

Training Future Teachers to Organize Educational Process in Conditions of Inclusive Education

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Abstract: The purpose of the article is to develop the methodology of training future teachers to organize educational process in inclusive educational environment and implement it in the educational process in pedagogical university. The pedagogical experiment involved 157 students of H. S. Skovoroda Kharkiv National Pedagogical University (EG 152 students) and of Municipal Establishment 'Kharkiv Humanitarian Pedagogical Academy' of the Kharkiv Regional Council (CG 54 students). All the participants gave the informed consent on taking part in the pedagogical experiment. The motivational criterion was evaluated applying questionnaires and testing; the content criterion – 'Diagnosis of future teachers' readiness to organize educational process in inclusive environment'; procedural and behavioural – task method, business games; reflexive criterion – self-evaluation methods, oral and written surveys. The criteria (motivational, content, procedural and behavioural, reflexive) and the levels of their formation (high, medium, low) were developed to evaluate the future teachers' formed readiness to organize educational process in conditions of inclusive education. Experimental implementation of the developed methodology testified positive results in the level of formation of future educators' readiness. The designed methodology promoted development of students' inclusive education competencies, facilitated modification of the curriculum, adoption of specific strategies that meet the needs of every student, and encouraged students' positive attitude towards inclusion as an educational phenomenon.

Keywords: *future teacher; higher education institution; inclusion; inclusive education; readiness.*

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1. Introduction

Nowadays Ukrainian education system is undergoing significant changes that are caused by socio and economic, political, spiritual and cultural shifts in our society. Reformation of education towards inclusion is confirmed by numerous changes in the legislation of Ukraine, practical activity of educational institutions and is consistent with the main international documents in the field of children's rights.

In recent years, more and more attention has been paid to increasing the professional readiness for the practical work of higher education institution graduates studying for a specialty in the field of 'Pedagogical Education'. There was a special order passed by the Ministry of Education and Science of Ukraine, which recommended introducing selective discipline 'Special Education', or 'Inclusive Pedagogy' for students of pedagogical specialties with the aim to make them acquainted with the basics of practical work of a special needs teacher (Zavirtrenko 2019). However, these disciplines are selective and not all students choose them to study not being aware of the complexity of inclusive education. Thus, it is necessary to improve the system of training future teachers in higher pedagogical education institutions (HPEI).

We feel it relevant to mention a range of problems appearing in the course of future professionals training to work in an inclusive education environment, namely: the lack of students' awareness in the field of inclusive education; low level of students' motivation and professional training to fulfill professional duties in the conditions of inclusive learning; the unification and neglect of individual and graded approaches in teaching children with special educational needs; teachers' obsolescence, stereotyping, authoritarian approaches to organizing the educational process for such children; individual teachers' resistance to teaching children with educational needs outside special educational institutions.

Effective organization of the educational process in the conditions of inclusive education is possible only providing special training of future teachers. We believe the peculiarities of such training in HPEI lie in the formation of students' psychological readiness to work with children with special needs; providing them with professional knowledge, fundamentals of special pedagogy and awareness of modern effective methods of inclusive education; updating and improving educational programs and the content of academic disciplines; wide application of traditional and non-traditional methods, technologies for organizing professional training of future teachers aimed at the implementation of educational inclusion, etc.

The issue of training future teachers to work in an inclusive educational environment, the formation of teachers' and educators' readiness to work with children with special needs is currently relevant, some of its aspects have been researched by many scientists.

The need for empirical research on teacher training for inclusive education has been emphasized by Ainscow (2007), Rosenberg and Walther-Thomas (2014), Specht (2016), Spooner, Algozzine, Wood, & Hicks (2010). These researchers claim that models of inclusive school education are being implemented in the school system without much attention being given to the teachers who will implement them.

Bransford, Darling-Hammond, and LePage (2005) insisted on reviewing issues of inclusive education, taking into account the school life practices and high teacher load.

Bransford et al. (2005, 36) claim that knowledge and skills that future teachers need to master to work in inclusive education include life-long learning, collaboration with their peers, sharing knowledge about pedagogical approaches. In particular, the research focuses on the formation of four areas of students' knowledge and skills that teachers must have in the context of inclusive education: the development of pedagogical content knowledge in the subject areas they teach; skills to teach different students; assessment knowledge; understanding how to manage learning activities.

