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### **PREPAREDNESS OF THE EDUCATION INSTITUTION PEDAGOGUES FOR IMPLEMENTATION OF INCLUSIVE EDUCATION IN Khabarovsk Kray**

**Abstract.** The article deals with the problem of preparedness of secondary school teachers for implementation of inclusive education in Khabarovsk Kray. Inclusive education of children with special educational needs is one of the main problems of the modern general education practice. By now, the problem of preparedness of secondary school teachers for implementation of inclusive education in Khabarovsk Kray has turned out to be underinvestigated both in theoretical and experimental aspects. In the period of active development and implementation of inclusive education, the main task is to ensure the formation of personal and professional preparedness of secondary school teachers for implementation of inclusive education and the development of professional competences and skills of designing individual educational programs for children with special needs. Inclusive education as uniform development, education and upbringing of children with special educational needs and typical children can lead to radical changes in the education system as a whole. The article carries the results of the teachers' ideas about children with disabilities in the modern education system, considers personal and professional preparedness of secondary school teachers for implementation of inclusive education, and analyzes the preparedness of education institution teachers for implementation of inclusive education. The specificity of the modern education and the implementation of the new FSES determine the urgency of preparedness of secondary school teachers for implementation of inclusive education. In the course of her future investigation, the author of the article intends to study the ideas of teachers of different education levels about children with special educational needs and to analyze personal and professional preparedness of secondary school teachers for implementation of inclusive education in Khabarovsk Kray.

**Keywords:** inclusive education; inclusion; personal training; professional preparedness; teachers; training of teachers; general education institutions; children with disabilities.

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Inclusive education of children with special educational needs is one of the main tendencies of development of the modern general education practice. The processes of integration which are developing fast in modern Russia have outrun the theoretical approaches to the given phenomenon in the home defectological science and the experimental research in this field [8; 9; 10].

Among other problems, the problem of professional competence of pedagogues working under the conditions of inclusive education appears to be underinvestigated as well [1; 2; 3; 8; 9].

Organization of efficient inclusive education needs special training of the pedagogical staff. Its purpose is to teach the future pedagogues-defectologists and the teachers of mass schools and kindergartens the foundations of special pedagogy and psychology, to train them in special teaching technologies ensuring the implementation of the individual approach to a non-typical child [4].

The central role in pedagogical practice belongs to the pedagogue, whose activity determines the effectiveness of the reforms under way. Transition from the traditional system of education to a wider range and higher quality of educational services, specifically to the work with children with disabilities, presents new requirements to the pedagogue, because the well-formed preparedness of the pedagogues for new educational challenges, especially in inclusive practice, is a prerequisite for achievement of high outcomes in academic training and upbringing [1; 6; 7; 11].

S. V. Alekhina notes that it is not at once that the pedagogues master the professional roles which are needed for work in the inclusive environment [1; 2; 3].

Thus, the urgency of the given research is determined by the significance of the study of the notion of the pedagogues' preparedness as the basic factor of effectiveness of the process of management of teaching children with disabilities at the

stage of implementation and development of inclusive education.

Within the framework of the project “Preparedness of the pedagogues of education institutions for implementation of inclusive education in Khabarovsk Kray” (Agreement № 146/2017Д of June 5, 2017), we have carried out an investigation of preparedness of teachers of general education institutions of Khabarovsk Kray for implementation of inclusive education.

The research problem presupposes the study of the professional-personal and motivational properties of the pedagogues which influence the optimal implementation of inclusive education in a general education institution.

The sample for the given research included 180 pedagogues of education institutions of the cities of Khabarovsk, Komsomolsk-on-Amur, Nikolayevsk-on-Amur, Amursk and the settlements of Yagodnyy, Novyy Urgal, Snezhnyy, Solnechnyy, Bere-zovyy, Molodezhnyy, Khurba and other urban localities of Khabarovsk Kray.

Analyzing the *value-oriented motivational* component of the personality of the pedagogue we have found out that the optimal and excessive levels of tolerance are represented evenly (50%). This means that the given group contains even numbers of people who are able to accept another person, to understand him, to feel for him and to

demonstrate it in open and trustworthy interaction with pupils and colleague, and of people who, on the contrary, are not always able to accept another person, especially if it is a person with disabilities. 90 persons have demonstrated exaggerated tolerance which breeds intolerance. It means that half of the pedagogues are unable to accept another person, to understand him or have sympathy for him. This may lead to a biased attitude of the pedagogue to children with learning disabilities.

In such parameter as *self-actualization*, high values on the time orientation scale, determining the number of pedagogues capable to live the present-day life in all its complexity and to feel the inseparable connection between the “past”, “present” and “future” were obtained by 70% of the sample (126 persons). Low values on the time orientation scale were characteristic of 30% of the pedagogues – they demonstrated discrete perception of the present time, i.e. their “present” is for them either “a fatal consequence of the past” or just a preparation for the future “real life”.

