

DEVELOPMENT OF PSYCHOLOGICAL READINESS IN PHYSICAL EDUCATION TEACHERS FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION

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Aim. Successful education of children with disabilities depends on teachers' professionalism. Physical Education teachers demonstrate a lack of psychological readiness to implement inclusive education. Therefore, the aim of this article is the projecting and approbation of the development system of psychological readiness in P.E. teachers for inclusive education including its cognitive, emotional, axiological and reflexive components. **Materials and Methods.** The study was performed on the basis of the theory of attitudes (L. Lange, R. Cialdini, D.N. Uznadze, S.L. Rubinstein). The diagnostic tools for revealing the level of cognitive, emotional, axiological and reflexive components of the psychological readiness in PE teachers for inclusive education were developed. The study was conducted in 2016–2017. 673 PE teachers of the Chelyabinsk region took part in the study at different stages. The psychological readiness of the majority of respondents (39.6 %) was below the average. The training experience of P. E. teachers in France, presented by the scientific partners of the Higher School of Teaching and Education of University within Picardie Jules Verne under the Academy of Amiens was studied. **Results.** The development system of psychological readiness in teachers for inclusive education was developed, based on the experience of positive pedagogical practices of P.E. teachers in Russia and France. This system assumes the training of teachers in gradually more complicated stages: a) solving situational problems that represent the problematic aspects of the activity of P.E. teachers working with children with disabilities; b) conducting reflexive sessions, in which teachers become acquainted with the psychology of a special child and identify themselves with him; c) formation of stress resistance in teachers, prevention of their professional burnout. **Conclusion.** The experimental stage of the study showed that the adoption of such a system contributed to a positive change in the indicators of psychological readiness of teachers for the implementation of inclusive education. The system is recommended for use in wide practice.

Keywords: *Physical Education teachers, psychological readiness, inclusive education, student with disabilities, development system of psychological readiness of teachers, situational tasks, reflexive sessions, teacher's stress resistance.*

Introduction. Educational strategies implemented in world practice are aimed at the provision of equal educational rights for children. Such strategies become socially attractive through the system of inclusive education. This system equalizes children's chances to receive high quality

education regardless of their physical abilities and health state. Currently 92 governments and 25 international organizations confirmed their commitment to education without borders reflected in the Salamanca Statement on principles, policies and practice in special needs education (1994).

This document also announces the implementation of inclusive education in comprehensive schools, highlighting the importance of corresponding pedagogical methods aimed primarily at needs of children with disabilities. This practice is typical for West European countries and the USA. These states demonstrate bright examples of lawmaking and pedagogical activity for the improvement of education for children with health limitations.

For example, in Sweden municipal schools organized thoroughly work with pupils having abnormalities in mental or physical development. Two teachers conduct classes and two special teachers conduct extra classes. Universities pay special attention to the formation of positive thinking in future teachers. In Norway there are state centers aimed at the support of special children (children with the syndrome of early autism, hearing or visual disturbances, etc.). In the 70ies in Italy a revolution measure was approved to close all correctional education facilities and include all children with disabilities in the comprehensive school system. Nowadays in Italy 90 % of children with disabilities are studying in comprehensive schools. It is a norm for a today's Italy. In other cultural and historical contexts this index varies. For example, in the USA it equals 45 %.

In France in 2013 the principle of inclusion was proclaimed for the first time in the law on school reorganization. National education makes unprecedented efforts to improve school education of children with disabilities. 1.5 billion euro were allocated for 260000 pupils. At the beginning of 2015, 278978 pupils with disabilities were registered in comprehensive schools. It is twice higher in comparison with 2006. In universities this index increased from 8000 in 2005 to 20000 in 2015. This law provides a special preparation of teachers to inclusion. For example, there is supplementary education for teachers, who want to work with deaf and hard of hearing pupils [25].

