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## Readiness for Work Under Inclusive Education Conditions as Stage of Formation of Teacher's Inclusive Culture

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**Abstract.** The aim of this article is to examine the basic stages of becoming and development of the inclusive education system in Russia and abroad, describing the evolution of the society's attitude to physically handicapped children and children with special educational needs, and examining issues related to formation of a teacher's readiness for work in changed conditions. The leading approach to studying of this problem is historic-logical which provides the holistic viewing of the process of becoming of the special education in Russia and abroad, as well as peculiarities, ways and regular laws of implementation of the inclusive education on the modern stage of the society development. As a result of the study, the authors came to the understanding of inclusive culture as a component of professional and pedagogical culture, which is defined as an integrative personal quality that contributes to the creation and development of values and technologies of inclusive education, integrating a system of knowledge, skills, social, personal and professional competencies that allow teachers to work effectively in an inclusive education, to determine the optimal conditions for the development of each child. The results of the study are presented which is aimed at identifying the attitude of future specialists in physical culture to the possibility of working in an inclusive education. Materials of the article can be of use to scientists working with issues of implementation of inclusion into the Russian system of education, to specialists involved into arranging of future teachers training, to pedagogues who work in educational institutions of various types, and to pedagogical universities students.

**Keywords:** Inclusive education, physically handicapped children, teacher's readiness, teacher's inclusive culture.

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### INTRODUCTION

In 2012 the Russian Federation ratified UN Convention "On the Rights of Persons with Disabilities", undertaking realization of inclusive teaching of handicapped persons on all levels of education. The Federal Law "On Education in the Russian Federation" made legally fixed the principle of accessibility of education for persons with special educational needs: inclusive education – providing of the equal access to education for all students, with taking into account variety of special educational needs and individual features. The law "On Education in the Russian Federation" (Art. 2) determines a "physically handicapped student" as "an individual having defects in physical and/or psychological development confirmed by a psychological-medical-pedagogical commission and preventing receiving education without providing of special conditions" (Federal law "On education in the Russian Federation", 2012).

The range of differences in development of physically handicapped children is large – from those whose development is practically normal, with just temporary and relatively easily corrected problems to children with grave nervous system disturbances (Morgenstern, 2018). Consequently, one groups of children can be taught together with their healthy counterparts, provided special types of support for them, while others need individual educational programs adapted to their abilities (Purgina, 2014).

In foreign countries, the inclusive approach to education is being applied for many a year, while implementation of inclusive education in Russia encounters a number of problems (Khitryuk, 2013; Malofeyev, 2007; Pastorova, 2013; Solomin, 2010):

- Lack of a developed all-Russia program of social integration of children with peculiarities in development, which would increase the level of tolerance, self-conscience and assisting behaviour on the part of able-bodied persons;
- There is a serious problem of matching the teaching tempos and the volume of knowledge which can be assimilated by handicapped children with those accessible for their able-bodied counterparts;
- Contacts between handicapped and able-bodied children are constructed slowly and with big difficulties;
- Lack of special medical support in an academic entity, lack of vehicles for handicapped children which would allow them to go to school and back;
- Weak legislative effect of laws which are intended to regulate rights of handicapped children; programs of employment of handicapped graduates are not efficient.

Despite the above listed difficulties, inclusive education is being implemented into Russia's educational institutions in a more and more active way (Biktagirova & Korotkova, 2016). It should be noted that efficiency of its implementation depends, not at least of all, on training of qualified pedagogical personnel who are conscious about social significance of their profession, possessing high motivation for fulfilling their professional activities, knowing age-based and psychological peculiarities of disciples with various developmental delays, able to realize the constructive pedagogical interaction between all subject of the educational medium (Solomin, 2010; Angelova et al., 2016; Husnutdinova, 2017; 2018; Kantor and Proekt, 2019).

Educational integration of children with special needs is a world-spread process involved wherein are all developed countries (O'Hanlon, 2018). The new approach to organization of education for such children is caused by multiple reasons which can be identified as a social order of the state and society having achieved a certain level of the economic, legal and cultural development (Veresha, 2016, 2018). Integration is a logical stage of development of a special education system which is associated in any country of the world, Russia included, with re-thinking by the society and state of their attitude to disabled persons, with acknowledging of these persons' rights for having possibilities equal with other persons in various scopes of life, including education (Malofeyev, 2007).

However, previous studies do not consider the issues of formation of a teacher's inclusive culture in detail. Now it is important to consider key problems related to formation of teachers' readiness for work under conditions of inclusive education which presents peculiar requirements to the professional and personalistic training of teachers who must clearly understand the essence of the inclusive approach, know age-based and psychological features of disciples with various developmental delays, realize the constructive pedagogical interaction between all subjects of the educational medium. Thus, the aim of our paper is to define the features of development of the inclusive education system in Russia and abroad describing also the level of formation of a teacher's readiness for such work.

## **LITERATURE REVIEW**

Currently, inclusive education is considered as a global concept, denoting universal access of students to educational systems, as a human right regardless of their age, gender, nationality, physical abilities, marital status, political views and sexual orientation to personal and professional development (Boyle and Sharma, 2010; Moswela and Mukhopadhyay, 2011; Polat, 2011). Analyzing the research of foreign authors in the field of inclusive education, we noticed that the bulk of the research concerns only certain groups of students. A large number of researchers use collaborative, creative, transformative approaches, and focusing only on some students, not all, is contrary to the principles of inclusive education (Kyriaki, 2017; Kamenopoulou, Buli-Holmberg & Siska, 2016).

In recent years, great strides have been made in the practice of inclusive education in Spanish universities (Slee, 2011), especially in creating a more inclusive learning environment. The main initiative today is to create a support service for students with disabilities. However, while efforts to promote inclusion have been confirmed by the growing number of students

with disabilities at the University, which is a clear sign of progress, there are serious obstacles for persons with disabilities to participate fully in education. In a number of studies, the authors indicate the most frequent barriers faced by students with disabilities at the University. In this aspect, we want to pay special attention to the work of Borland and James (1999) - as the most frequently cited literature on this subject. These authors conclude that students face three types of barriers: 1) physical barriers to access (infrastructure and space); 2) Educational barriers to access (methodology, content, etc.); and 3) behavioral barriers.

