

Formation of inclusive competence of future special education teachers

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ABSTRACT

The relevance of the research of the article is due to the problem of the formation of inclusive competence of the future special education teachers within the educational process at the university, as a professional and significant characteristic for their future activity. The purpose of the article is to develop a model for the formation of inclusive competence in a student studying in the speciality "Special education teachers". The method for the study of the highlighted problem is the diagnosis of personality attitudes in the motivational-need sphere based on the development of O.F. Potemkin. It allows determining the level of personal attitude to social interaction at the level of manifestation of one's activity. The manifestation occurs in the form of individual activity with the presentation of the final result from the process under consideration of the necessary organisation to solve the current problem in relation to all its participants in considering the preservation of its prosperous component. The article presents a model for training special education teachers on the level of their relationship with their future wards, taking into account the norm of physical, emotional and social perception based on the correction based on the necessary elements in different situations. In such situations, a special education teachers acts as an adult friend who helps to overcome various difficulties, taking into account the use of correctional psychology and improving relations in society on the basis of motivational-value, cognitive, active, sociable, emotionally respectful, creative, cultural-aesthetic criteria in favourable conditions of the educational process. The formed model will contribute to the formation of a friendly form of manifestation of their professional competencies in future special education teachers, aimed at the successful development of personality. This will happen on the basis of the necessary correction within the framework of value indicators at all levels to create a model of favourable life activity with an understanding of the importance of maintaining a positive emotional background, and other components in their future students.

Keywords: Student, Sociability, Motivational and value criterion, Correctional and pedagogical activity, Education

Introduction

In modern society, there is an integration of many spheres that combine the generalisation of life at different levels of its manifestation, which together constitute a prosperous

environment for the development and manifestation of personal qualities at the level of favourable socially correct behaviour [1]. This given should apply to everyone, regardless of the circumstances related to health or social limitations, which at the level of the past had reasons for their occurrence. And also we see that in recent years university teachers are faced with the task of developing not only professional knowledge, skills and abilities, but also professional competencies. All-round development of university students influences the formation of a specialist's personality, provides its adaptability and resistance to the challenges of the external environment, readiness of the graduate to demonstrate high performance in the chosen field of activity [2].

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With a competent approach, in various difficult situations that burden a favourable life model in one aspect or another, with the help of teachers, they should be compensated to the maximum normal level. This should be against the background of creating important favourable conditions at the emotional level of manifestation in a respectful form with a number of actions. In such actions, positive results can be seen on a visible basis, significantly improving the ward's life in all its manifestations, and raising their level of cognitive, active, creative functions with the development of an intellectual component, against the background of the formation of their cultural personality with value orientations [3].

This pedagogical correction is possible only in conditions of psychological and physical health preservation at the level of inclusive education. Also, such a correction is possible taking into account the built trusting relationships. They will allow listening and creating conditions for the formation of internal prerequisites for the emergence of value aspirations to improve the necessary components in life [4]. In the context of the development of inclusive competencies, personal parameters are included. They allow not to be biased towards all people based on the internal predispositions of influence on improving their quality of life and expanding their horizons with the necessary parameters. The parameters will be individually determined depending on personal needs, situations, in combination with physical abilities and talents. Ways to increase interest in friendly communication with a special teacher will be considered, who, with this guideline of disclosing and expanding the boundaries of personal capabilities, will evade the communicative and creative components of the ward's personality for his successful development. The ward's personality development will, at a general level, align with all parameters of the whole personality in the context under consideration [5].

The resulting trusting attitude will allow the future special education teachers to become a companion for their students. Students on the basis of the trust aroused and positive results reflected in their lives in all spheres, as improving their quality, will be able to openly perceive the teacher. Taking into account the social advantages of the teacher, students themselves will talk about their problems, difficulties, dreams and goals. Their future special education teachers will be able to correct and help solve a number of issues in time to preserve a prosperous line of personal development based on different spheres of one's life, taking into account personal intervention, as a specialist in harmonising social relations and improving the quality of life by solving fundamental issues. Such issues hinder the success in promoting the correctional line necessary to improve and restore life at all levels, taking into account the restoration of its physical component, psycho-emotional and social to maintain favourable conditions for the course of life within the framework of education, training, personal development of students. Learners are supervised by these educators against the background of their personally developed professional competencies, in which the factor of inclusive influence will carry a level of open-mindedness from a position of correction from the learner's holistic diverse life [6].

