



Inclusive Literacy of University Lecturers as the Condition for Formation of Readiness of Students with Disabilities for Designing an Individual Trajectory of a Professional Development

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Abstract

Nowadays, universities are becoming centers for broadcasting the ideas of inclusion: students are a unique social group through which the values of inclusive education can be transmitted to the younger generation through a system of extensive personal contacts, as well as to people of more mature age which consist of parents and other relatives. Another significant objective of universities is to train competent specialists who are ready to design their own professional development trajectories in the dynamically changing conditions of the modern labor market. For students with disabilities, designing individual trajectories of professional development is not only an important result of higher education, but also it is a key to the life task, The readiness of students with disabilities to design individual trajectories of professional development mainly depends on the strategy of implementing the educational program and the level of inclusive literacy of lecturers who are involved in the formation of the competencies of future university graduates. The main purpose of our research paper is to determine the level of inclusive literacy of university lecturers and develop recommendations for its formation in the context of implementing strategies for self-education and organized professional development. The article presents the author's definition of the phenomenon of "inclusive literacy", reveals its content, criteria, and levels of formation; it describes the results of the study about inclusive literacy of 358 university lecturers from Russia and Kazakhstan; also there was identified the lack of the main knowledge-based informative skills and activity-based professionalism of university lecturers which highlighted the need to organize the educational process focused on the formation of the readiness of students with disabilities for designing individual trajectories of professional development; the analysis of modern professional development programs, the content of which can be used to solve the problems of the formation of inclusive literacy of university lecturers; there are various proposed strategies for increasing the level of inclusive literacy of university lecturers which are revealed in the context of solving the problems of readiness of students with disabilities for designing individual trajectories of professional development in the accessible educational space of the university.

Keywords: *Inclusive professional education, inclusive literacy of university lecturers, professional development, readiness for designing individual trajectory of professional development.*

1. Introduction

Modern higher education is a unique space for broadcasting the leading social trends, one of them is inclusion. At present, universities become centers for broadcasting the ideas of inclusion: students are a unique social group through which inclusive values can be transmitted to the younger generation through a system of extensive personal contacts, as well as to people of more mature age who make up the contingent of parents and other relatives. Another important task of universities is to train competent specialists who are able to design their own professional development trajectories in the dynamically changing conditions of the modern labor market. For students with disabilities, designing individual trajectories of professional development is not only an important result of higher education, but also a key life task, the solution of which will allow students with disabilities to realize their personal potential by considering individual characteristics and special needs. The readiness of students with disabilities to design individual trajectories of professional development largely depends on the strategy of implementing the educational program and the level of inclusive literacy of lecturers who are involved in the formation of the competencies of future university graduates.

2. The purpose of research

The main purpose of our research is to determine the level of inclusive literacy of university lecturers and develop recommendations for its formation in the context of implementing strategies for self-education and organized professional development. The research will analyze the state of inclusive



literacy of university teachers in Russia and Kazakhstan, identify key professional deficits associated with the practice of working in inclusive higher education, and determine the impact of inclusive literacy level on the design of individual trajectories of professional development of students with disabilities at the final stage of bachelor's degree.

3. Methodology

The study presents work experience of the staff of the Department of Inclusive Education and Social-Pedagogical Rehabilitation of Psychology and Pedagogy Academy of Southern Federal University. During the research there were used theoretical and empirical methods, including the analysis of modern research on the problems of inclusive culture, inclusive competence, functional and inclusive literacy, pedagogical observation, questionnaires, mathematical processing of the results of experimental work, qualitative and quantitative analysis of the obtained data.

4. The results of research

Inclusive literacy is a basic component of the inclusive culture of the individual, which determines its cognitive side and the ability of a person to act correctly in situations of personal communication and social interaction with people with disabilities or limited capacities [1]. In the context of the objectives of our research, we determined the levels and criteria for the formation of inclusive literacy of university teachers. The criteria for the formation of inclusive literacy are the knowledge of the specific features of people with disabilities of various nosological groups and the number of correctly solved situational tasks involving interaction and communication with person with disabilities in the conditions of business, personal, situational and other types of communication. Based on the combination of the selected criteria, we determined the content of high, medium and low levels of inclusive literacy.

We conducted a study of inclusive literacy of university lecturers in Russia and Kazakhstan. There were 358 lecturers from 15 Russian and 3 Kazakh universities who took part in a special survey on the basics of inclusive literacy. The full results of the research will be presented in the collective monograph "Formation of inclusive literacy of educational subjects: conceptual foundations and practical aspects". In this article, we will present a part of the results that reveals the key knowledge-based informative and professional-activity deficits of university lecturers, mediated by the need to organize the educational process aimed at forming the readiness of students with disabilities to design their individual trajectories of professional development.

