development of inclusive competence of teachers of philological disciplines should be played by institutions of postgraduate pedagogical education.

There is no doubt about the need to develop inclusive teacher competence; it has been introduced only recently, so teachers-practitioners can master inclusive knowledge and skills in postgraduate education.

Due to this, the gap between the acquired professional training of philologists in higher education institutions, which does not involve the formation of inclusive knowledge and skills, and new requirements justified by the development of science and society, the need to develop inclusive competence of teachers in postgraduate education (Kazachiner, 2019).

Today in Ukraine there are prerequisites for theoretical and practical solution of the outlined problem, this is confirmed by thorough scientific works, which characterize the position of modern psychological and pedagogical science on the patterns of education of children with special educational needs and without them in works by T. Booth, A. Dakada, Zh. Milenovich, M. Rouse and others.

The problem of forming inclusive competence of teachers and people who work with children with psychophysical development has been the subject of scientific research by M. Barnes, R. Motschnig-Pitrik, A. Santos and others.

Various aspects of the training of teachers of philological specialties were studied by the authors of scientific and pedagogical research in works by G. Dudeney, N. Hockly, J. Loescher, R. Petkutė, J. Richards, M. Sprat and others.

The **purpose** of the research is to substantiate scientifically the concept of inclusive competence development, to develop and experimentally test the system of philological disciplines teachers' inclusive competence development in the system of postgraduate education.

### **THEORETICAL FRAMEWORK**

Since the worldwide paradigm has shifted from exclusive to inclusive education, the roles and responsibilities of regular education teachers have undergone a drastic change (Agbenyega, & Deku, 2011; Alhassan, 2012; Hornby, 2010; Naicker, 2009). Teachers are required to simultaneously meet the needs of typically developing children and those of their peers with special needs in regular classrooms (Allday, Neilsen-Gatti, & Hudson, 2013; Berry, 2010; Forlin, & Sin, 2010; Kim, & Rouse, 2011).

Consequently, inclusive education requires a unique set of competencies from teachers, which was traditionally not in their repertoire (Blanton et al., 2011; Chireshe, 2013; Oliver, & Reschly, 2010). Several

researchers (Agbenyega, & Deku, 2011; Florian, & Spratt, 2013; Forlin, 2010; Vaughn, & Bos, 2012; Westwood, 2008) and peak-bodies that are involved in the education of children with special needs (e.g., *The Council for Exceptional Children* [CEC]) expresses some key competencies which are necessary for effective instruction of children with special needs to benefit from education in regular classrooms.

Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all children in regular classrooms (Ainscow, & Goldrick, 2010; Florian, 2009; Forlin, & Sin, 2010; Hornby, 2010).

These skills enable teachers to plan flexible instruction and to recognize the reality of differences between and in children, while yet being able to adapt learning goals, content, and the environment to the needs of individuals and the whole class (Agbenyega, & Deku, 2011; Ainscow, & Goldrick, 2010; Florian, Young, & Rouse, 2010).

Consistent with this premise of pedagogical competencies, a common core of minimum fundamental knowledge and skills for entry into professional practice was developed and validated by the CEC.

These standards, which the CEC modified in 2012, include learner development and individual learning differences, learning environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and practice, and collaboration. Regular teachers require a certain level of proficiency in the skills in the CEC common core, although these skills may not be important for them (Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016).

Similarly, other researchers reveal that important skills for teachers in inclusive classrooms include peer tutoring, cooperative learning, curricular modification and adaptation, mastery learning and applied behavior analysis, the use of classroom aids, instructional technology,

and support for children using other children (Mastropieri, & Scruggs, 2010; Oliver, & Reschly, 2010; Philpott et al., 2010). Studies also show that regular teachers need to utilize instructional strategies, such as individualized and adaptive instruction and activity-based learning, to facilitate teaching and learning of children with special needs (Apelgren, & Giertz, 2010; Friend, & Bursuck, 2012; Majoko, 2005).