The purpose of the article is to develop a model for the formation of inclusive competence in a student studying in the speciality "Special education teachers".

Materials and Methods

The diagnostic parameters of this study were determined by the diagnostic testing method for determining the socio-psychological goals of a person in the motivational-need sphere, which was developed to determine an important target motivational component of qualitative personality indicators [7]. This makes it possible to predict the future activity of a person based on the presence of influence on students, taking into account changes in their lives. The changes depend on the chosen pedagogical tool and the level of the desired result, taking into account the change in the student's life on the basis of individual internal prerequisites in relation to people from the position of their development towards improvement or deterioration in the perception of different spheres of life. Taking into account the existing power of a special education teachers, consideration of formed criteria of the motivational component in choosing tactics of behaviour in relation to various situations can be regarded as aggravating the situation. This is possible due to the use of their power to suppress and humiliate the unprotected population, which includes pupils with both physical and mental disabilities. Pupils essentially need social adjustment to enhance their sense of security and with the social development of status self-determination in their interactions with others in all areas of learning and life [8-10].

Thus, the chosen test allows these criteria of motivational orientation to be identified either at the level of altruism and benevolent assistance in order to improve the emotional and physical background of the pupil with special needs, or the manifestation of their power to increase their own importance. The latter condition occurs at the expense of belittling the other, which carries qualitative knowledge in determining individual prerequisites. They will reflect internal criteria in relation to their future social work, which is of importance for the well-being of the younger generation [11]. The method under consideration includes 80 questions about the value motives of the respondent's personality, which are within the framework of understanding their importance of manifestation. Some of the questions will reflect the level of internal positive quality based on the desire to help and improve the lives of others in the field of altruistic behaviour with a positive result of success, increasing the level of well-being at all stages. The other part of the questions reflects a personal reliance on the use of power as part of the self-aggrandisement level of the student with many manifestations in this area. The results of diagnostic testing were evaluated at the level of ready-made keys and make it possible to determine the influence of personality based on the love of power, money, work, the level of selfishness or altruism with a visible result.

When calculating the obtained research data, a standard method of mathematical calculation was used, as well as a graphical

representation of the results. Pedagogical research was conducted on the basis of Abai Kazakh National Pedagogical University, Republic of Kazakhstan. As part of this work, diagnostic testing was conducted among 81 students studying in the speciality "Special education teachers in the age category from 19 to 26 years. The experimental study of the highlighted issue was carried out in three stages. At the first stage, analytical and theoretical study of scientific, research and methodological literature on the types of formation of inclusive competence among future special education teachers was carried out. At this stage, the actual problem, purpose, research methods were identified and a work plan was drawn up. At the second stage, diagnostic testing of students who received professional special pedagogical education was carried out to identify their target motivational aspirations in the manifestation of their personal influence on their future students. Further, an analysis of the results was made and conclusions were formulated. At the third stage, the obtained results and conclusions were clarified and systematised.

Results and Discussion

The results of diagnostic testing were analysed with detailed semantic analysis, pedagogical supervision and clarifications. This made it possible to determine at a deep level the attitude of future special education teachers who are responsible for correcting all components of life improving it at the level of detail. Adjustments will create a favourable generalised kind of life, due to the acquisition of professional inclusive competence. Inclusive competence will help to understand on a conscious level that improvement in general can only be achieved by improving the details. At the initial stage, the necessary corrective intervention is aimed at strengthening the prosperous component of life. Such an intervention will allow for a qualitative view of the finished result of social activity in relation to the positive impact on the life of a pupil with special needs in need of social adaptation and assistance. Detailed expression at the level of internal, emotional perception with the formation of a successful life mood against the background of the personal need for a functional component in friendly accompaniment has a harmonising effect on all spheres of life, improving its quality [12-14]. In this way, with the help of a competent correction, which will be revealed against a background of respectful and friendly treatment, trust areas will be extended to include the inner and outer personal world.

