

READINESS OF PRE-SERVICE TEACHERS TO IMPLEMENT INCLUSIVE EDUCATION

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Abstract: Inclusive education should ensure the successful socialization of all children, regardless of their psychophysical development and condition. The purpose of the paper was to study the necessary professional and personal competencies of pre-service teachers of inclusive education, as well as to search for methods of forming necessary competencies among students at a university. In this study, we used several general theoretical methods of scientific cognition and information collection. In the course of the study, we examined concepts such as “inclusive education”, “pedagogical and psychological readiness”, “personal qualities”, etc. A set of methods were developed aiming to develop the necessary competencies for pre-service teachers of inclusive education. It was established that working in an inclusive classroom requires a teacher to have a wide range of personal characteristics, as well as pedagogical and psychological readiness to work with children that have different educational needs. The practical significance of the study is conditioned upon the fact that the developed set of methods is ready for use in the pedagogical activity. Thus, it would be effective in the process of formation of the necessary qualities and development of professional and personal readiness of inclusive education pre-service teachers.

Keywords: children with special educational needs, tolerance, psychological training, internal motivation, pre-service teacher, inclusive education.

Introduction

Inclusive education is a process of collaborative education and upbringing of children with special educational needs and neurotypical devel-

opment. In the process of inclusive education, students with disabilities have the opportunity to succeed in their social and psychological development. Inclusive education is a form of education in which students with special educational

needs have an opportunity to go to school with their brothers, sisters, and neighbors, study classes together with their peers, follow individual learning goals that fit their abilities and needs, and receive the support they need. Inclusive education requires special psychological and pedagogical readiness teachers, not only specially created comfortable conditions for children with special needs (Alekhina et al., 2011; Alekhina & Zaretsky, 2010; Boyko, 1996).

One of the goals of inclusive education is to create a psychologically nurturing educational environment. The socialization of children with special needs with their peers shall be ensured through their interactions, mutual assistance, and support. From an early age, a child with special needs has the opportunity to overcome difficulties, fully experiencing life as a member of society (Derkach & Kuznetsov, 1993; Kuzmina, 1990).

In the process of socialization, the child acquires a new experience, assimilating the rules and norms of behavior of the environment, and also overcomes emerging problematic situations and thereby enters a new stage of development. The task of the educational institution is to ensure the full and comprehensive development of children with different special needs, considering their age, individual characteristics, and educational needs through qualified assistance and support.

The development of an inclusive learning system is a long-term strategy that requires patience, perseverance, continuity, and a comprehensive step-by-step approach for its implementation. The teacher occupies a special place in this system. The efficiency of inclusive education in the traditional educational system depends on the teacher's emotional stability and willingness to accept children with special educational needs. Inclusive education involves the organization of an educational process different from the traditional one, which requires teachers to have a high level of expertise and readiness for professional and personal development (Slastenin, 1982; Kuyini et al., 2020; Šuhajdová, 2019).

In addition, the works of national and foreign authors are devoted to this issue, but this problem is not studied enough in Kazakhstan and needs additional research. There are a few methods for developing the emotional stability, empathy, tolerance, and psychological readiness of teachers

to implement an inclusive educational system. Inclusive education is an educational innovation for Kazakhstan. Each new technology goes through several stages of development, and at the moment it is an implementation stage characterized by spontaneity on the one hand, and on the other – attempts from a scientific standpoint to assess the conditions of readiness to accept the new (Kefallinou et al., 2020; Magnússon et al.; Nagymzhanova et al., 2020).

