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**ПСИХОЛОГИЧЕСКАЯ НАУКА
И ОБРАЗОВАНИЕ**

**PSYCHOLOGICAL SCIENCE
AND EDUCATION**

№ **5**

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**ИНКЛЮЗИВНОЕ
ОБРАЗОВАНИЕ:
АКТУАЛЬНЫЙ ДИСКУРС
И ПЕРСПЕКТИВЫ
РАЗВИТИЯ**

**INCLUSIVE EDUCATION:
CURRENT DISCOURSE
AND PROSPECTS
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**INCLUSIVE EDUCATION: CURRENT DISCOURSE
AND PROSPECTS FOR DEVELOPMENT**

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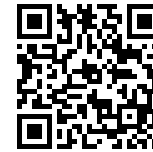
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Inclusive Education: Current Discourse and Prospects for Development

The development of inclusive education remains a very challenging task, despite the fact that more than 10 years have passed since its legislative enshrinement. It is time to form a scientific reflection of this stage, to identify further tasks of the inclusive processes. According to the official documents, the state educational policy is focused on the changes in this area until 2030, what allows us to follow this process. The scientific description of the Russian model of inclusive education will be interesting for our foreign colleagues. They can compare it with the models of their countries.

The state policy on inclusive education is good, but its practical implementation is overcoming systemic obstacles. These obstacles are the mindset of educators, a lack of competencies, and the difficulties of normative and financial regulation. The main vector of state policy that frames the systemic development process of inclusion is based on support for learners with disabilities. It generates tension within the scientific and pedagogical community, which lasts for years and requires going beyond the boundaries of the medical approach.

This special issue presents expert views on the problems, and opportunities for the development of inclusive education in different scientific positions and interests. The authors discuss the contradictions between global trends of inclusive education and the development of Russian education, state policies, obstacles and resources for the realization of the principle of continuity of the inclusive process at different levels of education, and goals and opportunities of inclusion in the education of children with different developmental disorders. A special topic of this issue is the formation of the future teachers with required professional competencies. The discourse of scientists from different countries, who share their solutions on the preparation of a future teacher, brings the changes. An important strategic role in the formation of a unified educational space belongs to professional educational communities; it is to identify professional deficits and the needs of professional development teachers might face.

We hope that this issue will provide material for analysis, and will become the subject of professional discussions and formation of new hypotheses in psychological and pedagogical studies of education. We are sure that the goal of any education is inclusion.

V.V. Rubtsov,

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On State Regulation of the Development of Inclusive Education and the Creation of Special Conditions for the Education of Children with Disabilities in the Russian Federation

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The article summarizes the results of the implementation of measures to ensure the educational rights of students with disabilities and special educational needs. We present the results of the implementation of interdepartmental comprehensive plans (for 2015, 2016—2017, 2018—2020) approved by the Government of the Russian Federation. It was revealed that over 10 years, more than 8 thousand kindergartens and more than 10 thousand schools participated in the special events to create accessibility in educational organizations. It was a part of the state program “Accessible Environment.” In accordance with the federal statistical observation form OO-1, in the 2023/24 academic year, psychological and pedagogical support for students with disabilities in general educational organizations was provided by 32466 educational psychologists, 21703 speech therapists, 9530 special education teachers, and 8888 tutors. It was shown that there were 3123 educational psychologist vacancies, 2378 speech therapist vacancies, 1740 special education teacher vacancies, and 1389 tutor vacancies in 2023 in the constituent entities of the Russian Federation. The article highlights the importance of the Complex of measures for the modernization of defectological education in the Russian Federation through 2030 (dated February 7, 2024, No. SK-1/07vn), and the all-Russian competition *The Best Inclusive School in Russia*. This article reflects the results of scientific research conducted by the Institute of Correctional Pedagogics, Moscow State University of Psychology and Education, Moscow State Pedagogical University, Russian State Pedagogical University named after A.I. Herzen. Based on the provisions of the Plan of the Main Events held within the framework of the Decade of Childhood for the period up to 2027, the main tool is a study of the subjective well-being of adolescents, including those with disabilities and special needs. We emphasize the high importance of the Interdepartmental Comprehensive Action Plan for the Development of Inclusive General and Additional Education, Children's Recreation, and the Creation of Special Conditions for Students with Disabilities and Limited Health Opportunities up to 2030. In this article we define the directions of the Russian methodology of inclusive education as the main basis for ensuring the rights and opportunities of any child.