In the totality of the perception of the experimental part of the component of life, based on the positive results obtained from the activities of a special education teachers, their benevolent attitude to the personality of the student is taken into account. A benevolent attitude occurs on the basis of a cultural and aesthetic example in the ratio of various forms of caring and assistance of an active manifestation. Such a manifestation will occur and intensify against the background of the formation of a holistic view of the information component about the life of the ward at all levels. Also, such a manifestation will be expressed, including in combination, from the position of conscious perception of the

world with its influence on the personality, which will reflect existing problems and accents. Such problems will need to be corrected in the future, alternately changing the student's world for the better at the level of both one's inner worldview and external to successful interaction with others based on their capabilities [15-17]. The quality of life and the sense of self that gives a comfortable state largely depends on the level of surrounding factors. Such factors come from an emotional response on a positive basis with a calm and confident fundamental self-determination within social boundaries.

Within the social boundaries, an individual can develop harmoniously and successfully apply one's talents, developing inclinations and taking feasible part in active life surrounded by favourably disposed people around. This will recreate the level of inner feeling of security and self-confidence in a student. Due to the competent psychological and pedagogical support with the function of correction in the presented framework of friendly participation on the part of the special education teachers, it is possible to see breakthroughs in development. On the basis of the created conditions of trust, the personal disclosure of the ward is reflected with their active participation aimed at improving their own life in its various aspects. Interaction in this area with a special education teachers, who, taking into account many components of the process, will build this way of improving the life support and expanding the personal capabilities of students at the level of a positive emotional state [18-20]. The considered variant of a competent and effective relationship of a special education teachers with their students with special needs is possible only if there is a formed inclusive competence. Inclusive competence will allow an unbiased consideration of a person's capabilities. Their different states will be taken into account, seeing them only as a person who needs moral support and help to rebuild their life to a higher level of social welfare with increased opportunities of an emotional nature aimed at a positive attitude towards life.

We must take into account the understanding of inclusive education in the broad sense of ensuring equal access to inclusion in education systems at any level for people regardless of their age, gender, nationality, physical abilities and other relevant social characteristics [21-24].

This will create an internal motivating force that activates all the internal resources of a person for their desire to achieve the best results in all possible parameters. Determining the importance of such interaction in the framework of deep support and providing what is necessary at all levels, taking into account corrective work, will constantly guide the ward in a creative direction, which is in the field of health preservation, both one's personal and those around one. Of particular importance in the problem under consideration is the factor of the influence of the special education teacher's student's life on the people around them. They also have to live, study, and develop at a high level of provision, both from the moral field, as well as from the physical and social. This will be reflected in a generally supportive and successful learning environment within a sustainable framework. It will also contribute to the cultural development of the individual. The interaction of an individual with a disability of any

kind with a healthy person should be conducted in a mutually respectful environment that does not interfere with the learning field of knowledge and skill acquisition based on high standards of health. Conditions must be created in which a healthy person will not be dependent on the criteria with a nearby person who is in need of correction. At the same time, it will be an example of high achievement for adapting and inspiring aspirations of the highest parameters in personal development [25-27].

This should be created in conditions adapted to real life at the level of health care. Every special education teachers should take on the function of solving many components missing in a prosperous life at the level of a selfless behavioural factor with a personal initiative to help and improve the lives of their wards at a qualitative level of mutual communication. This is possible only in conditions of friendliness, trust and unselfish behaviour aimed at providing any necessary effective assistance, both on the physical, as well as on the psycho-emotional and social levels [28-30]. Thus, taking into account the above, all the parameters and features identified in this study were taken into account and its effective components were analysed separately. This, in its entirety, opens up the process of forming a model of inclusive competence for future special education teachers, with the help of which, in the future, it will be conducted at all levels of education in educational organisations by trained specialists. The result of the study under consideration is the degree of formation of the model in question at the level of its implementation in practical education.