Analyzing the data on the support scale we have found out that none of those tested are prone to dependence, conformism, or indecisiveness. The persons under test are not subject to external influence or pressure from the outside.

The data obtained on the scale of value orientation testify to the fact that 70% of the pedagogues share the values of self-actualization. And the pedagogues note that they are at times subject to pressure from the school administration, especially when they are going to give the child a bad mark.

High values on the flexibility of behavior scale are characteristic of 70% of the respondents. Judging from the data obtained, we may come to the conclusion that the pedagogues show a high level of behavior flexibility in realization of their values and interaction with people, and can quickly and adequately respond to the changing situation.

High values on the self-respect scale are present in 50% of the pedagogues under test (90 persons). This shows that only half of the teachers are capable to value their merits, positive traits and respect themselves. The other half of those tested showed low values, i.e. the given category of pedagogues are hardly able to value their merits, positive traits and respect themselves. Such indicators might testify to the fact that the pedagogue directly associates their own merits with the pupils' success. And we can agree here with S. V. Alekhina: a child with special educational needs may become a hindering "factor" for the personal preparedness of a teacher, because such pu-

pil may fail to demonstrate learning achievements for a long time [1; 3].

Studying the results obtained in the course of the data analysis on the self-acceptance scale, we have figured out that the high level of acceptance of oneself as one is, irrespective of assessment of one's merits and flaws, is more characteristic of 40% of the pedagogues working in general education institutions of Khabarovsk Kray. Low values on the given scale have been detected in 108 pedagogues (60%). This means that the given group of pedagogues have a low level of acceptance of themselves as they are, that they are dependent on the assessment of their merits and flaws.

On the scale of ideas about the nature of man, high values were demonstrated by 20% of those tested. These pedagogues showed a tendency to assess the nature of man as basically positive according to the principle "people are usually kind". The low level of the tendency to assess the nature of man as basically positive according to the principle "people are rarely kind" was demonstrated by 80% of the pedagogues, which, to our mind, may have a negative effect on organization and implementation of teaching children with special needs.

On the scale of synergy, high values were singled out in 90 people (50% of the pedagogues). It is

such specialists that are capable of holistic perception of the world and the people, of understanding connections between opposites, such as the good and the evil, the body and the spirit, etc. Nevertheless, it should be noted that pedagogues incapable of holistic perception of the world and the people have not been revealed. Half of those interviewed showed average values on the synergy scale.

Analysis of the data on the attitude to aggression scale showed that 40% of the respondents consider their irritation, anger and aggression as natural manifestations of human nature; the remaining 60% of the pedagogues (108 persons) have low values on this scale, which indicates the ability of the specialists to control their aggressive state, though some of them note that this control needs great effort.

High values on the scale of communicability are characteristic of 30% of the pedagogues. Such people are capable to build fast and strong relationships with other people, to communicate with them; they have no negative responses during communication with children with disabilities.

Analysis of the data on the cognitive needs scale showed that a thirst for knowledge about the surrounding world is not characteristic of any of those tested. Such results may be interpreted as unwillingness to get extensive knowledge about

children with disabilities and the specific nature of their learning and reluctance to overcome the notorious stereotype of perception of children with special educational needs and disabilities.

Thus, we have discovered the following properties of personal preparedness of the pedagogues under test:

- ability to live spontaneously feeling the inseparable connection between the “past”, “present” and “future”, having a philosophical attitude to life making it possible to accept social life and physical reality;

- on average, flexible behavior in the realization of one’s values and in the interaction with other people;

- difficulties to address the changing situation quickly and adequately in case of need;

- ability of holistic perception of the world and the people, of understanding connections between opposites;

- ability to build fast and strong relationships with other people to communicate with them; absence of difficulties in cases of interaction with children with disabilities and their parents is characteristic of the minor part of the pedagogues;

- ability to value one’s own merits and positive traits and respect oneself is manifested less clearly; on the whole, to accept oneself as one is irrespective of assessment of one’s merits and flaws.

Thus, taking into account that the motivational-personal component of the pedagogues of general education institution's preparedness is one of the leading factors, we have worked out programs of short-term courses of professional retraining, including lectures and practical sessions, trainings and variants of psycho-pedagogical support for pedagogues aimed at improvement of the inclusive culture and realization of the corresponding ideology for organization of work with children with special educational needs and disabilities under the conditions of inclusive education [6; 13; 14; 15].

This stems from the fact that it is the ideology of inclusion that changes self-education and makes the pedagogue face the challenges connected with goals, values and meanings. Educational practice changes on the background of the pedagogue's professional search, and it is the pedagogue that is the "heart" of inclusion – the main condition of successful realization of inclusive principles and their implementation in pedagogical practice [1; 2; 6; 10].

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