According to M. Rioux (2007, 113) effective teacher training for inclusion involves development of educational strategic programs, widespread dissemination of the results of the work of individual teachers or pedagogical teams, provision of the educational process with quality materials, constant teachers' training and support.

Bourke (2010) stressed on the development of a large number of inclusive education initiatives, the reflection of inclusive practices in the content of education and school structure, and, at the same time, the confusion and frustration of teachers who began to work in inclusive education. The researcher emphasized the need for teachers' professional development, creating strategies for inclusive education, strengthening of professional standards.

Forlin (2010a), Harvey, Yssel, Bauserman, and Merbler (2010) claimed that the transition to inclusive education requires active collaboration between all stakeholders, namely teachers, associate teachers and administrators in schools and universities, and the public. Establishing such collaboration helped potential teachers develop their inclusive teaching and problem-solving skills; modify the curriculum, adopt specific strategies

that meet the needs of all students, and have a positive attitude to inclusion as an educational phenomenon.

Among the ways of forming future teachers' positive attitude to inclusive education, we, after (Chambers and Forlin 2010; Forlin 2010b), have identified pedagogical practices that encourage future teachers to work in education institutions with different students. Forming a positive attitude towards inclusion has also been facilitated by future teachers studying the students' characteristics and needs in inclusive education (Sharma 2010), and by their ability to manage the behavior of such students in the classroom (Brackenreed and Barnett 2006).

The authors I. Demchenko, M. Pichkur, V. Sulim (2017) conducted a professional and identification measurement of teacher's readiness to work in the conditions of inclusive education. They defined the indicators of the appropriateness of choosing inclusive pedagogical specialty; adequate comparison to the model specialist in inclusion; devotedness to inclusive education standards.

The problem of the teacher's unpreparedness to work in the inclusive education environment leads to changing approaches to the professional training of future specialists in HPEI. The realities of the modern education system require the curriculum to include some innovative content that will contribute not only to teachers' theoretical and practical training, but also to their psychological readiness to work with special children, to interact with their parents and the child support team (Boychuk, Borodina, and Mykytyuk 2015, 65; Sharma and Sokal 2015)

The experiment program was designed taking into account the scientific research by Rusznyak and Walton (2017), who consider inclusive pedagogy as a central part of inclusive education that contributes to successful learning and practice. Inclusive pedagogy involves the development of a set of procedures to form future teachers' readiness to work in education institutions in conditions of inclusive education.

The analysis of scientific and pedagogical sources as well as personal experience of work in HPEI allowed us to single out the following components of future teachers' readiness to work in inclusive educational environment:

- motivational and value (internal motivation and emotion-value attitude of future specialists to pedagogical activity, formation of professional qualities, orientation to humanistic socio-educational environment in schools) (Hudz, 2016);

- theoretical content (gaining systematic knowledge about inclusive education both in foreign and domestic context, awareness of modern inclusive techniques and methods of work with children with special needs) (Bevziuk, 2016);
- procedural (formation of psychological, pedagogical, inclusive knowledge and special inclusive skills required for effective inclusive activity, successful and productive solution of various pedagogical situations in the context of inclusive educational environment) (Alokhina, 2011);
- technological (gaining a set of operational and intellectual skills and know-how, which provide high-quality professional teaching activity, procedural characteristics, forms, methods, ways and tools, pedagogical interaction, educational process organization and management (Demchenko, 2014);
- creative (creative activity and teachers' personal traits that contribute to creating new material and spiritual values, developing creative potential of children with special needs, taking into account their individual abilities) (Sadova, 2015);
- personal reflexive (ability to conduct analysis and self-analysis of personal professional activity in inclusive educational environment, conscious control of professional activity results, analysis of real pedagogical situations) (Boychuk, Borodina, & Mykytyuk, 2015, 65).

The components are formed, developed and realized in the course of studying special academic disciplines (theoretical and practical classes, pedagogical practice and are aimed at the formation of professional abilities.

T. Sobchenko (2019, 272–275) outlined the ways of forming future teachers' readiness to organize the educational process in the conditions of inclusive education and suggested the content of the tasks that could be realized in the course of studying Pedagogy.

