

Expression of Inclusive Education Teachers' Professional Competence

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Abstract: The article discloses the results of the research analyzed in order to reveal how the teachers' work experience under the conditions of inclusive education reflects the expression of their competences such as general cultural, professional, and general competences. The author defines the concept of inclusive education and identifies categories, subcategories and indicators of inclusive education teachers' competence expression. Teachers with vast experience in inclusive education emphasize three main aspects in a teachers's professional competence: value-based orientation towards a pupil as an individual, professional competence that motivates the pupil, and general competence that focuses on communication and team work skills

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1. Introduction

Education is a constantly changing part of the organizational model of society. In this term, the need for change is essential for social processes. During the change of relations in society, the education system needs quick changing to stay ahead of the processes and help people adapt to life in the changed situation. One of the outstanding teachers of Lithuania Luksiene M. wrote: "Our lives in this historical period requires education not only restore that lost people, but to create all the conditions for a person to achieve education, consistent with the new time, and the ability to maintain appropriate ethical framework" [1, p. 5]. In Lithuania, as well as in other states seeking to develop relations within a society through democracy is especially important to turn to each person in the school - to each child. Luksiene M. in the Concept of National School wrote: «The most important task of a comprehensive school - turned to the man, as an absolute value... to promote its physical and psychic nature, to create conditions for the disclosure of his identity» [2, p. 7]. A teacher who wishes to participate in the processes of change and change of life, «we must first of all be able to deliberate and purposeful change yourself».

The idea of expanding the educational space, the inclusion of all children, regardless of their abilities and capabilities of their cultural and social status, more boldly enters the minds of people all over the world. In this context, it is relevant to the establishment of educational institutions of a social

environment. In this case, a child can be fully realized to feel a sense of inner communication with the outer world and become aware of its own importance for him/her.

It has to be underlined that inclusion in education is an approach to educating students with [special educational needs](#) [3]. Inclusive education differs from previously held notions of integration and mainstreaming. It tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom: "Students learn the importance of individual and group contributions and develop valuable life skills that are often unexplored in less inclusive settings" [4, p. 216].

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs. Instead, the school is restructured so that all students learn together [5].

In the "full inclusion" setting, the students with special needs are always educated alongside

with students without special needs. As it is the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs [6]. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes. It also eliminates special, segregated special education classes [6]. Special education is considered as a service, not a place. Those services are integrated into daily routines and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date [6], [7], [8], [9]. Much more commonly, local educational agencies provide a variety of settings, from special classrooms to mainstreaming to inclusion. They also assign students to the system that seems most likely to help the student achieve his or her individual educational goals. Students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using wheelchair, are most likely to be fully included. However, students with all types of disabilities from all the different disability categories have been successfully included in general education classes, working and achieving their individual educational goals in regular school environments and activities.

A leading role in creating an environment of equality for all students and the development of understanding of the value of every child belongs to the teacher. The key role of the teacher in the successful implementation of inclusive education evidenced by the many international instruments. The "World Report on Disability" [10] states crucial special training of a general education teacher, during of which he must have formed professional competencies for teaching children with different needs. It is indicated that these competencies should be based primarily on interpersonal relationships and values and not on knowledge and skills. The document UNESCO "Policy Guide lines on Inclusion in Education" [11, p. 18] noted the necessity of mastering all the teachers in this pedagogical tools that will enable them to pursue a differentiated classroom work in accordance with adapted for different opportunities of educational plans and programs for children. The requirement to review and modernize the training of secondary teachers as an important condition for the successful implementation of inclusive education is reflected in the researches of authors (A. DeBoer, S.J. Pijl, A. Minnaert; C. Forlin, D. Chambers; C.B. Alekhine ,

M.A .Alekseev , E . L. Agafonova by N. Malofeev; Semago N. Y., R.A. Suleimenova; Yu. Shumilovskaya and others) [12-23]. Scientists emphasize that inclusive education system is in need of educators," taking a new system of values "with psychological attitude of tolerance, with appropriate levels of professional and personal development and values, can overcome the stereotypes and cliches, to think for themselves, to have wide interests. In terms of inclusive education it is necessary to prepare teachers of the new type, with a new conceptual thinking that have social and personal, general scientific, instrumental, professional competencies. The transition to inclusive education actualizes the problem of defining the objectives, content and technology that provides training secondary teachers. M. Lukshene identified three basic principles of the reorganization of schools: 1) the mobility of the content and methods of training and education, 2) the use of dialectical differentiation, integration, and 3) the humanization and democratization [2, p. 8]. Thus, the relevance of the study determined the social order of the society to prepare teachers to work with students in inclusive education that have value defined professional and personal qualities necessary for the job.