Keywords: inclusive education; barrier-free environment; children with disabilities; children's rights; set of measures; teachers' qualifications; methodology; tools; educational policy; inclusive culture.

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О государственном регулировании развития инклюзивного образования и создания специальных условий для обучения детей с ограниченными возможностями здоровья в Российской Федерации

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В статье подведены итоги реализации мер по обеспечению прав обучающихся с инвалидностью и ОВЗ на образование. Представлены результаты осуществления межведомственных комплексных планов (на 2015 год, 2016—2017 годы, 2018—2020 годы), утвержденных Правительством Российской Федерации. Выявлено, что за 10 лет в мероприятия государственной программы «Доступная среда» по созданию доступности в образовательных организациях поучаствовало более 8 тысяч детских садов и более 10 тысяч школ. В соответствии с формой федерального статистического наблюдения (ФСН) ОО-1 в 2023/24 учебном году психолого-педагогическое сопровождение обучающихся с ОВЗ в общеобразовательных организациях осуществляли 32466 педагогов-психологов, 21703 учителя-логопеда, 9530 учителей-дефектологов, 8888 тьюторов. Данные по субъектам Российской Федерации за 2023 год показывают наличие вакантных должностей — 3123 педагога-психолога, 2378 учителей-логопедов, 1740 учителей-дефектологов, 1389 тьюторов. Отмечено важное значение Комплекса мер по модернизации дефектологического образования Российской Федерации на период до 2030 года (от 7 февраля 2024 г. № СК-1/07вн), проведения Всероссийского конкурса «Лучшая инклюзивная школа России». В работе отражены итоги научных исследований, проведенных ФГБНУ «Институт коррекционной педагогики», ФГБОУ ВО «Московский государственный психолого-педагогический университет», ФГБОУ ВО «Московский педагогический государственный университет», ФГБОУ ВО «Российский государственный педагогический университет имени А.И. Герцена». Исходя из положения Плана основных мероприятий, проводимых в рамках Десятилетия детства, на период до 2027 года, предусмотрен главный инструмент — исследование субъективного благополучия подростков, в том числе с инвалидностью и ОВЗ. Подчеркнута высокая значимость Межведомственного комплексного плана мероприятий по развитию инклюзивного общего и дополнитель-

ного образования, детского отдыха, созданию специальных условий для обучающихся с инвалидностью, с ограниченными возможностями здоровья на долгосрочный период до 2030 года. Определены направления отечественной методологии инклюзивного образования как основной базы для обеспечения прав и возможностей любого ребенка.

Ключевые слова: инклюзивное образование; «безбарьерная» среда; дети с ограниченными возможностями здоровья и инвалидностью; права ребенка; комплекс мер; квалификация педагогов; методика; инструментарий; образовательная политика; инклюзивная культура.

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The development of inclusive education is based on the right to education for every child guaranteed by the Constitution and legislation of the Russian Federation.

The opportunity to study near their place of residence, the creation of special conditions for children with disabilities in an educational organization have become a serious challenge for the education system and the professional teaching community as a whole. Since 2020, for the first time, the number of schoolchildren with special educational needs in inclusive classes exceeded the number of schoolchildren receiving education in separate educational organizations; in the 2023/24 academic year, 58.8% of schoolchildren with disabilities received inclusive education.

Over the past decade, issues of developing inclusive education in the Russian Federation have been the subject of systemic changes and discussions in the professional community. Since the entry into force of the Federal Law “On Education in the Russian Federation” at all levels of education, the creation of special conditions for the education of children with disabilities has been provided with methodological, substantive and organizational support for the work both at the level of regional education authorities and at the level of educational organizations.

In order to systematically implement measures to ensure the rights of students with disabilities to education, since 2015, interdepartmental comprehensive plans approved by the Government of the Russian Federation (for 2015, 2016—2017, 2018—2020) have been introduced.

Results of the implementation of those plans:

— the number of educational institutions with a “barrier-free” architectural environment and conditions for the education of students with disabilities (material, technical, didactic, personnel) has increased (up to 8,072 preschool educational institutions out of 35,249 operating, up to 10,106 general education institutions out of 44,425 operating, up to 548 additional education institutions out of 11,030 operating); 146 basic vocational educational institutions and 46 resource educational and methodological centers in the system of secondary vocational education based on vocational educational institutions, 21 resource and methodological educational centers based on higher education institutions have been created. Federal resource centers: Federal Resource Center for the Development of Inclusive education (based at Moscow State University of Psychology and Education), the Federal Resource Center for the Development of a System of