Darling-Hammond (2006) suggested that special programs should be developed to train teachers, who are oriented and ready both methodologically and psychologically, to work in inclusive classrooms. The scientist found out that pedagogical researches should explore the ways which help to develop educational programs for future teachers that represent the coherence of their goals, curriculum structure, and field experiences. Forlin (2010c), developing inclusive education policy around the world, concluded that pedagogical education should provide future teachers with the skills and competencies required to work in inclusive education.

Although many authors have focused their researches on the various aspects of teacher training for activities in inclusive education, it is necessary to note that there have been insufficient studies that examine the peculiarities of training future teachers to organize educational process in the context of inclusive education in institutions of higher pedagogical education. The abovementioned fact predetermined the topic of our research. The issue of training teachers to work with children with special educational needs, namely the problems of psychological, theoretical, practical unreadiness and lack of motivation, requires considerable modification and improvement.

The purpose of the article is to develop the methodology of training future teachers to organize educational process in inclusive educational environment and implement it in the educational process in pedagogical university.

2. Material and methods

The experimental and research work was held at H. F. Kvitka-Osnovianenko Ukrainian Language and Literary Faculty of H. S. Skovoroda Kharkiv National Pedagogical University (experimental group (EG) – 103 students) and at the Faculty of Social Pedagogical Sciences and Foreign Philology of Municipal Establishment ‘Kharkiv Humanitarian Pedagogical Academy’ of the Kharkiv Regional Council (control group (CG) – 54 students) during the period of 2016–2019. The participants of experimental group were trained with the implementation of the developed methodology on the formation of future teachers’ readiness for organizing educational process in the conditions of inclusive education. The participants of the control group were trained in a traditional way. All the participants gave the written consent on taking part in the pedagogical experiment.

The experiment program envisaged fulfilling the following tasks: studying state and normative documents on general and special education in Ukraine, instructional and methodological documents; providing the information on the results of the scientific research and promising pedagogical experience in the field of education and upbringing of children with features of psychophysical development; familiarization with new pedagogical technologies of general and special education; analysis of the special educational process for continuous improvement and updating of the content of educational and methodological support.

The program of the pedagogical experiment on the formation of future teachers' readiness to organize educational process in inclusive educational environment was realized at three stages: confirmatory, formative and control.

The confirmatory stage of the pedagogical experiment involved developing evaluation criteria and levels (high, medium, low) to evaluate the levels of formation of future teachers' readiness to organize educational process in inclusive educational environment. It provided for purpose-centered pedagogical influences while forming the readiness in the system of professional education.

1. The motivational criterion is characterized by such indicators as awareness of inclusion as a necessary condition for social development; positive attitude to acquiring skills for working in inclusive educational environment.

2. The content criterion is characterized by such indicators as future teachers' acquisition of the system of knowledge and skills based on foreign and domestic experience on inclusion as a social phenomenon, methods of work with children with special needs.

3. The procedural and behavioural criterion is characterized by the indicator of the formation of competences on inclusive learning.

4. The reflexive criterion is characterized by such indicators as satisfaction from the organization of educational process for children with special needs in inclusive environment, rethinking and predicting the results of further interaction.

The motivational criterion was evaluated applying questionnaires and testing; the content criterion – 'Diagnosis of future teachers' readiness to organize educational process in inclusive environment'; procedural and behavioural – task method, business games; reflexive criterion – self-evaluation methods, oral and written surveys.

The formative stage of the pedagogical experiment provided for students' acquiring necessary competences in inclusive learning:

- competence in the field of international and national legislation on inclusive education (knowledge of international documents and national regulatory acts, their role in the implementation of inclusive education; familiarization with the state policy in the field of inclusive education and mechanisms for its implementation);
- competence in the conceptual framework of inclusive education (knowledge and understanding of theories, concepts, principles of inclusive education; understanding of the broad context of inclusive education as

education for everybody without exception; ability to show tolerance to children with special educational needs based on the principle of respect and non-discrimination);

- competence in the field of inclusive education management (awareness of the functional specificity of the system of educational institutions providing education and support for children with special educational needs; awareness of modern approaches to the organization of the educational process in the context of inclusive education; ability to cooperate and interact with other members of the teaching staff, as well as with parents of children with special educational needs; ability to plan and effectively accomplish the tasks aimed at ensuring the quality of the educational process);