The object of study is inclusive education teachers' competence.

The aim of the research is to reveal the forms of expression of teachers' professional competence that implement inclusive education.

2. Methods

The methods of the research are based on the conception of progressive education that states the role of a teacher as an advisor to a child and as an organizer of a child's activity.

Theoretical analysis of scientific literature allowed to define the conceptual grounds of the professional competence of a teacher preparing for work under the conditions of inclusive education and to compile a partially structured interview questionnaire. For empirical data collection, in-depth personal interviews were used. Interviews with the interviewees were recorded and later transcribed. The transcribed texts were analyzed by applying the method of qualitative content analysis that is based on methodological paradigm of phenomenology.

Research population was targeted. The research was carried out in a school in Vilnius that has been implementing inclusive education of pupils with special needs for over 20 years. Every class in the school contains an average of 25 pupils, 4-5 of which have movement, visual, hearing or learning disabilities. The research included 9 teachers with vast experience in work under the conditions of

inclusive education. Their work experience at the school varies from 9 to 20 years.

3. Research results

The results of the research are analyzed in order to reveal how the teachers' experience of work under the conditions of inclusive education reflects the expression of their competence. The scope of the analysis of interview results is defined in the goals of the research.

The expression of general cultural competence of teachers working under the conditions of inclusive education.

Analyzing the results of the research, teachers' general cultural competence is revealed through their value-based beliefs. Values are a generalized representation of the benefits and acceptable methods for their preparation. On the basis of which the subject performs a conscious choice of ends and means of activity. Person's values act, as the foundation of life strategy, largely determine the line of professional development.

The results of the interviews with teachers working under the conditions of inclusive education have revealed a very strong value-based orientation. On the top of the hierarchy of which are the interpersonal relationships and the education system within which they work (*Table 1*).

Table 1. Expression of general cultural competence

CATEGORY	SUBCATEGORY	JUSTIFYING STATEMENTS
Relationship, man-man	<i>People's relation as a value</i>	Inclusive education should be everywhere, people must help each other The desire to understand the other person, the understanding that not everyone can be the same.
	<i>Children's equality as a value</i>	Children should not be isolated in special schools
	<i>Respect of student's personality</i>	The most important thing to take the student as he or she is and let them be as they are
The system of inclusive education	<i>Positive attitude towards the system</i>	This is the best model of education - teaching children not only work together, but also to be together
	<i>Socialization of children within the system (The ability to live together)</i>	Studying together, children perceive each other as the way they are Creating the conditions for children to become part of a team
	<i>The system which educate children and teachers</i>	The system has an impact on teacher's outlook to be changed

«Man-man relationship» was analysed as the interview data and was identified as the category. It is known that the system of value orientations determines the content side orientation of the individual that is the basis of its relationship to the world, to others, to itself, the basis of ideology and the core motivation of life, the basis of life and the concept of the «philosophy of life». For example, teachers in the category of the «man-man» stands subcategory "The relationship of people as a value, "the educators of which argue as follows: «it should be everywhere, people should help each other...», «...when all the people together, then all turns out...», «desire to understand the other person, understanding

that not everyone can be the same...». The interview results allow us to believe that activity under the conditions of inclusive education encourages the teacher's openness to the diversity of children, its acknowledgement and acceptance.

In this category, subcategory is selected as «Equality of children as a value», in which teachers have expressed the following views: «it is impossible to isolate these children from society ...», «to recognize that these children are and will be, and should be with us, and not in closed institutions...». The teachers' experience working under the conditions of inclusive education does not only enhance the recognition and acceptance of the fact of the equal value of people as a virtue but it also urges the actual realization of this value.