Today Russian society also addresses to the problem of the development and education of children with physical and/or mental disturbances. Support of such children fits into the context of the state educational policy of the Russian Federation. The analysis of regulatory documents revealed that in our country a new active stage in the development of inclusive education has emerged. It is obvious that an important role in this long process of the transformation of existing

state of mind towards special children belongs to teachers. In our opinion, a teacher's desire to work in the conditions of inclusive education should be a starting point.

The authors are particularly interested in the improvement of PE teachers' professionalism. The practice revealed that many physical education teachers feel tension working with children with disabilities. Teachers suffer panic attack due to the fear of harming pupils' health during a lesson with increased motor activity or being unable to cope promptly with difficulties.

This is confirmed by the results of the survey performed among 295 teachers of physical education with different pedagogical experience working both in city and village schools of the Chelyabinsk region.

More than a half of the teachers surveyed (61.1 %) noticed that they studied the disciplines related to the education of children with disabilities at university. They studied correction pedagogics, the basics of special pedagogics and psychology and other disciplines. It means that teachers have general knowledge and ideas about the educational process of children with disabilities, nevertheless, they lack psychological readiness for a mass inclusive education. Despite this fact, 90.3 of respondents note that children with disabilities study in their educational organizations.

Special emotional discomfort, fears and difficulties among the teachers surveyed are caused by work with children with autistic disturbances (35.8 %), intellectual disabilities (33.5 %), blind children (32.1 %), deaf children (27.6 %). Moreover, 24.7 % of PE teachers are not ready emotionally to accept all categories of children with physical and/or mental disturbances.

Only half of respondents (52.3 %) reacts positively to the implementation of inclusive education. 24.7 % of the teachers surveyed are very negative towards inclusion. 17.9 % of PE teachers are indifferent to the education of children with disabilities in comprehensive schools. The rest part – 5.1 % – did not define the position showing the ambiguity of its opinion. At the same time, only 38.9 % of respondents confirm the effectiveness of inclusive education in the long term. 34.1 % of teachers say about the ineffectiveness of inclusive education for all participants of educational process. 27 % of respondents have difficulties with the assessment of the effectiveness of inclusive education at this stage of implementation.

The survey performed allowed us to reveal problem areas in the formation of psychological readiness for inclusive education in PE teachers:

- lack of knowledge of the peculiarities of mental and physical development of children with disturbed development;
- pronounced sensitivity and impulsiveness when mentioning the need to work with special children;
- misunderstanding of the importance of inclusive education in a humane and democratic society;
- poorly expressed ability to analyze existing and own experience in work with children with developmental disturbances.

The abovementioned conclusions prove the relevance of the study on the development of psychological readiness in PE teachers for the implementation of inclusive education.

The article demonstrates the results of the creation and approbation of a system for the development of psychological readiness in PE teachers for the implementation of inclusive education. The study was conducted by a group of scientists from Chelyabinsk (Russia) and Amiens (France) in 2016–2017 within the project on the scientific partnership between the Chelyabinsk Institute of Retraining and Improvement of Professional Skill of Educators and the Higher School of Teaching and Education of University within Picardie Jules Verne under the Academy of Amiens.

Modern didactics indicates a direct correlation between the quality of implementation of special educational programs by the teacher with a profound understanding of the specifics of the competences of inclusive education.

The authors agree with those foreign researchers, who state that a teacher's ability to perform a high-quality reflection should become a value for him. This strive to constantly analyze his own activity, to reveal problems and find solutions receives an impulse in the process of professional and supplementary professional education, including the programs of qualification improvement, internship and mentoring in the educational organization where a PE teacher works [28].

The author's understanding of the effectiveness of the creation of favorable psychological environment for a teacher's self-reflection is described by the following researchers: M. Nilsson, I. Andersson, K. Blomqvist [23], N.H. Martínez

[20], N.M. Nel, N.R.A. Romm, L.D.N. Tlale [22], C. Hamilton, M. Kecskemeti [15]. This approach is a powerful tool for the personal growth of both a fulfilled teacher, implementing inclusive educational programs, and pupils, who begin to absorb psychological attitudes at the preconscious level.

