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**PSYCHOLOGICAL PREPAREDNESS OF UNIVERSITY
TEACHERS TO WORK IN INCLUSION**

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Abstract

To meet the needs of modern society in an available environment today means the inclusion of disabled people in professional work. The ability to work often depends on education. The quality of education of disabled people is significantly influenced by the preparedness of university teachers to work in inclusion. In this regard, the purpose of the article is to justify the structure of the psychological preparedness of university teachers to work in inclusive education. The leading research methods are the decomposition of the components of the teacher's psychological preparedness, the analysis of teachers' questionnaires, modeling and statistical processing of the research results. 353 university teachers from 25 universities of Russia took part in the experiment in 2018–2019. Based on its results, the authors of the article have identified the components of psychological preparedness for inclusive education; established relationships within the constituent components of psychological preparedness; developed and implemented the structure of psychological preparedness of the teaching staff to work in inclusive education. Practical use of the proposed structure of psychological preparedness of teachers allows to develop recommendations for measures to increase this preparedness of the teaching staff to work with disabled people at university.

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1. Introduction

From the point of view of organization and work, pedagogical activity is traditionally considered as one of the most difficult (Karpov, 2018). The implementation of inclusive education can be an additional complicating factor for a teacher, influencing the effectiveness of the educational process/

According to different research (Alekhina et al., 2011; Lvova, 2019), the effectiveness of work is largely determined by the teacher's readiness to work in an inclusive group. Therefore, the problem of psychological preparedness for the implementation of inclusive education is significant as a factor contributing to the effective implementation of educational work.

The term “preparedness”, or “the state of mobilization of person's all psycho-physiological systems, ensuring the effective performance of certain actions” (Meshcheryakov & Zinchenko, 2008, p. 101), is much broader: it is a mental state characterized by the mobilization of person's resources to perform specific activities in relation to various types of activities. Modern psychological science has collected an extensive theoretical and empirical material, which reflects problems of a person's psychological preparedness for various types of activity. Moreover, it highlights and presents specific structural, content and dynamic parameters of psychological preparedness for a particular activity, describes conditions of its formation and course, analyzes level, procedural and dynamic features of its manifestation.

According to Alekhina (2012), the teacher's preparedness for inclusive education is integral education, representing a set of social, moral, psychological and professional qualities and abilities that allow at a high motivational level to ensure the possibility of effective activities to include a child with special educational needs in educational interaction with other participants in the educational process.

Therefore, teacher's psychological preparedness for inclusive education is an integral education (Ketrish, 2018), containing a number of components. The composition of these components is controversial for many authors, and the relationship between the components as part of the preparedness structure has not been determined (Dunduchenko & Kirillova, 2019).

In the current conditions of the implementation of the state program “Available Environment”, the teacher's preparedness for inclusive education is studied at different levels of education. We have an extensive material on students' preparedness who are going to be teachers (Ketrish, 2018) and on schoolteachers for the implementation of inclusive education (Alekhina, 2012; Lvova, 2019; Pershina et al., 2019).

Currently, more and more people with disabilities enter the university. The increase in the proportion of applicants with various categories of disabilities to the university raises the problem of studying and the need to increase the preparedness of university teachers to teach disabled people. But the teacher's preparedness to work in inclusive groups of the university has not been sufficiently studied (Damadaeva & Bekhoyeva, 2019; Selivanova & Shchetinina, 2017) and is practically not formed (Damadaeva & Bekhoyeva, 2019). Therefore, it is necessary to study the psychological preparedness of university teachers to work in inclusions deeper.

2. Problem Statement

Scientific pedagogical and psychological literature has scattered research on the issue of preparedness of higher education teachers to work in inclusive groups.