Much less research on the attitude of teachers to the inclusion of children with disabilities in the educational process. According to Sharma et al. (2008) teachers are the pillars of the educational system. This statement also applies to inclusive education and its chances of success in schools. Forlin et al. (2011) note the importance of the teacher's role in the success of inclusive practices in schools, as teachers' attitudes towards inclusion of students with special educational needs are critical to the success of inclusion practices. The inclusion of students with special educational needs in the school environment, where teachers have a negative attitude towards inclusion, cannot be expected to be successful. Therefore, the researchers say that at the initial stage of implementation of inclusive education it would be useful to know the attitude of teachers to inclusion before they start their professional activities.

Another interesting study on the readiness of teachers to work in inclusive education is to compare the readiness of Saudi and Finnish teachers to work in inclusive education (Alnahd et al., 2019). The study revealed interesting differences between the teachers of the two countries. Although the attitude of school teachers towards inclusion as a value was very similar, Saudi participants were less inclined than their Finnish counterparts to accept students with disabilities in their classes. The reason for the more negative attitude could be higher expectations of teachers from additional work caused by the practice of inclusive education (Alnahdi, 2014; Alnahdi, Saloviita & Elhadi, 2019). Another difference was that Saudi educators were more likely than Finnish teachers to accept students with behavioral problems. In sum, the comparison between Saudi and Finnish teachers once again confirmed that teachers' attitudes towards inclusion may have large differences in different countries (Saloviita, 2018).

Various strategies of supporting of inclusive education, ways of vocational training, re-training and raising skills of teachers were examined by such scientists (Khafizullina, 2010; Alekhina et al., 2011; Aybazova and Lavrinets, 2011; Alekhina and Semago, 2012; Martynova, 2014). While Vinevskaya (2011), Denisova (2014), Slyusareva (2014) defined methodological and methodical approaches of formation thereof in future teachers. The phenomenon of "teacher's inclusive readiness", its content, function and structure, as well as approaches, consistent laws, principles, pedagogical conditions, didactic model and technologies of formation thereof under conditions of higher education are considered in detail by Khitryuk (2015).

## **Theoretical framework**

Conditions of the inclusive education as new conditions of a teacher's professional activity make it necessary to determine the content and methods of formation of special knowledge, skills, competences and integral properties of personality of future teachers which would provide, on one hand, quality of the educational process, and on the other hand, successfulness of professional realization. Absolutely obvious becomes a task of preparing of a teacher of the new thinking, a pedagogue who possesses the completed inclusive aspect of the vocational-pedagogical culture which would allow to organize efficient pedagogical interaction with all participants of the educational process.

From positions of the axiological approach, culture is regarded as the totality of material and spiritual values created by the mankind and containing: a) a complicated hierarchy of ideals and senses which are sanctified with a tradition and are obligatory for representative of each definite ethnos (they regulate deeds and relations of people to each other, the society, the nature); b) the world of surrounding things bearing an imprint of human labour thereon and existing in the relation society (Malyarchuk, 2009).

The professional-pedagogical culture, being a systemic entity, is “a totality of the high level of development and perfecting of all components of the pedagogical activity, development and realization of a teacher’s personalistic forces, abilities and opportunities” (Slastyonin, 2002). It is of common knowledge that a teacher’s vocational-pedagogic culture consists of axiological, technological and personalistic-creative components. Inclusive education as a pedagogical phenomenon accentuates attention at new knowledge, concepts and ideas which acquire the largest significance for the society and act as new pedagogical values, put an imprint on methods and devices of the pedagogical activity, the proper mechanism of assimilating and embodying of a teacher’s vocational-creative culture. In a consistent way, a question arises about rationality of singling out the “inclusive culture” phenomenon, defining of its essence, component structure and peculiarities of the formation process.

Inclusive culture can be regarded as a component of the vocational-pedagogic culture and be defined as an integrative personalistic property contributing to creation and assimilating the values and technologies of the inclusive education, integrating the system of knowledge, skills and social-personalistic and professional competences which help a teacher to efficiently work under inclusive education conditions and determine optimal conditions of developing of each child (Khitryuk, 2015).

## METHODS

### Research design

The historic-logical approach (Hegel, 1977; Popper, 1983) acted as a leading methodological base for this research. It allowed to provide the holistic viewing of becoming of the special education in Russia and abroad, as well as peculiarities, ways and regular laws of implementing of inclusive education on the modern stage of development of the society (Daniels & Garner, 2013).

When examining various aspects of formation of a teacher’s readiness for work under conditions of inclusive education as a stage of formation of a teacher’s inclusive culture, we leant on basic provisions of the axiological approach which treats the culture as a totality of material and spiritual values created by the mankind, containing, first, a complicated hierarchy of ideals and senses, plus behaviour norms and standards sanctified by the tradition and are obligatory for representatives of each certain ethnos, and second, the world of surrounding objects bearing the impress of the human labour and relations existing in the society (Nasibullov & Kashapova, 2015).

To solve the research tasks, the following package of research methods was used: 1) theoretical: review of scientific literature; studying of directive, normative and program-methodical documents in scope of inclusive education; systemic analysis; generalization; 2) empirical: studying and generalization of the pedagogical experience.

### Experiment, sample and research instruments

As part of the problem we have conducted a study of the readiness of teachers of physical culture to work in an inclusive education on the basis of secondary schools in Yekaterinburg and Sverdlovsk region. The survey was conducted to identify the readiness of teachers of physical culture to work in an inclusive education. 52 teachers of physical culture from schools of Ekaterinburg (Russia) took part in the experiment (27% - women, 63% - men). The average age of respondents is 36 years and the average length of teaching experience is 12 years. An important factor in our study was the level of education of teachers of physical culture working in secondary schools of Yekaterinburg and Sverdlovsk region.