Such an education is determined by the understanding of mixed feelings in unprepared specialists when interacting with children with disabilities. The necessity of stress resistance formation in inclusive teachers is generally accepted around the world [1, 14]. Therefore, the training of PE teachers should begin with the formation of stress-resistance as one of the conceptual directions of psychological readiness development.

There are interesting positions regarding the detection and formation of a person's ability to successfully interact with disabled people. For instance, M.F. Pajares thinks that the development of psychological readiness in teachers for the implementation of inclusive education should begin from early childhood with the accumulation of the simplest daily experience of interaction with disabled children [24].

It should be noted that the peculiarities of psychological readiness as a psychosocial phenomenon have been successfully studied by the following authors: S.R. Sharifullina [8], O.V. Scherbinina, A.A. Lizar, W.L.H. Mangundjaya, A. Rachmawan, M.B. Steinborn, R. Langner, L. Huestegge [27].

The very development of the concept of psychological readiness is the result of theoretical research of the scientists of the last 150 years. For our study an important role is belonging to the theory of attitude [2, 6, 19, 21], works on revealing of axiological mediation of a human behavior, the study on social nature of psychological attitude [7, 28], works on the role of psychological attitude in cognitive theory.

The authors share the point of view stating that the theoretical and empirical study of psychological attitude can contribute to the creation of the newest archetypes of pedagogical activity (L.A.A. Silva) [28] capable to reveal a profound understanding of the teaching of special children. At the same time, psychological attitude demands constant reinforcement and improvement facilitated by the practice of reflexive sessions, mentoring and coaching. This phenomenological position is reflected in modern progressive studies of Russian and foreign scientists. For example,

this approach is presented in the USA in the works of N. Dominguez, M. Hager [12], R. Mitchell, in Great Britain in the work of L. Darling-Hammond [11], in Greece in the works of C. Kadji-Beltran, A. Zachariou, E. Liarakou [16]. The summarized experience of successful work with psychological attitude from the teachers of Australia, Sweden, Finland can be traced in the works of S. Kemmisa, L.T. Hannu, Göran Fransson, Jessica Aspfors [10, 18], in Russia – in the work of O.V. Arzyboeva, N.P. Epova [9].

Another important source of the formation of methodological position of the study is the ideas of problem-based learning, relevant ideas of situational problem solving [3, 4, 13], based on real difficulties of inclusive teachers.

These ideas serve as a starting point in the creation of the development system of psychological readiness in PE teachers, which provides solving of real situational problems faced by teachers working with disabled children.

The analysis of literature revealed that there are numerous works devoted to the study of the methodology of inclusive education, the choice of effective methods and means of the training of persons with disabilities and the psychological readiness of teachers for the implementation of modern education. At the same time, we revealed that there is a lack of the development system of psychological readiness in PE teachers for inclusive education. The authors think that there is an objective need for the creation and approbation of the system aimed at the improvement of cognitive, axiological, emotional and reflexive components of psychological readiness necessary for a successful teaching of special children.

The aim of the study is to create and test the development system of psychological readiness in PE teachers for the implementation of inclusive education.

Materials and methods. The development system of psychological readiness of PE teachers for the implementation of inclusive education is based on the theory of attitude developed by L. Lange, D.N. Uznadze, T.T. Iosebade and their conclusions on the importance of psychological component as a formed inclination to a certainly defined activity of the subject in a real situation (teaching of children with disabilities in our case).

The following components of psychological readiness of PE teachers have been established: cognitive, axiological, emotional, reflexive com-

ponents. The system proposed is based on the goal-oriented activity of PE teachers within the improvement of qualification (both within the organization or with the help of courses) in terms of the development of psychological readiness for inclusive education. The system consists of 3 levels of increasing complexity. The following conditions are gradually implemented at each level: a. solving of situational tasks based on real difficulties of PE teachers during the implementation of inclusive education; b. reflexive sessions, where teachers become acquainted with the psychology of a special child and identify themselves with such a child; c. formation of stress-resistance in PE teachers and prevention of their professional burnout.