- competence in patterns and peculiarities of the development of children with special educational needs (knowledge of the regularities of the child's development at different age in order to timely identify situations that require the provision of psychological and pedagogical, special educational and developmental services);

- competence in the field of psychological and pedagogical support of children with special educational needs in inclusive educational environment (knowledge of the essence of psychological and pedagogical support of students with special educational needs in inclusive educational environment);

- understanding of the holistic approach to the organization of the inclusive educational process, covering psychological and pedagogical evaluation of the child's development, as well as providing psychological and pedagogical, special educational and developmental services to children with special educational needs; ability to identify and remove barriers to teaching students with special educational needs; knowledge of crucial methods of inclusive learning; knowledge of ways how to adapt and differentiate the content of training programs; knowledge of the principles of creating inclusive educational environment, taking into account the requirements of the universal design, reasonable accommodation; ability to develop an individual program for the child's development, taking into account their physical, speech, cognitive, emotional development, etc.

The developed methodology of training future teachers to organize educational process in the context of inclusive education was tested at three stages: motivational-targeted, content and procedural, evaluative and reflexive.

In order to find out the students' understanding of the content of inclusive education and abovementioned competences at the motivational-targeted stage we conducted:

- testing by I. Demchenko's (2014, 80–81) proprietary methodology, which involved offering students a number of statements, e.g. 'Future inclusive and educational activity is of personal and social significance', 'Inclusive and educational activity requires being an extremely professionally responsible specialist', 'Inclusive and educational activity has to be carried out in accordance with current educational laws, ethics, etc. The statements had to be rated from 0 to 3 points.

- a survey (30 questions) by the proprietary technique (for example: 'Can you apply the technology of organizing the educational process in an inclusive classroom / group? Are you able to identify and eliminate barriers to teaching children with special needs?'). The students were required to provide written answers ('yes', 'no', 'partially'). There were also open questions, e.g. 'In your opinion, which professional competences that an educator should have to work with an inclusive class/group are not formed well enough in your personal case?'

The purpose of the content and procedural stage of the research was to provide students with theoretical knowledge and practical skills of inclusive education, namely:

- learn concepts, principles, basic patterns of inclusive education development;
- to understand key concepts in inclusive education;
- to know international and national legislation and its importance in ensuring the right of children with special educational needs to education;
- to master scientifically grounded methods and modern technologies in the organization of their own professional activity, taking into account the peculiarities of teacher's interaction with the staff of other educational institutions, as well as parents of children with special educational needs;
- to organize educational process and support of children with special educational needs in inclusive learning;
- to create favorable conditions for interaction of children with special educational needs with all participants of educational process;
- to demonstrate understanding of the sequence of stages in the organization of the competence-based pedagogical activity;
- to design their own professional excellence;

- to carry out awareness campaigns on the support and importance of inclusive education in Ukraine.

Gaining the abovementioned knowledge and skills was facilitated by establishing cooperation between teachers, associate teachers and administrators in schools and universities, the public. In addition, it helped future teachers to develop their inclusive education competencies; modify the curriculum, adopt specific strategies that meet the needs of every student, and have a positive attitude towards inclusion as an educational phenomenon.

In the course of the experiment future teachers' readiness to organize educational process in inclusive educational environment was formed using both traditional methods, technologies of organization professional teacher training and non-traditional technologies allowing for encouraging the active component of training future teachers. Among them, effective and efficient ones proved to be: students' group work involving discussions, analysis of specific situations and active communication of all participants of the group, which contributed to the formation of future teachers' professional competence; widespread use of problem-based learning, problem lectures, elements of educational dialogue, design technologies, situational learning, game technologies, moderation; case technology, methods which ensured students' self-work and self-control ability, training sessions that allowed them not only to develop practical skills, but also to establish emotional-positive contact, to form motivation, etc. The key role in the formation of the readiness belonged to pedagogical practice.

The evaluative and reflexive stage of the methodology of forming future teachers' readiness to work in inclusive educational environment was aimed at the formation of students' skills to self-evaluate the level of their own readiness and anticipate prospects for further professional excellence.

The aim of the control stage of the experiment was to determine and analyze the influence of the developed methodology on the level of formation of future teachers' readiness to organize educational process in the context of inclusive education.

The obtained data of the confirmatory and control stages of the research were processed, their comparative analysis was conducted, the obtained results were verified by the mathematical statistics methods.