In pedagogical practice, a central role is played by a teacher whose activity affects the effectiveness of the changes that require a qualitative modernization of the training of future professional teachers in the field of inclusive education. Qualitative revision of the conventional system for pre-service teacher preparation is required for the effective implementation of inclusive education. This transition towards a better quality of education brings up new requirements and higher standards for pre-service teachers to obtain. A necessary condition for achieving high educational results is the psychological readiness of teachers for inclusive practice. Teachers usually have some psychological “barriers”: fear of the unknown, fear of harming inclusion for other participants in the process, negative attitudes and prejudices, professional insecurities, resistance to change, and psychological resistance to working with “special” children. This puts the management of educational institutions implementing inclusive principles in front of serious problems in the development of teachers’ psychological readiness for the introduction of inclusive education (Koh, 2021; Makoelle, 2020; Paseka & Schwab, 2020; Qiao et al., 2020).

The main professional and personal quality of a pre-service teacher of inclusive education should be the willingness to pedagogically and psychologically support children with developmental challenges and disabilities. This includes also empathy, tolerance, pedagogical optimism, altruism, and responsibility for their priorities and results. The source of their training is the personal qualities of the student, who must be ready for changes and perform work as efficiently as possible. The basis for the education and maintenance of such qualities is the ability to constantly and objectively diagnose personal resources, and to recognize their compliance with the purposeful training of these professional and personal qualities. The necessary professional

and personal assessment is important from the initial stages of preparation of pre-service teachers when they start getting their first impression of the profession.

Materials and Methods

In this study, several general theoretical methods of scientific cognition were used, as well as methods of collecting information. For example, such a method as the analysis was used, the methodology of which consists of dividing the object of study into simpler parts, up to the achievement of its main components, so that it is easier to explain the reaction or behavior of an individual element than many as a whole. The reverse process is the gathering of the components of a single whole and the study of the subject in the unity of its characteristics. This is called synthesis, which is also used in this study. Scientific methods are research methods that allow obtaining new knowledge that integrates or even replaces existing ones, and thus the science is generated. On the other hand, a scientific model is a representation of a phenomenon (in most cases formal) that is used for analysis, description, explanation, and modeling – in general, research, control, and prediction of these phenomena or processes.

This research took place in several stages. The first stage was the selection of the subject – this stage determines the approach by which the research will be conducted. The second stage is a review of the literature on the subject and the selection of sources that will contribute to the research. It is important to check the existence of other works devoted to the same subject, which aspects do they cover, and which aspects were not researched sufficiently, and where is a need for new information. The third step is the substantiation of the study, it is important to understand the purpose of conducting it. This should be justified and have scientific substantiation. The future reader of a paper should understand why time was spent studying this subject. To find a substantiation, it is necessary to answer the following questions: what is the relevance of this subject for the scientific community? What is the significance of this work? The fourth stage was the development of the research issues since before starting the study, it is necessary to formu-

late the problem to which it is devoted. In addition, while justifying the need for the study, it is necessary to clearly understand what should be solved through this study. The fifth stage was to determine the purpose of the study, which should reflect the intentions of the study, as well as what results are expected to be achieved, and what contribution this study will make to a particular area of research. The purpose of the study breaks down into several objectives that are derived from the general study objective, and are further divided into more specific objectives. The sixth stage included the selection of the appropriate methodology for the chosen purpose of the study. At this stage, the following is determined: the type of study, sample questions, data collection tools, and how data will be analyzed. The seventh stage is the actual data collection, which is the result of the conducted research. This is the main stage, the completeness and success of which depend on the correctly implemented previous stages of the study. The latest stage includes the finalization of study results and written representation of the findings.

Results and Discussion

A teacher working with children with special educational needs should be psychologically prepared to accept them. A teacher shall be prepared to create special methodological conditions for children with special needs within the existing system of traditional education. It is important to have the necessary knowledge and skills to develop and implement methods of teaching, and principles of behavior for overcoming and development purposes. The emotional and psychological readiness of a teacher to practice inclusive education is the level of knowledge, skills, and professionalism that allows them to make rational decisions in this educational setting. Psychological readiness is the result of professional training and personal characteristics, and it serves as one of the components for the success of the professional activity (Miller et al., 2020; Boyle & Anderson, 2020).

There is a need to distinguish between the psychological readiness of a teacher for inclusive practice, and cooperation with children with special educational needs, from the inclusive competence of a teacher.