Some researchers believe that post-secondary education for people with mental disabilities can increase their chances to find a job and contribute to their socialization, so higher education becomes a common area of post-secondary education. It requires the inclusion of lecturers' early instructions and increased student participation in the university teaching quality audit process (O'Connor et al., 2012). Warren and Boxall (2009) justify the need to develop inclusive teaching methods in close connection with the practice of working in inclusive groups. Kane et al. (2004) investigate strategies for supporting behavior in inclusive education; for example, scholars describe a typology of behavioral support and characteristics of emerging support.

Forlin and Lian (2008) describe different approaches to preparing teachers in universities for working in inclusive classrooms. The issues of developing curricula and pedagogical practices while preparing teachers for inclusive education are considered separately. Lambe and Bones (2008) provide an overview of policy and practice in teacher education regarding the development of inclusive communities. Thus, it is emphasized that educational practice in inclusive groups helps teachers in the future to have a positive attitude towards working in an inclusive educational environment. The research is continued by Forlin (2010), who describes approaches used in teachers' training courses involving teacher consultants. Other researchers emphasize the need for networking in preparing teachers for inclusion (Golder et al., 2005).

The studies provide an overview of the issues that university professors have when working in inclusive groups. For example, they describe teaching methods that allow to organize inclusive education (Grace & Gravestock, 2008) and possible ways of carrying out certification of students in inclusive groups (Gray et al., 2008).

Some works are devoted to solving narrow issues related to nosology. Thus, it has been found out that for people with visual impairments it is more effective to use teaching materials in html format (Graells et al., 2008). Blas et al. (2018) review the experience of teaching programming to students with visual impairments. Other researchers come to the conclusion that it is necessary to create special interactive learning platforms for teaching certain disciplines (Brzoza & MaćKowski, 2014). Involvement of students in sports can be a special issue. Meaden (1991) offers a multidisciplinary system of classification of sports, taking nosology into account.

It should be noted that studies pay great attention to the integration of university and school education of students with disabilities (Prats et al., 2015).

Thus, issues of preparedness of higher schoolteachers to work in inclusive groups are of great interest. However, most researches describe scattered aspects of the preparedness structure to work in inclusive groups. So, the development of the model makes it possible to form general recommendations for working in an inclusive educational environment and targeted recommendations to universities. These guidelines can be used as a starting point in planning and organizing teacher's training for working in inclusive groups.

3. Research Questions

- What are the common components of the structure of psychological preparedness for inclusive education for a university teacher?
- What are the interrelationships within the constituent components of the structure of teacher's psychological preparedness for inclusive education?
- What is the empirically grounded general structure of psychological preparedness for inclusive education in a university teacher?
- What are reasonable recommendations for carrying out activities to increase teacher's psychological preparedness for inclusive education?

4. Purpose of the Study

The purpose of the research is to justify the structure of the psychological preparedness of university teachers to work in inclusive education. The research is based on the need to form all components of preparedness: cognitive, emotional, motivational and behavioral. To justify the structure of teachers' psychological preparedness, we have collected empirical data using questionnaires for the teaching staff of universities, modeled and statistically processed results of empirical research.

5. Research Methods

Studying preparedness of a university teacher to work in an inclusive group must be started with the development of a model of the structure of psychological preparedness and identifying its leading functional components (Slepko et al., 2018), which allow to describe the functioning of the psychological structure of preparedness.

Currently, two key methodological approaches to the study of psychological preparedness have been formed: activity and personal. The activity paradigm considers preparedness as a competence-based quality that is formed in the process of activity. Most often, psychological preparedness is considered as a special integrative quality or state of a person, a system consisting of certain components. The composition and content of these components are different depending on the authors. Table 01 shows the most common components of psychological preparedness. Based on the analysis of the key ideas of researchers regarding the composition of the teacher's preparedness for inclusive education, there have been identified the key components of the psychological preparedness of a higher school teacher, which were included in the program for studying its structure (Alekhina et al., 2011; Alekhina, 2012; Damadaeva & Behoeva, 2019; Dunduchenko & Kirillova, 2019; Ketrish, 2018; Khitryuk, 2015; Voznyak, 2017).