3. Results

Taking into account the content of future teachers' readiness to organize the educational process in the context of inclusive education and the logic of professional training organization, the research theoretically substantiates the methodology and the stages of its implementation: motivational-targeted, content and procedural, evaluative and reflexive.

At the motivational-targeted stage of the methodology, the work was aimed at forming future teachers' conscious attitude to inclusion as a necessary condition for social development; positive attitude to gaining skills to work in the inclusive educational environment (Table 1).

Table 1. The results of the confirmatory and control stages during the experimental verification of the motivational criterion of future teachers' formed readiness to organize educational process in the conditions of inclusive education

Criterion	Indicators	Levels	EG (103 persons)			CG (54 persons)		
			at the beginning of the experiment	at the end of the	Growth rate	I check	II check	Growth rate
Motivational	awareness of inclusion as a necessary condition for social development	H	-	16,2	+ 16,2	-	5,8	+5,8
		M	38,7	53,5	+ 14,8	33,5	47,5	+ 14,0
		L	61,3	30,3	- 31	66,5	46,7	- 19,8
	positive attitude to gaining skills to work in the inclusive educational environment	H	-	29,7	+29,7	-	8,1	+8,1
		M	33,2	66,1	+32,9	29,6	55	+25,4
		L	66,8	4,2	-62,6	70,4	36,9	-33,5

Note: H – high, M – medium, L – low.

It should be noted that in terms of awareness of inclusion as a necessary condition for social development, the growth rate at high level in EG (+16.2) compared with CG (+5.8) has tripled, because in the process of research at the formative stage of the pedagogical experiment EG students' activity was permanently focused on forming their firm attitude to accepting

inclusion as a value indicator of the educational process quality and sustainable development of society.

According to the indicator ‘Positive attitude to gaining skills to work in the inclusive educational environment’, the increase in EG at high (+29.7) and medium (+32.9) levels exceeds the increase in CG, which is +8.1 and +25.4, respectively. It is explained by the fact that EG students were focused on treating inclusive education as education for everyone without exception; ability to demonstrate a tolerant attitude towards children with special educational needs on the principles of respect for the individual characteristics of the child and non-discrimination.

The content and procedural stage of the methodology checked the levels of future teachers’ acquiring the system of knowledge and skills represented in foreign and domestic experience of inclusion as a social phenomenon, methods of working with children with special needs (content criterion) and gaining inclusive learning competences (procedural and behavioural criterion) (Tables 2 and 3).

Table 2. The results of the confirmatory and control stages during the experimental verification of the content criterion of future teachers’ formed readiness to organize educational process in the conditions of inclusive education

Criterion	Indicators	Levels	EG (103 persons)			CG (54 persons)		
			at the beginning of the	at the end of the	Growth rate	I check	II check	Growth rate
Content	future teachers’ acquiring the system of knowledge and skills represented in foreign and domestic experience of inclusion as a social phenomenon, methods of working with children with special needs	H	-	39,8	+39,8	-	23,5	+23,5
		M	6,4	56,8	+50,4	5,3	46,8	+41,5
		L	93,6	3,4	-90,2	94,7	29,7	-65

Note: H – high, M – medium, L – low.

It should be noted that according to the content criterion, there were significant changes in the EG at high (+39.8) and medium (+50.4) levels, compared with CG, where the increase at high level is +23.5, and at medium level– +41.5, because in the process of conducting the pedagogical experiment students’ attention was drawn to the importance of existing concepts, principles, basic regularities of inclusive education development, international and national best practices in the organization of inclusive education.

Table 3. The results of the confirmatory and control stages during the experimental verification of the procedural and behavioural criterion of future teachers’ formed readiness to organize educational process in the conditions of inclusive education

Criterion	Indicators	Levels	EG (103 persons)			CG (54 persons)		
			at the beginning of the	at the end of the	Growth rate	I check	II check	Growth rate
procedural and behavioural	gaining inclusive learning competences	H	-	33,1	+33,1	-	9,4	+9,4
		M	28,3	64,9	+36,6	22,4	45,5	+23,1
		L	71,7	2,0	-69,7	77,6	45,1	-32,5

Note: H – high, M – medium, L – low.