Thus, this research work with the created model of the formation of inclusive competence in the implementation of professional training of students in the specialty "Special education teachers" was introduced into the educational process in several stages. The stages included determining the initial level of target aspirations and preferences. This was determined on the basis of the value motivation of important aspects in life on the basis of which they would make decisions and intensify their activities in the social sphere to fulfill their professional duties. Professional responsibilities are aimed at solving the social, need component of their future students who need additional social security at the level of establishing a fruitful and trusting communication relationship with them. This is due to passing through the chosen testing method with results satisfying the above parameters, which was also clarified and deepened with pedagogical supervision and detailed clarification of the necessary from respondents.

The obtained data were further statistically processed. Further, at the next stage, the development and implementation of an important model for the formation of inclusive competence among students of the pedagogical field of study took place based on the above parameters. This is necessary for its subsequent implementation in the field of practical education. This has made it possible to determine its level of importance at the important task of social welfare and the performance of psychological and pedagogical support with the necessary corrections to create conditions for harmonious, intellectual, physical, cognitive development. Thus, the foundations are formed that characterise a cultural personality with the inherent parameters of respectful

behaviour in society and a developed sense of self-esteem in their future students. Thus, 81 students participated in the study. Analysis of the results of diagnostic testing showed that personal perceptions of different socialisation goals in providing a motivational component based on internal needs were identified within the parameters. Among the parameters, there is an orientation at the level of internal aspirations of future **special education teachers** on: money and labour, result, process, egoism, altruism, power. The results obtained from the study are presented in **Figure 1**.

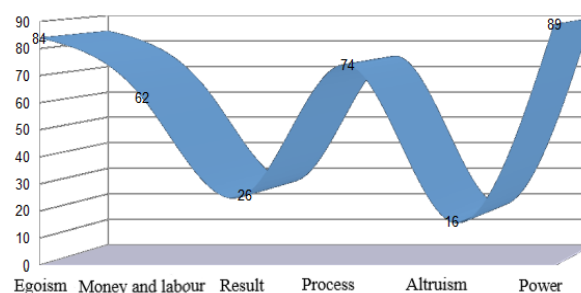


Figure 1. Distribution of future special education teachers depending on the level of their social aspirations

Inclusive competence will allow a special education teachers to consider the situation that has arisen at the level of integrative perception of the situation in its generalised consideration of any of their students. Based on the generalised principle of providing the necessary assistance and support, the general idea of solving the situation at the level of maximum well-being will be adjusted without visible restrictions due to bias based on the status or condition of ward [31]. This approach contains a full set of professional qualities. Qualities, in fact, include all the competencies that a future teacher should have. These include the content level, such as value-motivational, informational, cognitive, reflexive, cultural. It is also important to perform duties at the level of the functional process of professional competencies of the diagnostic, organisational, communicative, technological, correctional, socio-role part based on their future activities [32]. The described given puts inclusive competence as the main competence that brings together all the other necessary skills of a highly qualified special pedagogy professional. Special pedagogy includes pedagogical issues related to the teaching and educational elements.

Initially, students with special needs need social counselling. Each student may have their own reasons, impairments, deviations, features that need to be corrected in a timely manner at all levels. Students need high-quality, full-fledged support. This can only be done by a person who has an altruistic disposition at the level of its manifestation based on the formed personal qualities [33]. The results of the study showed that this parameter of altruistic behaviour and its motivational component is present only in 16% of students. In combination with the criteria of orientation in work to obtain a positive result, which was identified in 23%, show that during training it is necessary to create initial conditions that will put the social pedagogue in the framework. In such conditions, they will perform

professional duties in providing social and educational support to a certain group of people. Also, the indicators revealed in the study indicate that most future professionals are oriented towards creating visibility for their activities without a performance criterion.

Perhaps there is an interest in the field of work itself, but its detailed and daily study of situations is not peculiar to them, which is also supported by a high level of selfishness, which is characteristic of most respondents. The revealed data show the need to create a model for the formation of inclusive competence for the qualitative performance of future responsibilities in the field of special pedagogy. This will put future professionals in a position to perform with the necessary criteria with exemplary high performance in their work. Thus, the implementation of the conditions of pedagogical experimental research work required methodological analysis and made it possible to identify its main parameters. The parameters based on the generalised approach proceed from the creation and retention of a prosperous component of the educational and cognitive part and various necessary types of life support. Against the background of a constructive process of personal development within the framework of the formation of value motivations, cultural and aesthetic parameters, keenness of thought processes and intellectual component allowed to form at a high level of inclusive competence of students studying for the degree of "Special education teachers". Based on the considered position, a model of organising the formation of inclusive competence among future special education teachers was developed.

