Motivational Aspect and Readiness of Teacher Assistant to Professional Activity

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Abstract: The article deals with the problem of motivational aspects creation, definition of motive groups and students' readiness to perform professional activity of teacher assistants, namely to cooperation with a teacher and teaching children with special needs. Determined, that the effectiveness of the professional training of future teacher assistants is largely due to the motivation for training. The purpose of the article is to analyze the results of study motivation study students and readiness for professional activity and determination of reasons for unpreparedness to fulfill their professional obligations. To study the peculiarities of the motivation of teaching future correctional teachers, the use of the following methods were followed: modified A. Rean, V. Yakunin; questionnaire According to the results of the methodology, the predominance of cognitive motifs of learning, in particular, "to become a highly qualified specialist" and "to receive a scholarship" was found. Dominant the social motivation for learning is "keeping up with classmates", "getting a diploma". The results of the survey showed that most of them students make the choice of the future profession unknowingly, that in the process of education is manifested in insufficient the formation of a positive and active attitude to learning. Low wages in our country repel students to work in the chosen specialty. According to the results of the questionnaire, students are not all ready to work in the inclusive class with children with special needs. A generalized analysis of the results showed the need for professional formation directed motivation of training and readiness for work. The article outlines the reasons for the unpreparedness to fulfill their professional obligations in the process of training in higher education institutions, testing of which will be promising direction of research.

Keywords: *inclusive education; motivation; motive; readiness for professional activity; teacher assistant; children with special needs.*

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1. The Introduction

The improvement of professional preparation system is the most important strategic task on the stage of modernization of higher education in Ukraine, which provides the development of perspective models of qualified professionals preparation according to European standards.

On the modern stage of implementation of New School Conception in Ukraine it is impossible not to pay special attention to quality professional preparation of pedagogical workers, students of higher educational establishments. One of the priority directions in pedagogical preparation of future primary school teacher assistant to the conditions of inclusive learning in our opinion is definition of motive groups and improvement of his readiness to professional activity in whole as well as implementation of personality-oriented technologies to establish cognitive interest of children with special needs.

New philosophy of state policy as to such children is being developed in Ukraine, normative-legal basis is being improved according to international treaties, models of inclusive learning of children in educational establishments are being realized and widen. Implementation of inclusive principles into life requires changes not only in psychological- pedagogical support but also in scientific-methodological preparation of specialists in pedagogical education system. Work with children with special educational needs involves high level of teacher competence and organization changes directed to improving efficiency of educational process.

It is important to mention that the biggest success in inclusive learning implementation have teachers and teacher assistants who understand and demonstrate effective methods of learning and teaching in the atmosphere of cooperation and support from comprehensive educational institution and local community; solve problems in creative way based on proven mode, methods and forms.

Analysis of scientific works reveals that scientists have been investigating motivation and teachers readiness to professional activity for many decades, however not enough attention is paid to the issue of teacher assistant preparation. But it is not easy to implement inclusive education in schools without this pedagogical worker. National and foreign pedagogy accumulates considerable experience in the issue of research of teacher assistant in inclusive class preparation, in particular A. Kolupayeva, I. Lutsenko, N. Sofiy, S. Lytovchenko, N. Kompanets, L. Brodska, However, the issue of inclusive education implementation is actual, the problem of

preparation of pedagogical workers to work with children with special needs, mainly the position of teacher assistant, has to be learned in detail.

The problem to define the directions of mastering inclusive education in the process of preparation of future teacher assistants and the importance of learning motivation and readiness to perform professional activity arises.

2. Aim and Tasks

The aim of the article is the analysis of the results of learning students future teacher assistant motivation and to research practical realization of pedagogical conditions of readiness of future assistants to inclusion.

Such tasks are set in the process of research:

- 1) to conduct theoretical analysis of learning the problems of existing motive groups as to knowledge mastering in the process of learning and preparation to professional activity of teacher assistant;
- 2) to research practical realization of pedagogical conditions of readiness to perform functions of professional activity of future teacher assistants in inclusive group;
- 3) on the basis on the results of the analysis to determine the reasons for unwillingness to perform their professional duties.

3. Material and methods

The research was held on the basis of Pedagogical Education College of Lviv Ivan Franko National University. Students of groups FPS-41, FPS-4, FPS-43 of the Faculty of Pedagogical Education specializing in Teacher Assistant participated in the research. We used the technique of studying motives of training activity of students modified by A.A. Rean, V.A. Yakunin to research students motivation to learning. Respondents are supposed to choose 5 the most important motives out of 16 academic suggested. The more a motive is mentioned, the higher rating it gets in the suggested list, which gives the opportunity to evaluate the value of each motive for respondents.