Some scholars indicate that teachers need competencies in professional knowledge, assessment, instructional techniques, and behavior management to include children with disabilities in regular classrooms (Das, Kuyini, & Desai, 2013; He, & Cooper, 2011; Majoko, 2017).

Teachers furthermore need skills in instructional strategies, such as differentiated instruction, multilevel instruction, collaborative skills, co-teaching, and activity-based learning, to include children with special needs in regular classrooms (Apelgren, & Giertz, 2010; Sledge, & Pazy, 2013).

Strategies such as cooperative learning and peer tutoring have been found to result in improved child outcomes. For instance, peer tutoring has been established to increase opportunities to respond, enhance activity comprehension and minimize problem behaviors (Marchand-Martella, & Martella, 2002); improve child on-task behavior, mathematics performance, reading performance, and social interactions of children with disabilities in regular classrooms (Fuchs, Fuchs, & Burish, 2000).

Cooperative learning strategies have been established to improve intergroup relations, enhance learning, develop problem-solving skills, and improve social and academic skills of children with special needs in regular classrooms (Jenkins, Antil, Wayne, & Vadasy, 2003; Salend, 2001).

With respect to improvement of social skills because of cooperative learning interactions, the research showed increased frequency, duration, and quality of social interactions among children with disabilities

(Friend, & Bursuck, 2012; Jenkins et al., 2003).

Collaboration is also a key competency for teachers in inclusive education (Forlin, & Sin, 2010; Mastropieri, & Scruggs, 2010; Naicker, 2009). Teachers require, among other aptitudes, competence in collaboration that can harness their own problem-solving and creative thinking as they share ideas with peers, because children with special learning needs require a diversity of teaching approaches (Berry, 2010; Donnelly, & Watkins, 2011; Flecha, & Soler, 2013; Florian, 2012).

The scientists note that teaching and learning require effective teaching strategies that deviate from the individualized planning frame, which is associated with separate special education teaching, to an instruction that adapts learning goals and content, as well as learning environment, through an engagement with the entire class and by simultaneously recognizing differences of and in children (Ainscow, & Goldrick, 2010; Allday et al., 2013; Black-Hawkins, & Florian, 2012; Pantic, 2015).

Preparation of the modern teacher, able to implement inclusive education is extremely relevant and challenging for higher pedagogical school. It is a content-ideological, moral and spiritual training of professionals in the Humanities; the ability to work independently and creatively; it is advisable to choose and apply technologies which are appropriate for use with specific educational groups, whether children with physical and intellectual disabilities, children from different social groups live in the city or village.

Despite the fact that the willingness of teachers to implement inclusive education is considered in psychological and educational research as a key success factor in the formation an inclusive process, now in science there is no single approach to the definition of the above concepts.

Relevance of a comprehensive study of readiness of teachers to work in inclusive education is determined by the

requirements of social development and the importance of the teacher's role in the inclusion of children with disabilities in the development of educational activities.

In foreign studies teachers' readiness to work with children with disabilities mainly investigated to identify the teachers' attitudes towards inclusive education and the extent of its impact on the social interaction of students with special needs in the schools (De Boer, Pijl, Minnaert, Cagran, Schmidt et. al., 2011).

These studies generally show a negative attitude of teachers of secondary schools towards inclusive education, the presence of which, in large part, due to the lack of knowledge about the personal characteristics of teachers of children with disabilities and the lack of special skills for their training.

The social order of society to prepare teachers to work in inclusive education, the need to include children with disabilities in the development of a comprehensive school environment and the lack of qualified teachers for inclusive education led to the emergence of large number of scientific studies on the identification of the impact of programs of training of teachers in higher education institutions, their willingness to implement inclusive education in works by C. Forlin, C. Dhambers, S. Pijl, L. Florian, H. Linklater, M. Zalizan, E. Samartseva, Y. Shumilovskaya, N. Bystrov and others.

