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**A COMPARATIVE STUDY OF
TEACHER ATTITUDES
TOWARD INCLUSION IN
KAZAKHSTAN AND TURKEY:
A LITERATURE REVIEW**

Dilara Orynbassarova



AKHMET YASSAWI UNIVERSITY

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Eurasian Research Institute of Khoca Akhmet Yassawi International Kazakh-Turkish University

Almali, Mametova 48, 050004 Almaty-Kazakhstan

Tel. +7 727 279 97 94

Fax +7 727 279 24 26

<http://www.eurasian-research.org>

A Comparative Study of Teacher Attitudes toward Inclusion in Kazakhstan and Turkey: A Literature Review

Dilara Orynbassarova

Abstract

Teachers and teachers' positive attitude are argued as playing a considerable role in implementing the inclusive education successfully. Developing and maintaining a positive teacher attitude towards inclusive education has become an important policy agenda for many countries in the world. This is especially true for the Eurasian countries of Kazakhstan and Turkey, that are considered as significant partners across Eurasia and have developed historically and culturally based as well as economically and educationally beneficial geopolitical relationship. In recent years, these countries have been undertaking active policy actions directed toward the development of the system of inclusive education. The aim of this study is to examine what attitudes teachers hold towards inclusive education in Kazakhstan and Turkey, and which variables are related to their attitudes. A review of recent empirical research published within the last seven years in the contexts of Kazakhstan and Turkey was employed in order to identify teachers' attitudes towards inclusive education in both countries. The data for this qualitative study was collected on the basis of secondary data obtained from EBSCOhost Discovery and Open Access Google Systems Database between March through April 2017. Comprehensive desk research of recent empirical studies conducted in the contexts of Kazakhstan and Turkey indicate that school teachers of both countries display positive or negative attitudes towards the inclusion of children with special needs into the regular classrooms. Several common variables are found in both countries which affect teachers' attitudes, such as training, the level of teacher's competence, experience with inclusive education, pupils' type of disability, and availability of school teaching resources provided to teachers to teach students with special needs. The literature observation of both countries has revealed that effective teacher education and training helps to shape teacher confidence, and positively impact the attitude toward inclusive education. Teachers should be sufficiently provided with practical information on inclusion both during 'on-going professional development' and 'pre-service' education of teachers. Incremental approach of integrating inclusive education is necessary both for Kazakhstan and Turkey.

Key words: Kazakhstan. Turkey. Teacher Attitude. Inclusion. Comparison. Empirical Literature Review.

Introduction

Education systems have changed immensely in the last few decades (De Boer, Pijl & Minnaert, 2011) with relation to educating children with disabilities in the mainstream schools. In recent years the rationale for having two parallel national systems of education as regular and special education for pupils with disabilities has been questioned. The foundations of 'special education' have begun to crumble (Kisanji, 1999), and restructuring schools to respond to the learning needs of all children (Ainscow, 1995) through inclusive education became as one of the sustaining pillars of the public education in the 21st century (Watkins, et al., 2010). Countries around the world are at different starting points of inclusive education development, there is no country that has all the answers, though many countries have 'work in progress' experience on integrating the inclusive education model (Watkins, DeStefano & Janson, 2010). Thus, building an effective and efficient system of inclusive education able to respond to the learning needs of all children, including pupils with disabilities became an important issue in educational reforms of countries.