Comprehensive Support for Children with Disabilities and Special Needs (based at the Institute of Correctional Pedagogy), the Federal Resource Center for the Organization of Comprehensive Support for Children with Autism Spectrum Disorders (based at Moscow State University of Psychology and Education); the Federal Resource Center for the Development of a System of Comprehensive Support for Children with Visual Impairments (based at the Russian State Pedagogical University named after A.I. Herzen);

— the Federal Center for the Development of Inclusive General and Supplementary Education, created on the basis of Moscow State University of Psychology and Education, provides expert, consulting and methodological support for the development of the inclusive education system; a Hot-line on inclusive education issues (8-800-600-40-44) has been launched, so anyone can ask questions of interest;

— correctional assistance began to be provided for babies (from 2 months), which made it possible to increase the likelihood of such children receiving education together with their peers with minimal psychological and pedagogical support and to reduce the disability threshold of society as a whole;

— the number of students with disabilities, receiving general education inclusively increased (from 407.8 thousand students in the 2018/19 academic year to 472.6 thousand students in the 2020/21 academic year — by 158%);

— the level and volume of educational and methodological support for the education of students with disabilities and special educational needs has increased (as of 2021, 106 special textbooks were included in the federal list of textbooks);

— the number of teaching staff working with students with disabilities and special educational needs has increased, and their level of qualifications has also improved

(from 118.3 thousand specialists in the 2018/19 academic year to 134.5 thousand specialists in the 2020/21 academic year — by 13.7%).

In order to unify the content and learning outcomes of students with disabilities and special educational needs, federal adapted educational programs have been developed:

— preschool education for students with disabilities, approved by order of the Ministry of Education of Russia dated November 24, 2022 No. 1022;

— primary general education for students with disabilities, approved by order of the Ministry of Education of Russia dated November 24, 2022 No. 1023;

— basic general education for students with disabilities, approved by order of the Ministry of Education of Russia dated November 24, 2022 No. 1025;

— students with mental retardation (intellectual disabilities), approved by order of the Ministry of Education of Russia dated November 24, 2022 No. 1026.

At the same time, the Federal Educational Program of secondary general education, approved by order of the Ministry of Education of Russia dated May 18, 2023 No. 371, includes special requirements for organizing the education of students with hearing impairments, vision impairments, musculoskeletal disorders, and autism spectrum disorders.

The unified Federal Educational Programs, including adapted ones, introduced throughout the Russian Federation from September 1, 2023, form a unified educational space and, importantly, unified educational results for all students. These programs take into account the special educational needs of students and, at the same time, retained the possibility of individualizing children's educational routes.

there were More than 8 thousand kindergartens and more than 10 thousand schools participated in the state pro-

gram Accessible Environment during last 10 years. The responsibility to create conditions for unimpeded access to educational facilities falls within the competence of regional and local authorities, and starting from July 1, 2016, it is inadmissible to build and commission new educational infrastructure facilities, or purchase any equipment which don't fit the requirements for the accessibility for people with disabilities.

Since 2021, measures to create a “barrier-free” environment in kindergartens and schools are being implemented at the level of the constituent entities of the Russian Federation. The relevant measures should be included in regional comprehensive action plans for the development of inclusive general and additional education, which are approved in accordance with the federal interdepartmental plan by Deputy Chairman of the Government of the Russian Federation T.A. Golikova.

In order to develop personnel support for the education of students with disabilities and special educational needs, the Minister of Education of the Russian Federation S.S. Kravtsov approved the Complex of Measures for the Modernization of Defectological Education in the Russian Federation up to 2030 (dated February 7, 2024, No. SK-1/07vn) (hereinafter referred to as the Complex of Measures).

Both educational institutions of higher education subordinate to the Ministry of Education of Russia (pedagogical universities) and institutions of higher education subordinate to the Ministry of Science and Higher Education of Russia and constituent entities of the Russian Federation participate in the implementation of the Complex of Measures.

In accordance with the Federal Tax Service form OO-1 in the 2023/24 academic year, psychological and pedagogical support for students with disabilities in general education organizations was provided by 32,466 educational psychologists, 21,703

speech therapists, 9,530 teachers of defectology, and 8,888 tutors.

At the same time, the constituent entities of the Russian Federation presented data for 2023 on the availability of vacant positions: 3,123 educational psychologists, 2,378 speech therapists, 1,740 special education teachers, 1,389 tutors.