The first stage consists of the tasks based on the analysis of professional difficulties. It should be noted that a case method (situational method) is quite popular as a training practice. This method is planned to be actively used to control teachers' professional competences. The authors think that it is very important to teach participants to quickly overcome pedagogical difficulties (modeled in situational tasks). At this level, it is recommended to form the bank of cases and then to organize an exchange of experience in problem solving.

The examples below demonstrate such situational tasks:

First situation. There was a new girl in the fifth grade. First two weeks she was ill. When she attended a PE class she behaved in a reserved manner. A PE teacher decided to help the girl to perform an exercise, but the girl started to shout very loudly. Attempts to calm the girl did not work. Only when her mother arrived, she stopped shouting. After the incident it turned out that the girl had autism. Her parents did not warn teachers about it.

Second situation. A child with a delayed mental development refuses to perform exercises during PE classes, argues with a teacher and classmates. The child has a first health group and is in the main group for PE lessons.

Third situation. Physical therapy teacher revealed that the girl with a cerebral palsy does not communicate with peers. Children ignore her during classes and breaks. The class consists of different informal groups, which do not accept the girl.

Situational tasks are recommended to be solved using the following algorithm: a. justifica-

tion of actions from a normative point of view; b. usage of psychological and pedagogical concepts and theories to solve a case; c. presentation of a teacher's own pedagogical solution (using modern educational technologies) to support a special child during PE classes.

The analysis of regulatory documents in the field of inclusive education will allow PE teachers to define the base of their professional decisions. Pedagogical interaction with a special child should be built in compliance with moral and ethical norms. Moreover, it should be implemented within existing legislation. When a teacher understands the legitimacy of his actions outlined by regulatory and legal framework, he feels more confident in the application of pedagogical decisions.

The analysis of situational tasks based on the psychological theories of personal development is important for the choice of a pedagogically correct action. Psychological theories explain behavioral motives and the determinants of psychological development at each age stage. When a PE teacher acts using established psychological and pedagogical approaches he is more likely to come to the right decision.

The basics of pedagogy are also important. The application of modern educational technologies in situational tasks is the third component of the algorithm proposed. The choice of technologies and methods should be performed taking into consideration the age-related, individual and psychophysical peculiarities of a child. Moreover, the creativity and unconventional approach of PE teachers to pedagogical situations within or out of educational technologies should be welcomed.

Working on cases PE teachers should demonstrate professional knowledge necessary for the implementation of inclusive education. In real life a teacher does not always have enough time to plan and choose pedagogical decisions. He should act quickly. A certain algorithm of behavior, ability to predict actions and their consequences allow a teacher to remove psychological barriers when working with disabled children.

However, this is not sufficient in the development system of pedagogical readiness. Situational tasks develop the cognitive and reflexive aspects of psychological readiness. It is important to remember about the axiological component of the activity determining work motivation.

Reflexive sessions for PE teachers are rec-

ommended at the second stage of training. They are aimed at understanding of a child with developmental disturbances. It allows the teacher to form axiological attitude to professional activity. It helps to understand, to feel, to experience the limits, which exist in the development of special children. The teachers are offered to perform physical exercises using a behavioral modal of the child with a certain developmental disturbance. For example, they can be offered to run a short distance with their eyes closed or to throw a ball into the basket in a dark room. Such tasks are aimed at modeling the state of children with visual disturbances during PE classes.

The teachers can also be offered to play volleyball using ear plugs. It allows them to experience the state of children with hearing difficulties. To make the teacher experience the state of a child with a cerebral palsy the teacher can be recommended to move in an exercise room using a wheeled chair. In order to understand the psychology of children with mental disturbances (developmental delay) they can be proposed to solve the task of the higher mathematics. To understand a child with speech disturbances teachers can be asked to play football without means of verbal communication. The state of children from other health categories can be modeled in a similar way (children with autism or multiple developmental disturbances).

