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TÍTULO: Orientaciones valiosas a los maestros de educación inclusiva en Rusia: resultados de un estudio piloto.

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RESUMEN: El uso de instrumentos sociológicos revela el interés de los maestros en Rusia (San Petersburgo) por las personas con discapacidad y su educación. Se llevó a cabo una investigación cuantitativa con 60 estudiantes de la Facultad de Artes de la Universidad Estatal de San Petersburgo, 50 estudiantes de la Facultad de Filosofía, Teología y Ciencias de la Religión de la Academia Rusa humanitaria cristiana, y 20 estudiantes de la Facultad de Psicología de la Academia rusa humanitaria cristiana de diferentes cursos. Se utilizó el cuestionario y el procesamiento de datos en SPSS. Los resultados muestran que los estudiantes están pobremente interesados en la educación inclusiva. La razón principal de esta situación es la falta de altruismo en el comportamiento. Es difícil preparar a los profesores de educación inclusiva sin la participación del componente altruista en la educación de los psicólogos, maestros y trabajadores sociales que trabajan con personas con discapacidad.

PALABRAS CLAVES: educación inclusiva in Rusia, profesores, discapacidad, Universidad Estatal de San Petersburgo.

TITLE: Value orientations to the inclusive education teachers in Russia: results of a pilot study.

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ABSTRACT: The use of sociological instruments reveal the interest of teachers in Russia (St. Petersburg) to people with disabilities and their education. The quantitative investigation was conducted among students of the Faculty of Arts in St. Petersburg State University (60 people), students of the Faculty of Philosophy, Theology, Religious Studies (FBR) of the Russian Christian Humanitarian Academy (50 students), students of the Faculty of Psychology in the Russian Christian Humanitarian Academy of different courses (20 people). The questionnaire and the data proceeding in SPSS were carried out. The results show that students are poorly interested in inclusive education. The main reason of this problem situation is the lack of altruism in behaviour. It is difficult to prepare teachers of inclusive education without involving the altruistic component into the education of psychologists, teachers and social workers who work with disabled people.

KEY WORDS: inclusive education in Russia, professors, disabled people, St. Petersburg State University.

INTRODUCTION.

At the present stage of development of society, it is strengthened the problem of revealing the altruistic essence of inclusive education. The interpretation of many pedagogical and sociological categories is changing. Term "altruism" associated with the help of disabled people and the desire to educate disabled ones is more significant than other categories. A topicality of research can be revealed from two points of view:

- 1. From the point of view of moral crisis of modern society and inclusive education in Russia in which there is primitivization of altruistic motivation.*

The Federal Law «On Education in the Russian Federation» (29.12.2012) is assumed that the majority of children with special needs can be in mainstream (normal) schools. But there is a spiritual and moral crisis of Russian society, in which individualistic values is dominated and as a result, there are not real deals of altruistic love. Solving of this problem, the loss of the motivation to support disabled is possible on the basis of the ideal of the supreme value of altruistic love and its realization in the life and behavior of the teacher-students.

2. From the point of view of the logic of development of the educational theory of love.

A topicality of this theme of altruism in inclusive education is proved by the lack of theoretical analysis of its pedagogical and sociological aspects. The logic of the educational theory of love leads to the urgent need for a pedagogical study of deals of altruistic love. Because of the theoretical and practical need for scientific study of the place of altruism in the motivation of teachers` participation in inclusive education has increased. Special sociological-pedagogical comparative analysis of the impact of altruism as value orientation of teachers on attitude to inclusive education in Russia is absent.

Theoretical framework.

Theoretical basis of this study is complex on theories of Russian religious philosophy: V. Solovyev (1982), S. Bylgakov (1987), P. Florenskij (1974), N. Berdyaev (1939), N. Lossky (1994), B. Vysheslavtsev (1994), theory of altruistic love (P.A Sorokin, 1950) and lectures and writings of Mother Teresa (1997).