Inclusive competence is the ability to solve professional tasks in the course of inclusive education considering the diverse learning needs of students and ensuring the adaptation of a child with special educational needs to the life of a general educational institution, the atmosphere for its development, and self-expression. Inclusive pedagogical competence includes the following components: motivational, cognitive, and reflexive.

Psychological readiness to cooperate with children with special educational needs is a complex system of development that includes the following interrelated components: motivating, gnostic, functionally active, evaluative, and reflexive. Despite this, the structure of psychological readiness includes the following components: emotional acceptance of children with different types of developmental disorders (acceptance-rejection); willingness to involve children with various forms of disability in classroom activities (inclusive isolation); satisfaction with their learning (Becker & Anselmo, 2020; You et al., 2019).

Thus, we can conclude that one of the fundamental psychological processes affecting the effectiveness of the inclusion of a student in the process of general education, and the effectiveness of the teacher's work, is the psychological acceptance of a child with special needs by the teacher. Emotional acceptance has a professional "barrier" – the teacher psychologically cannot accept a student in whose success he does not have confidence in. The teacher does not know how to evaluate students' performance, or how to test students' knowledge. For the process of successful emotional acceptance of children with special needs by the teacher, teachers need to develop empathy for such a student.

The empathy of a teacher for a student is not only one of the forms of respect but also an indicator of full personal interest in communication, a kind of "work on himself" for a teacher in the difficult process of educating students. Sensitivity is expressed in the ability to look at oneself and the current situation from a side and to evaluate one's actions and behavior when working with children with special needs. The ability to empathize not only increases the relevance of the perception of the "other" but also leads to the establishment of positive and effective relationships with children. The expression of empathy finds an emotional response in the student, and

positive relations are established between the child and the teacher. To be emotionally fully prepared for the introduction of inclusive education, it is important that the teacher masters the skills of empathic listening. Empathic listening shows the child that their feelings and experiences are accepted, understood, and interesting to the teacher.

In the long list of teachers' necessary professional qualities, one of the most important qualities is stress resistance. The developed socio-psychological tolerance of the teacher's personality is a factor of social adaptation to stressful situations. Intolerance is mainly caused by personal stereotypes and a negative attitude to interpersonal evaluation. Tolerance is the result of a conscious decision and can be defined as the principle of human interaction with other people, as well as from the readiness to form one's world so strongly and flexibly that it is open to interaction with others (Kuyini et al., 2020; Okech et al., 2021). The development of a teacher's readiness for inclusive educational practice includes the following personal characteristics: a conscious choice of options for their professional behavior; the ability and willingness to select rational means and methods of self-development; the organization of a teacher's activities in a team; the ability to move freely in the system of techniques and methods of pedagogical activity. The criteria of a teacher's readiness for inclusive educational practice can be awareness of the need for innovation; confidence that an innovation adopted for implementation will lead to a positive result; compliance with personal goals of innovation; willingness to overcome mistakes; technological equipment; positive monitoring of teacher's previous experience of inclusive activity; professional reflection skills; necessary knowledge, abilities, and skills; flexibility of thinking and behavior depending on the situation; a propensity for creativity and expectation of the desired pedagogical result already when choosing an impact strategy.

The optimal process of training a teacher's psychological readiness to integrate students can be achieved through the introduction of complementary materials into the academic curriculum of universities that strengthen teachers' interest in inclusive practice, forming their skills of independent acquisition of knowledge, and their use in organizing work with children with special

educational needs. Nurturing tolerance, positive attitude, and empathy for children with special needs reduce psychological stress and create positive motivation to work with children with special educational needs. In the scope of inclusive education, high demands are placed on the teacher's personality, which is not the same for teachers working in traditional educational institutions, so not everyone could be suitable for the job. Psychological readiness for inclusive education implies the development of a certain mindset based on the following values and beliefs:

- children with special needs have the right to study and develop together with so-called neurotypical children;
- co-education should not only help children with special to learn social interaction but also develop empathy, tolerance for others' behavior, as well as other humanistic values in neurotypical children.
- teaching children with special needs together with neurotypical children inevitably leads to special educational complexities, and teachers should be prepared to manage it;
- teaching children with special needs requires separate methodological training – the development, adaptation, and implementation of special programs or educational technologies;
- all children can take part in collaborative group work, while different learning goals can be set for each of them;

The prerequisite for the success of an effective teaching process is the acceptance of children with special needs with their characteristics to help them to achieve their goals.

