AN INVESTIGATION OF THE OPINIONS OF TEACHER CANDIDATES ON THE INCLUSIVE EDUCATION

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Abstract: Inclusive education is mainstreaming of education and training of students with special needs who require special education with other students. The aim in inclusive education is to provide students, who need special education to socialize, express themselves, integrate educationally and offer equality of opportunity together with students who do not need a special education. The purpose of this study is to explore the opinions of the teacher candidates studying at Faculty of Education about the inclusive education considering some demographic variables. The sample of the study consists of 168 prospective teachers studying at the fourth grade in Mustafa Kemal University Faculty of Education in 2017-2018 academic year. The Cronbach’s Alpha internal reliability coefficient of the Opinions Relative to Inclusive Scale used in this study was computed again by researcher and determined as 0.83. General Survey Model was used in the study. It was found that teacher candidates were sensitive about the inclusive education and especially communication and interaction between the students were important in inclusive education and the knowledge and skills of the classroom teachers about the inclusive education were in sufficient level and there was no statistically significant difference between the male and female teacher candidates according to the results of study. Also, it has been found that disabled students should be given more time and opportunity to be able to express themselves better in the classroom.

Key Words: Inclusive Education, Special Education, Individual Differences, Classroom Teacher

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INTRODUCTION

Improvements in democracy and human rights have prompted the consideration of individual differences and inclusion of individuals with disabilities or people who need special education (Kuz, 2001). People who need special education can wind up noticeably profitable and independent people in society yet through different trainings that can be given to disabled individuals. Education of individuals who need special education is achieved in two ways. These trainings are inclusive education and special education. Inclusive education and special education are two concepts that are interlaced however different from each other.

The Ministry of Education Regulation on Special Education Services characterizes the special education in the Decree on the special education numbered 573 as follows; a specifically trained to meet the educational and social needs of individuals requiring special education, improved education programs and methods created as per the individual capabilities of the person who require special education in a domain proper to the development characteristics of the individual (MEB, 2000). That is, special education is the training of students who need special education in private settings with specially educated a .

Inclusive instruction refers to special education services based on the principle of continuance in private and public pre-school, primary education, secondary education and non-formal education in institutions that provide education for individuals requiring special education with individuals who do not have disabilities according to article 67 of the Ministry of Education special education services (Special Education Services Regulation Amendment: 31.07.2009/Official Gazette: 27305). For this case, inclusive instruction is defined as training of students in general education classes with providing support and special education services for students (Kircaali-İftar, 1992). It is planned to be carried out with education support given to the individuals, the students who need special education and who should be educated in the same school and and the same class together with the other brothers in the family and peers and they should be integrated in this way (York & Tundidor, 1995).

The primary systematic structuring of special education dates back to the 16th century. Schooling began in the field of special education for the first time in the 17th and 18th centuries and since that date special education has continued to expand. Particularly since the first half of the twentieth century, schooling and studies in the field of a special education has increased. Nonetheless, in these years education was carried out in various settings, because it has been thought that students who require special education would be harmful to
their school and their classmates in that they would distract and lead to loss of time and disruption of school discipline and progress (Gearheart, Weishahn & Gearheart, 1996). All students with physical handicaps who are studying in normal schools in the United States in 1913 have begun their training in schools that have been particularly opened for them (Lewis & Doorlag, 1999). In these years, various criticisms of the current education system have been made, to some degree, on the execution of inclusive education, and in a few schools in the UK outwardly sight-disabled students have acted to study in normal schools (Kargın, 2004). Nonetheless, inclusive practices acted to become widespread and implemented after the 1960s and have been included in the education system curriculum of many countries, especially Italy, England, Sweden and the United States since the 1970’s (OECD, 1995). Inclusive education is yet implemented in these countries in the same way.