One of the most important sub-categories is «Respect for the student's individuality», which is reflected in these views, «we must love children, all children - is the most important thing...», «respect for the child with special needs as a person...», «adoption of children for what they are...», «the most important thing to take the student as he is, and let them be that way». Having analyzed the data, one can claim that the experience of the teachers shows a clear disposition to recognize, in the educational reality, a child as the main value. In the category «Man – man relationship», the general cultural competence of teachers working under the conditions of inclusive education is revealed through the manifestation of their value-based beliefs to recognize the highest human value of every child, accept the diversity of abilities, and ensure a right for pupils with different possibilities to learn together.

The category «System of inclusive education».

The analysis showed that the system itself is for teachers of inclusive education is an asset. Within the category «System of inclusive education» clearly stands out subcategory «A positive attitude towards the system» of which the teachers expressed the following opinion: «The system of inclusive education needs . This view becomes more confident, the more you work at this school», «cannot imagine what could be more education...», «it's the best education - the ability to not only work together, but also to be together...».

Educators believe that this system affects the socialization of children in the system: «children learn to be together: work hard and help each other...», «children, learning together, do not pay attention to the features of others ...», «the most important thing is to feel in the team...». Teachers note the value of inclusive education. They also express that the system fosters a teacher himself, «it affects me, and I affect such education ...», «working

here I realized that the values must be not for a teacher but for a man...», «for a teacher is also a lesson to work and be with such children», «to change the view of the different capabilities of children». Analyzing the teachers' opinions, we are convinced that through work under the conditions of inclusive education, the teacher's general cultural competence develops not only in the direction of accepting the diversity of children but also towards personal inclination to form partner-like relationships with the learners.

Terms, taken into account in the ideas of inclusive education, the system are built on humanistic principles, characterized by the adoption of the child as the highest value, respect for the individual student, regardless of his psycho-physiological features, creating for him comfortable educational environment.

This forms the basis of the teacher's general cultural competence. We observed that educators participated in the study have these values, which are manifested not only in their responses, but also in the emotions that accompany them. This suggests that teachers and future teachers that are going to implement inclusive education must have developed these values, as the basis of their professional competence that will lead to the productive activity. This can be considered as the basis for the construction of educational work in inclusive education.

The expression of professional competence of teachers working under the conditions of inclusive education.

If the adoption and respect for their personality revealed the basis of inclusive education, the next important step is the teachers' professionalism engaged in this education (Table 2).

Table 2. Expression of Professional Competence

CATEGORY	SUBCATEGORY	JUSTIFYING STATEMENTS
The main facets of teaching activities	<i>Teacher's work peculiarities</i>	The teacher should be everything: a psychologist, and an actor, and artist, and actor The teacher should be in constant search for new and better for his student
	<i>Teacher's personal qualities</i>	Kindness, ability to understand and feel the other person
Skills differentiation and individualization as a basis for planning the educational process	<i>The knowledge of the child as a basis for planning</i>	Possession of information about the ability of every child that would not be lower or higher than its capacity
	<i>Planning of educational process</i>	Ability to plan a lesson so that none would have gone for nothing To be able to select a material that "every student" could not execute it and "go forward"
Students' form and social evaluation	<i>The ability to use techniques of motivation</i>	Use these techniques to the pupils to see the merits of each other and enjoy each other
	<i>Assessment as a means of increasing motivation</i>	You can not put marks without explanation To be able to promote for the initiative shown by the success of the lesson

Category «Manyfacetness of educational activities».