The effect of such tasks mostly depends on the organization of PE teachers training. Imitation of difficult life conditions and feelings of children with developmental disturbances allows teachers to better understand children's problems. Such a reflection contributes to empathy development and determines the axiological foundation of PE teacher psychological readiness for inclusive education.

The third stage comprises trainings on the development of stress-resistance. They are mostly aimed at the prevention of professional burnout. Pedagogical activity itself is stressful, while working with children with disabilities is more difficult and quite energy consuming. These conclusions are proved in the works of Russian and foreign [14, 17] scientists. Moreover, realizing the real difficulties of children with developmental disturbances, some PE teachers can be profoundly shocked. Therefore, it is very important to teach them to form their own stress-resistance and to develop stress-resistance in children with disabilities.

There are many methods of the prevention of emotional burnout and development of stress-resistance (positive thinking, bibliotherapy, method of biological feedback). Taking into account the specifics of PE teachers activity it is recommended to use body-oriented methods, which are closer to the teachers of this category.

It is important to develop stress-resistance in two directions: to work with a teacher and to work with a child with disabilities. It is advisable to remind PE teachers about active and passive relaxation and to consider the possibilities of using traditional methods of relaxation in sports. Moreover, it is important to teach them to give an elementary massage depending on a child's health state. Self-massage is also to be useful to remove stress and anxiety. In particular, the book of Gary Craig Emotional freedom techniques can be helpful for teachers. It suggests tapping certain points on the body to safely release negative emotions and resolve psychological problems.

It is necessary to explain to teachers the psychological sense of physical exercises aimed at optimization and stabilization of the general tone of the body. Special attention should be paid to stretching and breathing exercises. It will be useful to introduce to PE teachers exercises on activation of the energy potential of the body. They are thoroughly described in the manual of the Moscow State University scientist A.V. Semenovich –“Neuropsychological correction in childhood. The method of replacing ontogenesis”. The author presented the method of replacing ontogenesis as a basic correction, habilitation, and prevention technology in working with children with developmental disturbances. PE teachers can acquire certain psychotechniques being the base of neuropsychological support of children with disabilities. These techniques consist of both breathing exercises and work with muscular dystonia, pathological rigid body positions and synkinesia. It is also important to form and correct basic sensorimotor (simultaneous and reciprocal) reactions. It is not just about children with locomotor disturbances, but also about children with other disorders (visual, acoustic, speech, mental).

To help PE teachers to cope with their own psychical state it is recommended to make them familiar with body-oriented approaches and methods introduced in the book of G.V. Timoshenko and E.A. Leonenko “Working with the body in psychotherapy” [5].

Body therapy trainings can be conducted together with a music therapy method. PE teachers should be acquainted with both relaxing and mobilizing effects of the music. It is scientifically proved that the productivity of intellectual activity increases significantly after certain compositions. In this connection Mozart's works are used during the work with children with autism spectrum disorder (ASD). They are also prescribed to children with mental disorders. Therefore, PE teachers should learn to perform physical exercises with musical accompaniment to achieve better effect for themselves and for a child. It is very important for the regulation of emotional and psychophysical states.

Separate trainings should be devoted to explaining PE teachers how to react quickly under stressful conditions. At this stage PE teachers should learn express-techniques of self-recovery (breathing exercises, counting, refocusing, etc.). It will be also useful to learn support techniques for children with developmental disturbances being under stress.

The developmental system of PE teachers' readiness for inclusive education affects all personal aspects (cognitive, axiological, emotional). It contributes to the gradual development of necessary competencies in inclusive education. It consists of legal and regulatory, psychological and pedagogical, and methodological components. Such a systematic and step-by-step training of PE teachers allows them to overcome professional fears and decrease anxiety preventing effective work in inclusive education. Elimination of such fears and raising teachers' awareness on the abovementioned issues will improve their psychological readiness for inclusive education.