In our country, special education implementations depend on the precedence of the Republic. In the Ottoman Empire, in ruction was given to the gifted students in the Enderun schools (Akçamate & Kaner, 1999). In 1889, different schools for sight-disabled and deaf students were opened in Istanbul, yet these schools were closed again in 1912 and the institute of deaf and blinds was opened in Izmir in 1921 and trainings proceeded until 1950 (Sucuoğlu & Kargın, 2006). In the Republican period, special education situated studies began after the 1950s and in those years special classes for students with intellectual disabilities were opened in two primary schools in Ankara. In 1952, a department on special education teacher education was opened in Gazi University. After two graduations, the department was closed again and another Psychological Service Unit was opened in Ankara in the same year (Sucuoğlu & Kargın, 2006). In 1965, a department to train special education students was opened in Ankara University. Until the 1980s any department was not set up to educate special education teachers at universities other than Ankara University. From this date, new departments related special educations were opened in Eskisehir University and Gazi University and certificates were begun to be given (Çağlar, 1990). Studies began to take place after the 1990s about inclusive education. In 1991, the Special Education Council was gathered, to expand inclusive education. The concept of inclusive was included in a law in 1997 and it was begun to be applied in schools since that date (Sucuoğlu & Kargın, 2006). However, in the 2000s, a regulation on how inclusive education should take place has acted to be practised and it has been clearly defined how to carry out the education (Özgür, 2015). Since inclusive education is new in our country compared with different countries, there
are yet different issues emerging from educational program, practices or lack of a.

Combining students who need special education with classroom climate or classroom behavior is a challenging process (Walker & Lamon, 1987). Meeting the needs of special needs students differing from normal students, ensuring to interact healthy with the classroom, and provide them not to alienated by the society in future is largely due to the fact that the teacher provides successful inclusive education (Bal & Avcı, 1999).

The achievement of inclusive education depends particularly on teachers’ class skills, their metacognitive capacities, and their experience, knowledge and attitude about special education. The greater part of teachers in our country are not able to carry out the inclusive education because they are not educated about special education, and also because the classes are crowded, and they cannot find support from others about materials related to special education (Çankaya & Korkmaz, 2012).

Also, inspectors in our country expressed that inclusive education was not at the desired level and that this was caused by the lack of material, knowledge, self-confidence and attitude (Gözün & Yıkmış, 2004). Similarly, teachers in kindergartens have likewise defined inclusive education in their classrooms as unsuccessful, and it has been observed that teachers are challenged in certain activities related to inclusive education and failures despite participation of students (Karamanlı, 1998; Yavuz, 2005). Furthermore, it has been resolved that the failures identified with inclusive education and attitudes towards inclusive education can be eliminated or enhanced by different trainings that can be given to teachers (Brown, Bergen, House, Hitle & Dickerson, 2000; Karamanlı, 1998; Yavuz, 2005). Consequently, giving information about special education to teacher candidates in education faculty will enable them to tackle issues that they may experience about future inclusive education.

Another reason behind the failures of teachers is related with their attitudes. Attitude is disposition that an individual is ascribed to and that is a consistent way of feeling, thinking and behaving related a psychological object (Kağıtçıbaşı, 1999). There is also impact of the attitudes of the school on the change in the quality and quantity of education to be given to these students in the inclusive of the disabled people. Nevertheless, it is seen that society and teachers have negative and stereotypical dispositions towards students with disabilities. Notwithstanding, it is additionally considered that the attitudes towards inclusive can change with education (Diken & Sucuoğlu, 1999). It is conceivable that teacher candidates studied in education faculties will encounter students who need in-
clusive education in their future lives. Thus, all the teacher candidates studying in the education faculties should be given the necessary courses in order to develop a positive attitude towards the disabled students.

**METHOD**

**Problem Statement**

At what level are the opinions of teacher candidates who are studying at the Faculty of Education about the inclusive education towards the students with disabilities?

**Purpose of the Study**

The purpose of this study is to try to determine the opinions of teacher candidates studying at the Faculty of Education about the inclusive education towards the students with disabilities by considering the arithmetic mean of the responses given to the scales and demographic variables such as gender and department. For this purpose, Opinions Relative to Inclusive Scale developed by Antonak & Larivee (1995) was used in the study.