In a teacher's professional activity, his/her personal traits, skills, even hobbies are significant. The deliberations provided during the interviews

were generalized under the subcategory «Peculiarities of teacher's work». These deliberations reveal the multi-layered professional competence of a teacher who is implementing inclusive education: «...a teacher should be everything: a psychologist, and an actor, and artist...», «...the teacher is the mediator between the classroom and the student with special needs...». Pedagogical activity under the conditions of inclusion requires the use and constant development of the teacher's creative powers: «... The teacher does not have to work as a simple mechanism ...», «... must be striving man, because it is such a work, there is no specific recipe...». The teacher's personal characteristics that reflect his/her professional competence are defined in the thoughts that emphasize pedagogical vocation. They are summarized under the subcategory «*Teacher's personal qualities*». The teachers share the following thoughts «...Everything has to be on my own, it will not learn...», «... one must be born as a teacher and you see how to do ...», «... goodness ...», «... a child must feel ...», «...sympathy, but empathy must be correct, if all the time to spare, then do not get the job...». Thus, it is clear that the diversity of pedagogical activity is characterized by its distinctive features, have certain requirements for professional and personal teacher's qualities. Summarizing, we can identify creativity and empathy, that is to perceive the inner world of another person, to understand it and relate to it carefully. For an educator, the development of this personal characteristic means that it is able to feel student's joy or pain, to understand the causes of his experience, to feel what's going on with a child and other participants in the educational process. However, there should not be a prevailing sense of empathy, which can have a negative impact on learning.

The category «Skills differentiation and individualization as a basis for planning the educational process».

The analysis showed that one of the requirements of inclusive education is the ability to customize high quality and differentiation. «Knowledge of the child as a basis for planning» subculture is identified by teachers in the framework of this process. When considering the issue of curriculum planning, the teachers put particular emphasis on indepth knowledge of a child's abilities. Both strong and weak abilities of the pupil's are important in the process of curriculum planning: «...you need to find characteristics of the child, because without knowing the student, you can not do anything», «...good to know the abilities of each child that would not be lower or higher than its potential

...», «...an individual approach to each child, given the weaknesses and strengths of the child ...». In the teachers' opinion, adapting the curriculum level to a pupil's actual abilities serves to arise his/her motivation to learn: «...everyone should be offered the job, he may do. They should not demand the same from everyone...», «...the teacher always has to think about if it is difficult for the student, he will not do it...». In the deliberations regarding the educational process planning, which were separated into a subcategory «*Planning of educational*». The relevance is given to the differentiation of tasks and providing them to the pupils: «...the teacher, thinking about the lesson must sort everything out for this mechanism to function ...», «... according to the characteristics of children, each topic is developed by separating material for all children. It revises what you have to offer to children with special needs, so that he was able to carry it out and «go forward». It is obvious that under the conditions of inclusive education, not only tasks are differentiated but also the entire educational process becomes a dynamic activity oriented at every pupil.

Category «Students' stimulation and assessment».

Ability to raise students' motivation, to stimulate high achievement is one of the most important teacher's tasks. Teachers who participated in the study indicate that one of the indicators of inclusive education teachers' professional competence is the «ability to use methods of motivation». This opinion of the teachers is reflected in the following statements «... It is necessary to arouse student's interest...», «...using techniques to motivate a student to be interested and fun to learn...», «...using a variety of techniques to increase the motivation and I believe that it is absolutely necessary...». The processes of strengthening the pupils' motivation reveal the teachers' ability to work towards educational goals by educating the pupils in the spirit of interpersonal trust and empathy «... The most important motivation" is not what I got, «not that intelligent» and that would have learned to see each other and enjoy each other...». A mark is important in the process of assessing the pupils' achievements. The following subcategory of features was identified: «Mark as a means of raising motivation». The teachers working under the conditions of inclusive education emphasize the role of a mark more as that of a means to encourage learning motivation than to formalize the level of achievements. The teachers claim the following: «assessment should not be done mechanically, it is necessary to explain ...», «...evaluation should not only be on the one hand, it is necessary to teach students to see themselves from the outside and self-

esteem ...», «...thinking over the evaluation process...», «...the student must understand that he is able to and be proud of himself...».

Analyzing the statements of teachers, we convinced that inclusive education is its demands to the teachers, it is not only to professional qualities, but also to the personal ones. The teacher must know the capabilities of all the students and let them develop in accordance with their capabilities, and create conditions for their full participation in the educational process. In this process, the teacher himself is a personality in search and constant growth, open to the diversity of pupils.

The expression of general competences of teachers working under the conditions of inclusive education

In the study, one of our goals was to determine the overall teachers competence engaged in inclusive education (Table 3).