Today inclusive education is discussed on many levels, including the conceptual level, normative and research, but as was highlighted by the European Agency (2011), in the end it is the teacher who has to cope with a variety of students in the classroom, and who has to implement the principles of inclusive education at schools. Teachers are crucial because of the central role they play in promoting participation and reducing underachievement, particularly with children who might be perceived as having difficulties in learning (Rouse, 2009). Thereof, developing a positive teacher attitude towards inclusive education has been put forward as a decisive factor by governments around the world in making schools more inclusive (European Agency, 2003, p.12). Many surveys have found that teachers' attitudes towards inclusion are not particularly always positive (Ellins & Porter, 2005) due to lack of professional competencies of teachers to work in an inclusive environment, the presence of psychological barriers and the stereotypes (Oralkanova, 2014). In the early 1980s UNESCO's 14 countries' survey (UNESCO, 1986) findings indicated that regular classroom teachers were willing to take on the responsibility, but were not confident whether they had the skills to carry out the task related to educating children with special needs. Most teachers felt they needed training in the special needs field (Kisanji, 1999). Many teachers reported that they did not think that they could teach such children, but their confidence and repertoire of teaching strategies developed over time. Furthermore, New Zealand research

showed that many classroom teachers worked hard to achieve the best results, however, they did not always have the knowledge and enough training required to develop the curriculum that would their level of education, competence and preparedness to teach in inclusive settings. The studies that investigated the attitude of teachers towards inclusive education found that teachers' attitude towards inclusive education can be either positive or negative. Specifically, the studies by Abbott (2006), Avramidis, Bayliss, and Burden (2000) revealed that teachers are positive towards the inclusive education; whereas other research has revealed that teachers have serious skepticism about inclusive education in practice (Florin 1998; Ring 2005). However, the study results converge at the view that a positive teacher attitude toward inclusive education is crucial because of the central role the teachers play in promoting participation and reducing underachievement, particularly with children who might be perceived as having special needs.

Developing and maintaining a positive teacher attitude toward inclusive education has become an important policy agenda for many countries in the world. This is especially true for the Eurasian countries of Kazakhstan and Turkey, that are considered as significant partners across Eurasia and have developed historically and culturally based as well as economically and educationally beneficial relationships¹. Turkey was the first nation to establish full diplomatic relations with Kazakhstan after the collapse of the USSR in 1991, and was the first country to recognize the independence of Kazakhstan². In recent years, Kazakhstan and Turkey have been undertaking active educational policy actions directed toward the development of inclusive education in their systems. Specifically, Kazakhstan National Education Program for 2011-2020 aims to create an effective system of education. One of these reform directions includes the development of inclusive education. However, the implementation of inclusion has become challenging for numerous reasons, including the socio-pedagogical factors such as teacher competence and attitude towards inclusion in Kazakhstan. At the same time, the idea of educating children with disabilities in the mainstream schools together with their typically developing peers in regular classrooms 'has been around for more than 25 years in Turkey' (Rakap & Kaczmarek, 2010, p. 61). However, similarly to Kazakhstan, the implementation of inclusive education practices in the mainstream schools of Turkey has not yet become a common practice in Turkey for numerous reasons (Artan & Balat, 2003; Kircaali-Iftar, 1998b). The reasons include the integration of inclusive education by teachers and their attitude and willingness to teach special needs students in regular classrooms.

¹For more information on Kazakh-Turkish relationships, visit <http://www.mfa.gov.tr/relations->

In this context, as discussed above, the successful implementation of wider inclusive education policy frameworks in both countries depends on numerous factors including teacher education, teacher positive attitude, teacher support for inclusion and preparedness to work in the inclusive educational settings. While many papers and an increasing range of literature focus on inclusive education in Kazakhstan and Turkey, there is little research addressing the importance of teacher attitude towards inclusive education in both countries, and no scientific study that we are aware addressed this issue from comparative perspective between two countries.

The main goal of this study is to present a comparative literature overview of the recent empirical research conducted in the contexts of Kazakhstan and Turkey within last seven years with relation to teacher attitudes towards inclusive education in two educational systems, and find out the common problems faced by these two countries' educational systems. The study aims to answer to the following research question:

- RQ1: What attitudes teachers hold towards inclusive education in Kazakhstan and Turkey? In case of existence of challenges, what are the possible ways for changing the situation?

The study is structured as follows. The next sections describe the methodology and data collection and analysis procedures applied in the study, and provide an overview of inclusive education systems in Kazakhstan and Turkey. Then, the main results with relation to study's research question are presented. The conclusion and implications are further discussed.