**Table 1.** *Level of education: (in % to the number of respondents)*

Response	%
A secondary vocational education	15,0
B higher education – bachelor degree	30,0
C higher education – specialty	44,0
D higher education – master's degree	11,0

From table 1 we can see that all respondents have the necessary education, without which they would not be able to carry out their professional and pedagogical activities in secondary schools. To determine the readiness of physical education teachers, respondents were offered a number of questions about inclusive education (see Questionnaire 1 in Appendix).

### **Ethical principles**

All participants were informed regarding the specificity of the research. Written consents were obtained in order to proceed the received data during the experiment. The questionnaire was anonymous. There were 2 curators of the experiment who controlled the process. All answers obtained were identified as valid.

## **RESULTS**

In communities existing now in the world, different attention has always been attached, in the past and the present, to the birth of a child with deviations of physical and intellectual development. Even within one society, such an event may have many significances conditioned by subcultural ideas, stereotypes and values which vary both historically and geographically. “The attitude to persons with deviations and the social policy in relation to them are formed in result of historical processes” (Newman, 1991). He notes that “these processes are directed by philosophical concepts of utilitarianism, humanism and human rights. These concepts were a part of the Western culture since times immemorial and continue to form its policy and social moral at present” (Newman, 1991).

It is hard to say how many people with expressed developmental delays there were in the Antique world; however, many scientists working in the field of history of defectology development suppose that their number was scarcely less than today, if not much larger. Nevertheless, during thousands of years the society looked at them as at not just a minority but at an inferior minority. Antique laws, justifying their actions by care about the state, proposed to identify physically disabled children at the moment of their birth and separate them from able-bodied ones. Further on, such children were either left to the mercy of fate or mortified (Zamskiy, 1980). Such position was typical for a citizen of a military state where a warrior was the ideal and where upbringing of a child was predominantly directed at physical perfection and military training. A handicapped child, even belonging to the upper class, was inferior and useless from the viewpoint of the Roman state and a citizen thereof.

However, we cannot but note a special position of Emperor Constantine which supposed offering of financial support to families who were too poor to bring up their newly-born children and thus could refuse from them or even kill; unfortunately, this highly human idea was not accepted in the time of Constantine’s rule and during almost one and a half thousand years after it. The position the most Europeans stood at in relation to disabled men in Middle Ages can be regarded as hostile which was due to the fact that people were convinced in the supernatural character of insanity, deafness and innate deformities. Early Christians looked at such deviations as at the God’s punishment for the child’s own sins or for those of his parents (Winser, 1993).

The Middle Ages had passed a very long time ago, yet “some cultures and subcultures still connect physical disability with feelings of religious punishment or blame, shame, a low social status and exclusion of a disabled person himself and the whole his family, even if such feelings are not already based on a religious doctrine” (Dumbayev, 2006). Nevertheless, it was already the time of early Christianity when an important role in fates of “cripples, injured and weak-minded” was played by the Church. People with physical and mental deviations went to

monasteries the number whereof in those times (4<sup>th</sup>-6<sup>th</sup> centuries) grew rapidly, thus providing food and housing for themselves.

The analysis of historic data of those times allows to understand that mercy towards physically and mentally handicapped people was not an obligatory rule even for attendants of the Church. "Originating from the very archaic times, the tradition of unfriendly attitude to the feeble, ugly, deaf-and-dumb, blind, ill-minded, mentally diseased occurred to be so strong that a thousand years of the Christian religion's influence on the West-European society had been required, before the most merciful members thereof were able to look at a disabled man not with mockery, despise, hatred or horror but with sympathy and compassion". The first examples of the merciful attitude to handicapped persons were shown by certain few hermits of the church, while "in general, the society's attitude to "the abnormal minority" could not change for the better" (Malofeyev, 1996).

The change in the world outlook of Europeans occurs with beginning of Protestantism époque which sets up its own samples of the virtuous behaviour and "proclaims literacy and active charity as a Christian's obligation, thus replacing alms to the suffering for the organized philanthropy". Thus, acquisition by the disabled of the right for care, that is, social custody, became an important point in the evolution of the society's attitude to them. The period from the 18<sup>th</sup> to the early 20<sup>th</sup> century is featured with acquisition of some part of civil rights by handicapped children (as a rule, from wealthy families). Apart from clerical and secular benefactors, the state also begins to render support to children with developmental delays in this period: educating of "abnormal" children ceases to be something unusual; the wide-spread practice of their school teaching is formed in most of European countries. "Gradually, a network of special academic entities is becoming wider and wider, the purposeful training of special teaching personnel begins, the special training acquires the legislative, scientific and scientific-methodological support: in such a way, national systems of special education are generated" (Malofeyev, 2007).

The époque of world wars is characterized by coming to power of fascist parties in a number of countries, leaders whereof thought that achieving of the nation's well-doing was impossible without getting rid of everybody who could not be inscribed into certain "norms" and differed in terms of religious, politician, ideological, racial, national and other markers, including expressed deviations in mental and physical development. "The official acknowledgement of the racial theory by the power reanimates moral values of the Middle Ages with their institution of inquisition court and witch-hunting" (Malofeyev, 1996). The polling of Weimar Republic inhabitants conducted in the early 20<sup>th</sup> century showed that even then most of the Germans acknowledged existence of "life which does not deserve life". Ambivalence of this period is also confirmed by Bodo Schumann who presents the data that in the 1930s up to 75% of parents of disabled children agreed with mercy killing of their children. Still, the World War II, to be more exact, comprehension of its reasons and consequences considerably changed the ideas about freedom and human rights and about equality of people. Since the last half of the 20<sup>th</sup> century, legal principles of handicapped people protection begin to be formed. The Universal Declaration of Human Rights adopted by United Nations General Assembly on December 10, 1948 established the new world understanding, ideas about differences between people, their individuality and originality. Life, Liberty, Dignity, and Human Rights are acknowledged to be main and unconditioned value, and the society comes to comprehension of "necessity of the school educating of not only children with defects of hearing, eyesight, intellect, but all categories of children with mental and physical developmental delays".

On November 20, 1959 UN General Assembly proclaimed The Declaration of the Rights of the Child which determined a number of principles of protection of childhood, among them:

"Principle 1. Rights shall be acknowledged in relation to all children without any exceptions and without distinguishing or discrimination on race, colour of skin, sex, language, religion, political or other beliefs, national or social origin, property status, birth or other circumstance concerning the child properly or his family.