Results. PE teachers ($n = 378$) within qualification improvement courses at the Chelyabinsk Institute of Retraining and Improvement of Professional Skill of Educators were offered to solve a situational task developed by the authors of the article and connected with the education of a child with disabilities in comprehensive school. Based on the results of the task and observations made, we obtained the data for each PE teacher, including the values of cognitive (C_{cogn}), emotional (C_{em}), axiological (C_{ax}) and reflexive (C_{ref}) components of psychological readiness and the averaged coefficient of psychological readiness for inclusive education (C_{ψ}). Comparing the results of all groups at the beginning of the course

using Student’s t-distribution, we did not reveal any significant deviations in the distribution of the coefficient of PE teachers’ psychological readiness for inclusive education.

Table 1 shows summarized results on the formation of components of teachers’ psychological readiness for inclusive education.

Table 1
Formation of psychological readiness components for inclusive education in experimental and control groups at the beginning of the experiment

Group	Coefficients of the formation of psychological readiness components				C _ψ
	C _{cogn}	C _{em}	C _{ax}	C _{ref}	
EG (n = 186)	0,62	0,53	0,52	0,53	0,55
CG (n = 192)	0,59	0,51	0,51	0,53	0,53

Table 2 and Fig. 1 demonstrate the distribution of psychological readiness for inclusive education in experimental and control groups at the beginning of the experiment according to the authors’ scale.

Table 2 and Fig. 1 show that at the beginning of the experiment the majority of PE teachers in control and experimental groups has the ‘below the average’ level of psychological readiness for

inclusive education. At the same time, in each group there are teachers with a high level of psychological readiness. The homogeneity of experimental and control groups is proved by χ^2 Pearson correlation coefficient. At the level of significance 0.05 and degree of freedom $\nu = 4$ χ^2_{crit} is equal 9.49 with the empirical value of $\chi^2_{emp} = 2.17$. It means that $\chi^2_{emp} < \chi^2_{crit}$.

We implemented our multilevel development system of psychological readiness for inclusive education in the experimental group. Teachers from the control group were not involved in the implementation of the system.

The second assessment with the same tools (situational tasks) revealed statistically significant deviations in the distribution of the coefficient of psychological readiness for inclusive education in PE teachers (C_ψ). Table 3 shows summarized results of the second assessment.

In comparison with the initial data there are some changes both in experimental and control groups. The change in the coefficient of psychological readiness for inclusive education (C_ψ) is connected with an increase in all components, especially cognitive.

The average coefficient of psychological readiness in the experimental group was equal 0.55 at the beginning of the experiment and increased to 0.69 after the experiment being higher

Table 2
Distribution of teachers by levels of psychological readiness for inclusive education in experimental and control groups at the beginning of the experiment

Group	Levels of psychological readiness				
	Low	Below the average	Average	Above average	High
EG (n = 186)	29 (15,6 %)	74 (39,8 %)	44 (23,7 %)	22 (11,8 %)	17 (9,1 %)
CG (n = 192)	40 (20,8 %)	76 (39,6 %)	40 (20,8 %)	22 (11,5 %)	14 (7,3 %)

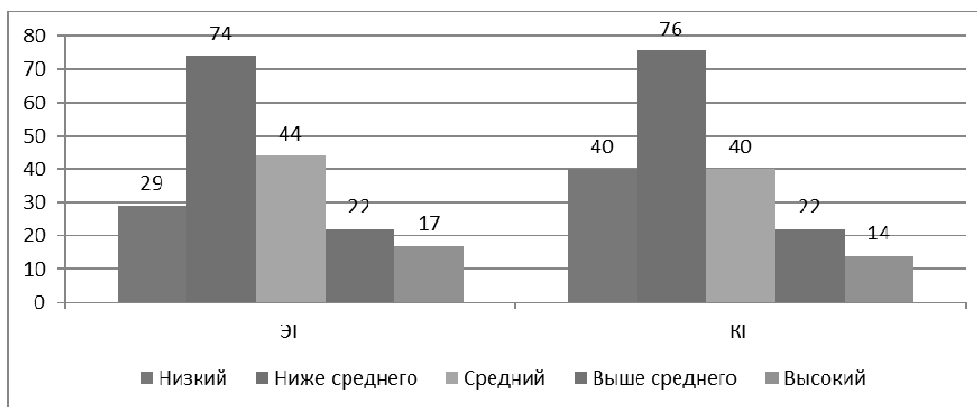


Fig. 1. Distribution of teachers by levels of psychological readiness for inclusive education in experimental (EG) and control (CG) groups at the beginning of the experiment