**Population and Sample**

The population of study consists of all of the students studying at the departments attached to Muğla Kemal University Faculty of Education and sample consists of 168 students studying at Muğla Kemal University Faculty of Education in departments of Turkish Language Teaching, Painting Teacher Education, Science Teacher Education and Computer and Instructional Technology Education.

**Research Model**

The purpose of this study to try to determine the opinions of teacher candidates studying at the Faculty of Education about the inclusive education towards the students with disabilities by considering the arithmetic mean of the responses given to the scales and demographic variables such as gender and department. For this purpose, Opinions Relative to Inclusive Scale developed by Antonak & Larivee (1995) was used in the study.

Attitudes toward Inclusive Education Scale created by Antonak and Larivee (1995) utilized in study, has been developed to determine the attitudes of teachers towards students with disabilities in any class affiliated to the state. The adaptation of scale to Turkish was completed by Kırcaali-Iftar (1996). Opinions Relative to Inclusive Scale is composed of 20 items and 5 sub-dimensions. 3., 13., 12., 14., 18. and 19th items of scale are related with classroom management in inclusive; 9., 15. and 17th items of scale related with efficacy of classroom teacher; 2., 3., 13., 16., 20th items of scale related with benefits of Inclusive education; 1. and 6th items of scale is related with efficacy of Disabled Student and 10 and 11th related with Negative Effect of Inclusive Education.

The items used in the scale rated as 1 (Totally agree), 2 (Agree), 3 (Undecided), 4 (Disagree) and 5 (Totally Disagree) as a part of the
scale are evaluated as 1 (All Participate), 2 (Participate), 3 (Undecided), 4 (Disagree) and 5 (Absolutely Disagree) in the 5-likert type. The scores of ten negative items in the scale are calculated reversely. As the scores given to the attitudes increment, the student attitudes become negative, yet since the scores reversed, the attitudes end up noticeably negative as the score decreases as a result of the analysis of scale items. The answers given to the scale items of the students participating in the study based on the demographic variables were calculated by using the F test, t-test and ANOVA with one-way analysis of variance with SPSS 20 statistical package program. The Cronbach Alpha internal consistency coefficient which is the coefficient of validity and reliability of the scale, was calculated and was determined as 0.83 by the researcher. The option range of the scale items used in the research and the general evaluation were determined as follows (Sarigöz & Özdiç, 2014; Sarigöz, 2015-2016-2017):

\[
SA = \frac{EYD - EDD}{SS} = \frac{5 - 1}{5} = 0.8
\]

SS: Number of Options
1.00 - 1.80: I totally agree
1.81 - 2.60: I agree
2.61 - 3.40: Undecided
3.41 - 4.20: I disagree
4.21 - 5.00: Totally disagree

The general survey model which is one of the descriptive scanning methods is utilized in the study. The general survey model involves in arrangements on a sample group in a larger population with many populations in order to conclude about that population (Karasar, 2010: 79). The general survey model is a research model used to determine data types such as people’s attitudes, beliefs, values, habits, and thoughts (Mcmillan & Schumacher, 2001).

**FINDINGS**

In this section, views and comments of prospective teachers studying at the Faculty of Education towards inclusive education for students with disabilities are included. For the purpose of the study, Opinions Relative to Inclusive Scale was applied to the teacher candidates and the answers given by the teacher candidates to the scales were tabulated and interpreted.
Table 1. Results of t-Test Analysis of the Answers Given by the Prospective Teachers Who Studying in the Faculty of Education to Opinions Relative to Inclusive Scale According to the Gender Variable

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>Ss</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>110</td>
<td>80.67</td>
<td>5.892</td>
<td>166</td>
<td>.470</td>
<td>.639</td>
</tr>
<tr>
<td>Male</td>
<td>58</td>
<td>81.14</td>
<td>6.487</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p>0.05

As the data in Table 1 are examined, it has been determined that there is no significant difference between the opinions of the female and male teacher candidates studying in the Faculty of Education about the inclusive education for the students with disabilities as a result of statistical analyses (p>.05). According to the results of the analysis, it can be said that the views of the female teacher candidates and the male teacher candidates studying in the faculty of education are equal or close to each other with respect to inclusive education towards the disabled students.