Principle 2. The child, by virtue of law and other means, shall be provided with social protection and opportunities and good conditions for normal physical, mental, moral, spiritual and social development, by acceptable methods and under conditions of liberty and dignity. Issuing of laws aimed thereat shall in the first line account for the best ensuring of the child's interests.

Principle 5. The child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth".

The Declaration of the Rights of the Disabled Persons adopted by Resolution 3447 of General Assembly dated December 9, 1975, runs as follows: "The disabled persons, regardless their origin, nature and severity of their mutilations or defects, possess the same basic rights as their compatriots of the same age, which, in the first line, means their right for the satisfactory life which could be normal and full-fledged as much as possible".

In the end of the 20<sup>th</sup> century the society comes to the idea of refuse from isolation of a child within the system of special institutions. The idea of social integration and removal of all possible barriers separating people or restricting their rights and opportunities becomes the leading trend in development of social education. Cases of learning children in a special school begin to be regarded as "an attempt to isolate the child from the parents and counterparts, from the full-fledged life, as violation of his civil rights and manifestation of discrimination".

It is necessary to note that by ratifying UN declarations and other international documents concerning human rights, any state consistently waives to use in their official documents clinical definitions which treat the human dissimilarity as a defect or inferiority (abnormal, disabled, cripple, ill-mined, a child with deviations in development, etc.), and problems and peculiarity of the child will be described via concepts of "special social needs" and "special educational needs". Thus, the course of Western countries with high economic development for creation of "the barrier-free world", acknowledging by their governments of unacceptability of discrimination consistently lead to changes of views on the disabled persons' rights, emerging of a number of internal and international documents, and this, in turn, will actualize the idea of social and educational integration of disabled persons and children with special needs.

Russian researchers state that the system of monastery charity and care was borrowed from Kievan Rus in the 9<sup>th</sup> century cut and dried, when Christianity was acknowledged to be the official state religion. As N.N. Malofeyev states, "Prince Vladimir imputed to the church the care after the disabled, and his contemporary, the Reverend Theodosius, founded a hospital for the poor at then newly-built Kievo-Pechersky monastery where, according to evidences of the annals, assistance to the crippled and deaf and dumb was rendered" (Malofeyev, 2007). The period when disabled persons acquired rights for social care began in Russia much later than in Europe, the delay was equal to one hundred years; however, this period ended in Russia, simultaneously with that in Europe, by opening of first special schools. The period of the 19<sup>th</sup> – early 20<sup>th</sup> century is marked with comprehension of rationality of educating deaf and blind children and necessity of building of the national system of special education.

The Soviet special school principally differed from West-European, as it was structured on "principally other philosophic postulates, value-based orientation and other understanding of the human rights, within the logics of the socialist state". At the same time, it is senseless to speak about priority of this or that model, as "they had different customers, different ideological, economic and socio-cultural bases, plus these schools trained their graduates for life in social environments dissimilar from each other". The Soviet special school developed in a principally other system of political, legal, moral, (anti-)religious, aesthetic and philosophic views and ideas. For example, private charity, philanthropy and any other non-governmental care about handicapped children were prohibited in the Soviet state.

Economic and ideological factors in then Russia influenced the isolation of the special education system from other social institutions to a much higher extent than in West-European countries. It resulted in a "special type of the special education system as a system of isolating a child in a special social environment; consequently, an orphan asylum or a residential school

becomes a leading type of institution therein". A child, upon occurring in such an entity, was isolated both from the family and from his normally growing counterparts; accordingly, he got enclosed in the special social environment therein the special education is realized.

The becoming of the system in West Europe was realized under certain interaction of the state, society and interest groups of population, including under support of the Church. Apart from it, one should note that it was realized on basis of the right of individuals for education, including on basis of physically and mentally handicapped children's constitutional right for special education. As for the Soviet system, it was formed in absence of the law on special education and the guaranteed right of each defected child for receiving of it, out of connection with social movements, prohibition of philanthropic activities and only with the governmental financial support.

Here we can single out the following peculiarities of becoming of the Soviet special education systems:

- perfection of qualification of physically and mentally handicapped children takes place;
- the horizontal and vertical structure of the special education becomes more complicated: the number of special school types grows up from 3 to 8; the number of special training types grows from 3 to 15;
- pre-school and after-school special educational institutions are created;
- Russian defectologists create unique methodologies of training and upbringing of children with defected hearing, eyesight, speech, emotional-volitional sphere, psychic development delay, deficiency of intellect.

"At the end of the 20<sup>th</sup> century, the USSR possessed a strong competitive world-level defectological science, a number of unique experimental sites which provided to their disciples a high level of development and socio-pedagogical rehabilitation... At the same time, due to absence of the law on special education, despite the intense development of the system, only one-third of children who needed the special training could be covered by it. Special educational entities were distributed over the territory of the country, most of them had one or two defectologists within their staff; some of them had no defectologists at all" (Malofeyev, 2007).

In 1990s Russia ratified the known UN Conventions adopted by the West-European community in the late 1970s – "On the Child's Rights", "On the Rights of the Mentally Deficient", "On the Rights of Disabled Persons". Adoption of these documents leads to the change of the Russian state's attitude to rights of abnormal children who ever since shall be referred to as "children with restricted health abilities", "children with special educational needs". In relation to the disabled persons, the government begins to conduct the anti-discrimination policy; bases of formation of the new cultural norm are put down, that is, of respect to dissimilarities between people. The final legal fixing of the term "a person with restricted health abilities" is established by the Federal law "On modifying of certain acts of the Russian Federation on matters of individuals with restricted health abilities". At the end of 1990s special schools in Russia, especially residential schools begin to be acknowledged by certain members of the society as segregation institutions, and the system of special education separated from the mass system as contradicting to the government's anti-discrimination policy. Some authors refer to placing of a child into it precisely as "label-sticking" and restriction of his rights (Shipitsyna, 1995). Meanwhile, serious changes in respect of physically handicapped children occur: private charity and participation of the church in care after them are permitted; the parents' rights are widened (they are granted with the right to choose an educational institution); freedom to select forms and methods of training is presented. However, it is necessary to note that, although Russia acknowledges integration of special children into usual children's collectives as the most perspective path of development of the special education system, it cannot all at once deny its own way and take over other countries' experience blindly, first of all, due to the fact that there are principally different socio-cultural conditions of realization of integration in Russia.