Altruism is defined as both sacrificial connection with other and a sacrificial act with a purpose to help another person. Altruism is a related notion (İşmen&Yidiz, 2005). Enç and Hançerlioğlu defined altruism as “a state of love directed towards others instead of egoism and self-indulgence” (Enç, 1990; Hançerlioğlu, 1978). Altruism as act of behavior is considered as prosocial act (Boehm, 1979). We can agree with Onatir’s point of view that the main criterion for altruism is the intention to help (Onatir, 2008). Intention to help and responsibility is the important chrematistics of person who tries ultimately satisfies himself for benefits of disabled persons.

Thus, altruism is the system of social behavior, which is based on moral values of mercy, humility and desire to help other people. Altruistic behavior is philanthropic actions. "To do good deals for goodness" is the main idea of altruistic behavior. Altruism is important factor teachers' moral and professional success (Scott & Dinham, 1999) and factor of appearing and development inclusive programs.

Our research is based on the theory of altruistic love of P. Sorokin (1967) which maintains that altruistic love is the main power in society. His elaborate scientific analysis of altruistic behaviour with regard to its higher and lower forms, its causes and effects, its human and cosmic significance, and its core features constitutes the first study on this topic.

In the fundamental work "The Way and the power of love", Sorokin classifies the manifestations of the superconscious phenomenon of altruistic love and offers methods and techniques (for example, the method of good deals), which help the formation of altruistic love and provide its dominance in inner world and human behavior. Sorokin reveals the main actors - producers of altruistic love: certain types of people, social groups or institutions. Among these factors the family is the most important. Family spontaneously has become the most effective institution of human altruization. This level of altruization in the family, which is expressed in the love of parents to children, determines physical and mental health of children and their altruistic behavior. This statement is well proved by two different groups of evidence. On the one hand, a large percent of children unloved and rejected by their parents become physically and mentally disabled people in comparison with children who were loved by members of their families. On the other hand, "a study of all Christian Catholic and Russian Orthodox Saints shows that some 70% of them belong to the fortunate type of altruists. These came from harmonious families and were encouraged by their families in their activities which eventually led to their sainthood" (Sorokin, 1967:198). Thus according the theory of altruistic love the level of altruization in the family determines altruistic behavior of children which come from these families. Altruistic love can help in solving problems of inclusive education.

Various aspects of the theory of altruism in inclusive education are considered in works of Russian researchers. In particular, the concept of altruism is presented in the monograph of Y.B. Ryurikov "Three desire: love her yesterday, today and tomorrow» (1984). Two volumes of "Philosophy of Love" presented a study of this phenomenon in articles of A.N. Chanyshv (1990), V.V. Bychkov (1990), GY Strel'tsova (1990), Y.B. Rurikov (1990) and others.

Semmel et al. (1991) conducted a study entitled, "Teacher Perceptions of the Regular Education Initiative", where they concluded that those teachers were not dissatisfied with a special education system that operated pullout special educational programmes. Dickens and Smith (1995), Johnson (1996) conducted studies of perceptions which held by regular education teachers toward the placement of students with learning disabilities in their classrooms. Ali, Mustapha and Jelas (2006) revealed the attitude of education teachers of primary and secondary schools towards inclusive education in Malaysia. The findings show the attitudes of teachers towards inclusive education generally are positive.

However, pedagogical and sociological aspects of the topic hardly addressed in the literature. Separate works devoted to the impact of altruism as value orientation on teachers still aren't present.

Proposed hypothesis, problem or argument to be responded to, studied or analyzed.

The sociological study allows us to formulate the following hypotheses:

1. If teachers interested weakly or not interested in inclusive education, the main reason for this is that the value system of teachers can be far from altruistic.
2. Altruism as value orientation influences activities and participation of teachers in inclusive education in modern Russia.

We think that altruistic motivation is connected with level of participation of teacher in inclusive education.

Data and Methodology.

1. The research objective.

The objective of our study is to reveal what kind of system of spiritual and moral values influence on the attitude of future teachers on education of the disabled.

2. The participants.

The quantitative investigation was conducted among students of the Faculty of Arts in St. Petersburg State University (60 people), students of the Faculty of Philosophy, Theology, Religious Studies (FBR) of Russian Christian Humanitarian Academy (50 students), students of the Faculty of Psychology Russian Christian Humanitarian Academy of different courses (20 people).

3. The instruments.

We have used a questionnaire and data proceeding carried out in SPSS.

Results.