The development of such a position requires a humanistic worldview, enthusiasm, and self-care skills. Without the latter condition, a teacher working in a complex inclusive environment has a higher risk of getting so-called professional burnout. To prevent emotional burnout, it is necessary to create an informal space where teachers can share both their difficulties and their successes. The format of interactive seminars, clubs, and social study groups. The main purpose of such events is psychological relief, getting rid of anxiety and emotional stress.

In addition, the introduction of an inclusive approach in schools is impossible without the active support of the administration. It is necessary to carry out methodological and psychological training with the team and teachers to bring

all employees to the same understanding and awareness. The development of a single framework for dealing with difficult situations is crucial so that every employee knows what actions to take and to whom to turn.

The main challenges for teachers working with a class in the framework of inclusion are: children with special needs may demonstrate complex behavior that disrupts the learning process, sometimes children may display aggressive behavior towards others, which may pose a threat to the health and well-being of other children; sometimes children may each other by reacting to other's behaviors; parents of children may demand immediate action, up to the removal from the classroom of an uncomfortable student; and also children may not be able to acquire the curriculum at the required extent.

The school must ensure the safety of both the children with special needs and the neurotypical children. In this case, if the child has pronounced behavioral challenges, constantly accompanying the tutor could enable and support the child. Today, tutoring is a specialty that is taught at the psychology faculties of some universities. A tutor can be a person well-known to the child, or his close relative. If behavioral challenges are rare, and so the constant presence of a tutor is not required, an understandable action plan is necessary for everyone to handle occasional situations that may arise. For example, if a child suddenly falls into an affective state, the teacher will need to move the child to a separate room and stay with the child until the child calms down. Children should know that in such cases they should seek help from any adult.

In the course of education, the pre-service teacher must acquire professional values that contribute to the interaction with children with special needs, such as the recognition of the value of the individual regardless of their special needs; focus on the development process of the child, and not only on the educational achievements; awareness of their responsibility as culture shaper; understanding of the creative nature of the teaching profession, which requires great spiritual and energy costs, etc. Through that, mastering the professional competence of a future inclusive teacher embodies the development of the axiological sphere, the education of one's own technical and personal qualities, and the mastery of technical competencies.

In the process of studying at the university, it is necessary to familiarize students with the subject of inclusive education and introduce the inclusive teachers' profession. Students must visit institutions working with inclusive education and see how professionals work. Here problem approach is used, where students work in a group to examine and create descriptions of work experience as inclusive teachers which then they discuss with professionals. Such experience contributes to a greater awareness of important professional and personal qualities and professional competencies needed, which then becomes a prerequisite for self-development. In addition to that, it is important to consider the willingness of students to accept the values of the profession. Different people have different levels of empathy, tolerance, and other components of willingness to help other people, so the approach to studying should be gradual so that perseverance in the development of professional and personal qualities has a cumulative effect.

During the pedagogical practice, students pay attention to the diversity of the teacher's activities, time management, and professional and personal qualities. Based on the gained perception of the practice, students are asked to create essays on one of the topics: "One day in the life of an inclusive teacher", "Portrait of a professional", etc., that structure their thoughts. Students must exchange impressions after visiting institutions where children with special needs study. In some of them, such meetings leave an extremely painful impression, and the exchange of opinions helps to smooth it out. When organizing a discussion, the teacher can use the so-called method of "Circle": participants are arranged so that they can see each other and openly answer questions in sequence. The academic supervisor of the students facilitates the conversation, directs it, and at the same time contributes to it with their knowledge and experience.