Certain domestic researchers, despite the gradually spreading ideas of the integrative approach to teaching, speak about their doubts in the possibility and rationality of integration of all or overwhelming majority of physically handicapped children. Apart from this study, the scientists note that "as officials vote for integration of the disabled, those who yesterday

belonged to the minority deprived of rights and solutions for whom were made by the state and society, today stand for their right for self-determination without compromises". For instance, "The World Federation of the Dumb" (WFD) requires that all countries acknowledge the status of the deaf as an independent minority with a unique language and culture, plus they demand providing to children with disturbed hearing a special education on basis of the "national" body language which is native for them. Ideas about necessity to learn the body language by the well-hearing community for communication with the deaf are proclaimed".

One should also note that at present in Russia "a significant part of parents of normally growing children do not accept an idea of admitting disabled children into usual schools and kindergartens, and position themselves against inclusion" (Pastorova, 2013). For example, a study about the attitude of schoolchildren with normal development to people with special needs conducted by A.Yu. Pastorova showed that as children from the first group becomes older, indicators of their empathy and accepting people with special needs become lower, and this is a clear illustration of the fact that separation of people into "the disabled" and "non-disabled" is being informally assimilated by schoolchildren, although their teachers conduct "lessons of kindness", speak about tolerance during out-of-classes conversations, plus excellently made social advertisement is shown by TV" (Pastorova, 2013).

Consequently, one may suppose that children take over segregation settings and stereotypes in respect of people with restricted abilities from the adults, and such settings become fixed in their conscience successfully throughout their school years.

To our mind, such attitude to handicapped children is mainly explained by the fact that for a long time these children were isolated from the society, being enclosed in a special social environment, and in special social, moreover, state institutions. Leaning on the said above, one can conclude that there is not the certain correct variant which should be adhered to, including for parents of handicapped children. Even the inclusive education cannot be always the best decision for each and all "special" children. As an example, children may be mentioned who have the diagnosis "early infantile autism" and children with disturbances of autistic spectrum. As this syndrome is marked with such basic symptom as disturbance of social interaction and disturbed inter-communication, such children can rarely be inscribed into conditions of not just standard schools but even of special educational entities. Consequently, it is necessary to find some other variants of interactions with the social environment for such children.

At present a network of public organizations is being developed in Russia which are destined to help in solving problems of families of various characters, those with autists children, or children with other problems in development and adaptation among them, first of all the problem of their habilitation. As specialists state, at certain stages it is impossible to act without interference of the state for correct solving of certain issues. However, the traditions of interaction of state and public organizations (including organizations of parents) has not formed in Russia yet, mostly because both are in the situation of deficit of information. So, in our opinion, assistance (first of all, information assistance) to parents of handicapped children will play an important role for solving the matter of the children habilitation, because very often after their child has been diagnosed with such a deviation, the parents get at a loss and blame themselves for this diagnosis. Meanwhile, the valuable time is passing which could have been spent for a real help to the child when the parents could have acted as intermediaries between him and the outer world. To our mind, solving of the problem of availability of information, and not only in relation to parents of children with various deviations in development but also in relation to the society as a whole, will play the key role in changing of the attitude of the so-called "normal" society to them. We think that under conditions of significant changes in the value-motivation sphere of the Russian society which occurred during the latest decades, it is possible, on the base of informedness provided in a qualified way, to create the atmosphere of searching for most versatile individualized forms of organization of the adequate socializing interaction with most various children, and such atmosphere will give real results.

Thus, upon analyzing the evolution of interaction of different époques and different societies to handicapped children, we may say that all trends and contradictions in the attitude to such children possess deep socio-cultural roots and quite a definite historical context. At the

same time, the regular experience of direct interaction with people with special needs and their families allows both the adults and children to form a more benevolent and humanly close attitude to them. Otherwise, as A.Yu. Pastorova notes, “there is no “educational” work which would prevent children since their early childhood from unnoticed assimilation of negative and distanced attitude to people with special needs” (Pastorova, 2013). We’d like to believe that in the modern society, the Russian society included, the regular and becoming routine experience of the direct interaction with children and adults with special needs and their families and will provide further humanistic evolution of the social environment in general. We have all value-based, rational and even quite pragmatical bases for such belief.

Very important in this connection becomes studying of readiness for work in the inclusive education conditions of those who will be directly connected with the process of realization of the inclusion: teachers, parents of all children, defectologists teachers, psychologists teachers, social pedagogues, physical therapy instructors.

We will agree with Khitryuk (2013) who considers that, despite the fact that all members of inclusive education are equally significant, one has to acknowledge “peculiarity” of the position, role and functional load of a teacher, both from professional (socialization, educating, upbringing, and developing of all children, organization of their interaction and communication, provision of each child’s psychological comfort, development of didactic devices and methodic approaches with accounting for individual peculiarities, etc.) and social (work with the collective of parents, public organizations, specialists of entourage, etc.) viewpoints.

Usual education is aimed at healthy children and includes usual teachers and general education schools. Special education includes work with special children, and both the school and teachers get adapted for them. Integrated education by means of rehabilitation and adaptation adjusts a special child to the special education. And finally, inclusive education, taking the child as he is, adapts the education “under” him. This type of education supposes several variants of realization: the classic variant of admitting the educational entity by a disciple with restricted health abilities, home teaching, distance teaching (Solomin, 2010)

Turning back to the issue of inclusive education in Russia, it should be noted that efficiency of its implementation depends, first of all, on training of highly skilled pedagogical staff who are aware of the social significance of their profession, possess high motivation to performing their professional activity, know age-based and psychological features of their disciples with various developmental pathologies and are able to realize the constructive pedagogical interaction between all subjects of the educational environment (Khitryuk, 2013). While conducting the multi-level analysis of reasons of emerging of various barriers on the path of development of inclusive education we will single out, along with Shumilovskaya (2011), the following levels thereof:

Macro level: The main barriers of this level for development of the educational inclusion are: imperfection of the federal laws in respect to disabled children; its non-conformance to international norms, lack of a federal law on the special education wherein the legal standards of the institute of inclusive education and principles of the mechanism of creating economic conditions for realization of inclusive approaches to education of persons with special educational needs would be clearly prescribed.

