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

Zeki ÖZKARTAL¹, Ahmet DÖNGER²

¹ Akdeniz University, Serik Gülsün Süleyman Süral Vocational School, Antalya / Turkey
² Hakkari University, Faculty of Education, Hakkari / Turkey

ORCID ID: 0000-0001-9392-5034¹, 0000-0002-1929-063X²

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

Doi: 10.17364/IIB.2017.3.4

(1) Corresponding Author: Zeki ÖZKARTAL, Akdeniz University, Serik Gülsün Süleyman Süral Vocational School, Antalya / Turkey okansarigoz@gmail.com Arrival Date 17.06.2017 Date of Admission: 28.09.2017 Article Type: (Research Application) Conflict of Interest No “Ethics Committee No”
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 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 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 (Kırcaali-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 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 arted to udy in normal schools (Kargın, 2004). Nonetheless, inclusive practices arted to become widespread and implemented after the 1960s and have been included in the education system or 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 udents in the Enderun schools (Akçamate & Kaner, 1999). In 1889, different schools for sight-disabled and deaf udents were opened in I anbul, 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 udents 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 a 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 Es-kisehir 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 arted 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 contra ed 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 & Yıkırmış, 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 the study consists of all of the students studying at Mustafa Kemal University Faculty of Education and the sample consists of 168 students studying at Mustafa 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 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.

Attitudes toward Inclusive Education Scale created by Antonak and Larivee (1995) utilized in the 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 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 (Sarıgöz & Özdinç, 2014; Sarıgöz, 2015-2016-2017):

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

**SA:** Option Range

**EYD:** Highest Value

**EDD:** Lowest Value

**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 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>0.05). 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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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 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 depart-
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

<table>
<thead>
<tr>
<th>Opinions Relative To Inclusive Scale</th>
<th>X</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the disabled students execute sufficient effort to do the homework</td>
<td>4.25</td>
<td>Totally Agree</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 Agree</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 Agree</td>
</tr>
<tr>
<td>4. The disabled student is more likely to show behavior problems in the normal class</td>
<td>4.16</td>
<td>Disagree</td>
</tr>
<tr>
<td>5. Special attention to disabled student in the normal class leads to anxiety among other students</td>
<td>3.86</td>
<td>Agree</td>
</tr>
<tr>
<td>6. The challenging conditions caused by existing in the normal class accelerate the academic development of the disabled student</td>
<td>3.91</td>
<td>Disagree</td>
</tr>
<tr>
<td>7. Integrating students with disabilities requires significant changes in the normal classroom order.</td>
<td>4.44</td>
<td>Totally Agree</td>
</tr>
<tr>
<td>8. Comfort in the normal class leads to experiencing 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>10. Disabling a student with disabilities does not require the teacher to show more patience than other students show</td>
<td>4.17</td>
<td>Disagree</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>12. It is not difficult to provide control in a class with an inclusive student, even if the class is without an inclusive student.</td>
<td>4.11</td>
<td>Disagree</td>
</tr>
<tr>
<td>13. It is not difficult to provide control in a class with an inclusive student, even if the class is without an inclusive student.</td>
<td>4.11</td>
<td>Disagree</td>
</tr>
<tr>
<td>14. Students with disabilities should be given every opportunity to participate in all activities in normal class</td>
<td>4.18</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 with disabilities requires significant changes in the normal classroom order” (\( \bar{x} = 4.44 \)), 2nd item “The integration of disabled students requires intensive training of classroom teachers who will be involved in inclusive practices” (\( \bar{x} = 4.33 \)), 1st item “Most of the disabled students execute sufficient effort to do their homework” (\( \bar{x} = 4.25 \)) and 3rd item “The social interaction provided by the inclusive facilitates the understanding and acceptance of the differences between students” (\( \bar{x} = 4.21 \)) 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.” (\( \bar{x} = 4.44 \)), item 10 “The presence of a disabled student in the class does not contribute to normal students’ acceptance of differences between students” (\( \bar{x} = 4.33 \)), item 15 “Normal class teachers have sufficient knowledge and skill about the education of the disabled students” (\( \bar{x} = 4.25 \)) and item 16 “Students with disabilities should be given every opportunity to participate in all activities in normal class” (\( \bar{x} = 4.21 \)) 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 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 higher arithmetic means of answers given by teacher candidates to scale.

It has been determined that here 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 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 given by teacher candidates to scale.

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 most of ten 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 in-service 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.