Much of today's research focuses on the identification of the list of competencies and skills that are essential to future teachers to work with children with disabilities development. In this case, the basic qualities of the teacher working with children with disabilities, found empathy in works by E. O'Corman, Sh. Drudy, P. Agavelyan, E. Ryazanov, and others; teaching optimism, humanity in works by E. Hoffman, M. Nazarova, E. Seguin; love for children in works by E. Grachev, L. Serbin; patience in works by R. Agavelyan, E. Grachev, J. Demoreel, P. Kovalevsky, L. Orsha; the activity of the teacher, in

collaboration with a child with disabilities development in works by R. Agavelyan, I. Sergeev and others in the research stated the need to create a culture of spiritual teachers and professional personal readiness (Movkebaieva, 2013, 549-550).

Considering the teacher as the most important factor of inclusive education process, he has obligation to create appropriate and stimulating environment for learning. In dealing with professional demands on creating opportunities for easily SEN students learning, teacher has to possess specific professional and personal competences.

Personal competences could be observed through the attitudes and motivation for teaching SEN students in regular schools settings and professional competencies through the SEN student characteristic knowing, recognizing abilities for and ways of learning (Bukvić, 2014, 1586-1587).

Based on the analysis of definitions of inclusive competence, we interpreted the inclusive competence of philology teacher as an integrative-personal unity, which determines the ability to perform professional functions in the organization of language and literature education of children with special educational needs together with peers in general secondary education (Kazachiner, 2018).

This competence should be manifested in the knowledge, skills, abilities and personal qualities of a teacher of philological disciplines in relation to:

- education of general culture of schoolchildren, ensuring their awareness of the history and cultural heritage of their national community and the Ukrainian people in the global context;
- instilling in children love for the Motherland; a desire to master different languages; an interest in folk traditions, customs, rituals, oral folk art and the work of poets and prose writers from around the world;

- forming the students' tolerance and respect for people of different nationalities, as well as for people who have different features of psychophysical development;
- forming communication culture, speech behavior; taking into account the peculiarities of language and speech material acquisition by children with different special educational needs in comparison with students of typical development;
- identification, correction and prevention of possible difficulties in learning, as well as adaptation and modification of educational materials in languages and literature;
- application of forms, means, methods and techniques, diagnostic and corrective methods of children's speech development;
- formation and development of students' ability to express evaluative judgments in the process of perception the artistic texts.

Effective philological disciplines teachers' inclusive competence development in postgraduate education is possible in the presence of the following pedagogical conditions:

1) stimulation of motivation of philology teachers to professional activity in the conditions of inclusive educational environment;

2) updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the inclusive education's provisions;

3) a combination of traditional and innovative forms and methods of training philology teachers in institutions of postgraduate pedagogical education for the implementation of inclusive education in general secondary education;

4) involvement languages and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive

education through these subjects in general secondary education institutions.

### METHODOLOGY

The general hypothesis of the study is based on the assumption that the process of philological disciplines teachers' inclusive competence development in postgraduate education will be effective and manageable under the conditions of introduction in modern theoretical, methodological and conceptual bases; author's model of the system, pedagogical conditions of philological disciplines teachers' inclusive competence development in postgraduate pedagogical education institutions.

To test the research hypothesis, 400 teachers of Ukrainian language and literature, foreign literature and Russian, and the foreign (English) language were involved in the pedagogical experiment.

The work was carried out during 2013-2018 on the basis of postgraduate pedagogical education institutions (Municipal Institution "Kirovohrad Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlynsky", "Vinnytsia Academy of Continuing Education", "Dnipropetrovsk Regional Institute of Postgraduate Pedagogical Education", Poltava Regional Institute of Postgraduate Pedagogical Education named after V. Ostrogradsky, Odesa Regional Institute for Teacher Training), general secondary schools (Kharkiv gymnasium № 86, secondary school № 38, Kharkiv) and higher education institution (H.S. Skovoroda Kharkiv National Pedagogical University) in three experimental groups.

