

Teacher competence to work with children with special educational needs

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Abstract

As key stakeholders in the educational process, preschool and primary school teachers during their initial education and their professional development, acquire numerous skills that enable successful implementation of their knowledge. The inclusion of children with special needs in the mainstream education system means adequate competence of teachers to work with them, competence which has crucial meaning for successful implementation of inclusion. In this process, the key question is "Do teachers feel competent to implement successful inclusion? In order to give answer of this question, we realize a study on sample of 75 primary school teachers and 35 preschool educators from Stip, Republic of Macedonia. The aim of the realized research was to examine the views and opinions of preschool and primary school teachers from Republic of Macedonia about their competence for successful implementation of inclusive education, to determine the possible differences between two groups of teachers in terms of their views about their competence for performing inclusive teaching/educational work and to identify recommendations to improve inclusive education. We used method of theoretical analyses, descriptive-analytical and descriptive-explicative method, technique analysis of the documentation and technique survey, tools: questioner with scale for self-assessment. Data processing is a qualitative and quantitative analyses (measures of central tendency and measures of dispersion, chi-square test). The survey results show the need to strengthen this competence among teachers by identifying new forms and additional education, vocational training.

Keywords: competence, inclusion, professional development, initial teacher education;

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