**REFERENCE**


ÇANKAYA, Ö., KORKMAZ, İ., (2012). İl-köşret m I. Kademedede Kaynaştırma Eğ -
t m Uygulamalarının Sınıf Öğretmenleri ve n n Görüştürle gör Göğe Değerlendirilmiş ve lmes , Ah Evren Ün vers tes Kirşeh r Eğ - t m Fakültes Derg s , 13(1), 1-16

DİKEN, İ. H., SUCUOĞLU, B., (1999). Sınıfında Z h n Engell Çocuk Bulunan ve Bulunmayan Sınıf Öğretmenler n n Z - h n Engell Çocukların Kaynaştırılmasına Yönel k Tutumlarının Karşılaştırılması, Ankara Ün vers tes Eğ t m B l mler Fakültes Özel Eğ t m Derg s , 2(03), 26-34


GÖZÜN, Ö., YIKMIŞ, A., (2004). Öğretmen Adaylarının Kaynaştırma Konusunda B lg lend r lmer n n Kaynaştırma Yönel k Tutumlarının Değ ş m ndek Etk 1 l g , Ankara Ün vers tes Eğ t m B l mler Fakültes Özel Eğ t m Derg s , 5(2), 79-88

KARAMANLI, D., (1998). Okul önces dö nëmde entegrasyon sınıflarında bulunan 5-6 yaş grubundak normal çocukların ve sınıf öğretmenler n n z h nsel engelli çocukların sosyal uyum davranışları hakkındaki algılamalarını incelenmesi , Yayınlanmamış Yüksek L sans Tez , Hacettepe Ün vers tes , Sağlıktı B l mler

En tüs, Ankara


KIRCAALİ-İFTAR, G., (1992). Özel Eğ t mde Kaynaştırma, Eğ t m ve B l m, 16(86), 45-50


KAĞITÇIBAŞI, Ç. (1999). İnsan ve İnsanlar, İ anbul: Cem Ofset Matbaacılık

KUZ, T., (2001). Kaynaştırma Eğ t m ye Yö nel k Tutumların İncelenmesı , Ankara: T.C. Başkanlık Özel Gereks n m l er İdaresi Başkanlığı Yayınları


MEB, (2000). Özel eğ t m hakkında kanun hükümdede kararname ve özel eğ t m hzmeter yönetmel ş le lg l læc m ll eğ t m müdürlıkler, em r yazarları, Ankara

ÖZGÜR, İ., (2011). Engell Çocuklar ve Eğ - t m /Özel Eğ t m, (3. Baskı), Adana: Ka - rahan K tabev

SARIGÖZ, O., (2015). Meslek Yüksekoku- lu Öğrenc ler n n Yaşam Boyu Öğrenme Yakla şılma Na İlk n Görüş ve Farkın- dalıklarının Değerlend r lmes , Yayım- lananmış Doktora Tez , Lefkoşa: Yakın Doğu Ün vers tes , Eğ t m B l mler Enst- t tüsü


SARIGÖZ, O., ÖZDİNÇ, S., (2014). Öğret- men Adaylarının Bey n Temell Öğrenme le İlk l Görüşler n n Değerlend r lmes , Uluslarası Be şer ve Hakeml Akade- m k B l mler Derg s , 9, 10-21


T.C. BAŞBAKANLIK ÖZÜRLÜLER İDA- RESİ BAŞKANLIĞI, (2000). Özürlüle- re H zmet V eren Eğ t m ve Rehab l tasyon Kurum ve Kurulu şları İşb r ş ve Koor- d nasyon Toplantıları Sonuç Raporlarlı, Ankara: Eğ t m Da res Ba şkanlığı


YAVUZ, C., (2005). Okul Önces Eğ t mde Kay na şma Eğ t m Uygulamalarının Değerlend r lmes , Yayımlananmış Y üsek L sans Tez , Gaz Ün vers tes , Sosyal B l mler En tüssü, Ankara