In group E1 (100 teachers) philological disciplines teachers' inclusive competence development took place only during the traditional training in full-time form.

In group E2 (150 people) teachers were acquainted with the basic theoretical knowledge on inclusive education, the conditions for teachers to acquire inclusive skills, including reflective were created.

In group E<sub>3</sub> (150 teachers) during lectures, practical, seminar classes, pedagogical practice, participation in a thematic special course (full-time form of study), seminars, master classes, “round tables”, webinars, workshops, etc. (correspondence-distance form of study), intercourse period) teachers are fully provided with theoretical knowledge, practical skills (including reflexive), as well as personal qualities necessary for teaching students languages and literature in inclusion conditions.

The educational and methodological support for philological disciplines teachers' inclusive competence development in postgraduate education was prepared and implemented (Kazachiner, 2020): educational and methodical manual “Inclusive competence of foreign language teachers”, author's thematic special courses “Inclusive educational approach in teaching foreign languages”, “Pedagogical support of schoolchildren in foreign pedagogy”, “Author's methods of teaching foreign languages”, “Teaching a foreign language in primary school”, “Preparation of secondary school graduates for external independent assessment in English”); educational publications (“Motivation of students' learning activities at the foreign language lessons”, “Teaching a second foreign language from the 5th grade”, “Didactic games at the English lessons”; as well as “Using test technologies at the English lessons”, “Organization of work in the summer language camp”, “Developing students' phonetic and phonemic hearing at the English lessons”, “Inclusive approach to teaching a foreign language”, “Teaching English to gifted students”, “Innovative pedagogical technologies in teaching a foreign language”, “Improving the quality of English lessons: primary school”; and also “All English lessons in a Kindergarten”, “All English lessons. 5th grade”, “All English lessons. 6th grade”, “Fairy Tale English lessons in primary school”), methodical recommendations “Diagnosis, correction

and prevention of students' difficulties in learning a foreign language”.

Such diagnostic tools as author's questionnaires were worked out: “Attitudes towards inclusive education”, “Research of attitudes towards children with mental and physical disabilities”, “Questionnaire for studying the values of a philologist”, “Modern inclusive school teacher through the eyes of students, colleagues and parents”.

The questionnaire for assessing the knowledge and skills of philology teachers in teaching languages and literature in the context of inclusion, diagnostic map of pedagogical assessment and self-assessment of philology teachers' readiness for self-development in the direction of inclusive education, a diagnostic map of methodical preparation of philological disciplines teachers for teaching students languages and literature on the basis of inclusion, adapted version of the method “Incomplete sentence” offered by N. Samsonova were applied as well.

## RESULTS

At the *ascertaining stage* of the experiment the state of philological disciplines teachers' inclusive competence development in pedagogical theory and practice is studied.

At the *ascertaining stage* of the pedagogical experiment, 15 teachers (15%) had a high level of inclusive competence in the experimental group E<sub>1</sub>, 25 teachers (16.7%) in the E<sub>2</sub> group, and 30 teachers (20%) in the E<sub>3</sub> group; 31 teachers (31%) had a sufficient level in the experimental group E<sub>1</sub>, 48 teachers (32%) in the E<sub>2</sub> group, and 43 teachers (28.3%) in the E<sub>3</sub> group; 38 teachers had an average level in the E<sub>1</sub> experimental group (38%), 48 teachers in the E<sub>2</sub> group (32%), 53 teachers in the E<sub>3</sub> group (35.3%), 16 teachers had a low level in the E<sub>1</sub> experimental group), in group E<sub>2</sub> – 29 teachers (19.3%), in group E<sub>3</sub> – 24 teachers (16%).

The *formative stage* of the pedagogical experiment was aimed at introducing into the educational process of postgraduate, general secondary and higher education institutions an experimental model of the system of philological disciplines teachers' inclusive competence development.