Meso level: On this level, the main barriers on the path of development of inclusion in education are: cultural stereotypes in respect to disabled people; non-readiness of the formed education system to respond to each child’s individual needs; lack of special educational standards and variable programs for teaching persons with special educational needs; lack of legally established possibility to conduct teaching of “special” pupils according to individual plans which would allow using the standard education program adapted to special educational needs of this or that pupil, and applying the competency approach in teaching; lack of programs for supporting people with restricted health abilities who are taught in a general education institution.

Micro level: This level of barriers on the way of development of inclusive approaches in education is connected with activities of definite organizations and specialists and individual people. For inclusive education, it is the level of psychological accepting by teachers of

education institutions of the very possibility of joint teaching of physically handicapped persons, their professional settings, stereotypes and actions towards a pupil with restricted physical abilities.

It is supposed that today children with developmental deviations should not obligatorily be taught in special institutions: in a usual general education school they can not only receive more high-quality education but also get successfully adapted to life and realize the need in his emotional and physical development. Unfortunately, the practice shows that the issue of organizing the process of development and teaching of “special” children in a mass school is still open. It is connected not just with the specificity of sets of methods but also with non-readiness of the personnel who form the inclusive education environment and render correctional and psychological support to pupils with special educational needs (Solomin, 2010).

Inclusion in education assumes realization of the postulate “Not children are created for school but school for children” (Khitryuk, 2013). At the same time, the school and education system in general as a public institution shall bear in mind various needs and peculiarities of different children but not present requirements of conformance to established formal standards. It all is possible, provided a very important condition is fulfilled: formation and development of readiness of a “mass” teacher to accept ideas of the inclusive education and his ability to work in such conditions.

Such readiness of teachers can be formed only under certain conditions and definite maintaining of the pedagogical process in higher education institutions, as well as in supplementary education institutions for adults. Readiness as a social setting is determined by us as aptness which precedes fulfilling of the activity. Traditionally, it includes the cognitive (possessing the knowledge of the readiness subject content), emotional (relation of the object of readiness application to the content of the latter; regulation of the process and result of readiness manifestation) and conative (manifestation in various situations) components (Khitryuk, 2013). The readiness content is defined by the nature, conditions, peculiarities of a certain activity, and, along with traditional components, included in the structure of a teacher’s readiness for work under inclusive education conditions should be such components as reflexive and communicative. It is also to research formation of the readiness for work under inclusive education conditions in the process of the teacher’s professional training and professional becoming.

The most important stage of preparing of the education system for realization of the inclusion process is that of psychological and value-based changes of its specialists and the level of their professional competences. Researchers note that already on first stages of inclusive education, the problem of non-readiness of mass school teachers (professional, psychological and methodic) for work with children with special education needs is seen very clearly; deficit of professional competences of teachers in the inclusive environment and existence of teachers’ psychological barriers and professional stereotypes come to light (Alekhina et al., 2011; Zorina, 2018; Ketrish, Mironova & Andryukhina, 2012). Among basic psychological barriers of such a kind the researches mention the following: fear to the unknown, fear of the harm of inclusion for the rest participants of the process, negative settings and prejudices, a teacher’s professional hesitation, unwillingness to get changed, psychological unreadiness for work with “special” children. It sets serious tasks not just to the psychological community of the education sphere but also to the methodical services, and, most important, to directors of education entities realizing the inclusive principles. General education pedagogues need badly the specialized comprehensive assistance from specialists of correctional pedagogy, special and pedagogical psychology which would ensure understanding and realizing of approaches to individualization in teaching of children with special education needs, first of all of pupils with restricted health abilities. But the most important thing the mass school teachers have to be taught is work with children who possess different possibilities of teaching, and to take into account this versatility in their pedagogic approaches to every of them. A number of authors consider the readiness of teachers for work un conditions of inclusive education via two basic indicators: professional readiness and psychological readiness.

At the same time, the following is singled out in the structure of professional readiness: informational readiness; mastering of pedagogical technologies; knowing of bases of psychology and correction pedagogy; knowing of individual peculiarities of the children; teachers' readiness to modulate a lesson and use variability in process of teaching; knowing of individual peculiarities of children with various developmental deviations; readiness for professional interaction and teaching. In the structure of psychological readiness: emotional acceptance of children with various types of developmental deviations; readiness to involve children with various deviations into activity at the lesson; satisfaction with one's own pedagogical activity (Alekhina et al., 2011). Thus, inclusive education presents special requirements professional and personalistic preparedness of teachers who must clearly understand the essence of the inclusive approach, know age-based and psychological features of disciples with various developmental delays, and realize the constructive pedagogical interaction between all subjects of the educational medium. In a word, a teacher should be ready for performing his professional activity in conditions of the innovation educational process (Yemelyanova, 2013). Results obtained are presented below.

**Table 2.** *Ideas about inclusive education in the educational environment: (in % to the number of respondents)*

Response	%
A I understand and also I understand the peculiarities of inclusive education	41,0
B I have limited understanding of inclusive education	56,0
C I have no idea and do not understand the essence of such education	3,0
Total:	100,0

It can be concluded that more than half of the respondents (56%) have limited understanding of inclusive education, and 3% do not understand the essence of this phenomenon.

**Table 3.** *Do you know the difference between "integration" and "inclusion" in education: (in % to the number of respondents)*

Response	%
A Yes	8
B rather Yes than No	37,0
C rather No than Yes	37,0
D No	18
Total:	100,0

Only 8% of respondents said with full confidence that they understand the difference between the concepts of "inclusion" and "integration". This suggests that practicing teachers do not have a clear idea about inclusive education. This is confirmed by 18% of negative answers, and a fairly high percentage of answers without clear certainty (37% and 37%).