The development of professional values is closely related to students' awareness of the conceptual side of the process they study. In this regard, the biographical method is very effective, based on acquaintance with the professional life and activities of famous teachers, doctors, and psychologists who help people with developmental disabilities. During the lectures, the importance of the spiritual and moral qualities of these characters is emphasized. For a teacher

working with children with special needs, such qualities as compassion and empathy become a priority. All this can be illustrated by the example of the life and work of scientists and teachers, such as A. N. Graborov, E. K. Gracheva, J. Itard, E. Seguin, and others. Students may be asked the following questions: "Why do You think these people decided to do this?", "What facts from their biography contributed to Your interest in this profession?".

The awareness of pre-service teachers about the tasks and principles of inclusive education, as well as about the motives that encourage them to engage in this professional activity, is increased through meetings with speech/language pathologists and practitioners. A positive attitude towards the future profession is achieved through students' awareness of the role that a teacher can play in the fate of a child with special needs. Therefore, at the initial stage of training, students need to be taught what successes children (adults) with special needs can achieve through timely and high-quality support from specialists and the right environment. This is also possible by visiting educational institutions, watching films ("The Eighth Day", "Wild Child", "School for Everyone", etc.), performances, and discussions.

The process of studying inclusive education shall encompass interactive forms of training, for which it is advisable to discuss historical facts and real observations related to the moral aspects of the profession. For example, it is proposed to express their position on the information in the following passage: "In Germany, the opening of special schools was also met with neither sympathy nor even hostility: do we need special schools for children with disabilities? Do they need to be trained even on a particularly expensive system?", etc.

Psychological and pedagogical literature suggests that the training of a person as a professional is closely related to the development of own personality. Personal space and professional space have an impact on each other. In the process of professionalization, new qualities develop in the human psyche that did not exist before or existed in a different form. The education of professional and personal qualities of a skilled worker in the process of professional training is characterized by unevenness and heterochrony (different times). Heterochrony is a natural time dif-

ference in the development of various important properties, both in terms of speed and depth of their development. The development of professional and personal qualities is directly related to the professional development of the individual, which is considered by most researchers as an integral process of the development of a student's personality, student's motivational and moral spheres, the stage of acquiring basic knowledge, and student's perception of life. The deep meaning of such a process lies in the fact that the external (objective) is transferred to the sphere of individual consciousness and becomes the property of the inner (subjective) world of a person.

A diagnostic complex was developed to help teachers to prepare to work with children with special needs; study themselves; and objectively recognize the personal qualities necessary to master. The diagnostic complex consists of several methods, including the study of communicative and organizational skills; understanding of nonverbal communication; assessment of the degree of empathy of pre-service teacher; display of the level of subjective control of pre-service teacher; determination of self-esteem of the pre-service teacher. It is reasonable to apply diagnostic techniques not only at the initial stages but also at subsequent stages of training to understand the dynamics of the development of professional and personal qualities. Repetitive assessment helps learners to objectively assess their weaknesses and strengths from the standpoint of subjective professional control; to master the psycho techniques of self-management and self-control; when making a decision, to consider not only the results obtained but also psychological effects (well-being, consequences for the teacher's self-esteem, as well as the student's feelings after achieving the goal, etc.).

At various stages of professional training, it is recommended to offer tasks aimed at personal suitability for the chosen profession. For example, to write an essay "Who am I?", "Technology of self-development of tolerance (empathy, mercy, organization, etc.)", or "Describe a few examples of fates known to you (from life experience, literature, other sources), representatives of your profession, successful in their field", "What professional and personal qualities do you want to rely on in your work?", "What personal qualities do you need to develop to be effective in professional activity?". Modern technical means

of teaching make the learning process more informative and visual. Video materials and educational films reflecting behavioral models demonstrate the skills that develop in action, as well as the direct relationship between the teacher and the child, their reaction to their actions, and the educational context in general. Observing the professional behavior of teachers during visits to educational institutions and classroom practice, students get a real picture of the profession and their compliance with the future profession's standards.