Table 3. The expression of general competences of teachers implementing inclusive education

CATEGORY	SUBCATEGORY	JUSTIFYING STATEMENTS
Communication	<i>Communication and information management</i>	Ability to learn everyday To participate in the discussion of your experience with other colleagues
	<i>Communication and collaborative work with other specialists</i>	There should be an organized work of specialists "team" at school Positive influence of two teachers in the classroom Teacher must be afraid of asking for a help
	<i>Relationship with parents</i>	If there is a connection in relation with parents then the child will develop Parents' education must be ensured To persuade parents if they communicate they can do more for a child

Category "Communication as a measure of competence."

The implementation of inclusive education has its own characteristics that are expressed in the "two teachers" in the classroom, accompanied by an entire process of special teachers. Therefore, while analyzing the teachers' deliberations and linking them to their work experience in implementing inclusive education, the expression of general competences was revealed, in essence, through one category of features: communication. The directions of professional communication are grouped into three subcategories.

The subcategory «*Communication and information management*». The teachers believe that pedagogical success under the conditions of inclusive education is determined by the ability to continuously improve themselves through learning, and look for pedagogical ideas in conventional forms of competence development as well as in mutual partnership groups: «...need to learn every day...», «...must take refresher courses and the selection of the ideas...», «...participate in the discussion of their experiences with other colleagues...». The views of teachers about the importance of good communication and collaboration with other

colleagues come together: «...very well when the class has two teachers...»). This fact calls for a need for teamwork competence. Based on the interview results, the subcategory «Communication and collaborative work with other specialists» was identified. The results of the research show that the competence of delegating responsibilities is significant in teams of educators: «...an assistant sometimes notices that the teacher misses...», «...when you work with an assistant for a long time together, you already know each other, «without words», «you're the one ... nothing you can do, we must do everything together...», «...the school must be harmoniously work «team» of professionals...», «...the teacher should not be afraid to ask for help...». In the category that reflects communication competence, the following subcategory was identified: «*The relationship with parents*». One of the important links in the team to help children with special needs are parents. The well-established positive communication with parents is essential for achieving a child: «...in the relationship with their parents if the contacts are established, the child will grow up...», «...it is necessary to educate parents...», «...it is necessary to talk with parents frankly...», «...convince parents that talking together, we can do more for a child...», «...you should try not to offend the parents, to be understanding, because it is so hard and they have a child with special needs...», «...in relationships with parents there is a necessity for diplomatic skills...». The expression of general competences in the experience of teachers who implement inclusive education gives particular relevance to communication competence. The teachers' communication covers three particularly relevant fields, important for the quality of education: information management and personal development; communication in professional networks; and communication with the pupils' parents.

4. Conclusion

The analysis of teachers' experience who implement inclusive education of pupils with special needs revealed the areas of expression of the teachers' professional competence that should be developed while training teachers for work under the conditions of inclusive education.

When discussing the general cultural aspects of the teacher's activity, teachers put particular emphasis on the teacher's system of values. In the pyramid of teachers' professional competence, it should serve as the foundation of the value orientation of the teacher, expressed through personal orientation, attitude to the world and the people as a value. For teachers of inclusive education system, it is already a value when this system supports equal

opportunity for all children. Personality of the student, regardless of his psycho-physiological features, stands as the highest value and all the actions of the teacher should be focused on the growth and development of the child. Another dimension of the pyramid of teachers' professional competences is professional competencies reflecting the knowledge and skills of teachers needed to implement inclusive education. For fruitful pedagogical activity, teachers need the synthesis of knowledge in the field of teaching and developed personal qualities. Inclusive education requires skills of qualitative differentiation and individualization, as well as careful planning of the learning process taking into account students' opportunities. Ability to stimulate students' activities, increased motivation is one of the main components of the professional teachers' competence of inclusive education. If traditional teaching was built between the subjects of the learning process "teacher - student - parent", the inclusive education is built on a relationship where the student for productive activities is arranged to "teamwork," which includes the teacher, assistant teacher, psychologist, special education teachers, and parents, whose role is increasing. The well-established communication between the actors, with their ability to cooperate with each other, will depend on the effectiveness of the learning process.

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