2. METHODOLOGY, DATA COLLECTION AND ANALYSIS PROCEDURE

A qualitative research method is applied in this study. A review of empirical studies was applied in order to present a recent overview of empirical literature published within the last seven years in both countries. The data for this qualitative study was collected on the basis of secondary sources obtained from the EBSCOhost Discovery and Open Access Google System Database between March through April 2017. The EBSCOhost content providers included the Complementary Index, Scopus, ERIC, SocINDEX with Full Text, ScienceDirect, Business Source Complete, Academic OneFile, Communication & Mass Media Complete, MasterFILE Premier, Academic Search Premier, Medline Complete, Health Source: Nursing/Academic Edition, Social Sciences Citation Index, BioOne

Online Journals, Directory of Open Access Journals and Supplemental Index. The articles were searched using an advanced search method, where the following keywords were used: 'special education inclusion', 'teacher attitudes', 'Kazakhstan' and 'Turkey'. literature, literature that contained empirical data obtained in countries of Kazakhstan and Turkey, studies that focused on school teacher attitudes towards aspects of inclusive education, studies with the publication period between 2010 and 2017. Comments, essays, interviews, conference and book type materials were excluded from this study. The data was collected using comprehensive desk review of literature materials on the topic of the teacher attitude towards the inclusive education systems in Kazakhstan and Turkey. After retrieving the selected publications, titles and abstracts of each article were reviewed, and in case of necessity the articles' full text and content was analyzed. An Excel spreadsheet was applied for grouping collected data related to RQ1 across all selected articles according to the author, region, methods and findings. Coding and categorizing information was conducted with respect to the research question.

3. BACKGROUND: INCLUSIVE EDUCATION IN KAZAKHSTAN AND TURKEY

Kazakhstan National Education Program for 2011-2020 aims to create an effective system of education. One of the major reform directions includes the development of an inclusive education, which is defined as "the involvement for all children of all religious and ethnic backgrounds, with any features in their physical development, of any economic or social status in the studying" (Moshenskaya, 2012). This educational priority was the response to such key system challenges as an increase in the number of children with disabilities requiring special education, an insufficient number of special education institutions for children with disabilities, and difficulties in transporting disabled children to remote specialized educational institutions in Kazakhstan (Government program, 2011-2020). The program aims to create conditions of equal access to education by children with disabilities in 3030 schools and increase the number of these schools almost by 70% (Government program, 2011-2020). In Kazakhstan the rights of children with disabilities to education are provided in the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan "About the Rights of the Child in the Republic of Kazakhstan", "About Education", "About Social and Pedagogical Correctional Support for Children with Disabilities",

"About Social protection of disabled people in the Republic of Kazakhstan ", "About special social services" (Sakayeva & Oleksiuk, 2016).

In Kazakhstan, the total number of disabled people in the country is about 626 thousand people, including more than 65 thousand children with disabilities (Sakayeva & Oleksiuk, 2016; Republican centralized database of people with disabilities). However, according to the Ministry of Education and Science of Kazakhstan (2010), there are barriers to the effective educational needs are often recognized as uneducable, most teachers and directors of general education schools do not know enough about disability issues and are not ready to include disabled children to the mainstream classrooms.