Respondents were asked for to rate on a scale of priority values of three groups: the spiritual and moral values, social values, utilitarian value (See Table 1).

Table 1. Results of ranking values of students in secular universities (%).

Values	Students	Group of values
1. Family	96,08	2
2. Happiness	95,72	3
3. Interesting work	91,24	3
4. Love (as a higher, spiritual feeling)	90,16	1
5. <i>Mercy to the disabled (altruism)</i>	78,08	1
6. <i>Support of disabled people</i>	77,28	1
7. Truth	75,22	1
8. God	72,04	1
9. Commandments (moral law)	60,2	1

Note: group 1 - spiritual and moral values, group 2 - social values, group 3 - utilitarian values.

It is the most important for future teachers, being studied at secular universities are such values: Family (96.08%), Happiness (95.72%), Interesting work (91.24%), and Love as the highest spiritual sense (90.16%). They are following: friends, goodness, justice, physical health and career. Such values as mercy to the disabled (altruism) (78.08%) and support of disabled people (77.28%) are not so important. Their place is in the middle values hierarchy. It is remarkable that for young people a value “moral norms” is little (60.2%) (See Table 2).

Table 2. Value orientations of young generation of future teachers (%)
(pedagogical specialization).

Values	1	2	3	4	5	Total
1. Truth			8	31	61	100
2. Good	5	5	15	24	51	100
3. God	4	5	9	12	70	100
4. Love (as a higher, spiritual sense)	2	3	7	22	66	100
5. Support of disabled people	12	7	21	36	24	100
6. Mercy to the disabled (altruism)	8	5	27	21	39	100
7. Happiness	3	7	22	24	44	100

How does value of mercy to the disabled (altruism) form the system of students` values? The most important for students are such values as Truth (100%), God (97%), Family (90%), Happiness (88%) and Love (98%). Values “Mercy to the disabled (altruism)” (84%) and “Support of disabled people” (79%) are in the middle values hierarchy, but as soon as we talk about real altruistic behavior in supporting disabled people, it doesn’t happen. Future teachers are not aware of the importance of value of mercy to the disabled in pedagogical activity (See Table 3).

Table 3. Value orientations of theology students (%).

Values	1	2	3	4	5	Total
1. God	0	0	5	5	90	100
2. Religious community	0	0	10	27	63	100
3. Support of disabled people	0	0	11	46	43	100
4. Mercy to the disabled (altruism)	0	0	20	21	59	100

Next block of questions connects with declared behavioral stereotypes of students. The main question of this block: “Does your religiosity really stimulate to support people with disabilities?” (Yes-76%) The results of responses to this question are presented in the table (See Table 4).

Table 4. Answers to the question “Does your religiosity really stimulate to support people with disabilities?”

	Percent
Yes	76
No	12
Difficult to answer	12
Total	100

CONCLUSIONS.

Inclusive education in Russia needs to develop. Goodman D. (2011) wrote about importance of moral motivation in supporting inclusive and other kinds of education. It is important to find ways of increasing of altruistic motivation of teachers in inclusive education. Teachers-altruists can support inclusive education better.

The results of the pilot research showed that altruism as value orientation determines the behavior of future teachers. The attitude to the formation of a particular teacher to disabled depends on what system of value orientations exists in his/her outlook and behavior. An increase in interest in inclusive education is connected with concrete statistically defined characteristic of altruistic

behavior. These characteristics are the implementation of altruism in the social behavior of the individual.

Using sociological instruments reveal the interest of teachers in Russia (St. Petersburg) to people with disabilities and their education. In Russia, the teachers' interest to children with disabilities and their education has the lower level. The results show that students are poor interested in values of inclusive education. The main reason of this problem situation is the lack of altruism in mentality and behaviour of people in Russia.

It is difficult to prepare inclusive teachers without involvement of altruistic component into teachers' education. Sorokin showed that altruistic behaviour and altruistic love is "one of the most important factors of longevity and good health; being loved by others and loving others seems to be as important a single factor of vitality as any other" (Sorokin, 1967). The importance of this conclusion is proved by data of investigations. Thus, the main problem of future research should answer the question how to bring an altruistic motivation of teachers in their everyday working process and organize their activities and participation around inclusive education model in Russia.

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