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than the average coefficient of psychological readiness for inclusive education in the control group, which equaled 0.56 at the beginning of the experiment and increased by 0.03.

Table 3
Formation of psychological readiness components for inclusive education in experimental and control groups at the control stage of the experiment

Group	Coefficients of the formation of psychological readiness components				C _ψ
	C _{cogn}	C _{em}	C _{ax}	C _{ref}	
EG (n = 186)	0,77	0,71	0,67	0,63	0,69
CG (n = 192)	0,63	0,53	0,53	0,57	0,56

Table 4 and Fig. 2 show the distribution of psychological readiness for inclusive education in experimental and control groups at the control stage of the experiment.

Comparing the values obtained at the beginning of the experiment and at the control stage, we can see that the number of PE teachers being at:

- low level of psychological readiness for inclusive education decreased by 10 persons (5.4 %),
- below the average level decreased by 32 persons (17.2 %),

- average level decreased by 5 persons (2.7 %),

- above average level increased by 26 persons (14.0 %),

- high level increased by 21 persons (11.3 %).

The same dynamics can be seen in the control group in comparison with the experimental group, the number of PE teachers, who changed lower levels of readiness to higher levels, is less.

In the control group the number of PE teachers being at:

- low level of psychological readiness for inclusive education decreased by 9 persons (4.7 %),

- below the average level decreased by 14 persons (7.3 %),

- average level increased by 8 persons (4.2 %),

- above average level increased by 9 persons (4.7 %),

- high level increased by 6 persons (3.1 %).

In this case χ^2_{emp} equals 16.8, which is higher than a critical value. It means that there are differences in the distribution of a characteristic, which prove effectiveness of the multilevel development system of psychological readiness for inclusive education in PE teachers.

Discussion. The significant changes revealed in the psychological readiness of PE teachers from the experimental group prove the effective-

Table 4
Distribution of teachers by levels of psychological readiness for inclusive education in experimental and control groups at the control stage of the experiment

Group	Levels of psychological readiness				
	Low	Below the average	Average	Above average	High
EG (n = 186)	19 (10,2 %)	42 (22,6 %)	39 (21,0 %)	48 (25,8 %)	38 (20,4 %)
CG (n = 192)	31 (16,1 %)	62 (32,3 %)	48 (25,0 %)	31 (16,1 %)	20 (10,4 %)

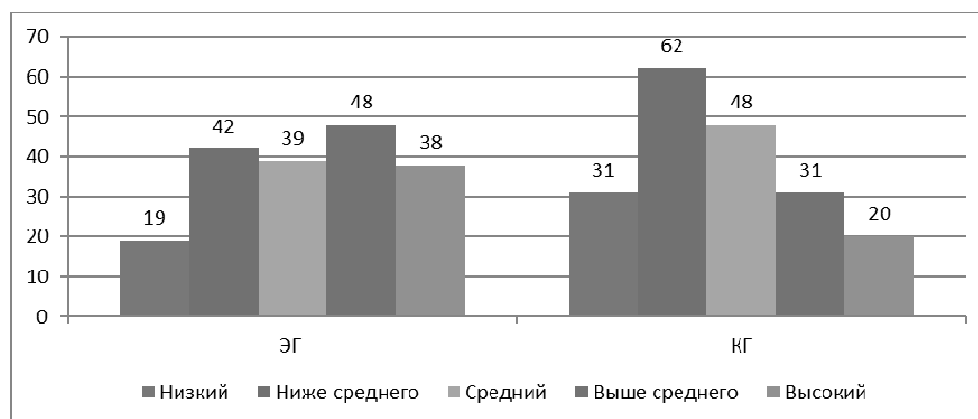


Fig. 2. Distribution of teachers by levels of psychological readiness for inclusive education in experimental (EG) and control (CG) groups at the control stage of the experiment