Conducting lectures in the experimental groups E<sub>1</sub>, E<sub>2</sub>, E<sub>3</sub> made the teachers familiar with the content of the current educational program of advanced training courses "Inclusive education: problems and prospects of teaching English to children with special needs".

During the presentation of the topic "Peculiarities of teaching students who have difficulties in learning a foreign language", the teachers were introduced to the various causes of learning difficulties, classifications of types of difficulties in learning a foreign language, as well as measures to prevent their occurrence.

Lectures aimed at acquainting philological disciplines teachers with the tasks of national-patriotic education at the language and literature lessons, which included the presentation and analysis of activities and tasks aimed at implementing the tasks of civic, family, multicultural education of students, as well as acquainting them with culture and customs, the traditions of the country whose language is being studied.

During the processing of the material on the use of health-saving technologies proposed for distance learning, teachers received information about the types and approaches to their use in the educational process of teaching languages and literature.

During the organization of *seminars*, teachers were recommended educational videos (fragments of the international forum "Learning to live together" in November 16, 2017, in Kharkiv, "Short version of the film "Inclusion", "11 most unusual children in the world", "Not how we think. How people with Down syndrome live", materials of distance courses.

They are "Education For All: Disability, Diversity and Inclusion", "Dyslexia and Foreign language Teaching", "The Right to Education", "Teaching for Success: Learning and Learners", "Teaching for Success: Lessons and Teaching", "Teaching for Success: The Classroom and the world"), which were about different children with psychophysical development, as well as forms, methods and techniques used in working with them.

The teachers had the opportunity to share their own experience of working with special children. Thanks to the use of "microphone" and "brainstorming" technologies, forms, methods and techniques suitable for working with different categories of children with special educational needs have been selected.

The teachers also watched episodes from the film "Stars on Earth" in India, in 2007, the content of which was to highlight the features of working with a dyslexic child. After viewing the fragments, a discussion in groups of what was seen was organized.

*Practical classes* in the experimental groups E<sub>1</sub>, E<sub>2</sub>, E<sub>3</sub> were organically linked with topics related to the didactics of modern quality language and literature lessons. In addition to general questions, the teachers focused on the need to consider the presence of different categories of children with special educational needs in the classroom when planning, conducting, analyzing, and self-analyzing a lesson.

Accordingly, the teachers were offered to watch videos of language and literature lessons in inclusive classrooms. The teachers outlined the effective forms, methods and techniques used by their colleagues in teaching students with special needs, observed the work of assistants in the classroom.

A separate stage of the practical classes was the involvement of students in the working out fragments of language and literature lessons, taking into consideration the presence of children with special educational needs in the classroom.

The *thematic special course* “Teaching students languages and literature in inclusive educational environment” was offered to teachers of languages and literature of experimental groups E2 and E3. The special course was aimed at expanding and deepening the knowledge acquired during lectures, seminars and practical classes.

The program of this special course provided teachers with knowledge of the main trends in the process of teaching philological disciplines in an inclusive educational environment, as well as mastering skills: to plan language and literature lessons and their fragments on the basis of inclusion, involving art therapy and game techniques; to adapt the teaching material of language and literature lessons depending on the specifics of teaching children with special educational needs together with students of typical development.

In addition, *periodic regional and district educational and methodological seminars* for teachers of Ukrainian language and literature, foreign literature and Russian, foreign (English and German) languages “Teaching students languages and literature in an inclusive educational environment” were provided. The purpose of the seminars was to outline the priority tasks and areas of activity of philology teachers in teaching children with special educational needs in an inclusive educational environment.

During *the pedagogical practice* the teachers had the opportunity to view and analyze video lessons of Ukrainian language and literature, foreign literature and Russian language, foreign (English) language in inclusive classrooms using observation matrices; to plan fragments of lessons applying inclusive pedagogical technologies, and examine textbooks on positions of realization in them of tasks of inclusive education concerning teaching philological disciplines.