**Table 4.** *Attitudes towards inclusive education: (in % to the number of respondents)*

Response	%
A I have a positive attitude to the idea of inclusive education	48,0
B I would like to adopt the position of inclusive education, but I find uncertainty in the correctness of this education	11,0
C I do not have a clear position on inclusive education	30,0
D I have a negative attitude to the idea of inclusive education	11,0
Total:	100,0

For the full implementation of inclusive education in their practice, physical education teachers need to have a positive attitude to this phenomenon. However, less than half of the respondents (only 48%) noted their positive attitude to inclusive education, 11% - noted a negative attitude, and the remaining respondents (41%) did not find a clear attitude.

**Table 5.** Which statement do you agree with more: (in % to the number of respondents)

Response	%
A study groups/classes should be formed according to their health and mental development	52,0
B I do not exclude the possibility of joint stay of healthy children and children with disabilities, but adhere to the idea of completing educational groups/classes taking into account the health of students	41,0
C I consider it possible to co-educate children with different health and mental development	7,0
D Can't give a definite answer	0,0
Total:	100,0

From table 5, we can see that only 7% of respondents are ready for joint education of children with disabilities with other children, and 52% see the education of children with special needs only separately, completing classes based on their health status. 41% do not exclude this possibility, but share the same opinion as 52% of respondents.

**Table 6.** How would you assess your readiness to work with students with HIA in an educational organization: (in % to the number of respondents)

Response	%
A I know the methods and techniques of working with students with HIA, and know the ways of their integration into the team of healthy children	26,0
B I have limited skills in working with students with disabilities, and have difficulties in their integration into the team of healthy children	37,0
C I do not have work skills and do not know how to help students with HIA in their integration into the team of healthy children	30,0
D Can't give a definite answer	7,0
Total:	100,0

When asked about the readiness to work with students with HIA, only 26% gave a positive answer, 37% - found limited skills with this category of students, and 30% - noted that they do not have such skills at all. This indicates a low level of readiness of physical education teachers to work in an inclusive education.

**Table 7.** Your ideas about the physical and mental development of students with disabilities: (in % to the number of respondents)

Response	%
A I know about the features of the physical and mental development of children with disabilities	44,0
B I have limited ideas about the features of physical and mental development of children with disabilities and difficulties in their integration into the team of healthy children	44,0
C I am poorly guided in knowledge about the features of physical and mental development of children with disabilities	7,0
D I have no idea about the features of physical and mental development of children with disabilities	5,0
Total:	100,0

For the implementation of the educational process, teachers of physical culture should have ideas about the physical and mental condition of students. According to the results of the survey, less than half of the respondents (44%) have these views, 44% have limited views, the rest (12%) are poorly oriented in this area, or do not have knowledge at all. The respondents then answered a set of questions about the possible difficulties encountered in working in an inclusive education environment.

Table 8. *The most difficult forms of HIA for the teacher in the implementation of educational activities: (in % to the number of respondents)*

Response	%
A mental disorders leading to personality and behavioral disorders	36
B visual impairment	10
C intellectual disability, mental retardation	16
D disorders of the musculoskeletal system	28
E hearing impairment	10
Total:	100,0

According to the results of the survey of respondents it is clear that the most complex form of HIA in the implementation of the educational process they see mental disorders that lead to personality and behavior disorders, the second place is a violation of the musculoskeletal system, the third –the delay in mental development and in the last places (4,5) equally – visual and hearing impairment.

Table 9. *What are the greatest difficulties in the work of the teacher with students who have HIA: (in % to the number of respondents)*

Response	%
A lack of organization of teachers-specialists (psychologists, speech pathologists, speech therapists), together with whom it is necessary to carry out the training of a child with HIA	18
B the absence in the organization of special training facilities for children with special needs (teaching aids, including computer software, hardware and accessories)	22
C insufficient level of theoretical and practical training of teachers for teaching children with disabilities	40
D a weak resource for parents 'participation in joint efforts to educate a child with HIA (for various reasons: parents' non-recognition of the child's problems, low educational and socio-cultural status, high employment, etc.)	10
E inability to organize special educational conditions due to the absence of the child's officially recognized status of HIA	10
Total:	100,0

The greatest difficulty in working with children with disabilities respondents attributed the insufficient level of theoretical and practical training of teachers for teaching children with disabilities (40%). There is also a lack of special training facilities for such children (22%), the lack of certain specialists narrow focus (18%). Non-participation of parents in the process and lack of official status, the respondents cause the least difficulties (10%).

Table 10. *Are you ready to interact with the specialists of clinical, psychological and socio-pedagogical support of students who have HIA: (in % to the number of respondents)*

Response	%
A I Express my full readiness for cooperation	48,0
B I consider possible partial interactions with these specialists	44,0
C There is no need for such interaction	8,0
Total:	100,0

According to the results of the survey, respondents are more ready to interact with other specialists: 48% are fully prepared, 44% are partially ready, and only 8% Express their unwillingness. The following survey questions were aimed at identifying the need to improve the level of knowledge in the field of inclusive education.

**Table 11.** *Do you need professional development to work with students who have a HIA: (in % to the number of respondents)*

Response	%
A no need to upgrade your skills	11,0
B I would like to improve my skills on some issues in the field of inclusive education	30,0
C I consider it necessary to get additional education in the field of inclusive education	37,0
D obtaining qualification in the field of inclusive education will allow to work effectively with students with disabilities in secondary school	22,0
Total:	100,0

From table 11 it is evident that respondents see the need in increasing their knowledge in the field of inclusive education. Some even want to get additional education in this field (37%). That speaks about readiness of teachers to develop in this sphere of activity.

**Table 12.** *What form of professional development do you consider effective: (in % to the number of respondents)*

Response	%
A obtaining additional education in the relevant specialty	20,0
B studying in advanced training courses	50,0
C exchange of experience	30,0
D there are no effective forms of training	0,0
E other (write in)	0,0
Total:	100,0

The most effective form of respondents to improve knowledge in the field of inclusive education is considered to be refresher courses (50%).