Regardless of the institution where a child with disabilities receives his/her education (in a special kindergarten or school or in an inclusive setting), he or she needs qualified support from specialists who know and can practically apply methods of working with such children. And if children of one group of students with disabilities traditionally study in special schools, then it is important for teachers of inclusive schools to have competencies in working with children of different groups.

Today we pay special attention to improving the qualifications of teachers. Last year, more than 75 thousand teaching and administrative workers were trained at advanced training courses and various training events on the organization of education and comprehensive support for students with disabilities.

We also need to increase the number of specialized professionals for psychological and pedagogical support in educational organizations, —among them special education teachers. According to data from the constituent entities of the Russian Federation (10 thousand specialists are required. The professional standard Teacher-defectologist, which came into force on September 1, 2023), in addition to traditional competencies for working with children with hearing and vision impairments, mental retardation (intellectual disabilities), also includes functions for working with young children, with musculoskeletal disorders, with autism spectrum disorders, severe multiple developmental disabilities. This professional standard provides for the opportunity to work as a teacher-defectologist

(speech therapist) for both specialists with higher specialized education and specialists with higher education within more general areas like Education and Pedagogical Sciences, Psychological Sciences with a professional retraining program. This should contribute to an increase in the number of teachers-defectologists in educational organizations. Universities, in turn, are developing and testing new formats for organizing the practical training of future specialists in the field of defectology. And this is one of the priorities of the work — not only from the point of view of high-quality university training, but also from the point of view of increasing the motivation of graduates to remain in the profession. Therefore, it is necessary to change the very approach to career guidance and to the training of future defectologists.

In order to get more specialized educators, better psychological and pedagogical support for students with disabilities, the Minister of Education of the Russian Federation S.S. Kravtsov on February 7, 2024, as already indicated above, approved the Complex of Measures; its implementation has started in 2024.

The Complex of Measures includes:

— analytical activities that provide for monitoring of the current staffing, the formation of regional-level personnel registers of special education teachers, speech therapists, and special psychologists; an analysis of the research base of scientific organizations, and the formation of registers of the main professional programs in the field of training Special (Defectological) Education and programs of additional professional education (retraining), and improving of the professional competencies of special education teachers, speech therapists, and special psychologists;

— activities to ensure unified approaches to the training/advanced training of special education teachers (development of one software and methodological support

for the training and retraining of special education teachers taking into account the requirements of the professional standard Defectologist Teacher, advanced training for the educators who will train special education teachers);

— career guidance events for students of 9—11 grades of general education organizations to get acquainted with the profession of a special education teacher;

— events to attract young specialists in the field of correctional pedagogy and special psychology to scientific and scientific-pedagogical activities (like contests of scientific and practical projects).

In order to identify the best practices in inclusive education, as well as to increase the activity of educational organizations in the development and implementation of inclusive education practices in the Russian Federation, there is the All-Russian contest “Best Inclusive School of Russia” (hereinafter referred to as the Contest) which is held annually. In 2024, it was the XI edition of the Contest. Winners were selected in the following nominations: Best Inclusive Kindergarten; Best Inclusive School; Best Resource Organization for the Development of Inclusive General Education; Best Inclusive Organization for Children's Recreation and Health Improvement. In 2023, the organizers edited the Contest Almanac, which included the best practices of the last editions' winners. Along with the development of inclusive education in the Russian Federation, much attention is paid today to supporting individual (correctional) schools. Thus, within the framework of the national project Education, since 2019, the material and technical base of individual (correctional) schools has been updated; 776 schools have already taken part in the project during last 5 years. Within the framework of the project, schools do not just purchase equipment for the implementation of the subject Technology, — the approaches to teaching children in correctional schools

are changing, new modern and in-demand profiles of labor training are opening, correctional schools are becoming resource centers for organizing inclusive education. Another important aspect of organizing the educational process for children with special educational needs are special textbooks. Not all students with disabilities require special textbooks, but, for example, for children with visual impairments, it is impossible to build a high-quality educational process without special textbooks. Taking into account changes in the legislation in the field of education, according to which the organization of work on the preparation, examination, testing and publication of textbooks is carried out by the Ministry of Education of the Russian Federation, since 2021 the subordinate Institute of Correctional Pedagogics has been developing and including previously unpublished special textbooks in the Federal List of Textbooks, for example, Computer Science for Bblind Students, Fine Arts (Typhlographics) for blind students.

A key component in providing special conditions for obtaining education for students with disabilities, with limited health capabilities is a financial support for the implementation of adapted educational programs.