**ÖZET:** G r ş: Günümüzde demokras ve nsan haklarında meydana gelen gel ışmeler b reysel fark-
liliklerin göz önün± almasna ve engell b reyler n veya özel eğ t me ht yaz duyan b reyler n
topluma dah l öd lmes ne sebep olmuştur. Özel eğ t me ht yaz duyan b reyler n toplum  çer-
s nde üretken ve kend kend ler ne yeteb b reyler hal ne gelmes ancak engell b reylere
ver leb lecek çes t eğ t mler sayes nde olab l r. Özel eğ t me ht yaz duyan b reyler n eğ t m-
ler genell k sek lde yapılmaktadır. Bu eğ t mler kaynatırma eğ t m ve özel eğ t md r.
Özel eğ t m ve kaynatırma eğ t m b rb r yle ç ç g r m ş ancak b rb rler nden farklı k kav-
ramdır. Özel eğ t m n lk defa s eml b r sek lde yapılmıs 16. yüzyıla dayanmaktadır. 17.
ve 18. yüzyıllarda lk defa özel eğ t m alan nda oku±layışaya başlanmış ve bu tar hten baren
özel eğ t m artarak devam etm ştr. Özel krij 20. yüzyılın lk yırsından t baren özel eğ t m
alanndak oku±mlar ve çalışmalar g derek arımtılr. Ancak bu yıllarda özel eğ t me ht yaz
duyan öğrenci ler n normal okullar da eğ t m görmeler n n kend ler ne ve sınıf arkadaşlar na za-
rar vereceğ ve bu öğrenci ler n öğretmenler n n d krijler n dağılıtlı ve zaman kaya±na neden
olaraca±, okul d s pl n n ve lerлемey engelleyecik düşünüldüğünden eğ t mler farklı ortam-
larda yapılmaktaydı. 1913 yılında ABD bulunan normal okullar da eğ t m gören f z ksel engell
tüm öğrencler eğ t mler n kend ler ç n özel olarak açılan okullarda yapımaya başlamışlardı.
Bu yıllarda kisma de olsa gerek kaynakta±ma uygulamalarının yapılmısı hakkında gerekse de
mevcut eğ t m s em ne yönel k çes t ele± r r lar yapımısı ayrıca İng ltere’dek bazı okullarda
görme engell öğrencler genel okullar da eğ t m görmeye başlamışlardı. Ancak kaynakta±ma
uygulamaları 1960’lı yıllarda sonra yaygınlımmaya ve uygulanımmaya başlanmış ve özellikle
k le 1970’lerden sonra Italia, İng ltere, İsv ve ABD g b b röok ülken eğ t m s em nde veya
öğret m programlara yer almıştır. Bu tar hlerden t baren kaynakta±ma eğ t m bu ülkelere
hala aynı şekil lde uygulanmaktadır. Ülkem zde se özel eğ t m uygulamaları Cumhur yetten
da ve Öncelere dayanmaktadır. Osmanlılarda Enderun mektepler nde ü ön zekalı öğrenc lere
eğ t m ve lmektey l. 1889 tar hler nde İ anbul’da görme ve ş tme engell lere yönel k çes t ol-
kuhar açılmış ancak bu okullar 1912 yılında tekrar kapatılmış daha sonra 1921 yılında İzmir r’de
sağırlar ve körler Müesseses açılmış ve bu okulda eğ t mler 1950 yılima kadar devam etm ştr. C-
umhur yet dönem nde se özel eğ t me yönel k çalsmlar 1950’l yillardan sonra başlamış ve
o dönemde Ankara’dak I lokuldu Z h nsel engell öğrenc ler ç n özel sınıflar açılmıştır. 1952
yılında Gaz Ün vers tes nde özel eğ t m öğretmenl ğı le lg l b r bölüm açılmış k dönem mezun verd kten sonra bölüm tekrar kapatılmıştır, aynı yıllarda Ankara’dan y ne b r Ps kolaj k Serv r m açılmıştır. 1965 yılında se Ankara Ün vers tes nde özel eğ t m personel yet ş t r mek amacıyla b r bölüm kurulmuştur. 1980’l yıllara kadar Ankara Ün vers tes dışında başka b r ün vers tede özel eğ t m öğretmen yet ş çekerek b r bölüm kurulquamıştır. Bu tar hten t baren Esk şeh r Ün vers tes ve Gaz Ün vers tes nde özel eğ t m le lg l yen bölümler açılmış ve bu alanda sert f kalar ver lmeye başlanılmıştır. Kayıtlırmış eğ t m le lg l se ancak 1990’l yıllardan sonra çalışmalar yapılmaya başlanmıştır. 1991 yılında Özel Eğ t mKonsey toplanmış ve kayıtlırmış eğ t m n n yaygınlaştırılması kararı alınmıştır. 