*The round tables* were aimed at discussing topical issues related to the organization of the implementation of inclusion ideas in the practice of general secondary education. This form of education is realized during the work of the temporary creative team “Teacher’s Roadmap for Inclusive Education”. The teachers of the experimental groups E2 and E3 took part in the work of the temporary creative team.

*Workshops and trainings* “Diagnostic and corrective methods of children’s speech development”, “Children’s books about children with disabilities”, “Inclusive practices in teaching languages and literature”, etc. were also held with the involvement of employees of the specialized center for children with special needs “Lado” in Kharkiv, Ukraine in the experimental groups E2 and E3.

*The brain-ring* “Development of language and literature teachers’ professional competence” was organized, usually as a result of teaching at advanced training courses in the experimental groups E2 and E3. The game consisted of 5 rounds: 1<sup>st</sup> round – “Pedagogical Dictionary”, 2<sup>nd</sup> round – “Experts in Pedagogy”, 3<sup>rd</sup> round – captains’ competition, 4<sup>th</sup> round – crossword puzzle “Teaching languages and literature”, 5<sup>th</sup> round – “Associations”. Each round necessarily included questions and tasks related to the specifics of inclusive education.

*Directed development of personal qualities* occurred in the experimental group E3. During the classes concerning to teachers’ acquaintance with the technologies of inclusive education, as well as the system of working with students who have difficulty in learning languages and literature, the teachers were invited to outline and discuss the ways of solving pedagogical situations that contributed to development of such qualities as kindness, tolerance, tact, humanity, responsibility, love for children, attentiveness, sociability, tolerance, empathy, patience, pedagogical optimism, pedagogical tact, demanding essence,

principledness, artistry, sense of humor, observation, endurance, organizational skills, etc.

At the control stage of the experiment, the initial diagnosis of teachers' inclusive competence development was conducted.

At the control stage of the pedagogical experiment, 16 teachers (16%) had a high level of inclusive competence in the experimental group E1, 30 teachers (20%) in the E2 group, 40 teachers (26.7%) in the E3 group, and a sufficient level in the experimental group. E1 had 38 teachers (38%), in group E2 – 71 teachers (47.3%), in

group E3 – 85 teachers (56.7%), the average level in the experimental group E1 had 35 teachers (35%), group E2 – 31 teachers (20.7%), in group E3 - 20 teachers (13.3%), 11 teachers (11%), in the experimental group E1, in group E2 - 18 teachers (12%), in group E3 – 5 teachers (3.3%) had a low level.

The probability and reliability of the study results were determined according to the levels (high, sufficient, average, low) using the Pearson test  $\chi^2$ . The dynamics of philological disciplines teachers of the experimental groups E1, E2, E3 inclusive competence development is given in Fig. 1.