By order of the Ministry of Education of the Russian Federation, an approximate methodology (and toolkit) for determining costs of state (municipal) services for the implementation of adapted basic educational programs has been developed and sent to the constituent entities of the Russian Federation, which allows the full implementation of educational programs, including their correctional and developmental parts. Currently, there has been carried out themonitoring of the application of the materials in the regional budgets for 2024 and the planning period of 2025, 2026. By order of the Ministry of Education of Russia in 2017—2024, organizations subordinate to

the Ministry conducted scientific research in order to scientifically support the development of the inclusive education,

Institute of Correctional Pedagogy has conducted research aimed at:

- studying the clinical, psychological and pedagogical characteristics of modern children with disabilities;

- studying the factors and conditions that affect the health of students with disabilities in certain general education organizations (correctional schools), analyzing the academic workload and organizing health-preserving activities in these organizations;

- studying the impact of computer technologies and e-learning on the health and quality of education of students with disabilities;

- studying modern approaches to identifying the special educational needs of students with disabilities;

- studying the problems of socialization and development of life competencies of students with disabilities;

- designing models of early correctional assistance;

- studying the specifics of digitalization of special and inclusive education, including the development of special requirements for organizing the inclusion of students with disabilities in the educational and rehabilitation process in the context of a digital educational environment;

- development of a system of continuous education of specialists in the field of special psychology and correctional pedagogy, including the reconstruction of the system of additional professional education of these specialists.

Moscow State University of Psychology and Education conducted research aimed at:

- studying the mechanisms of development of an inclusive educational environment in the system of general and vocational education;

— substantiation and development of a program for training a tutor to support students with disabilities in accordance with the professional standard Specialist in the Field of Education;

— research of the inclusive educational environment of preschool, general and secondary vocational education organizations in the constituent entities of the Russian Federation;

— study of the provision of psychological support to students in an inclusive educational environment of general education organizations.

Moscow State Pedagogical University conducted research aimed at:

— studying the basics of the system of education of children with disabilities;

— substantiation and development of new specialized training programs in Special (Defectological) Education.

Russian State Pedagogical University named after A.I. Herzen conducted studies aimed at:

— improving and assessing the professional competencies of teachers of inclusive educational organizations;

— developing diagnostic and methodological support for correctional and developmental activities for children with visual impairments.

In accordance with paragraph 128 of the Plan of the main events carried out within the framework of the Decade of Childhood for the period up to 2027, approved by the Order of the Government of the Russian Federation dated January 23, 2021 No. 122-r, has been provided a study of the subjective well-being of adolescents, including those with disabilities.

A study made in 2023 showed that students with disabilities compared to their peers are significantly less satisfied with their health, achievements in all areas of life important to them, with communication with loved ones and relatives. At the same time, students with disabilities who are educated

in inclusive schools (classes) are more satisfied with their future life prospects and transparency than their peers from separate classes/correctional schools. At the same time, students with disabilities who are educated in separate schools (classes) have a higher level of subjective well-being than their peers who are educated in an inclusive format.

Understanding the high importance of the development of inclusive education in general, including relying on feedback from public associations of parents representing the interests of children with disabilities, specialized non-profit organizations, the main strategic document defining the development of inclusive education in the country is the Interdepartmental Comprehensive Action Plan for the Development of Inclusive General and Additional Education, Children's Recreation, Creation of Special Conditions for Students with Disabilities, with Limited Health Opportunities for the Long-Term Period up to 2030, approved by Deputy Prime Minister of the Russian Federation T.A. Golikova in 2021. It provides the improvement of regional regulatory, legal and methodological support for education of children with disabilities, conducting scientific research on the modern population of children — students with disabilities and special needs, their families, offering them psychological and pedagogical assistance; introduction of new organizational and managerial decisions in the field of education of students with disabilities and special needs; educational, methodological and didactic support; development of educational infrastructure for students with disabilities and special educational needs; development of a system of psychological and pedagogical support and information space for the education of students with disabilities and special educational needs; activities to develop personnel provision for the education of students with disabilities and special educational needs, to improve

the quality of education for special categories of children. Systemic changes are taking place in the country in educational policy and practice, and an inclusive culture

is being formed. We are gradually creating Russian methodology of inclusive education as a foundation for the solid provision of rights and opportunities for every child.