In Turkey, there are comparatively 1 million students with disabilities between the ages of 7 and 18 that require special education (Turkish Statistical Institute, 2016). Inclusive education in Turkey started to develop in 1983 when the legislation mandating the inclusion of children with disabilities in mainstream regular classes was passed, and followed by Law on Special Education in 1997 (Cimsir & Carney, 2017). As per 2006 data, there were almost 400,000 school-age children with diagnosed disabilities (Turkish Prime Minister's Administration for Disabled People, 2006 cited in Rakap and Kaczmarek, 2010). According to the data of the Turkish Ministry of National Education (2007 cited in Rakap and Kaczmarek, 2010), 75% of these 400,000 school-age children with diagnosed disabilities did not go to school in the 2006–2007 school year. About 55,000 of those children were placed in 32,254 regular education classrooms with typically developing children, 9201 placed to 1164 special education classrooms in mainstream schools, and 40,000 children, were educated in special schools (Rakap & Kaczmarek, 2010, p. 62). The development of inclusive education is an important educational policy in Turkey. However, similarly to Kazakhstan, there are "still difficulties in improving expected quality of inclusive education" (Melekoglu, 2013, p. 1068), and most of them related to lack of confidence and competence of teachers to implement inclusion practices in their regular classrooms. Thus, the review of inclusive education in both countries helps to understand that the successful implementation of wider inclusive education policy frameworks depends on numerous factors including teacher education, teacher positive attitude, teacher support for inclusion and preparedness to work in the inclusive educational environment. Thereof, this study aims to present a comparative literature overview of the recent empirical

research conducted in the contexts of Kazakhstan and Turkey within last seven years with relation to teacher attitudes towards inclusive education in two educational systems, and find out the common problems faced by these two countries' educational systems. The section below discusses the main results with relation to study's research question aimed to find out what attitudes teachers hold towards inclusive education in Kazakhstan and Turkey.

4. RESULTS AND DISCUSSION

4.1. TEACHER'S ATTITUDES TOWARDS INTEGRATING INCLUSIVE EDUCATION PRACTICES INTO THE MAINSTREAM SCHOOLS IN KAZAKHSTAN: DESK RESEARCH

In the context of Kazakhstan, several empirical research published within recent years have been selected in accordance with the selection criteria discussed in the previous section, analyzed and examined. For example, Oralkanova (2014) examined the attitude of Kazakhstani teachers to inclusive education in survey of 152 Kazakhstan primary school teachers aged from 21 to 60 years old. The study found that about 50% of the teachers participated in the survey did not give constructive response about their attitude to integrating inclusive education to mainstream schools of Kazakhstan, which indicated that they doubt of inclusive education integration successfulness. Kazakhstani teachers had a difficulty to answer to the question 'how would you take it if your class would be attended by child with disability', majority of primary school teachers (49%) found it difficult to answer, 31 % did not answer the question, 20 % expressed positive attitude. The teachers that were optimistic, and ready for inclusive education, mentioned they would need additional education. In other words, Oralkanova's (2014) study helps to understand that the teachers have fear of the unknown, and are not much confident in their competence to implement inclusive education in Kazakhstan. There is a positive attitude of Kazakhstani teachers to work in the conditions of inclusive education, though this positive attitude is accompanied by a lack of teacher confidence in dealing with inclusive education principles due to lack of systemic teacher training and education. Similarly, in their study Sakayeva and Oleksiuk (2016) analyzed the readiness of teachers of secondary schools in Kazakhstan, in the city of Karaganda to implement inclusive education in their pedagogical activities. Sakayeva and Oleksiuk (2016) employed a quantitative research design, and

surveyed secondary school teachers about their perceptions of their attitude towards joint education of typically developing children together with the children with disabilities. The study found that 44% of the surveyed teachers consider it is possible and appropriate to teach children with special educational needs in the conditions of mainstream schools (Sakayeva & Oleksiuk, 2016). However, the majority of teachers (56%) negatively assessed the possibility of educating children with disabilities in the conditions of a mainstream school in Kazakhstan. Furthermore, the results of the study conducted by the laboratory of the JSC Kazakhstani National Centre of Increasing Teachers Qualification “Orleu” indicated that majority of parents and teachers in Kazakhstan show negative attitudes towards the integration of children with example, according to 52% of ordinary school teachers, special schools in Kazakhstan will better cope with educating children with disabilities than the mainstream schools which are currently not well equipped to do so (Bekenova, 2016). In her study, Alshimbayeva (2016) examined the attitude of Denisovsky District school teachers located in the city of Kostanai in Kazakhstan. Her study results revealed that 45% of teachers consider it possible to train children with hearing impairments, and 40% with visual impairments in the mainstream schools. However, 60% of teachers believe that training children with mental retardation in the mainstream school is impossible. Alshimbayeva’s (2016) study indicate that school teachers are supportive of educating children with disabilities in the mainstream schools. However, teachers lack special competencies to ensure inclusion in the regular mainstream classroom. Most of them lack the scientific, methodological base and theoretical knowledge in the field of inclusive education (Alshimbayeva, 2016).