The involvement of students preparing to work with children with special needs in social charity events in defense of the rights of people with disabilities (collecting toys, things for orphanages, performing at concerts, performing in special institutions, volunteering, etc.) nurtures a sense of compassion for people with special needs. Exercises and training courses, which are usually conducted in practical classes, play an important role in the development of professional and personal qualities: observation skill, self-observation skill, ability to recognize personality traits of a person, empathy and tolerance ("circle", "let others be different", "Brownian motion", etc.), sensitivity to nonverbal means of communication ("touch", "mood circle", "elbow greeting", "contact", "talking pose", etc.); awareness of one's own and others' individuality, uniqueness and diversity of the human personality types. Most of the listed techniques and exercises can be used with children. Self-observation exercises are a necessary part of maintaining control over the professional development. Such exercises use video recordings of classes, recording lessons on a voice recorder, analysis of classes in which the student's introspection is heard first, and then the analysis of the lesson by his classmates or the supervising teacher. Above mentioned allow one to correctly assess one's internal condition and exercise self-control more effectively.

In pedagogical practice, favorable conditions are created for the intensive development and manifestation of professional and personal qualities. Direct communication with children awakens a sense of empathy, tolerance, altruism, and tact, and teaches patience, restraint, and benevolence. For example, to develop attention, students are given the task of observing a child with special educational needs, recording the results

of their observations in a diary, and, in the end, summarizing them in a psychological and educational description. Teachers of different academic disciplines can set tasks during the practice period: find ways to stop the child's misdeeds, pay attention to the specific features of children's communication in the team, identify the originality of their play, assess the level of activity in the lesson, etc.

When developing special knowledge, special attention is paid to knowledge in the field of didactic, pedagogical, communicative, and methodological activities. A new type of learning is emerging - transformative activity. Didactic work ensures the development of various types of activities for students that correspond to a certain age and includes: the readiness of the pre-service teacher to set general and particular learning goals; the ability to consider the psyche, age, and individual characteristics of students, as well as the characteristics and degree of violation of the possibility of their compensation in the educational process. It also contains step-by-step compliance with special didactic principles, purposeful control of students' cognitive activity, adequate assessment of academic performance, etc. Educational activities are aimed at the personal development of children with special educational needs, instilling in them social and moral values and assisting in the development of positive personality traits. The following special technical skills are required for successful implementation: the ability to analyze the behavior, actions, and reactions of students in various everyday situations, as well as to evaluate and explain them psychologically and pedagogically; the correct choice and application of methods and techniques of education appropriate to the age, compensatory and psychological capabilities of children; their introduction to the culture, etc.

Communication activities are carried out in a trusting relationship with all children while considering the personality and rights of a child with special needs. This is achieved through verbal and non-verbal communication; the ability to prevent and resolve conflict situations; establishing long-term positive contacts with parents to encourage them to work together; assistance in establishing appropriate forms of interaction with the child; maintaining the confidentiality of official information and personal secrets of students. Methodological activities include readiness to set

goals, design of the educational process, its planning, implementation, and diagnostics, as well as the competent assessment and correction of results. Transformative activity includes the search and application of methods and techniques of teaching and upbringing available to a child with special needs and the selection and transformation of educational, didactic, and methodological material per the special educational needs of the student.

According to I. M. Yakovleva, a teacher's readiness to help by offering altruistic and prosocial actions aimed at ensuring the well-being of other people is one of the teacher's most important qualities. Usefulness is the highest manifestation of empathic human behavior. It is considered that the more empathy a person has, the greater his willingness to help. Empathy manifests itself as a teacher's ability to see the situation through the eyes of a child, and as an emotionally warm attitude towards a child with disabilities (Yakovleva, 2009).