The analysis of the survey results showed that lecturers have a general idea about the concept of inclusion as a social phenomenon and associate it, first of all, with the organization of training for people with disabilities. More than 66% of respondents gave this answer. At the same time, an interesting fact was revealed: more than 35% of the survey participants incorrectly choose the visualized image of inclusion, which indicates a rather superficial attitude to the problem. According to 53.3% of respondents, the educational sphere is a priority for the implementation and replication of inclusive projects and practices.

The survey showed that 43.7% of respondents from time to time experience some difficulties in establishing interaction with people with disabilities. A small part of the survey participants, just over 3%, said that they experience such difficulties quite often. More than 80% of the respondents believe that it is important for every modern person to know more about the peculiarities of interaction with people with disabilities, and this will definitely be useful in life, even if at the moment the lecturer does not work with students with special health conditions.

Among the key knowledge-based informative and professional-activity deficits of university lecturers based on the survey data, the following can be distinguished: lack or insufficiency of knowledge about the features of communication with students with disabilities (more than 44.8%) and lack of knowledge about the features of the organization of the educational process for students of this category (more than 30.9%). A small number of respondents identified deficits mediated by relations with the university administration (6.1%) and colleagues (4.2%), in terms of lack of support in organizing an inclusive educational process. University lecturers believe that for the high-quality organization of the educational process for students with disabilities, a number of special professional knowledge and skills are needed, among which the main ones are: the characteristics of different categories of people with disabilities (68.5%), the regulatory and legal framework for the organization of labor and educational activities of people with disabilities (50.3%), first aid skills for people with disabilities (41.2%). A number of lecturers noted that the importance of special knowledge and skills is difficult to assess until the moment when they are faced with the need for their practical application (33.9%), and direct work with people with disabilities is a key source of special knowledge and skills (23%).

The respondents also expressed different opinions about the personal qualities that a lecturer who



works with students in an inclusive environment should have. Among them, the main ones are: patience (84.1%), tact (83%), responsiveness (81.1%), balance (73%), learning ability (64.4%), objectivity (57%). Among individual's opinions were such qualities as: reflexivity, optimism, stress tolerance, pity, respect and acceptance of the characteristics of other people. One person expressed the opinion that personal qualities do not matter when it comes to professional interaction, since relations between employees are regulated by professional standards, regulations and instructions.

In the context of the analysis of the survey results, we analyzed the existing professional development programs developed for lecturers who implement inclusive educational practices. These programs can be divided into several thematic areas: 1) features of the lecturer's work with students of specific nosological groups in the context of the requirements of educational standards, 2) organizational and management foundations of inclusive education at different levels, 3) psychological and pedagogical support for students with disabilities at different levels of education, 4) implementation of tutor practices in the system of inclusive education, 5) career guidance work with students with limited health capacities. It should be noted that part of programs focused on the needs of higher school lecturers in this segment is not as significant as it should be. There have not been found any comprehensive training programs that would sufficiently meet the tasks of forming inclusive literacy of a higher school lecturer in the aggregate of its cognitive-informational, regulatory, social-communicative, and professional-activity aspects.

Thus, the need to search for variable strategies to increase the level of inclusive literacy of university lecturers, who should be ready not only to transfer knowledge to students with disabilities in an accessible form, but also to solve the problems about their preparation for the design of individual trajectories of professional development in the accessible educational space of the university, is actualized. As such strategies, we define: 1) continuous professional self-development of the lecturer in the context of the tasks of inclusive education; 2) promotion of an active inclusive social position of university lecturers; 3) have of administrative support resources as an incentive for the formation and improvement of the level of inclusive literacy of university lecturers.

5. Conclusion

In conclusion, we would like to emphasize the role of inclusive literacy of university lecturers in the context of the tasks of forming the readiness of students with disabilities to design individual trajectories of professional development. The lecturer's awareness and acceptance of the key role in the formation of the image of a competent specialist, not only the transfer of information, but also the rethinking of the content of the educational content of disciplines in a practice-oriented direction determines the tasks of a modern lecturer working with students with disabilities in the system of inclusive higher education. Thus, the results of the conducted research can be used in the development of complex interdisciplinary professional development programs for university lecturers, in the process of implementing their personal strategies for professional self-education.

References

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