Furthermore, the analysis of Kazakhstani empirical studies indicates that there is slow but steady growth in integrating inclusive education disciplines into the universities’ curriculum in Kazakhstan. Observance of 15 university graduate programs indicates that in 2011-2012-6 disciplines were introduced, 2012-2013 – 12, and in 2013-2014 - 20 disciplines were integrated (Oralkanova, 2014). For in-service teacher education it was found training materials’ content sometimes duplicate, and thereof negatively affect teacher interests in learning. It was also found that the concept of inclusive education is not integrated as a mandatory component to academic disciplines in higher institutions of Kazakhstan. Kazakhstan teachers should be sufficiently provided with practical information on inclusion both during ‘on-going professional development’ and ‘pre-service’ education of teachers. To provide the international experience, UNICEF’s 2012 survey of over 5000 recipients in Asia, Sub-Saharan Africa and Latin America

found that often inclusive education was not practically covered to a satisfactory extent in teacher training (Pinnock,2012). A large proportion of respondents advised that they were not able to translate to classroom the knowledge they gained when dealing with real day to day challenges (Powell, 2012).

Thus, the desk study of Kazakhstani recent empirical research indicates that a) Kazakhstani school teachers display both positive and negative attitudes toward the work in the conditions of inclusive education, specifically, educating children with disabilities in the conditions of a mainstream school. The negative attitude is explained by the teachers' fear of the unknown, a lack of teacher confidence in dealing with inclusive education practices due to lack of systemic teacher training and education, the mainstream schools lack resources to effectively educate children with disabilities, and that Kazakhstani teachers' attitudes also differ according to the type of student's disability.

4.2. TEACHERS' ATTITUDES TOWARDS INTEGRATING INCLUSIVE EDUCATION PRACTICES INTO THE MAINSTREAM SCHOOLS IN TURKEY: DESK RESEARCH

In the context of Turkey, several empirical research published within recent years have been selected in accordance with the selection criteria discussed in the previous section, analyzed and examined. Specifically, Cimsir and Carney (2017) examined the role of school counselors' attitudes on their perceptions of preparedness to educate students with disabilities. They surveyed 105 practicing school counselor, and employed a hierarchical regression analysis, which result revealed that school counsellors' attitudes and training significantly predicted their preparedness to students with disabilities with 10% of variance explained (Cimsir & Carney, 2017). Similarly, Akdağ and Haser (2017) investigated Turkish early childhood education teachers' perception of inclusion before they started their teaching profession and after their first year of teaching. In their study, Akdağ and Haser (2017) employed a qualitative research design and interviewed 16 Turkish pre-service teachers who completed the teacher education program at the end of the first and second semesters of teaching. The study revealed that Turkish pre-service teachers demonstrated positive attitudes towards inclusion before they started teaching. However, they had "negative experiences with children with disabilities in their first year due to the misimplementation of the inclusion policy and being inexperienced about the inclusion process" (p. 219). Furthermore, Orakci, Aktan, Toraman and Çevik (2016) examined teachers' attitudes towards inclusive education practices in terms of gender

and special education training. Researchers employed a meta-analysis method, and found that gender and special education training did not affect the attitudes towards inclusive education significantly. However, the study conducted by Melekoglu in 2013 indicates a diverge result. Melekoglu in 2013 employing a mixed methods research combined of qualitative and quantitative research designs, examined the impact of a Special Education course project on developing positive attitude and awareness on teacher candidates. His study revealed that in the beginning of the project, teacher candidates displayed negative attitude towards students with special needs, and at the end of the project, teacher candidates expressed that their point of view towards students with special needs changed in a positive way.