Table 1. Components of psychological preparedness for inclusive education as an integrative systemic quality of an individual (by the example of pedagogical activity)

Components of psychological preparedness				
Motivational	Cognitive	Emotional	Behavioral	Other
Interest, motivation, achievement	“Orientational” - knowledge and ideas about the specifics and conditions of inclusive education	“Emotional-volitional” - self-control, managing one's actions and emotions, a sense of professional responsibility	“Operational” - knowing methods and techniques of professional activity, understanding professional tasks in the context of inclusive education	“Evaluative” - self-assessment and reflection of professional preparedness
–	Knowing pedagogical technologies, basics of psychology and correctional pedagogy, individual differences of children	Emotional acceptance of children with different types of disorders	–	– Willingness of teachers to model a lesson, use variability in the learning process, etc.; – Readiness to include children with various types of impairments in activities in the classroom and satisfaction with their own pedagogical activities
Internal motives for the implementation of inclusive education	–	Acceptance of a student with special educational needs	–	Teacher's confidence in the implementation of his own actions in relation to the students of the inclusive class
Attitudes and values in relation to inclusive education (conative)	Awareness of the essence and meaning of inclusive education, knowledge of the personal characteristics of “special” children	Attitude towards a person with a disability	–	“Communicative” - the ability to organize the interaction of a teacher with participants in an inclusive educational space; “Reflexive” - analysis of one's own pedagogical

Self-development, interest in inclusive education	Knowledge of the characteristics of children with special educational needs and technologies of organizing the educational process	–	Ability to design and implement educational activities in an inclusive space	activity “Reflexive” - empathy, responsibility, reflexivity
The need to successfully complete the task, interest in activities, the desire to succeed and show oneself from the best side	Understanding responsibilities, work tasks, assessing its significance for achieving the final results of activities, presenting possible changes in the situation, etc.	A sense of professional and social responsibility, confidence in success, inspiration	–	“Volitional” - self-control and mobilization of forces, concentration on the task, distraction from interfering influences, overcoming doubts, fears
Motivation of self-development	–	Attitude towards students with disabilities, level of empathy	Communication flexibility, lack of social stereotypes	–
A positive attitude towards learning and motivation for joint activities of students with disabilities and normal development	Understanding characteristics of children with disabilities	“Emotional-volitional” - the ability to regulate emotional-volitional processes	–	“Personal component” - tolerance, communication skills, the ability to self-organize
“Emotional-motivational” - interest in professional activity	Knowledge about the peculiarities of the development of disabled people	“Emotionally motivational” - positive attitude	“Operational-competence” - knowing methods, technologies for the implementation of inclusive education	“Axiological” - attitude towards inclusion; “Volitional” - responsibility, striving to achieve a positive result; “Communicative” - the organization of social interaction with disabled people; “Reflexive” - self-analysis of

Interest in inclusive education, focus on success	Knowledge about the nature and implementation of inclusive education		Skills for organizing educational activities in the framework of inclusive education	pedagogical activity “Value-semantic” - the attitude of the teacher to inclusive education
Interest, motivation, achievement	“Orientational” - knowledge and ideas about the specifics and conditions of inclusive education	“Emotional-volitional” - self-control, managing one's actions and emotions, a sense of professional responsibility	“Operational” - knowing methods and techniques of professional activity, understanding professional tasks in the context of inclusive education	“Evaluative” - self-assessment and reflection of professional preparedness

Thus, it can be stated that the structure of psychological preparedness for inclusive education has been described fragmentarily and in many ways. However, on the basis of establishing general ideas and transferring them to the specifics of pedagogical activity in the higher education system, it is possible to form a concept and a general model of the psychological preparedness of a higher schoolteacher to work in inclusive groups.