In order to reveal readiness of assistants to work in classes with inclusive form of learning we created questionnaires for students. The questionnaire suggested to respondents consisted of 8 questions.

1. Do you know what inclusive learning is?
2. What are the advantages and disadvantages of inclusive learning for children with special needs, for ordinary children?

3. What is your opinion about readiness of Ukrainian school to take children with special needs, what is the role of teacher assistant in inclusive education implementation?
4. Why have you chosen the profession of teacher assistant?
5. Are you going to work by profession? Would you like to change the profession?
6. What subjects on inclusive education did you study in education institution?
7. Have you attitude to special pedagogical profession changed after entrance (while studying)? How exactly? What caused it?
8. Rate on a 5-point scale your personal readiness to work with children including a child with special needs.

4. Results

The review of scientific literature has shown various conceptual approaches to the definition of the concept of readiness of assistants to professional activity and motivation. The term "readiness" is understood consensus to do something, the state of which everything is done, everything is ready. The category of readiness for professional activity is system quality personality, which is formed in the process of professional training in higher educational institutions, proved in many psychological and pedagogical studies.

It should be emphasized that readiness for the inclusive educational process is not only in the presence of new methodological material, material base, but also in the moral, psychological readiness of the teacher to work with special children. According to scientific researches L. Brodska practicality and usefulness are also important incentives of the offered educational material, its orientation on the decision of vital problems. Problems development and upbringing of children are of great interest to students (Brodska, 2008).

In the dissertation study I. Oralkanova readiness of pedagogical workers to work in conditions of inclusive education is differentiated on two varieties - psychological and professional. To the structure psychological readiness belongs to the value orientation of the individual, motivation, tolerance, empathy, pedagogical optimism. Structure Professional readiness is presented by two complexes - didactic knowledge and methodological skills. The first one covers knowledge of the peculiarities of constructing the process of teaching and upbringing children and children communicative relations with subjects of inclusive education; the second - Abilities and skills

of establishing communicative relations with children from special educational needs and their parents, the design of the educational process in conditions for joint education of children with different abilities, to work in a "team" of specialists (Oralkanova, 2014).

N. Moiseyuk points out: "Motive is the internal motivation of an individual to one or another type of activity (activity, communication, behavior) associated with the satisfaction of a particular need" (Moiseyuk, 2007). Motivation is a set, a system of interconnected and subordinate motives of the individual. (Klochko, 2012). According to Y. Shumilovska definition, the motivational aspect of the future Teacher Assistant readiness for work in the context of inclusive education is a set of stable motives for work in the conditions of inclusive education, the focus on the implementation of an effective process of education and upbringing, the recognition of each child by the subject of educational activities, formation of internal readiness for positive perception of children with peculiarities of psychophysical development (Shumilovskaya, 2011).

For the profession of Teacher Assistant in its inclusive activity communicative tolerance is a collective characteristic, on which depends a positive professional experience of communication with children with and without developmental disabilities and with other participants educational process. This experience is communicative culture, values, needs, interests, guidelines, character, temperament, habits and features of thinking. So, the mission an inclusive teacher is unthinkable without this personal quality, after all largely determines his professional strategy, certifies the level of mental health in the measurements of inner harmony self-control and self-correction (Demchenko, 2014; Gayash, 2015).

On the basis of the quantitative analysis of the results of the first variant of Academic Motivation Inventory (modified by Rean A.A., Yakunin V.A.), the frequency of choosing academic motive among the most significant for students and their ranking were determined (Diagram 1).

According to Diagram 1, the most important motives for students were "getting scholarship" and "becoming a highly skilled specialist". Second place is "keeping up with classmates". It was mentioned by 59 respondents. The motives "obtaining a diploma", "avoiding condemnation and punishment for academic failure" "being an example for classmates" were mentioned for 42 times. Such motives as "academic success, receiving excellent marks", "successful studying at the next courses", "being constantly prepared for lessons", "ensuring the success of future professional activity", "obtaining teachers' respect" and "fulfilling educational requirements" are also popular with them and were mentioned for 30-35 times. The last positions in the

ranking of the motives were taken by: "acquiring profound knowledge", obtaining parents' and "not lagging behind in studying subjects".

(Diagram 1)

Source: Authors' own conception

The results of the methodology indicate the predominance of cognitive academic motives. Among the dominant motives, students identified the "formation of a highly skilled specialist" and "receive a scholarship." Students also considered the social motive "keeping up with the college" and "getting a diploma" as significant, which ranks third among the proposed academic motives.