Another important personality trait of a teacher working in an inclusive education institution is not just tolerance, which entails a calm and friendly attitude towards the qualities of students. The teacher's educational optimism, and belief in the child's potential play an important role. Therewith, it is important not to overload children with special needs. When working in inclusive pedagogy, the teacher must have high skills of self-control and regulation of his behavior and emotional state. The teacher must be able to react quickly and confidently to stressful situations to make the right decision in emerging conflict situations, both between children, and the teacher and children. When working with children with special educational needs, the sensitivity of teachers, as well as strict confidentiality of information, is of great importance. Yu.V. Shumilovskaya (2011) identifies a creative component among the professionally important characteristics of a teacher working with children with disabilities, which allows the creation of new material and spiritual values and increases the creative potential of children with disabilities.

An inclusive education teacher needs creativity to apply it in various situations and to be able to adapt to new conditions. These skills are formed using the method of analyzing particular situations - known as the case method. The case method is based on the organization of training

interviews where a particular situation is analyzed from different standpoints. During the discussion, the causes of the problem or conflict are identified, measures to overcome them are proposed, their effectiveness is evaluated, and forecasts are made for the further development of the situation. The active interaction of teachers and students allows for attributing the method of situational analysis to interactive teaching methods. It has didactic advantages for the mobilization of students' research activities, their creative abilities, and the individualization of learning within the framework of a group discussion. When using this method, other tasks are also solved: presentation of professional situations; identification of their nature (causes of the problem, motivation of participants' behavior, etc.); development of decision-making competencies, etc. The effectiveness of using this method in teacher training consists of a detailed and effective analysis of specially created typical problem situations in practical classes, in finding solutions, evaluating and predicting the consequences of decisions made. In the practice of using this method, two approaches are usually used: the development of special educational tasks for their subsequent discussion with the student audience and the proposal of typical professional problems as illustrative material to acquire possible problems and solutions.

Thus, the development of inclusive education is a complex, multi-level process that requires scientific, methodological, and administrative resources and support. Teachers and the management of an educational institution, who have adopted inclusive education, need guidance in organizing the educational processes and developing mechanisms of interaction between all participants in the educational process, having the child as the central figure. An inclusive space implies openness and accessibility not only for children but also for adults.

Conclusion

The willingness of teachers to work in an inclusive education environment is one of the most important aspects of the organization and implementation of inclusive education. Teachers implementing inclusive education have to navigate through more complex requirements, which

include specific personality traits, knowledge, and skills for designing and ensuring inclusive education. The basic component of psychological readiness to implement the ideas of inclusive education is the motivational sphere of the teacher, which determines the purposeful, conscious nature of the teacher's actions and the potential capabilities of the individual as a professional. The motivational sphere reflects and manifests the most important characteristics of psychological readiness of the pre-service teachers for inclusive practice. Psychological readiness is characterized by a personal and professional (pedagogical) orientation. Those manifest themselves in understanding and accepting oneself and others as a unique unit.

The human factor plays an important role in the implementation and development of inclusive education. In the process of pre-service teachers training theoretical, practical interactive methods are used to build an "ideal teacher" model for students. The developed model contains the following characteristics of the teacher: professional teaching skills; general understanding; mental and physical health; creativity and orientation to innovation; flexibility of thinking and behavior; authority and personal success; striving for self-fulfillment; communication skills; knowledge of individual, gender and age characteristics of students; attention and reflexivity; sensitivity and dexterity; accuracy combined with honesty; altruism and aesthetics; stress tolerance; a sense of humor and measure; diligence and efficiency.

The analysis of scientific, psychological, and pedagogical literature allows identifying the components of teachers' readiness for working in inclusive education environments. Professional and psychological readiness are nurtured through the practical experiences of pre-service teachers, as well as, the use of diagnostic complexes for self-assessment. All together shall represent the necessary qualities of a teacher's personality, with a central orientation toward people as the main value for the teacher.

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