Table 2. Anova Test Analysis Results of the Answers Given by the Prospective Teachers Studying at the Faculty of Education on the Opinions Relative To Inclusive Scale According to the Type of Department Variable

<table>
<thead>
<tr>
<th>Department</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>Ss</th>
<th>Vr. Ky.</th>
<th>Kar. Top.</th>
<th>Sd</th>
<th>Kr. Or.</th>
<th>F</th>
<th>p</th>
<th>Sig. Differ. (Anova)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkish</td>
<td>59</td>
<td>80.17</td>
<td>6.51</td>
<td>Wth gr</td>
<td>100.02</td>
<td>3</td>
<td>33.338</td>
<td>.898</td>
<td>.444</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>22</td>
<td>80.68</td>
<td>5.73</td>
<td>Btw gr</td>
<td>6091.32</td>
<td>164</td>
<td>37.142</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>60</td>
<td>81.03</td>
<td>5.99</td>
<td>Total</td>
<td>6191.34</td>
<td>167</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEIT</td>
<td>27</td>
<td>82.30</td>
<td>5.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>80.83</td>
<td>6.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p> 0.05

As the data in Table 2 is examined, according to statistical analyses, there is no significant difference between the teacher candidates studying in different departments affiliated to the Faculty of Education; in Turkish Teacher Education, Painting Education, Science Teacher Education and Computer and Instructional Technology Education. In light of the results of the study, it can be said that the opinions of teacher candidates studying in various departments...
ments of faculty of education are equivalent or close to each other about the inclusive education toward the students with disabilities.

Table 3. The Arithmetic Mean and Skill Levels of the Answers Given by the Prospective Teachers Who Studying in the Faculty of Education to Opinions Relative to Inclusive Education Scale

<table>
<thead>
<tr>
<th>Opinions Relative To Inclusive Scale</th>
<th>X</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Integrating students with disabilities requires significant changes in the normal classroom order.</td>
<td>4.44</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td>2. The integration of disabled students requires intensive training of classroom teachers who will be involved in inclusive practices</td>
<td>4.33</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td>1. Most of the disabled students execute sufficient effort to do their homework</td>
<td>4.25</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td>3. The social interaction provided by the inclusive facilitates the understanding and acceptance of the differences between the students</td>
<td>4.21</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td>13. Integration of the disabled student is useful in terms of normal students</td>
<td>4.20</td>
<td>Disagree</td>
</tr>
<tr>
<td>20. Disabled students are not abstracted from other students</td>
<td>4.18</td>
<td>Disagree</td>
</tr>
<tr>
<td>14. Disabled student may lead to confusion on the normal class</td>
<td>4.17</td>
<td>Disagree</td>
</tr>
<tr>
<td>17. In-class behavior of the disabled student does not require the teacher to show more patience than other students show</td>
<td>4.17</td>
<td>Disagree</td>
</tr>
<tr>
<td>4. The disabled student’s more likely to show behavior problems</td>
<td>4.16</td>
<td>Disagree</td>
</tr>
<tr>
<td>12. If students feel like they are discriminated against inclusive students, even if the class is not inclusive for the student.</td>
<td>4.11</td>
<td>Disagree</td>
</tr>
<tr>
<td>8. Comfort in the normal class leads to experience disorder of the disabled student</td>
<td>4.08</td>
<td>Disagree</td>
</tr>
<tr>
<td>9. Normal class teachers are capable of working with disabled students</td>
<td>4.05</td>
<td>Disagree</td>
</tr>
<tr>
<td>19. Separate education for special education classes is beneficial for social and emotional development of the disabled students.</td>
<td>3.95</td>
<td>Disagree</td>
</tr>
<tr>
<td>6. The challenge of organizing students caused by the normal class affects the development of the disabled students</td>
<td>3.91</td>
<td>Disagree</td>
</tr>
<tr>
<td>5. Special attention on to disabled students leads to anxiety among other students</td>
<td>3.86</td>
<td>Agree</td>
</tr>
<tr>
<td>11. The integration of the disabled student does not contribute to independence</td>
<td>3.83</td>
<td>Disagree</td>
</tr>
<tr>
<td>16. Students with disabilities should be given every opportunity to participate</td>
<td>3.84</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
15. Normal class teachers have sufficient knowledge and skill about the education of the disabled students 3.82 Disagree