In this model, the specialist will be represented as an adult friend who performs all the functional components of the work at a confidential level with psychological, organisational correction. This approach provides a positive result based on various situations at all levels of the educational process and the life support of their wards. As part of providing pupils with timely, appropriate assistance and pedagogical guidance to ensure the harmonious development of their personalities, a favourable background is created for their social life with creative communication based on the motivational-values, cognitive, activity, communication, emotional-respectful, creative, cultural-aesthetic criteria. Considering that the proposed model of the organisation of the formation of competencies will manifest itself at the level of work in various educational institutions, then with this approach there will be an individual approach. This may require an increase in the number of employees who will lead their students at the level of correction as a teacher with the perception of an adult friend throughout the years of study.

This will require a planned detailed, constructive direction in the development of their personality, based on the form of education of a worthy member of society and the cultural and social contingent with the disclosure of their talents and the definition of the area of interests and career guidance [34]. Further, at the control stage of the study, after testing this training system in practice, data were identified within the dynamics, taking into account the results obtained during repeated testing. This made it possible to identify the success of the developed model, since

the implementation of one's professional duties in the presented form of the formation of inclusive competence is possible only on the basis of the performance of one's work based on its parameters. This makes it possible to strengthen the qualitative indicators of the integration of inclusive skills in work by forming a persistent stereotype in relation to it in these creative, altruistic, productive frameworks. The data obtained are shown in **Figure 2**.

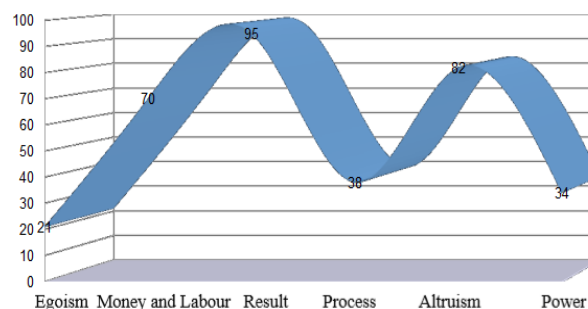


Figure 2. Distribution of future special education teachers depending on the level of their social aspirations at the control stage of the study

The pedagogical clarification also revealed that the motivational component in the proposed context of the formation of professional inclusive competence was significantly increased. The students expressed an active interest in the educational process. During the study, their form of work became clearer to them. On the basis of the culture they have developed towards their work and the provision of psycho-pedagogical support, including on a social level, to their pupils, their performance has been perceived by them with increased personal activity. Also, against the background of an increase in the qualitative criterion in the form of altruistic personal behaviour increased to 82% a high level of formation of inclusive competence was observed among students studying in the speciality "Special education teachers". The data obtained gives reasons to believe that the selected criteria and the formed model of the organisation of the formation and development of inclusive competence among special education teachers at the stage of their professional education allow them to form an important component of it on the basis of altruistic behavioural manifestations in relation to their students. It was also possible to increase interest and form an active motivation to study the speciality. The importance of the presented knowledge with its competent understanding was realised.

A respectful attitude to the needs of students at all levels was formed on the basis of the formed organisational, correctional, cognitive, thinking, communicative cultural form of performing their professional skills in the framework of future work. In this study, its accuracy was ensured, as the characteristics, questionnaire parameters, and model and criterion parameters developed were compared correctly in the study. The analysis of the results made it possible to determine that the developed model of the formation of professional inclusive competence can significantly improve the educational process for the training of future specialists. In the field of education, there is a pedagogical

manifestation of the training of highly professional personnel at the level of their high interest and representation of the sphere of realisation of their professional skills in work in relation to their wards. This allows them to realise and strive for quality psychological and pedagogical support of a certain category of students in the form of an adult friend throughout the training. It is also important to apply the criteria of an individual approach in solving their situations requiring corrective intervention, which is also an important component of the educational process for students with special needs [35].