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Trends of “Inclusive Education” in the Modern World: International Discussions and Prospects for Russia

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The article examines the trends in the development of the concept of “inclusive education” in the documents of international organizations, discussions in academic publications regarding this concept, its evolution and implementation. The prospects for the implementation of the highlighted trends in Russian education in the current socio-political context of Russia and taking into account the discourses of contextualization and decolonization of the concept of inclusive education are discussed. The contradictions between the global trends of inclusive education and the situation of development of Russian education and the state are revealed. The interpretations of the Russian case of the development of inclusive education are proposed as an example of the implementation of a global concept promoted by international organizations in specific socio-cultural and institutional conditions.

Keywords: inclusive education; special educational needs; diversity; international organizations.

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Тренды «инклюзивного образования» в современном мире: международные дискуссии и перспективы для России

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В статье рассматриваются тренды развития концепта «инклюзивное образование» в документах международных организаций, дискуссии в академических публикациях в отношении данного концепта, его эволюции и имплементации. Обсуждаются перспективы реализации выделенных трендов в российском образовании в актуальном социально-политическом контексте России и с учетом дискурсов контекстуализации и деколонизации концепта инклюзивного образования. Вскрываются противоречия между глобальными трендами инклюзивного образования и ситуацией развития российского образования и государства. Предлагаются интерпретации российского кейса развития инклюзивного образования как примера внедрения глобального концепта, продвигаемого международными организациями в специфических социокультурных и институциональных условиях.

Ключевые слова: инклюзивное образование; особые образовательные потребности; различия; международные организации.

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Introduction

The year 2024 marks the 30th anniversary of the adoption of the Salamanca Declaration on Principles, Policy, and Practice in Special Needs Education, which established the global significance of inclusive education [82]. Russia joined the Salamanca process by signing the Convention on the Rights of Persons with Disabilities in 2012, a successor to the Declaration [84], and continues to implement policies to uphold its core prin-

ciples. This process has been accompanied by ongoing analysis and discussion. Most researchers agree that substantial progress has been made both legislatively and practically; however, the process is incomplete and does not always proceed smoothly [1; 48; 51; 57].

It is noteworthy that the assessment and debate on inclusive education have primarily centered on basic international approaches, which is justified, given that inclusive educa-

tion represents one of the most significant post-Soviet educational reforms, rooted in the adoption of foreign concepts.

However, in our view, the evolution of the inclusive education concept and current international discussions regarding its implementation are not fully considered [16; 17; 18; 19; 33; 62; 67]. On the other hand, any discourse on the implementation of inclusive education must necessarily reflect the significant changes in the Russian context—both in terms of educational policy and broader societal developments. As Anastasia Liasidou notes, “Change possibilities can be feasible only when we are aware of the context and time-specific ‘discursive contours’ within which policy agendas are conceived and implemented” [59, p. 238]. We find successful examples of such contextualized approaches in Russian studies on the earlier stages of inclusion policy implementation [1; 51; 53].

In this article, we aim to address some of these gaps. First, we will outline the trends in the evolution of the inclusive education concept, as reflected in documents from international organizations. Next, we will explore the academic discussions surrounding inclusive education and its evolving trends. Finally, we will examine the prospects for implementing these trends within the current socio-political context of Russia.

We hope that this publication will provide valuable insights for Russian research on inclusive education and contribute to the ongoing dialogue regarding its further development. Moreover, our conclusions may also hold significance for the broader international discussion on the implementation of inclusive education across various socio-cultural and institutional contexts.

Trends in the development of the concept of inclusive education

Let us begin by examining the trends in the global development of the concept of

inclusive education in recent years. Initially, the concept of inclusive education was primarily focused on promoting the inclusion of students with special needs, particularly those with disabilities or psychological developmental challenges. However, over time, it has expanded to encompass other student groups. These include differences related to race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical abilities, social class, and immigration status, all of which can create risks of exclusion, discrimination, marginalization, limited access to education, and barriers to achieving high educational outcomes. The concept of “diversity” now occupies a central place in the policy documents of leading international organizations, such as UNESCO and OECD, and is actively promoted by these bodies [25; 70; 79].

Accordingly, inclusive education now aims to create conditions where these differences do not serve as obstacles to receiving a quality education. In recent years, a significant trend has been the merging of the concepts of “inclusion” and “equity,” emphasizing that all students should have the opportunity to achieve their best, irrespective of the circumstances of their birth [70].

A current focus is on the multiple intersections between these differences, which create unique needs for students. This intersectionality approach highlights the interdependence of various aspects of an individual’s identity, stressing the importance of addressing diversity, equality, and inclusion in education systems comprehensively. This approach aims to ensure complementarity and prevent inconsistencies in educational goals [70; 85]. For example, migrant status, often implicitly linked to ethnic minority status, is frequently associated with lower socio-economic status. However, when combined with gender, it can lead to different risks and

opportunities for school well-being, depending on the context [20].