10. The presence of a disabled student in the class does not contribute to normal students’ acceptance of differences between students 3.80 Disagree

18. The person who will actualize the education of the disabled students best is the special education teacher. 3.48 Disagree

General arithmetic mean: 4.04 (Disagree)

In table 3, the arithmetic mean and skill levels of the answers given by the prospective teachers studying in the Faculty of Education to the Opinions Relative to Inclusive Scale were calculated. In the arithmetic mean of students’ answers to the Opinions Relative to Inclusive Scale, it is found that the 7th item “Inclusion students with disabilities requires significant changes in the normal classroom order” (X̄ = 4.44), 2nd item “The integration of disabled students requires intensive training of classroom teachers who will be involved in inclusive practices” (X̄ = 4.33), 1st item “Most of the disabled students execute sufficient effort to do their homework” (X̄ = 4.25) and 3rd item “The social interaction provided by the inclusive facilitates the understanding and acceptance of the differences between students” (X̄ = 4.21) are determined as items with higher arithmetic means in scale.

It can be said that there is no requirement for teachers to change the classroom for disabled students and teachers do not need intense education for training disabled students, disabled students also will do their homework devotedly, interaction and communication of disabled with the other students will increase according to arithmetic averages of answers given by teacher candidates to scale.

Again from table 3, according to the arithmetic mean of the answers given by the prospective teachers studying in the Faculty of Education to the Opinions Relative to Inclusive Scale, it can be said that item 18 “The person who will actualize the education of the disabled students best is the special education teacher.” (X̄ = 4.44), item 10 “The presence of a disabled student in the class does not contribute to normal students’ acceptance of differences between students” (X̄ = 4.33), item 15 “Normal class teachers have sufficient knowledge and skill about the education of the disabled students” (X̄ = 4.25) and item 16 “Students with disabilities should be given every opportunity to participate in all activities in normal class” (X̄ = 4.21) are the items which have lower arithmetic means in scale.

On the premise of the responses given to the scale items, it can be said that education of teacher candidates should be given only by
the special education teachers, the other students who meet disabled students will consider differences, and duties should be given in every activity for disabled students by teachers according to arithmetic averages of the answers.

CONCLUSION

Results

It has been determined that there is no significant difference between the opinions of the female and male teacher candidates studying in the Faculty of Education about the inclusive education for the students with disabilities as a result of statistical analyses. According to the results of the analysis, it can be said that the views of the female teacher candidates and the male teacher candidates studying in the faculty of education are equal or close to each other with respect to inclusive education towards the disabled students.

It has been determined that there is no significant difference between the teacher candidates studying in different departments affiliated to faculty of education; in Turkish Teacher Education, Painting Education, Science Teacher Education and Computer and Instructional Technology Education. In light of the results of the study, it can be said that the opinions of teacher candidates studying in various departments of faculty of education are equivalent or close to each other about the inclusive education toward the students with disabilities.

It can be said that there is no requirement for teachers to change the classroom for disabled students and teachers do not need intense education for training disabled students, disabled students also will do their homework devotedly, interaction and communication of disabled with the other students will increase according to scale items which have highest arithmetic means of answers given by teacher candidates to scale.

