

FEATURE

Characteristic of social competence “cooperation” in schoolchildren 9-11 years old, studying in inclusive classes

Natalia Flotskaya, n.flotskaya@narfu.ru

Director of the Higher School of Psychology and Pedagogy,
Northern Arctic Federal University

Svetlana Bulanova, s.bulanova@narfu.ru

Deputy Director of Higher School of Psychology and Pedagogy,
Northern Arctic Federal University

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Characteristic of social competence “cooperation” in schoolchildren 9-11 years old, studying in inclusive classes

Natalia Flotskaya, n.flotskaya@narfu.ru

Director of the Higher School of Psychology and Pedagogy,
Northern Arctic Federal University

Svetlana Bulanova, s.bulanova@narfu.ru

Deputy Director of Higher School of Psychology and Pedagogy,
Northern Arctic Federal University

Synopsis

The article is devoted to inclusive education in subarctic region. The aim of the article is to find out special features of social competence "cooperation" at schoolchildren between of 9-11 years, studying in mainstream and inclusive classes in Arkhangelsk schools. The main indicators of the social competence “cooperation” are analyzed, we have also compared these indicators at school children in inclusive and comprehensive (mainstream) classes. It is noted that almost all these indicators are lower in inclusive education than in comprehensive classes, which is due to lack of specific inclusive technologies, lack of teachers' experience working in inclusive education.

Keywords: inclusive education; social competence of cooperation; schoolchildren 9-11 years old

Introduction

Inclusive education occupy a special place among modern trends in educational systems. Teachers of the Northern Arctic Federal University work on research of inclusive education problems. Since even in primary school, students begin to form social competencies necessary for the successful implementation of inclusive education, an important task is to study the process of forming social competencies, especially such competence as "cooperation." As indicators of social competence "cooperation" in the context of inclusive education, the following can be identified: involvement as an emotional and intellectual state that motivates the work to be done as best as possible; initiative, as an activity to begin, activity to continue to do something; motivation for cooperation, as a technological chain of actions, including target components; the acceptance of a role as the process of entering into a role, which consists in determining the individual's position in the group (Flotskaya, Bulanova, Voljskaya, Usova, 2014).

Aim

To find out special features of social competence "cooperation" at schoolchildren between of 9-11 years, studying in mainstream and inclusive classes in Arkhangelsk schools.

The process of research

The study of social competencies was conducted at the Comprehensive Schools in Arkhangelsk and Severodvinsk. The respondents were 86 primary schoolchildren between the age of 9-11 years who are studying in inclusive (classes for both pupils without disabilities and pupils with disabilities – 42 children) and common education classes (pupils without disabilities – 44 children). We have used the following methods: “Mittens” Tsukerman (1990), modified questionnaire for children between of 9-11 years of A. Mekhrabian (Vasiljeva, 2014).

During the investigation Tsukerman’s “Mittens” method was used with children without disabilities and children with special needs. In pairs they drew patterns on mittens. Children between of 9-11 years were given drawn mittens (mittens stencils) and they had to colour them together. The researcher estimated involvement, initiative, motivation for cooperation, and evaluated similarity of the patterns on the mittens. The obtained results made it possible to make a quantitative and qualitative assessment of the level of social competence of "cooperation" among the primary schoolchildren both in inclusive classes and in common education class. The analysis of the experimental data made it possible to evaluate productive joint activities in the cooperation of primary schoolchildren. Children with without special needs, who study in inclusive classes 9 children (43%) and children with disabilities, who study in inclusive classes 10 children (45%) showed a high result of productive joint activity, considering the similarity of patterns on the mittens during cooperation. Children with high rates of productive joint activity are able to negotiate, come to a common solution, persuade, argue, organize mutual control during the activity; they have positive emotional attitude to joint activities (children worked with pleasure and interest). These students have mittens with the same or very similar pattern. Children actively discussed the possible version of the pattern; came to an agreement on the method of coloring the mittens; compared the modes of action and coordinated them, building a joint action; followed the implementation of the adopted plan. The high level of productivity of conscientious activity characterizes the social competence "cooperation". The medium level of productive joint activity considering the similarity of patterns on the mittens was revealed in 5 children (24%) with without special needs and 12 with disabilities (55%) in inclusive classes, in 44 children (100%) in common education classes. For this category of children, there is a partial similarity in the figures - some signs (colour or shape of some details) coincide, but there are also noticeable differences. Emotional attitude is neutral - they interacted with each other because of necessity. During the fulfillment of the task, they controlled each other partially. The existence of an average level of productive joint activities in inclusive classes can be explained by the existence of other conditions for the cooperation of children, namely, the need to cooperate with children who have other educational needs. Primary schoolchildren with without special needs, studying in inclusive classes 7 children (33%), showed a low level of productive joint

activity considering similarity of the patterns on the mittens. These children could be characterized by a lack of ability to negotiate, to come to a common opinion, they did not exercise mutual control during the activities. In the patterns there was more difference or no similarity at all. The absence of the social competence of cooperation in joint productive activity may be due to negative emotional attitude towards joint activity, ignoring each other and quarrels.

We continued studying social competence "cooperation" with the same children, using a modified questionnaire by A. Mehrabian (Vasiljeva, 2014) for primary schoolchildren. The children carried out the test by expressing agreement or disagreement with the statements. The analysis of the results gave opportunity to draw a conclusion about such characteristics as initiative, involvement, acceptance of the role and motivation for cooperation.