The empirical research by Rakap and Kaczmarek (2010) surveyed the opinions of 194 school teachers in Turkey regarding the inclusion of students with disabilities into their classrooms and their willingness to include students with more severe learning disabilities. Study showed that teachers possessed slightly negative attitudes towards the inclusion of students with disabilities into the regular education classrooms. Results indicated that only 35% of However, most of the teachers were open to learning new skills in order to better accommodate students with disabilities by attending in-service education programs (Rakap & Kaczmarek, 2010).

Seçer (2010) examined the differences between the attitudes of preschool teachers before and after an in-service teacher training course. 66 preschool teachers were selected for study which had a single group pre-post-test design. Results indicated that the Turkish teachers were affected by the program in such a way that their attitudes towards the inclusion of children with special educational needs became more positive.

Sadioglu, Bilgin, Batu and Oksal (2013) employing a qualitative data analysis of the opinion of 23 interviewed teachers in 16 different cities of Turkey found that Turkish elementary teachers generally have a negative opinion regarding the inclusive education applications in their country, that they possess inadequate competency in the subject and need a great deal of sustenance particularly expert support, and experience problems due to the physical conditions of the classrooms.

To sum-up, the desk research of Turkish recent empirical studies on teachers' attitudes to inclusive education indicates that a) Turkish educators' attitudes and training significantly predict their preparedness to students with disabilities, b) Turkish pre-service teachers have positive attitudes towards inclusion, however, negative experiences with children with disabilities emerges due to the misimplementation of the inclusion policy at schools,

inadequate competency in the subject, and poorly equipped physical conditions of the classrooms, c) teacher training is useful and positively affects both pre-service and in-service teachers' attitudes and views towards the students with special needs, d) Turkish teachers possess slightly negative attitudes towards the inclusion of students with disabilities into regular education classrooms, however, most of the Turkish school teachers are open to learning new skills in order to better accommodate students with disabilities by attending in-service education programs.

4.3. TEACHER'S ATTITUDES TOWARDS INTEGRATING INCLUSIVE EDUCATION PRACTICES INTO THE MAINSTREAM SCHOOLS IN KAZAKHSTAN AND TURKEY: DESK RESEARCH

A review of recent empirical research conducted in the contexts of Kazakhstan and Turkey indicates that school teachers of both countries display positive or negative attitudes towards the inclusion of children with special needs into the regular education. Several common variables are found in both countries which relate to teachers' attitudes, such as training, experience with inclusive education, pupils' type of disability, the equipment of mainstream schools to integrate inclusion. The negative teacher attitude in Kazakhstan is explained by the teachers' fear of the unknown, lack negative experiences of teachers with children with disabilities in Turkey are characterized by the same variables mentioned by Kazakhstani teachers plus the misimplementation of the inclusion policy at Turkish schools. Most of the Turkish and Kazakhstani school teachers are open to learning new skills in order to better accommodate students with disabilities by attending in-service education programs.

5. CONCLUSION AND IMPLICATIONS

Comprehensive desk research of recent empirical studies conducted in the contexts of Kazakhstan and Turkey indicate that school teachers of both countries display positive or negative attitudes towards the inclusion of children with special needs into the regular education. Several common variables are found in both countries which relate to teachers' attitudes, such as training, the level of teacher's competence, experience with inclusive education, pupils' type of disability, and availability of school teaching resources provided to teachers to teach students with special needs. Specifically, the desk study of Kazakhstani recent empirical research indicates that a) Kazakhstani school teachers display both positive and negative attitude to work in the conditions of inclusive