Analyzing the content of these components, the psychological preparedness of a university teacher to work in inclusive groups can be understood as an integrative systemic state and personality quality, which includes motivational, cognitive, emotional and behavioral components. The content of a teacher's preparedness to work in inclusive groups can be determined by the presence of interest in inclusive education, a positive attitude towards disabled people and work in inclusive groups, knowledge and understanding of the essence and characteristics of the implementation of inclusive education, mastery of the technology for implementing inclusive education. To establish a more detailed composition of each component, their relationship in the structure of the psychological preparedness of a higher school teacher to work in inclusive groups is the task of empirical research, which is of high theoretical and applied importance.

The key method for collecting data is the questionnaire method. The questionnaire as a method of collecting information does not imply keys and scales, but it can be used as a research tool. Its task is to describe the content of the psychological preparedness of Russian teachers to work in inclusive groups, using qualitative and quantitative analysis, including multivariate statistics.

The final draft of the questionnaire was developed jointly with the staff of the All-Russian network of resource educational and methodological centers for training disabled people and is presented on the portal of higher inclusive education (<https://inclusiveobrazovanie.rf/>).

The questionnaire contains four key components of psychological preparedness: cognitive, affective, motivational-value and behavioral - in the logic of considering individual's behavior and activities:

- The cognitive component determines the nature of ideas, beliefs and the level of knowledge on the issues of inclusive education, understanding the specifics of the implementation of professional activities when interacting with an inclusive group.
- The emotional (affective) component reflects the emotional attitude to the implementation of teaching activities in the context of inclusive education, the feeling of responsibility for the final result of the activity.
- Motivational (motivational-value) component includes needs, interests, values in relation to inclusive education, the desire to develop personal and professional competencies, allowing to implement the tasks of inclusive education.
- Behavioral (regulatory-behavioral) component reflects the ability to rebuild one's behavior depending on changes in the nature and conditions of teaching in inclusive education.

For each component, there were multiple choice questions, organized into questionnaire blocks. Each of the blocks included several questions with the same focus.

The survey of respondents was carried out in the form of a written questionnaire, was anonymous in the format of an electronic questionnaire. The data obtained were used in a generalized form.

The study took place in the form of monitoring. 25 universities from seven regions of Russia took part in it in 2018–2019. The total sample size was 353 respondents - representatives of the teaching staff of universities. Table 02 presents the distribution by gender, position and length of work at the university.

Table 2. Sample composition

Position	Gender		Experience, years				
	Male	Female	≤5	5–10	10–15	15–20	≥ 20
Assistant	9	16	22	3	0	0	0
Lecturer	5	23	12	11	1	4	0
Senior lecturer	11	62	10	17	15	10	21
Associate professor	47	161	3	16	33	64	91
Professor	11	9	0	1	1	4	14
Total	82	271	47	48	50	82	126

Most of the participants of this research are teachers of engineering and technical and multidisciplinary universities, women, associate professors with over 20 years of work experience at the university, who have taken advanced training courses on inclusive education, but who are equally likely to have experience in teaching disabled people or who have not taught students with special educational needs. This prototypical portrait gives reason to consider the research sample to be representative of the real picture of the teaching staff in universities.

When uploading, the results are presented in nominative scales, each questionnaire answer corresponds to a numerical value. These data were processed, modeled and statistically processed.

educational,
 cognitive and
 communicative
 spheres of disabled
 students

Based on the analysis of the correlation matrix, we can conclude that the identified components of the cognitive block among respondents have positive weak or moderate relationships. The largest share in the structure (the largest number of positive statistically significant correlations) have the components “knowledge of specialized technical aids for teaching disabled students” (five relationships), “philosophy of inclusive education” (four relationships), “knowledge of the peculiarities of educational, cognitive and communicative spheres of disabled students” (four relationships), “requirements for the development of adapted educational programs of higher professional education” (three relationships). These components make up the essence of the respondents' perceptions that form a conscious preparedness to work in inclusive groups. In other words, a teacher preparing to conduct an academic discipline in an inclusive group should always know about the specialized technical means used in teaching people with disabilities of a certain nosology, understand the essence of inclusive education at the level of key ideas, peculiarities of the mental activity of disabled people, and requirements for the implementation of adapted educational programs of higher professional education.