"Initiative" appeared to be present with 5 children (25%) with without special needs in inclusive classes and 8 with disabilities (40%) studying in common education classes, which indicates that they are active to begin, active to continue doing something, start new cases, and involve other people in this process. "Initiative" appeared to be partially formed in 10 primary schoolchildren (45%) with without special needs who are studying in an inclusive class, 5 children with disabilities (25%) in inclusive classes. The "initiative" is not formed in 6 primary schoolchildren with without special needs (30%) who are studying in an inclusive class, 8 with disabilities (35%) studying in inclusive classes.

"Involvement" appeared to be completely formed in 6 primary schoolchildren with disabilities (30%) studying in common classes, and in 5 children (24%) children with without special needs who study in inclusive classes, which indicates that they have developed an emotional and intellectual state that motivates them to perform their work as best as possible. "Involvement" appeared to be formed partially in 10 primary schoolchildren with without special needs (48%) who study in inclusive classes, and 5 children with disabilities (25%) in inclusive classes. The "involvement" parameter did not appear to be formed in 6 children with without special needs (28%) and in 10 with disabilities (45%) studying in inclusive classes. This may be due to the reluctance to perform the task better in the situation of cooperation with a child with disabilities. In 7 (from 44 examined) primary schoolchildren without disabilities (17.5%) who study in common classes, this parameter is also not formed, which may be due to different development levels of children.

The social competence of "cooperation" is characterized by the "acceptance of a role", that is considered as a technological chain of actions, including target components. The "acceptance of the role", namely, the process of entering the role, which consists in determining the individual's position in the group, his or her relation to this position, the idea of the requirements of this social position, the sense that this role has and the corresponding

behavior, is formed in 11 the primary schoolchildren (50%) with without special needs who study in inclusive classes, 0 children with disabilities (0%) and in 17 (from 44 examined) children (37.5%) studying in common education classes. Partially formed in 9 children with without special needs (43%) studying in inclusive classes and 11 children with disabilities (50%) studying in inclusive classes. In common classes for children without disabilities this indicator is partially formed only in 20 children (45%). It is not formed in 2 primary schoolchildren with without special needs (7%) who are studying in inclusive classes, 11 children with disabilities (50%) in inclusive classes/ In common classes the indicator the "acceptance of the role" is not formed in 7 children (17.5%).

The social competence "cooperation" is characterized by the motivation for cooperation as a process of entering into a role, which consists of determining the individual's position in the group. Motivation for cooperation is formed in 3 primary schoolchildren with without special needs (14%) who are studying in an inclusive class, and in 14 children (from 44 examined) (32.5%) of common education classes. The obtained results indicate the formation of motivation - a set of sustainable motives that determine the tasks, content and nature of the activity. This parameter is formed partially in 13 primary schoolchildren with without special needs (62%) of who study in inclusive classes and in 16 children with disabilities (75%) studying in inclusive classes and in 21 children (from 44 examined) studying in common educational classes. It is not formed in 5 primary schoolchildren with without special needs (24%) studying in inclusive classes, in 5 with disabilities (25%) studying in inclusive classes and in 8 children (from 44 examined) (20%) of children studying in common educational classes.

Discussion

The analysis using Tsukerman's "Mittens" method allowed an evaluation of productive joint activity in the cooperation of junior schoolchildren. Almost half of the children (both with without special needs and with disabilities) in inclusive classes showed high level of productive joint activity, considering the similarity of the patterns of the mittens and in cooperation process itself. Children studying in inclusive classes also had medium and low level of productive joint activity. Normally developing children studying in common classes (without with disabilities) didn't have high level of productive joint activity all of them were on medium level of productivity.

The analysis of research by method of modified questionnaire for primary school children by Mehrabian allowed to find out that in inclusive classes there prevails children with partially formed or not formed the indicator "initiative", this applies both to normally developing children, and to primary schoolchildren with disabilities. We have got the similar results also on indicator "involvement". We'd like to mention that only in 7 children from 44 examined primary schoolchildren with without special needs studying in common education classes is

not formed. The indicator "acceptance of the role" in with disabilities studying in inclusive classes is partially formed or not formed at all. The most of normally developing children studying in inclusive classes have formed or partially formed acceptance of the role. Most of the children studying in common classes (without with disabilities) have formed or partially formed acceptance of the role. The indicator "motivation for cooperation" is formed or partially formed in the most of children studying at both inclusive and common classes.

Conclusions

Primary school children studying in inclusive classes (both normally developing and children with disabilities) are able to cooperate productively. Primary school children studying both in inclusive and common classes are highly motivated for cooperation. Understanding an acceptance of their social role is typical for normally developing children studying both inclusive and common classes, with disabilities have difficulties connected to this. Primary schoolchildren studying in common classes are motivated for social cooperation. In inclusive classes both in normally developing and with disabilities tendency to aggression prevails.

The study of such indicators of social competence "cooperation" as involvement, motivation for cooperation, acceptance of the role, initiative, productivity of joint activity in primary schoolchildren, shows that almost all of these parameters are lower in inclusive classes than in common education classes. Thus, a number of indicators characterizing the social competence of "cooperation" in inclusive classes are lower than in common education classes. In our opinion, this is due to the inefficiency of specific inclusive technologies and methods, lack of experience in implementing inclusive education by teachers, and the need for the formation of appropriate social competencies among teachers themselves.

Generally, inclusive education is the most promising direction for expanding the social potential of people with disabilities, as it gives them the opportunity to acquire a certain cognitive, communicative, social, psychological experience necessary for successful adaptation to existing living conditions and further activity in the society.

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