This form makes it possible to increase the effectiveness of trusting interaction of a special education teachers with students, taking into account timely, gradual and long-term approaches. Almost daily communication with individual structured communications in the form of correctional communication during many years of study focuses on an active positive result. This will create conditions for informing the pedagogical target direction, socialisation, disclosure of talents based on the creative approach found. The teacher provides assistance to the student at all levels of educational and personal-motivational approach in terms of providing moral, psycho-emotional, physical, organisational, sociable assistance. This in turn increases the special education teachers authority and the student's confidence in making the right choice when dealing with a situation that has arisen that needs correction. Thus, the described will create a creative constructive way for adapted socialisation at the level of competently built communications. Communication allows the personality of a student with special needs to develop harmoniously and favourably in the educational conditions created for them. This approach will also allow the social worker to plan various extracurricular activities based on the interests and talents of students. This will identify their criteria for professional orientation, ensuring one's confidence in their future.

This motivational factor will increase the outcome in the intermediate stages of the remedial work with them. This will increase the self-esteem and self-confidence of the student with special needs. This will activate their motivational component to the educational process and contribute to raising their individual and social development at a qualitative level with the correction of one's personal characteristics, exerting a psychological and therapeutic influence on them with the development of a positive emotional component [36]. Such socio-pedagogical observation by a special education teachers will allow compensating and improving behavioural and evaluative indicators of the educational process. The considered process of work on the basis of the formed inclusive competence will take place to a greater extent during friendly individual conversations and the elaboration of some identified aspects with neutral pedagogical supervision for the student. This will allow the special education teachers to learn at the initial stage about the necessary components for correction at all levels. The active support of a special education teachers, as an adult friend will also manifest itself as gaining trust, praise and a sense of pride that student was able to achieve a positive result in some way, albeit with the help of their mentor. This will strengthen their positive personal

factors and qualities in order to achieve better results in the future against the background of an increase in one's self-esteem, self-determination, physical and emotional qualities.

Due to the actualisation of one's personal potential, willpower and concentration of attention increase to achieve the skills one's needs under continuous, gradual, step-by-step pedagogical supervision by a social worker. It is also important to note that this form of success in the formation and manifestation of inclusive competence will be possible if the special education teachers conducts professional work with a student with special needs throughout all years of their study. A special education teachers can build trusting and authoritative relationships with their wards only in the form of an adult friend [37]. Thus, the developed model of forming professional inclusive competence in the form of an adult friend with the necessary remedial support based on motivational-value, cognitive, active, communicative, emotional-respectful, creative, cultural-aesthetic criteria will contribute to improving the quality of the educational process. This can be traced both at the level of professional training of future specialists, and within the framework of practical education of students with special needs.

Conclusion

A model of the formation of professional inclusive competence of a student studying in the speciality "Special education teachers" has been developed. The process is considered at the level of the organisation of the teacher's relationship in the form of an adult friend with students with special needs. Such relationships will be in the sphere of their professional influence in educational institutions. The work will be aimed at carrying out correctional and pedagogical support based on providing students with the necessary support at all levels. Teachers provide step-by-step guidance of students in their behavioural and educational sphere on the basis of providing them with active assistance in overcoming various difficulties that arise during their stay in an educational institution and in the educational process. Communication relations with the use of motivational-value, cognitive, active, sociable, emotionally respectful, creative, cultural-aesthetic criteria will allow a trusting, friendly relationship to be formed between a special education teachers and their wards, which allow them to learn about situations that need correction in a timely manner.

This helps to build constructive approaches to improve the behavioural and learning component in the educational process of their students. This will be reflected in a positive assessment of the development of their personal qualities and the formation of cultural social communicability with the development of talents, and the identification of professional predispositions. The success of the work of a special education teachers will directly depend on the created friendly relationships with students with special needs. The considered form of inclusive competence formation also increases future special education teachers motivation and interest in learning and creates conditions for them to better understand their professional responsibilities

within the framework of positive qualitative development of their personal qualities necessary for this field of work. This research makes a great contribution to the field of education and the information component of this article will be useful for social and educational workers, and can be applied in practice, which will contribute to solving important tasks in the field of special education.

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