## DISCUSSIONS

Analysis of psychological-pedagogical literature and studying normative and methodical documents in the sphere of education allow to state the lack of special researches devoted to the problem of formation of a teacher's inclusive culture. Nazarova (2010, 2011) and Purgina (2014) devoted their researches to the issues of philosophic-methodological aspects of inclusive education. Leaning of results of researches in the sphere of special psychology and correctional pedagogy in the context of studying the inclusive approach to education (Malofeyev, 2007; Shipitsyna, 2004), we managed to single out peculiar features of physically handicapped children and specificity of their teaching jointly with their normally developing counterparts. In general, analysis of psychological-pedagogical literature and practical studies in the field of inclusive education allowed to make a conclusion that quite sufficient number of researches are devoted to issues of a future teacher's readiness (Kovalev, 1965; Dyachenko, 1978; Kuzmina and Kukharev, 1996; Slastyonin, 1997; Fedorov and Tretyakova, 2015, 2016, 2017), including to work in conditions of inclusive education (Kobrina, 2009; Khafizullina, 2010; Chigrina, 2010; Shumilovskaya, 2011).

As part of this problem, we conducted our own study of the readiness of teachers of physical culture of Yekaterinburg and Sverdlovsk region to work in an inclusive education, during which we came to the following conclusions:

1. Inclusive education is one of the main components of the process of social integration of people with disabilities. The survey results show that the vast majority of teachers are familiar with the term "inclusive education", but many of them do not fully understand its essence (56%), almost half (48%) of the surveyed teachers have a positive attitude to the idea of inclusive education. However, only 7% of the respondents are fully prepared for the joint education of healthy children and children with disabilities.

2. The majority of teachers noted that they are familiar with the peculiarities of working with children with various health restrictions, but if they have to work in an inclusive education, they would prefer to be more prepared. The most effective form for this they see training courses.

3. Analyzing the factors that can make it more difficult for a physical education teacher to work in an inclusive education, we understand that most of all they fear for the effective organization of interaction between normative developing children and children with disabilities, as well as their concern about the lack or lack of special equipment and devices for such activities.

The results of the study showed that teachers of educational institutions of the city of Yekaterinburg and Sverdlovsk region have satisfactory but insufficient knowledge of the specifics of working with children with limited health opportunities, but adequately assess the possible difficulties in working in an inclusive education and the level of their readiness to overcome them. Based on the results of the study, we came to understand the need to teach future teachers the specifics of working in an inclusive education. For this purpose, for example, when developing curricula in accordance with the new Federal state educational standard for future specialists in the field of physical culture and sports, it was proposed to introduce the discipline "Physical culture in inclusive education". Also, in our opinion, it is necessary to develop additional professional educational training programs related to the organization and conduct of classes in an inclusive education for students of sports universities and already working professionals in the field of physical culture and sports of Yekaterinburg and Sverdlovsk region.

One can note that most curricula are not inclusive and teachers are not informed and are not interested in addressing the learning needs of children with disabilities. The reasons for this, according to the authors, may be different: the lack of support services for persons with disabilities in the educational organization and, as a consequence, the need to spend more time for the teacher to meet all the needs of students with disabilities, reluctance or uncertainty in the process of mastering new competencies related to the training and education of children with disabilities, as well as the rejection of children with disabilities in general (Molina et al., 2016). Thus, for the formation of the teacher's inclusive culture as a component of professional and pedagogical culture, and defined as an integrative personal quality that contributes to the creation and development of values and technologies of inclusive education, integrating the system of knowledge, skills, social, personal and professional competencies, it is necessary to pass a number of stages, including the readiness to work in an inclusive education, we see as the first and not the only one. Continuation of the discussion on the formation of an inclusive culture and the use of this phenomenon in educational practice, according to the authors, can give positive theoretical and practical-pedagogical results.

## CONCLUSION

To sum up, inclusive education presents special requirements professional and personalistic preparedness of teachers who must clearly understand the essence of the inclusive approach, know age-based and psychological features of disciples with various developmental delays, and realize the constructive pedagogical interaction between all subjects of the educational medium. In relation to the said above, it becomes rational to consider the content, functions and structures of a teacher's preparedness, as well as consistent laws, principles and technologies of formation thereof.

At the same time, a teacher's readiness for work in conditions of inclusive education is regarded by us as one of stages of formation of a teacher's inclusive culture. Inclusive education should be supported by the system of values, beliefs, principles and indicators of success. This system can be formed and developed only in process of realization of inclusive education, so flexibility of this type of education and its ability to respond to all possible alterations which cannot be foreseen will be, to our mind, its main condition. However, if persons taking part in organizing of inclusive education possess absolutely different values or if these values are not defined or perceived clearly, the inclusive education system can be easily destroyed.

## RECOMMENDATIONS

Results of the submitted study can be of use to scientists working with issues of implementation of inclusion into the Russian system of education, to specialists involved into arranging of educating in higher and secondary special educational institutions, to pedagogues who work in educational institutions of various types, and to pedagogical universities students.

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## APPENDIX

### Questionnaire

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1. Ideas about inclusive education in the educational environment.
  2. Do you know the difference between “integration” and “inclusion” in education?
  3. Attitudes towards inclusive education.
  4. Which statement do you agree with more?  
Study groups/classes should be formed according to their health and mental development  
I do not exclude the possibility of joint stay of healthy children and children with disabilities, but adhere to the idea of completing educational groups/classes taking into account the health of students  
I consider it possible to co-educate children with different health and mental development  
Can't give a definite answer
  5. How would you assess your readiness to work with students with HIA in an educational organization?
  6. Your ideas about the physical and mental development of students with disabilities.
  7. The most difficult forms of HIA for the teacher in the implementation of educational activities?  
mental disorders leading to personality and behavioural disorders, visual impairment, intellectual disability, mental retardation, disorders of the musculoskeletal system, hearing impairment
  8. What are the greatest difficulties in the work of the teacher with students who have HIA?
  9. Are you ready to interact with the specialists of clinical, psychological and socio-pedagogical support of students who have HIA?
  10. Do you need professional development to work with students who have a HIA?
  11. What form of professional development do you consider effective?
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