It can be said that inclusive education of teacher candidates should be given only by the special education teachers, the other students who meet disabled students will consider differences, teachers had information about educating disabled students, teacher candidates had high positive attitudes in issues such as assigning tasks in every activity for disabled students according to lowest arithmetic means of the answers in scale items used in study.

The general arithmetic mean of the scale from the responses given by teacher candidates to the scale items is 4.04 which indicate skill level of ‘disagree’. However, it was expected that the arithmetic average of answers of the teacher candidates to the scale items would correspond to the 4.21 to 5.00 and totally disagree with the skill level. Prospective teachers should be able to think more sensitively
or express more precise ideas about inclusive education based on the acquired skill level.

**Recommendations**

Prospective teachers studying in the faculty of education should be educated by special courses about special education on the other hand, the level of knowledge of the teacher candidates should be increased a little more and candidates should be more precise about the inclusive education through practical courses.

Courses are taught in universities for teachers practically and candidates are only trained in the final year and in selected institutional schools. Therefore, candidates who do not practise internships in the schools mostly need special education. For this reason, the candidates should be sent to the internships from the third year rather than the last year and sent to the rehabilitation centers for at least one term so that they should be more informed and made more conscious about the characteristics of the children who need special education.

All teachers who are right now on occupation and teaching should be informed about inservice training as well as symposiums, seminars and congresses to be held about students with special needs and inclusive education and teachers should be made more sensitive in this issue.