To determine the readiness of Teachers' Assistants, questionnaires were used as one of the methods of empirical research. The results of this study are illustrations of the problems outlined in this paper. So, the information awareness of the teacher's assistant on the main provisions of inclusive education, in our opinion, should be the basis for his professional position. To the question "Do you know what" inclusive education "is? 59 respondents, representing 87% of all respondents, gave a positive answer. This is enough to mark the thorough theoretical training of graduate students. It should be noted that it is the information awareness of future educators in terms of understanding the concept of inclusive education as the basis for their professional position. The data show that today the issue of educating the pedagogical community about the principles of inclusion in

education, the successful experience of inclusive practice, which will allow teachers to accept the requirements of time and awareness of necessary changes, is actual.

Answers of respondents to the questionnaire "What are the advantages and disadvantages it has for children with special needs?" were given an opportunity to learn the attitude of students to the inclusive educational environment in general education institutions (Diagram 2). All respondents consider the benefits for a child with special needs is "socialization of the child in the society".

41% (28 respondents) consider the disadvantage of a child with special needs as unfavorable conditions and unfettered classes. This indicates that most people think that educational institutions are not ready to accept the lack of proper equipment in their class of children with special needs.

29% (21 respondents) opposed the rejection of their peculiarities by other children. On the opinion of almost 30% of the respondents who questioned the child, who is in the inclusive class, is incurable to the fact that it is not accepted by other children.

8% (5 respondents) would not give their child in the inclusive class because of the lack of enough number of specialists in the field of education.

17% (11 respondents) believe that such children may feel negative and bullying students. such children can feel negative and bullying students.

5% (3 respondents) only one respondent believes that the child is immersed in socialization and not in the process of studying

(Diagram 2)

Source: Authors' own conception

To the question: "Do you think the New Ukrainian School is preparing for the adoption of children with special needs?" the answers were different (Diagram 3).

70% (48 respondents) believe that the New Ukrainian School is ready to accept children with special needs in the educational process. Students argue their positive responses to the question: "Learning in a general education institution will help children with special educational needs adapt to life situations, get rid of the feeling of isolation, empathy, alienation, and feel themselves as full members of society," that joint training will enable children to expand the circle of communication, and the students of the secondary school will become more merciful", "all children should study, regardless of their health status and status".

30% (21 respondents) believe that the new Ukrainian school is not ready because it is not equipped with equipment (ramps, elevators); adapt school premises, in particular classes, corridors, dressing rooms for the free movement of children with special needs; take out a room for a rehabilitation room, a lounge room. Society is not ready to accept such children and insufficient number of professionals.

(Diagram 3)

Source: Authors' own conception

To the question "Why did you choose a Teacher's Assistant profession?" students gave different unusual answers. 42% (29 respondents) wrote "it is interesting to help such children". 54% (37 respondents) chose "in order to help and understand children with special needs". Only one respondent 4% gave an interesting answer: "I like to improve the world", which is connected with the individual characteristics of the student.

Answers of respondents to the questionnaire: "Do you plan to work in a profession or do you want to change a profession?" (Diagram 4):

8 % (6 respondents) give an answer that don't decide definitively or plans to work in the chosen specialty.

17 % (11 respondents) don't plan to work a Teachers Assistant.

75 % (52 respondents) plan to work in a profession and don't want to change the profession.

(Diagram 4)

The next questionnaire provided an opportunity to find out "What disciplines, specifically" inclusive education "were studied by graduate students?" Among the answers are the following disciplines: "Method of working with gifted children", "Standardized assessment and differentiated learning in the inclusive space", "Fundamentals of correctional pedagogy", "Anatomy and physiology", "Fundamentals of medical knowledge".

The purpose of teaching these disciplines is to prepare students for work with children with special educational needs in a general education school.

The main tasks of studying these disciplines are:

- acquaint students with the features of inclusive education as a special area of education;
- mastering of the main tasks and ways of integration of children with special educational needs into the educational process of the secondary school;
- Specification of forms and methods of cooperation of the teacher with the parents of children with special educational needs.