ness of the pedagogical system proposed and its pedagogical solutions. The development system of psychological readiness for inclusive education is easily producible and can be used in practice of supplementary professional education. It can also be used in supplementary courses for PE teachers as well as for in-school trainings. This system may be applied in mixed groups for the teachers of different subject areas. In this case the content of situational tasks and training exercises should be detailed. Certain positions of the development system of psychological readiness can be used in professional education of PE teachers at the institutions of higher education.

Conclusion. Professional knowledge is not significant for a confident performance of PE teachers' professional and pedagogical functions in inclusive education. Psychological readiness for this very type of professional and pedagogical activity plays an important role. Its improvement and development can be effectively performed by means of supplementary professional education. The development system of psychological readiness for inclusive education in PE teachers is based on the theory of attitude and axiological mediation of human behavior. The system proposed consists of 3 stages and includes:

- involvement of practising teachers in solving real situational tasks faced by teachers, who work with children with disabilities;
- reflexive sessions to make teachers acquainted with the psychology of special children and to help them to identify themselves with such children;
- formation of stress-resistance in PE teachers and prevention of their professional burnout.

Experimental study allowed us to establish statistically significant changes in PE teachers' psychological readiness for inclusive education in the experimental group. The number of teachers with a high level of readiness increased by 11.3 % and with the above average level of readiness by 14.0 %. The positive dynamics revealed in the development of psychological readiness in PE teachers allowed us to talk about the possibility of widespread use of the system proposed in the practice of the supplementary professional education of PE teachers.

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РАЗВИТИЕ ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ К ОСУЩЕСТВЛЕНИЮ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

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Цель. Проектирование, апробация системы развития психологической готовности учителей физической культуры к инклюзивному образованию, включающей когнитивный, эмоциональный, ценностный и рефлексивный компоненты. **Организация и методы исследования.** Исследование выполнено на основе теории установки (Л. Ланге, Р. Чалдини, Д.Н. Узнадзе, С.Л. Рубинштейн). Разработан диагностический инструментальный для выявления уровня сформированности когнитивного, эмоционального, ценностного и рефлексивного компонентов психологической готовности учителей физической культуры к инклюзивному образованию. В исследовании 2016–2017 гг. на разных этапах приняли участие 673 учителя физической культуры Челябинской области. Психологическая готовность большинства респондентов (39,6 %) находится на уровне ниже среднего. Изучен опыт подготовки учителей физической культуры во Франции, представленный научными партнерами Высшей школы преподавания и образования в составе Университета им. Жюль Верна Пикардии при Академии г. Амьена. **Результаты.** Разработана система развития психологической готовности учителей к инклюзивному образованию, основанная на опыте позитивных педагогических практик подготовки учителей физической культуры России и Франции. Она предполагает обучение учителей на постепенно усложняющихся этапах: а) решение ситуационных задач, представляющих проблемные аспекты деятельности учителей физической культуры в работе с детьми с ограниченными возможностями здоровья; б) проведение рефлексивных сессий, в которых педагоги знакомятся с психологией особого ребенка и отождествляют себя с ним; в) формирование стрессоустойчивости учителей, профилактика их профессионального выгорания. **Заключение.** Экспериментальный этап исследования показал, что внедрение такой системы способствовало положительному изменению показателей психологической готовности учителей к осуществлению инклюзивного образования. Система рекомендуется к использованию в широкой практике.

Ключевые слова: учителя физической культуры, психологическая готовность, инклюзивное образование, обучающийся с ограниченными возможностями, система развития психологической готовности учителей, ситуационные задачи, рефлексивные сессии, стрессоустойчивость учителя.

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