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ÖZ: G r ş: Günümüzde demokras ve nsan haklarında meydana gelen gel gelşemeler b reysel farklılıkların göz önüne alınmasına ve engell b reyler n veya özel eğer t me ht yaş duy an b reyler n topluma dah l ed lmes ne sebep olmuştur. Özel eğer t me ht yaş duy an b reyler n toplum çer - s nde üretken ve kend kend ler ne yeteb len b reyler hal ne gelmes ancak engell b reylere ver leb lecek çes tl eğer t mler s ayes n de olab 1 r. Özel eğer t me ht yaş duy an b reyler n eğer t mler genell kle k şek lde yapılmaktadır. Bu eğer t mler kayınıtasma eğer t m ve özel eğer t md r. Özel eğer t m ve kayınıtasma eğer t m b rb r yle ç ç g rm ş ancak b rb rl r nden farklı k kav ramdır. Özel eğer t m n lk defa s e ml b r şek lde yapılanması 16. yüzyıla dayanmaktadır. 17. ve 18. yüz yıllarda lk defa özel eğer t m alanında okullaşmaya başlanılmış ve bu tar hten t baren özel eğer t m artarak devam etmiş r. Özellikle 20. yüzyılın lk yarısından b r per özel eğer t m alanından okullaşmalar ve çalışmaları g derek artmıştır. Ancak bu yıllarda özel eğer t me ht yaş duy an öğrenciler n normal okullarda eğer t m görmeler n n kend ler ne ve sınıf arkadaşlarına zarar vereceğ ve bu öğrenciler n öğretmenler n n d katl r n dağıttığı ve zaman kayına neden olacağı, okul d s pl n n ve ler lemy engelleyeceğ düşünüldüğünden eğer t mler farklı ortamlarda yapılmaktaydı. 1913 yılında ABD bulunan normal okullarda eğer t m genç f z ksel engell tüm öğren ler eğer t mler n kend ler ç n özel olarak açılan okullarda yapmaya başlamışlardır. Bu yıllarda kıs men de olsa gerek kayınıtasma uygulamalarının yapılması hakkında gerekse de mevcut eğer t m s em ne yönelik k çes tl eleşt r r yapmaya ayrıca İng ltere’d eki bazı okullarda görme engel以至于 öğren ler genel okullarda eğer t m görmeye başlamışlardır. Ancak kayınıtasma uygulamaları 1960’l dön onlar sonra yaygınlaşıma ve uygulanmaya başlanmış ve özel kl 1970’lerden sonra İtalya, İng ltere, İsvç ve ABD g b b rök ül ken eğer t m s em nde veya öğretmen programlarında yer almıştır. Bu tar hlerden baren kayınıtasma eğer t m bu ülkelerde hala aynı şek lde uygulanmaktadır. Ülkem zde se özel eğer t m uygulamaları Cumhur yeten daha ön celere dayanmaktadır. Osmanlılarla Enderun mektepler nde ü ün zekali öğren lere eğer t m ve lmekteyd 1889 tar hler nde İ anbul’d a görme ve ş tme engell lere yönelik k çes tl okullar açılmış ancak bu okullar 1912 yılında tekrar kapatılmış daha sonra 1921 yılında İzmir r ’de sağırlar ve kor l r Müesseses açılmış ve bu okul da eğer t mler 1950 yılına kadar devam etmiş r. Cumhur yet dönem nde se özel eğer t m yönelik k çalış malar 1950’l yıld ari sona başladı ve o dönemde Ankara’d a k lkokulda z h nsel engell öğren ler ç n özel simflar açılmıştır. 1952
servis yılında gelecekte lükü özel başarılı bir mek ile ren eğitimini len düzeyde materyallerin ler de lanıtılmıştır. Ancak 2000’ inında ıyllardan sonra çalışmalar yapılmaya başlanmıştır. 1991 yılında Özel Eğ t m Konsey toplanmış ve kaynağıurma eğ t m n n yaygınlaştırılması kararı alınmıştır. 1997 yılında b r kanunla kaynağıurma kavramına yer ver lem ş ve bu tar hten t baren okullarda uygulanmaya başlanılmıştır. Ancak 2000’ l añosu yıllarıda kaynağıurma eğ t m n n nasıl olması gerektği konusunda b r yönetmelik k yönlüğe g rm ş ve eğ t mler n n nasıl yapılacağı açıktı tanımlanmaya başlanmıştır. Kayınaştırma eğ t m n n ülkemizde z de d şer ülkeleri göere çok yen olmasından, öğretmen m programlarından, uygulamalardan veya personel eks kl ş nden kaynaklı olarak hala çeşitli t sorunlar ortaya çıkmaktadır. Özel eğ t m hı yaş duyduğun öğretmen ler n sırf kl m ne veya sırf davranışlarına kaynağırlarımsı oldukça zor b r süreç r. Özel eğ t m hı yaş duyduğun öğretmen ler n normal öğrenclerden farklılık göeren hı yaclarının karşılana así, sırfla sağlıklı etk les m kurması ve gelecekte