education, specifically, educating children with disabilities in the conditions of a mainstream school. The negative attitude is explained by the fear of the unknown, a lack of teacher confidence in dealing with inclusive education principles due to lack of systemic teacher training and education, mainstream schools lack resources to effectively educate children with disabilities. Additionally, Kazakhstani teachers' attitudes differ according to the type of student's disability. The comprehensive desk research of Turkish recent empirical studies on teachers' attitudes to inclusive education indicates that a) Turkish educators' attitudes and training significantly predict their preparedness to students with disabilities, b) Turkish pre-service teachers have positive attitudes towards inclusion, however, negative experiences with children with disabilities emerges due to the misimplementation of the inclusion policy at schools, inadequate competency in the subject, and poorly equipped physical conditions of the classrooms, c) teacher training is useful and positively affects both pre-service and in-service teachers' attitudes and views towards the students with special needs, d) Turkish teachers possess slightly negative attitudes towards the inclusion of students with disabilities into regular education classrooms, however, most of the Turkish school teachers are open to learning new skills in order to better accommodate students with disabilities by attending in-service education programs. The findings of this comparative desk research study may serve as a good ground for further large scale research in

Relocating students with disabilities to new environments requires fundamental changes in the "core of educational practice" (Elmore, 1996). It is suggested that difficulties in creating schools for all are often associated with a belief by some that education is a privilege and not a right that should be available to all. In turn these views lead to negative attitudes about learners who struggle, low expectations and a belief that some children are 'worthy' of help but others are 'unworthy' because their difficulties are their own (or their parents') fault (Rouse, 2009). The importance of teacher attitudes towards inclusive education is an issue that is of utmost significance, and thereof should be taken into account while integrating the inclusion both in Kazakhstan and Turkey. As Forlin (2010) points out, inclusive education imposes directly on teachers' belief systems, challenging their innermost thoughts about what is right and just. The policy of inclusion is perceived in both countries as difficult to implement because teachers are not sufficiently well prepared and trained to work in inclusive ways. The possible ways for overcoming these difficulties for both countries is the enhancement of systemic teacher training and education. This in turn will shape teacher confidence and positive attitude to

successful integration of the inclusive education to the countries' educational systems. Both countries' teacher education systems need to make sure that teachers are sufficiently provided with practical information on inclusion both during 'on-going professional development' and 'pre-service' education of teachers. Effective teacher education and training helps to shape teacher confidence and consequently may positively impact the teacher attitude. For example to provide international experience: the survey of 4 countries' primary school teachers in Australia, Canada, Hong-Kong and Singapore indicated that factors as previous training, previous special teaching experience, knowledge of policy and legislation reported higher levels of teacher confidence in teaching students with disabilities, and had positively affected teacher attitude to inclusive education (Loreman, et al, 2007). So that teachers knew exactly what is expected of them and what kind of support they might expect in an inclusive classroom. In other words, in order to increase teacher confidence in dealing with inclusive education as international trend shows the systemic teacher 'in-service' and 'pre-service' education should be provided to teachers both in Kazakhstan and Turkey.

The specific implication is to introduce inclusive education as a compulsory course both for graduate and undergraduate HEIs' teacher programs. For instance, the international experience indicates that some countries have inclusive education as a compulsory course for graduate programs. Australia included compulsory courses on inclusive education (Powell, 2012), 45.5% included a compulsory element, 12% offering elective units. In Victoria, to become a special education teacher it is necessary to complete a postgraduate diploma (Riddell et al., 2006). In British with disabled people, and a teaching certificate are required (Pinnock,2012). In Scotland specialization in this area is gained through continuing professional development courses.

In closing, as international experience shows, the development of positive teachers' attitude, and increasing their level of competence in the subject of inclusion are decisive factors in the implementation of inclusive education practices. Additionally, the incremental approach of integrating inclusive education into the mainstream schools is necessary both for Kazakhstan and Turkey. Inclusive education should be gradually developed in Kazakhstan and Turkey with keeping special education institutions functioning in a parallel with special classes in mainstream schools as currently both countries' teachers are not yet ready for the immediate and full mainstream inclusion.

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