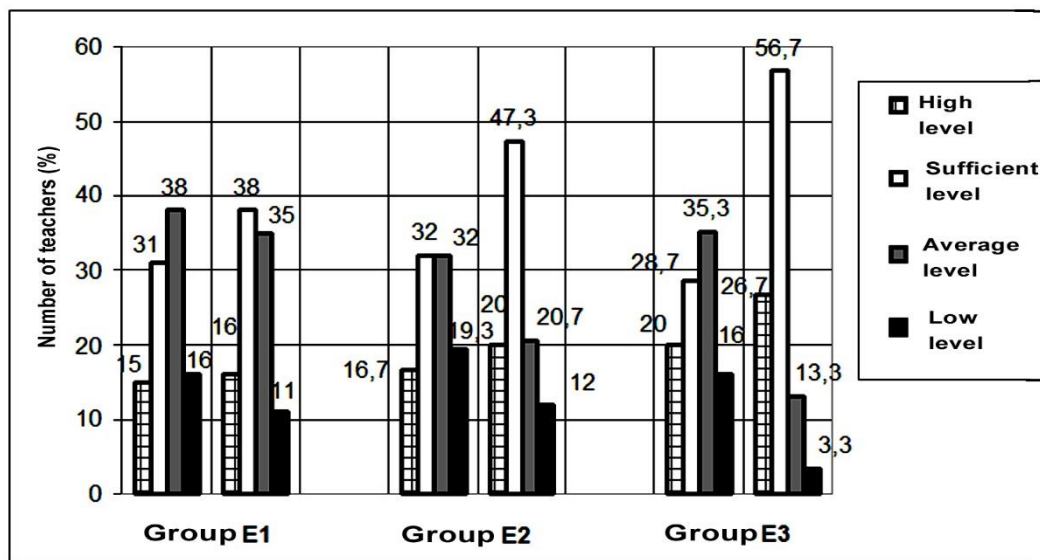


Fig. 1. The dynamics of philological disciplines teachers' inclusive competence development in the postgraduate education at the pedagogical experiment's ascertaining and control stages

Thus, it is experimentally proved that the introduction of the model of philology teachers' inclusive competence in postgraduate education helps to increase their motivation to teaching languages and literature in conditions of inclusion; increase interest in teaching children with special educational needs together with peers in general secondary education classes; acquisition and application of inclusive knowledge; development of inclusive skills, as well as significantly affects the level of languages and literature teachers' professional competence in general.

## DISCUSSION

Currently in Ukraine there is a network of secondary schools, which create certain conditions for inclusive education for people with special educational needs and without them, and, accordingly, there are requirements for training in higher education and retraining in postgraduate education to perform a set of tasks of inclusive education, upbringing and correction of student development.

However, certified subject teachers, referring to all the directives addressed to school administrations by state institutions, do not have the appropriate level of inclusive competence. Given this, the

urgency of the problem is relevant and timely.

The implementation of the obtained results into the practice of education institutions convinces that they have theoretical value and real practical significance.

In addition to the fact that 400 teachers of Ukrainian language and literature, foreign literature and foreign language were involved in the pedagogical experiment to test the research hypothesis, it took place on the basis of 5 institutions of postgraduate pedagogical education, 3 institutions of general secondary and higher education in three experimental groups without the so-called, control group.

And it is the last two features that are, in our opinion, particularly attractive because they make it possible to track the effectiveness of the author's idea in three possible variations and confirm the correctness of the experiment.

## CONCLUSIONS

The generalization of the results of the theoretical research and the experimental work made it possible to formulate conclusions. The study of the peculiarities of the organization of inclusive education in general secondary education shows that its content is to ensure equal access to education in general secondary education and its acquisition by every child; recognition that every child is capable of learning; emphasizing the need to familiarize society with appropriate conditions for this.

However, in modern general secondary education institutions, the problem of teachers' unwillingness to work with children with special educational needs, psychological barriers and stereotypes of professional activity that hinder the effective implementation of inclusive education is acute. In addition, the issue of developing inclusive competence of teachers of philological disciplines in the system of

postgraduate education has not yet been the subject of special study.

Despite the positive experience in the development of inclusive teacher competence, accumulated in different countries around the world, the implementation of this process in our country has many problems.

Inclusive competence of teachers of philological disciplines is an integrative-personal unity, which determines the ability to perform professional functions in the process of organizing language and literature education of children with special educational needs together with peers of typical development in general secondary education.

The following pedagogical conditions for philological disciplines teachers' inclusive competence development were singled out and theoretically substantiated: activation of motivation of teachers of philological disciplines to professional activity in the conditions of inclusive educational environment; updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the provisions of inclusive education.

As well as combination of traditional and innovative forms and methods of teaching the teachers of philological disciplines in postgraduate pedagogical education institutions for the implementation of inclusive education in general secondary education institutions; involvement of language and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive education through these subjects in general secondary education institutions.

Educational and methodological support for the development of inclusive competence of teachers of philological disciplines in postgraduate education was prepared and implemented: author's thematic special courses, educational and methodical manuals, educational

publications, methodical recommendations and diagnostic tools for testing the research hypothesis.