Here it should be noted that by mastering the content of the specified academic disciplines, graduate students will know the main

provisions of inclusive education; general features of communication with different categories of children with a disorder of psychophysical development; how to build a strategy for interaction with parents of students and specialists; the principles of team work; professionally important properties of the personality of the teacher; content and tasks of correction and development work; the basis of differentiated teaching. At practical classes and seminars, students' conferences have the opportunity to develop and improve their skills to effectively interact with other teachers, specialists, parents of students with special educational needs; to create individual educational programs for children with peculiarities of psychophysical development on the basis of diagnosing their needs; to make the necessary adaptations, modifications and teaching methods; to implement approaches of differentiated teaching in class; use effective communication strategies in cooperation with participants in the educational process; to improve methods of inclusive education; to professionally process information of inclusive educational content.

The participants were asked to rate their willingness to work in an inclusive class on a five-point scale. An analysis of the results suggests that today our teachers are ready to work in schools where the inclusion of a certain ratio is introduced. The analysis results are provided on.

It is alarming that among the respondents of our study there are those who are not only unprepared to work with children with special educational needs, but also do not want to change and look for ways to increase their professional competence (8% - 6 teachers). The Teacher's Assistant is a person who helps the teacher to complete a curriculum in pre-school and secondary education institutions, that is, his main task is to implement an inclusive approach in the educational process. (Diagram 5)

(Diagram 5)

Source: Authors' own conception

Inclusive education is a long-awaited pivotal breakthrough in the educational sector for people with special needs. Another question asked by the questionnaire: "Do you believe in the success of inclusive education?" We sought to find out whether teachers believe in the success of inclusive education in Ukraine as a whole, and for each particular school in particular. The research results show that:

- 21% of respondents believe in the success of inclusive education;
- 75% of respondents partially believe in it;
- 4% of those surveyed are convinced that inclusive education will not survive in the Ukrainian education system.

5. Discussion

The results of our study coincide with the results obtained by others research (Pryjadko, 2010) in particular, the lack of professional academic. As in previous studies S. Mironovoy, it was found that there is significant dissatisfaction with some aspects of the assistant profession educational profession, which led to low professionalism motivation, however, the previous reason for discontent in Previous researches - "low salary of teacher assistants", and our investigation is such a reason - "special complexity" assistant work (Myronova, 2007). "Thus, the results of our study show not the external factor of dissatisfaction with the profession, but internal psychological conditionality, which is related with the features of the profession.

Undoubtedly, the quality of the learning process is influenced by professional knowledge, skills and abilities. But, in our opinion, the practical skills of future educators to apply or adapt their professional knowledge when teaching children with special educational needs should be of great importance. Modern graduate students are thoroughly knowledgeable from a theoretical point of view, but working in a class with an inclusive form of training is not finished yet. A number of reasons should be highlighted:

- lack of practical experience with students with special educational needs;
- inability to find an individual approach to the child;
- inadequate perception of children with special needs;
- inability to communicate with special students and their parents;
- impossibility to withstand the difficulties and find a way out of difficult situations.

The readiness of future teachers to work in the inclusive class and the effectiveness of the learning process are largely influenced by the

personal qualities of the teacher, without which there will be no mutual understanding and trust between the adult and the child.

Realizing and partially dividing the doubts of those who are skeptical about the prospect of transforming Ukrainian schools into institutions of inclusive education, we believe that this task is complicated, but has a solution. The main condition is the awareness of the main goal of inclusion - the adoption of the right of people with disabilities to quality life and the overall humanization of social relations. Therefore, the problem of the development of inclusive education should be treated as a concept that should cover the entire social system, rather than its individual elements in the form of educational institutions. Neither a kindergarten nor a school, nor a special child will ever become inclusive unless an inclusive society is created that will exist on the principles of kindness, mutual help, understanding and acceptance "not like me."

6. Conclusion

Results of an empirical study of determination of motivation and readiness students of future teacher assistants found that the most important motives for students were "To receive a scholarship" and "to become a highly skilled specialist". Dominant social academic motive this is "keeping up with classmates", "getting a diploma".

It is worth noting that most students make a choice for the future profession unconsciously. For most students, professional interest and positive the attitude to the profession appears in the process studying They realize the importance and humanity.

The direction of the special work of the assistant who draws them primarily because of its ability to help children with special needs educational needs, to conduct pedagogical activity. However a significant number of students are not transformed their positive attitude towards the profession to a stable professional the motive and desire to engage in the profession that is caused by dissatisfaction with this.

The questionnaire of future teacher assistants showed that most teachers almost do not know how to work with children with peculiarities of psychophysical development, they have difficulties in providing methods and technologies for working with children with special educational needs, are not well aware of the psychological peculiarities of the development of such children, their specifics, material security. And most teachers do not have psychological and pedagogical training, there is no motivation to work

with this category of children, there is fear, despair, a desire to avoid such work.

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