The emotional (affective) component of the preparedness of a higher school teacher to work in inclusive groups is represented in the research by a block of questions aimed to identify the emotional attitude of university teachers to work in inclusive groups and their experiences while working in an inclusive group.

When conducting a correlation analysis using the r-Pearson coefficient, significant relationships were established between the components of the emotional block. They are shown in Table 04.

Table 4. The results of the correlation analysis of the components of the emotional block (n = 353)

Components of the emotional block	Emotional stress	Awareness of difficulties
Attitude towards efficiency	0.222	–
	0.001	
Emotional stress	–	–0.146
		0.025

A weak direct positive relationship was established between the emotional stress from working in an inclusive group and the attitude to the effectiveness as components of the emotional block of psychological preparedness to work in inclusive groups. The more psychological stress is caused by teaching in an inclusive group, the more actualized is the idea that the learning process of a disabled student will not or will have a positive effect on the effectiveness of the educational process.

A weak inverse relationship was also found between the emotional stress from working in an inclusive group and the awareness of the methodological difficulties of a university teacher when teaching students with disabilities. In other words, the more anxious and tense a teacher is about teaching a disabled student, the less he realizes methodological difficulties. Such a situation can cause the following reaction in a university teacher: excitement and tension from working in an inclusive group and

awareness of a large number of methodological difficulties, can lead to an even greater increase in teacher's tension and refusal to work in an inclusive group.

Thus, taking into account the analysis carried out, we can conclude that the basis of the emotional block is, apparently, the barrier of emotional attitude towards disabled people, which can be overcome not only as a result of continuing education in the field of inclusive education, but necessarily as a result of the presence of direct experience of interacting with a disabled person. Direct interaction with a disabled person reduces the emotional stress from working in an inclusive group and allows to overcome the psychological barrier of introducing the practice of inclusive education. This position is supported by Alekhina (2019), Lvova (2019), Selivanova and Schetinina (2017).

The motivational (motivational-value) component of the preparedness of a higher school teacher to work in inclusive groups is represented by a block of questions aimed to collect information about needs, interests, values of respondents in relation to inclusive education, including the desire to develop their personal and professional competencies, allowing them to implement objectives of inclusive education.

Correlation analysis of the components of the motivational-value component of psychological preparedness based on the application of the r-Pearson criterion (Table 05) allows to conclude that there is a weak positive relationship between the components of the block.

Table 5. Correlation relationships between the components of the motivational-value block

Components of the motivational-value block	Settings
Interest in inclusive education	0.235
	0.000

The higher the interest in inclusive education, the more positive attitudes towards education of disabled people among the respondents, and vice versa, the more positive the attitude towards disabled people, the greater the interest in obtaining knowledge in the field of inclusive education. Although this link may be considered obvious, this conclusion nevertheless confirms the idea of the need for real interaction with disabled people in order to change attitudes towards them.

Thus, the analysis of the components of the motivational-value component of the preparedness of the teaching staff to work in inclusive groups made it possible to establish the teachers' interest in improving their qualifications in the field of inclusive education. Inclusive environment, real-life interaction with disabled people can increase interest and motivate to work with disabled students.

The behavioral (regulatory-behavioral) component of the preparedness of a higher school teacher to work in inclusive groups was presented by a block of questions aimed to diagnose the ability to restructure one's behavior depending on changes in the nature and conditions of teaching in inclusive education.

When conducting a correlation analysis using the r-Pearson correlation criterion, we defined moderate and weak relationships between the questions of the regulatory-behavioral block of the questionnaire (Table 06).

The more respondents know about the requirements for the development of adapted programs and teaching materials necessary for teaching disabled people, the more they know about the requirements for

midterm and final certification of disabled students and the more often they learn about the inclusion of a disabled person in the educational process.