öğrencen n n topum tarafından dışlanmaması coûtunlukla ve büyük ölçüde öğretmen n başarlı kaynağıurma eğ t m vermesi ne bağlandı. Kayınaştırma eğ t m n n başarlı olması özel k-le öğretmenlerin sırfı becer s n, ü b l şel yetenekler ne, özel eğ t m hakkındak b lg s ne, tecrübes şe ne ve tutumuna bağlıdır. Ülkem zde kaynağıurma eğ t m veren öğretmenlerin çokunluğu puedo eğ t m le lg l eğ t m almadıkları, sırfıların kalabalık olması ve özel eğ t m le lg l materyallerin n ve dışarıdan alınan lecek de ek bulamadıklarından kaynaştırma eğ t m n en len düzeyde yapamamaktadırlar. Ayrıca ülkem zdezık müreff şer okullarda kaynağıurma eğ t m n n en len düzeyde olmadığını bunun sebeb n n de materyal, b lg ş özgüven ve tutum ekskl ş nden kaynaklandığıını bel rtm şlerd r. Benzer şekleıda anayıklarında eğ t m veren öğretmenlerin sırfı fahslarda uyguladıkları kaynağıurma eğ t mler n genell kle başarısız olarak tanımlanmışlar ve öğretmenlerin kaynağıurma le lg l bel rl etk nl klerde zorlandıkları ve öğrenci ler n katılımına rağmen başarışsızlık oldukları gözlenmiş ş r. Ayrıca yapılan araştırmalarında kaynaştırma eğ t m le lg l yaşanan başarısızlıkların ve kaynaştırma eğ t m ne yönelik t tutumların öğretmenler ve leb lecek çeşitli eğ t mler le g der leb leceğ veya gel ş reb leceğer bel rlenm ş r. Dolayısıyla özel eğ t m le lg l b lg ler n öğretmen adaylarına eğ t m fakülteler nde ver lmes adaylarının lede kaynaştırma eğ t m le lg l karşılabilir leceğler sırfıları çözmede onlara.
yardımcı olacaktır. Öğretmenler n kaynaklaştırma eğ t mnde başarısız olmalarının b r dğer nedenleri de tutumlarından kaynaklanmaktadır. Tutum, b r b reye atfed len ve onun b r ps koloj k obje le lg 1 dışincce, duyg ve davranışların düzenli b r b c nde oluşturduğu eğ l md r. Engell b reyler n topluma kaynaklaştırılmasında bu öğrenc lere ver lecek eğ t m n n tel g ve n cel g ndek de ş t m nde okul personel n n tutumlarının da etk s vardır. Bununla b rl kte genel olarak toplumun ve öğretmenler n engell öğrenc lere yönelik k olumsuz ve kalıplamış tutumlara sah p olduğu görülmektedir. Ancak kaynaklaştırma yören n tutumun eğ t m le de şeb leceğ de düşüncelen r. Tüm eğ t m fakülte leri nde eğ t m alan öğretmen adaylarının gececek yaşamlarında kaynaklaştırma eğ t m ne ht yaci olan öğrenc ler le karşılaşma muhtemel b r durumdu. Bundan dolayı eğ t m fakülte leri nde okuyan tüm öğretmen adaylarına engell öğrenc lere karşı olumlu yönde b r tutum gel şt reb lmeler c n fakültede gerekli dersler ver lemd r. Bu araştırmının amacı; Eğ t m Fakültes nde okuyan öğretmen adaylarının engell öğrenc lere yönelik k kaynaklaştırma eğ t mler hakkındak görülenler n ölçel maddeler ne ve r len yanltların ar met k ortalamaları, c ns yet ve öğrenc m görülen bölüm demograf k de şkenler n de göz önünde bulundurarak bel rleme çalışmaktadır. Araştırmının örneklem n Mu afa Kemal Ünl vers tes Eğ t m Fakült es nde bağlı Türkçe Öğretmenl g, Res m Öğretmenli ş, Fen B lg s Öğretmenli ş ve B lg sayar ve Öğret m Teknoloj ler Öğretmenli ş nde okuyan toplam 168 öğrenci oluşturdu. Araştırmada bet msel tarama yöntemler nden b r s olan genel taraşı model kullanılmıştır. Araştırm a sonuçlarında, öğretmen adaylarının kaynaklaştırma eğ t m konusunda hassas oldukları, kaynaklaştırma eğ t m nde özellikle k miglior öğrenciler arasındak let ş t m ve etk leş m n oneml olduğu, sınıf öğretmenler n n kaynaklaştırma eğ t m ne yönelik k b lg ve becer ler n n yeterl sev yede olduğu, bayan öğretmen adayları le erkek öğretmen adayları arasında kaynaklaştırma eğ t m bakımından st ksel olarak anlamlı düşeyde b r görüş farkının olmadığı ve kaynaklaştırma eğ t mnde engell öğrenc lere sınıf çer s nde kend ler n daha y fade edeb lmeler c n daha fazla zaman ve fırsat ver lems gerekt şt g b sonuçlara ulaşılmıştır.

Anahtar Kel meler: Kaynaklaştırma Eğ t m, Özel Eğ t m, B reysel Farklılık, Sınıf Öğretmen