The discourse of diversity, as promoted by international organizations, aims to enact significant changes in education systems, particularly in terms of staffing for inclusive education. It emphasizes the importance of not only attracting qualified personnel but also promoting teacher diversity by hiring teachers with disabilities, teachers with migration experience, and teachers from indigenous communities for inclusive classrooms and schools [24]. Significant changes are also expected in the content of education, especially regarding the traditions and knowledge of indigenous peoples [27]. In this regard, the discourse of inclusion and diversity is increasingly integrated with the discourse of decolonization [31; 35].

Inclusion, within this framework, is increasingly recognized as a principle that not only acknowledges differences but also supports and welcomes diversity among all students. Individual differences are viewed not as issues to be resolved but as opportunities to enrich the educational environment for everyone [17].

In recent years, as the range of differences requiring consideration in inclusive education has expanded—along with their intersections—the idea has emerged that inclusive education should not be confined to specific categories of students. Instead, it should be designed for all students, considering the unique identities and needs of each child. The aim is to ensure high standards of educational quality and the well-being of all students [16; 24; 76]. Achieving this requires schools to do more than just offer joint education for all children, which was the original focus of early inclusive education declarations. Schools must transform all aspects of their operations to meet the individual needs of each student and foster the realization of their full potential [52; 70].

In this context, the concept of an “inclusive school” has been further developed and enriched with the idea of a “friendly school” (or “Child-Friendly School”). This model, promoted by international organizations over the past decade, is one that recognizes and encourages the fulfillment of children’s fundamental rights. It actively responds to diversity, creates safe conditions for its expression, identifies excluded children to integrate them into the educational process, and works in the best interests of the child, helping to realize their potential [15; 37; 40; 80].

This trend places greater emphasis on individual values, such as identity, culture, talent, abilities, interests, and needs [75]. Furthermore, the concept of inclusive education is increasingly integrated with the notion of personality-oriented, personalized education, which has been widely promoted in the policy documents of these same international organizations and aligns with their visions for the future of education [54; 74].

Controversial issues in the theory, policy and practice of educational inclusion

The evolution of the concept of inclusive education toward “broadening and deepening” may appear straightforward. However, this is far from the case. In fact, we are witnessing a growing body of critical literature, not only questioning the progress made in implementing inclusive education models but also challenging their foundational principles [29; 50; 54]. It is noted that, after a decade of implementing inclusive education policies, there is a sense that a broad consensus on key positions has been reached. Yet, in practice, achieving this consensus remains elusive, and there is more ambiguity than clarity [16; 39].

Despite the signing of numerous international agreements and conventions by countries, and the declared commitment to

the principles of inclusion, the practical implementation of these goals has proven to be much more complex. Many approaches to inclusive pedagogy are viewed as politically or idealistically driven, overly utopian, and detached from practical realities—especially in secondary education. As a result, they require reevaluation and refinement [18; 54; 67]. Although definitions of inclusive education are outlined in international documents and embedded in the legislation of various countries, significant differences in these concepts, as well as in the associated rights and mechanisms for their enforcement, persist [17; 24; 56; 67; 70]. It is acknowledged that most countries and education systems have developed their own definitions of inclusion, reflecting their unique histories, priorities, and educational objectives [25].

Even more varied are the interpretations of “special educational needs” and specific groups or conditions in national regulations, policies, and academic publications. Some countries provide detailed categorizations, while others avoid classification to prevent stigmatization [24; 70]. Assigning the formal status of a “student with special educational needs” has advantages, such as enabling targeted resource allocation and specialized support, including individual learning plans and adapted curricula. However, this status can also lead to labeling, which may lower expectations, reduce academic performance and self-esteem, and hinder peer relationships [56; 67]. Meanwhile, the effort to address individual differences without stigmatization, marginalization, or privilege raises concerns about its practicality [54]. While recognizing differences is often associated with the risk of stigmatization, failing to acknowledge them can result in missed opportunities [68]. Thus, finding a balance between recognizing differences and avoiding stigmatization, as well as determining an optimal level of differentiation that does not lead to isolation, is crucial.

Globally, no single model for educating children with special needs has emerged. Instead, we observe a combination of segregation, integration, and inclusive elements. In some countries, education within general schools with adapted conditions is the norm, while in others, a significant proportion of specialized institutions still exists. Additionally, some schools have both general education classes and specialized classes for students with special needs. These specialized classes do not appear marginalized, and discussions continue regarding their role and limitations within the inclusive education framework [42; 63].