1997 yılında b r kahunla kayıtlırmış kavramına yer ver lm ş ve bu tar hten t baren okullarda uygulamaya başlanılmıştır. Ancak 2000’l yıllarda kayıtlırmış eğ t m n n nası olması gerekt ğı konusunda b r yönetmel k yürürlüğü g rm ş ve eğ t mler n n nası yapılacağı açıkça tanımlanmaya başlanmıştır. Kayıtlırmış eğ t m n n ülkemizde d ş ger ülkemiz göre çok yen olmasından, öğret m programlardan, uygulamalardan veya personel eks kl ş n den kaynaklı olarak hala çes t l sorunlar ortaya çıkmaktadır. Özel eğ t m ht yaş duyan öğren len sınıf kl m ne veya sınıf davranışlarınına kayıtlırmış olduğu zor b r süreç r. Özel eğ t m ht yaş duyan öğren len n n normal öğren lerden farklılık göre len ht yaclarının tanımlanması, sınıfla sağlıkli etk leş m kuruş ve geleeekte öğren n n toplum tarafından dislansırmaya çalıştırılmıştır. Özel eğ t m yetenekler ne, özel eğ t m hakkındak b lg s ne, tecrübes ne ve tutumuna bağlıdır. Ülkem zde kayıtlırmış eğ t m veren öğretmener n n çözm leğ n g özel eğ t m le lg l eğ t m almadıkları, sınıfların kalabalık olması ve özel eğ t m le lg l materyaller n ve disarıdan alınan lecek de ek bulamadıklarından kayıtlırmış eğ t m n en len düzeyde yapamamaktadırlar. Ayrıca ülkel zde kült süayış okullarda kayıtlırmış eğ t m n n en len düzeyde olmamışını bunun sebep n n de materyal, b lg , özgüven ve tutum eks kl ş n n n yıldan kaynaklandığı belir len şlerd r. Benzer çek lde anaoıktarında eğ t m veren öğretmener de sınıflardan uyguladıkları kayıtlırmış eğ t mler n genell kul büyük lotarız olarak tanımlanmışlar ve öğretmener n kayıtlırmış le lg l bel r etk nl klerde zorlandıkları ve öğren len n katılmına rağmen büyük lotarızlık oldukları gözlenen ş t r. Ayrıca yapılan araştırmalarda kayıtlırmış eğ t m le lg l yaşanan büyük lotarızlıkların ve kayıtlırmış eğ t m ne yönel k tutumlara öğretmener ver lecek çes t l eğ t mler le g der leb leceğ veya gel ş reb leceğ bel rlenm ş t r. Dolayısıyla özel eğ t m le lg l bel lg ler n öğretmen adaylarına eğ t m fakülteler nde ver lmes adaylarını le de kayıtlırmış eğ t m le lg l karışımlar lecekler sorunları çözmede onlara
öğretmenlerin kayıtları eő t m nde başarılı olmalarının b r d ğer nede-n de tutumlardan kaynaklanmaktadır. Tutum, b r b reye atfed len ve onun b r ps koloj k obje le l g l diışınce, duyu ve davranışların düzenl b r b c nde oluşturduğu eő l m d r. Engell b reyler n topluma kayıtlarınmasında bu öğrenc lere ver lecek eő t m n t el ğ ve n c e ğ nde-k ğe ş m nde okul personel n n tutumlardan da etk s vardır. Bununla b r l kte genel olarak toplumun ve öğretmenler n engell öğrenc lere yönelik k olumusz ve kalıplaması tutumlarda sah p olduğu görülmekted r. Ancak kayıtların yönlendik k tutumun eő t m l m d ğe şe leće ğ de düşün-nılmekted r. Tüm eő t m fakül teler nde eő t m alan öğretmen adaylarının ge lecek yaşamlarında kayıtların eő t m ne hıt yaci olan öğrenc ler le karşılaması muhtemel b r durumdur. Bundan dolayı eő t m fakül teler nde okuyan tüm öğretmen adaylarına engell öğrenc lere karşı olumu yönde b r tutum gel şt reb lmeler ğe n fakül tede gerekl dersler ver lmed d r. Bu araştırmannın amacı; Eő t m Fakültes nde okuyan öğretmen adaylarının engell öğrenc lere yönelik k kayıtların eő t m ler hakkındak görürler n ölçk maddeler ne ve r len yantların ar met k ortalamaları, c ns yet ve öğrenc m görülen bölüm demografık k değ şkenler n de göz önünde bulundurarak bel rlemeyle çalışmaktadır. Araştırmannın örneklem n Mu afa Kemal Üns vers tes Eő t m Fakül- tese bağlı Türkçe Öğretmenl ğ , Res m Öğretmenl ğ , Fen B lg s Öğretmenl ğ ve B lg sayar ve Öğret m Teknoloj ler Öğretmenl ğ nde okuyan toplam 168 öğrenc oluşturmaktadır. Araştırmada bet msel tarama yöntemler nden b r s olan genel tarama model kullanılmıştır. Araştırmmacı sonuclarından, öğretmen adaylarının kayıtları eő t m konusunda hassas oldukları, kayıtların eő t m nde özellikle k e öğrenc ler arasındak let ş m ve etk leş m n önemli olduğu, sınıf öğretmenler n n kayıtları eő t m ne yönelik k b lg ve becer ler n n yeterl sev yede olduğu, bayan öğretmen adayları le erkek öğretmen adayları arasındak kayıtları eő t m bakımından at s-t ksel olarak anlamlı düzeyde b r görüş farkının olmadığı ve kayıtları eő t m nde engell öğrenc lere sınıf çer s nde kend ler n daha y fade edeb lmeler ğ n daha fazla zaman ve fırsat ver lmes gerekt ğ ğ b sonuçlara ulaşılmıştır.

Anahtar Kel meler: Kayıtlara Eő t m , Özel Eő t m, B reysel Farklılık, Sınıf Öğretmen