The effectiveness of the author's model of the system of philological disciplines teachers' inclusive competence development in postgraduate education has been experimentally proved: in the experimental group E1: high level – increase +1%, sufficient level – +7%, average level – 3%, low level – 5%; in the experimental group E2: high level – increase +3.3%, sufficient level – +15.3%, average level – 11.3%, low level – 7.3%; in the experimental group E3: high level – increase +6.7%, sufficient level – +28%, average level – 22%, low level – 12.7%.

Thus, the study confirmed the hypothesis that the process of philological disciplines teachers' inclusive competence development in postgraduate education will be effective and manageable under the conditions of implementation into the educational process of postgraduate pedagogical education institutions: modern theoretical, methodological, conceptual foundations; author's model of the system, pedagogical conditions for philological

disciplines teachers' inclusive competence development. The positive influence of the prepared scientific and methodological support on the stimulation the process philological disciplines teachers' inclusive competence development is revealed.

All this serves as a basis for the conclusion that the goals of scientific research have been achieved, the outlined tasks have been completed.

The study does not cover all aspects of the declared issue. Promising for further study can be the problems of ensuring the developing the inclusive competence of teachers of all categories in vocational and postgraduate education, working out and implementation of scientific and educational support of this process taking into consideration the specifics of professional activities of teachers and subjects of social sciences, physics, mathematics, chemistry, biological and other profiles; working out and implementation of diagnostic and analytical tools for assessing the levels of teachers of various specialties' inclusive competence development in vocational and postgraduate education.

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**РОЗВИТОК ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ ФІЛОЛОГІЧНИХ  
ДИСЦИПЛІН У ПІСЛЯДИПЛОМНІЙ ОСВІТІ**

**АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

Роботу присвячено дослідженню феномену інклюзивної компетентності вчителів філологічних дисциплін як складника їхньої професійної компетентності. Мета дослідження полягає в науковому обґрунтуванні

концепції розвитку інклюзивної компетентності, розробленні й експериментальній перевірці системи розвитку інклюзивної компетентності вчителів філологічних дисциплін у системі післядипломної освіти. Використовувались такі засоби методології: аналіз, класифікація, педагогічний експеримент. Результати дослідження: виокремлено й теоретично обґрунтовано такі педагогічні умови розвитку інклюзивної компетентності вчителів філологічних дисциплін: активізація мотивації вчителів філологічних дисциплін до професійної діяльності в умовах інклюзивного освітнього середовища; оновлення змісту освітніх програм курсів підвищення кваліфікації вчителів філологічних дисциплін з огляду на положення інклюзивного навчання; поєднання традиційних та інноваційних форм і методів навчання вчителів філологічних дисциплін у закладах післядипломної педагогічної освіти щодо реалізації інклюзивного навчання в закладах загальної середньої освіти; залучення вчителів мов і літератури до командної взаємодії з фахівцями різного профілю для реалізації завдань інклюзивного навчання засобами цих предметів у закладах загальної середньої освіти. Було експериментально доведено, що впровадження моделі системи розвитку інклюзивної компетентності вчителів філологічних дисциплін у післядипломній освіті сприяє підвищенню рівня їхньої мотивації до навчання мов і літератури в умовах інклюзії, інтересу до навчання дітей із особливими освітніми потребами разом із однолітками типового розвитку в класах закладів загальної середньої освіти, набуттю та застосуванню інклюзивних знань, розвитку інклюзивних умінь, а також суттєво впливає на підвищення рівня професійної компетентності вчителів мов і літератури в цілому. Висновок: виявлено позитивний вплив підготовленого науково-методичного супроводу на стимулювання процесу розвитку інклюзивної компетентності учителів філологічних дисциплін.

**КЛЮЧОВІ СЛОВА:**

інклюзивна компетентність, інклюзивна компетентність учителів філологічних дисциплін, компетентність, післядипломна освіта, розвиток інклюзивної компетентності.

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