Table 6. The results of the correlation analysis of the components of the regulatory-behavioral block

Components of the regulatory-behavioral block	Requirements for certification of disabled people	Notification
Development of adapted programs	0.504	0.292
	0.000	0.000
Requirements for certification of disabled people	–	0.345
		0.000

Thus, according to the analysis of the relationships of the regulatory-behavioral component of psychological preparedness, i.e., the diagnosis of the ability to rebuild behavior depending on changes in the nature and conditions of teaching in inclusive education, we can conclude that teachers who have completed advanced training in inclusive education and/or have experience in teaching disabled students, in fact, are ready to restructure their behavior under the influence of the requirements of inclusive education.

Based on the results of the analysis of the relationships within each component, we carried out *the analysis of the general structure of the psychological preparedness of the teaching staff to work in inclusive groups* through the determination of correlations between all the main components of each block of the questionnaire.

As a result of comparing all the components, we obtained a model of the general structure of the psychological preparedness of the teaching staff to work in an inclusive group (Figure 01).

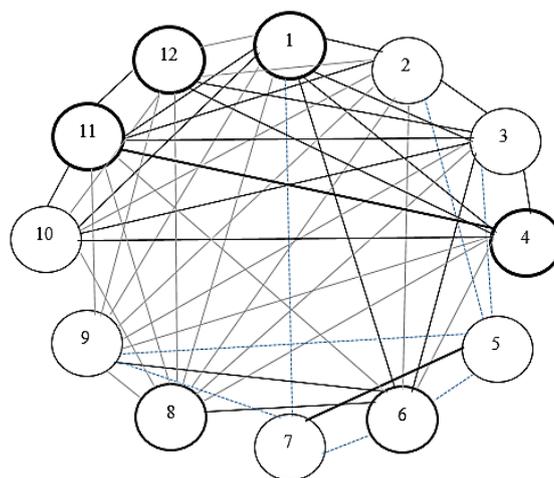


Figure 1. General model of psychological preparedness of the teaching staff to work in inclusive groups (n = 353)

Symbols: 1 –ideas about the technical means used in the process of teaching disabled people; 2 – philosophy of inclusive education; 3 –knowledge of the mental characteristics of the personality of disabled people; 4 –ideas about the requirements for the development and implementation of adapted educational programs and methodological tools used in the process of teaching disabled students; 5 –

emotional stress; 6 –attitude to the effectiveness of training disabled people at the university; 7 – awareness and attitude to difficulties of inclusive education; 8 –interest in professional development in the field of inclusive education; 9 –attitudes towards education of disabled people; 10 –development of adapted educational programs; 11 –implementation of requirements for midterm and final certification of disabled people; 12 –awareness of the inclusion of a disabled person in the group.

The numbers indicate the components of the questionnaire block in the structure graph.

Components that have the largest number of statistically significant positive relationships, allowed to determine *the "basic" components of the general structure of the preparedness of the teaching staff to work in an inclusive group*: 1 –knowledge of technical means to support disabled people in the educational process; 4 –requirements for the implementation of adapted training programs for disabled people at the university; 8 –interest in professional development in the field of inclusive education; 11 – requirements for conducting current and final certification of disabled students, 12 –knowing that there is a disabled student in the group.

Analyzing the components of psychological preparedness for working in an inclusive group, we can state that the most relevant for the respondents are the cognitive component (knowledge of technical means and requirements for the implementation of adapted curricula), the motivational-value component (interest in improving qualifications in the field of inclusive education) and regulatory-behavioral component (knowing the requirements for midterm and final certification of disabled students and their implementation, receiving notification that a student with special educational needs will be in the group). The emotional component is not basic in the structure, since it has not only positive, but also negative relationships with other components of preparedness. The emotional block, for example, has an assessment of the degree of one's own stress. Accordingly, the higher teacher's stress is, the less ready a teacher is for inclusive education.