According to the indicator ‘Gaining inclusive learning competences’, we have significant achievements in EG (+33.1 at high level, +36.6 at medium level) compared to CG (+9.4 at high level, +23.1 at medium level). Students’ pedagogical practice facilitated the development of their ability to organize educational process and support of children with special educational needs in inclusive education, to create favourable conditions for interaction of children with special educational needs with all participants of the educational process. EG students have learned to plan such types of activities that help reduce fatigue and prevent teacher burnout when working with children with special educational needs.

The evaluative and reflexive stage of the methodology of training future teachers to organize educational process in the context of inclusive education was aimed at checking the reflexive criterion.

Table 4. The results of the confirmatory and control stages during the experimental verification of the reflexive criterion of future teachers' formed readiness to organize educational process in the conditions of inclusive education

Criterion	Indicators	EG (103 persons)			CG (54 persons)			
		Levels at the beginning of the at the end of the Growth rate	I check	II check	Growth rate	I check	II check	Growth rate
Reflexive	satisfaction from	H	-	28,1	+28,1	-	6,1	+6,1
	organizing learning of	M	14,8	66,6	+51,8	21,9	47,8	+25,9
	children with special	L						
	needs in inclusive		85,2	5,3	-79,9	78,1	46,1	-32
	environment							
	rethinking and	H	-	33,5	+33,5	-	9,1	+9,1
predicting the results of	M	22,5	63,4	+40,9	23,4	57,8	+34,4	
	L	77,5	3,1	-74,4	76,6	33,1	-43,5	
	further interaction							

Note: H – high, M – medium, L – low.

At the evaluative and reflexive stage a group of the methodology developers, teachers, associate teachers and administrators in schools and universities, the public worked with EG students in order to develop their skills to self-assess the readiness to organize educational process with children with special educational needs; get pleasure from the organization of inclusive educational process; rethink and predict further interaction with students with special educational needs. Consequently, we have a convincing growth rate in EG on both indicators.

4. Discussion

The results of the research are unique and independent in view of the implementation of inclusive education in Ukrainian educational space in the context of the Law of Ukraine 'On Education' (2017). The uniqueness of these results is well-grounded, since inclusive education practices are not new and the availability of the proven researches has helped to develop the

experiment program and to study and compare the results of this research with already known world practices on inclusion.

The experimental research was carried out in three stages: confirmatory, formative and control. The confirmatory and control stages dealt with defining the level of the criteria and indicators of the formation future teachers' readiness to organize educational process in conditions of inclusive education, the results were compared and presented. In fact, the methodology of forming students' readiness to work in inclusive educational environment was implemented during the formative experiment in three mutually agreed stages: motivational-targeted, content and procedural, evaluative and reflexive.

The research revealed the following facts: 60% of EG and 67% of CG, even after the experiment, are reluctant to teach children with special educational needs in classes with 'ordinary' children, due not only to social stereotypes but also their own experience, which students got during pedagogical practice and communication with teachers and their assistants regarding their work with children with special educational needs. 42% of EG students and 47% of CG students have not fully mastered the assessment techniques for learning outcomes of students with special needs. This is due to the fact that these children are in classes next to 'ordinary' children, whose pace and quality of work are much higher and more efficient and require a rapid flow of work; students' inability to identify and remove barriers to learning, to objectively evaluate 'special' children's achievements through pity and compassion for them, the fear of offending and underestimating them. There has been a positive change in increase in the number of students (78% EG and 34% CG) who expressed a desire to enroll in an elective course "Fundamentals of Inclusive Education".

5. Conclusions

Therefore, the expediency and timeliness of the experiment is undeniable, conditioned by the time requirements and researches conducted before. When implemented in the educational process of pedagogical education institutions, the developed methodology of the formation of future teachers' readiness to organize educational process in conditions of inclusive education will facilitate future teachers' positive attitude to inclusion as a necessary condition for continuous social development; students' gaining necessary inclusive learning competences (competence in the field of international and national legislation on inclusive education, competence in the conceptual framework of inclusive education,

competence in the field of inclusive education management, competence in patterns and peculiarities of the development of children with special educational needs, competence in the field of psychological and pedagogical support of children with special educational needs in inclusive educational environment, understanding of the holistic approach to the organization of the inclusive educational process); students' acquiring skills to rethink and predict the results of further interaction with children with special educational needs, to prevent teacher burnout.

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