Thus, we can conclude that the concept of inclusive education should actualize all the components of psychological preparedness for teaching disabled people: cognitive, motivational-value, regulatory-behavioral and emotional. Raising awareness in the field of inclusive education, highlighting the technology of accompanying disabled people, creating an interest in teaching disabled students, it is possible to increase the level of preparedness to work in inclusive groups. It is also important to overcome the barrier of negative attitudes towards disabled people and to include technologies for real interaction with them. It will reduce stress, remove the barrier and change the emotional attitude towards this category of students. In this case, preparedness will be formed holistically.

7. Conclusion

Studying the structure of psychological preparedness of a higher school teacher to work in inclusive groups allowed us to draw a number of conclusions. Preparedness of the teaching staff to work in an inclusive educational space can be understood as a special integrative state and personality characteristics. The content of preparedness is reflected in the theoretical model, which includes motivational, cognitive, emotional and behavioral components.

According to theorists, the motivational component is the leading component in the structure of preparedness. According to the results of empirical research, the basic components (having the greatest functional load in the structure) are the cognitive and behavioral ones, which are often associated with an unformed (immature) structure of the faculty's preparedness to work in inclusive groups.

Based on the analysis of the results of empirical research, we can state that it is necessary to form psychological preparedness of the teacher to work in inclusive groups, for example, through organized training courses. Based on the empirical data obtained, it is possible to develop a number of general recommendations for organizing the formation and increasing preparedness of the teaching staff to work with disabled students at the university:

1. There is a need for organized training in the field of inclusive education.
2. The program for preparing the teaching staff to work in an inclusive environment must necessarily include the appropriate modules, update the components of psychological preparedness.
3. The basis of psychological preparedness is the cognitive component - ideas about specialized technical means of teaching people with disabilities of various nosologies, about the implementation of an adapted educational program of higher professional education, peculiarities of mental activity of disabled people and the philosophy of inclusive education. A teacher cannot be allowed to work in inclusive groups without knowledge of these fields.
4. The theoretical module should include information on the philosophy of inclusive education, requirements for the implementation of adapted educational programs of higher education, a description of features of mental activity of people with disabilities of various nosologies, a description of the technical means of teaching disabled people, a demonstration of the technology of educational activities in inclusive groups, sources and ways of obtaining highly specialized knowledge in the field of inclusive education.
5. Only theoretical understanding is not enough for working in inclusive groups.
6. When preparing the teaching staff to work in inclusive groups, it is necessary to form not only ideas (cognitive component), but also motivation to work with disabled people, a constructive emotional attitude to interacting with disabled students and apply the acquired knowledge in practice.
7. The practical module should include an internship: acquaintance and real interaction with disabled people, followed by psychological analysis, which allows to overcome the emotional barrier in relation to disabled students, to realize their own feelings, to form a constructive attitude and altruistic motivation, interest in working in inclusive groups.
8. The presence of real experience in teaching disabled people has a positive effect on the components of the psychological preparedness of the teaching staff to work in inclusive groups.
9. Formation of a sense of interest, support and stimulation of motivation of teachers working in an inclusive education environment, make the structure of preparedness more resistant to external influences and support the internal motivation to work.

10. The key point from the point of the formation of the emotional component of preparedness is to overcome feelings of emotional stress from working in an inclusive group, communicating with disabled people, overcoming stereotypes and negative attitudes towards people with disabilities. Switching to positive emotions in the process of interaction with a disabled person, awareness and discussion of the experience gained can also serve as an independent motive for working in inclusive groups.

The training program, advanced training in the field of inclusive education should form all four components of psychological preparedness. If a teacher has ideas, worked them out on an internship, got experience of real interaction with a disabled person, is interested in the implementation of inclusive education and knows sources for obtaining additional specific information on the problems of working in inclusive groups (for example, narrow-topic webinars, forums, etc.), then he/she is able to independently solve emerging problems and teach people with disabilities of various nosologies without additional retraining.

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