There is also no consensus regarding the impact of inclusive education on academic achievement, social-emotional development, socialization, and employment outcomes for individuals with special needs. Some studies and reviews present evidence of the comparative advantages of inclusive classrooms [24; 26; 44; 49]. These benefits are seen for both students with and without special educational needs in inclusive schools [72], which is significant given that a common argument against inclusion is the fear of negative effects on the academic performance of students without special needs [64].

However, other studies reveal no substantial positive or negative effects of inclusion on academic achievement or overall psychosocial adjustment [30]. The outcomes vary depending on the type of special needs, the specific characteristics of inclusive education, and the socioeconomic composition of the classrooms where students with special needs are integrated [72; 55; 34; 60; 73].

It is argued that both positive and negative effects must be understood within the complex interplay of individual, class, and school-level factors, alongside varying interpretations of what constitutes inclusive education and specific types of outcomes. As Norwich suggests, the nuanced political and practical

issues within inclusive education highlight the need to avoid simplistic, generalized conclusions. Instead, there is a demand for more detailed research on inclusive education [69], a particularly relevant need for the Russian Federation, where evidence-based approaches to inclusive education are still in their early stages [11].

The intensification of discussions surrounding inclusive education and the rise of critical perspectives are, in our opinion, not merely situational. Rather, they reflect a broader crisis in several global political constructs that have shaped educational policy since the late 20th and early 21st centuries, with inclusive education being one of the most prominent examples. Initially, inclusive education was closely associated with human rights. Education, as one of the fundamental human rights, was seen as a means to combat discrimination and isolation [15; 38; 41], with the ultimate aim of integrating children with special needs into society as active citizens, fully and equally participating in social and political processes and realizing their own life goals. This position was first articulated at the international level in the UNESCO Convention against Discrimination in Education, the Salamanca Declaration, and the UN Convention on the Rights of Persons with Disabilities, which consolidated this understanding and established corresponding universal requirements for national policies [82; 84].

Inclusive education soon became a striking example of the "global agenda" shaped and promoted by international organizations in the late 20th and early 21st centuries, as educational policies expanded beyond national boundaries. The mechanisms through which global institutions influence national policies and reforms in education vary widely, with their impact depending on local contexts [21; 66; 71]. While the implementation of international agreements by individual countries remains voluntary, many

nations have found themselves with specific obligations—more to the global community than to their own citizens—and their adherence is monitored. It has been argued that in this way, global inclusive education is being imposed on countries without considering the unique historical, political, educational, and cultural factors of each nation [61]. This process is often seen as one-sided, with developed countries of the Global North imposing their models on the Global South, and is regarded as a version of "knowledge colonization" [19], a top-down transfer of "northern concepts" [86, p. 163].

In Russia, the direct activities of international organizations in promoting inclusive education have been less pronounced compared to regions such as Transcaucasia [65] and Central Asia. Nevertheless, like most countries, Russia has been influenced by international organizations and the relevant agreements over the past few decades.

The adoption of international laws comes with a set of values that are not always readily accepted within the social and organizational cultures of post-socialist societies. This often leads to a formal, rather than genuine, implementation of the laws that have been ratified. In some cases, excessive radicalism in reform efforts can occur, as seen in the Czech Republic, where the maximalist interpretations of international recommendations led to the notion that support for students in need of special education in regular schools necessitated the complete elimination of the special education system [75].

Even publications from leading authorities in the Global North now acknowledge the limitations of universal solutions and emphasize the importance of understanding contextual factors, including attitudes, beliefs, social relations, and the cultural, demographic, and economic characteristics of the territories where educational inclusion is being implemented [17].

It is also recognized that much of the research on children with special educational needs and inclusive education has focused on highly developed countries. This limits the ability to generalize findings and underscores the need to expand research to include different contexts [33; 47; 62].

Finally, there are attempts to move beyond the clear “genetic link” between inclusive education and human rights. A large-scale study of educational reforms in 215 countries from 1970 to 2018 found increasing attention to inclusion; however, reforms explicitly framed in the language of “rights” have been decreasing [23].

Russian context

When comparing the development of the inclusive education system in modern Russia with global trends, it becomes apparent that the situation is more complex than some critics suggest, particularly those focusing on its incompleteness and the unresolved legacy of the Soviet model of segregation and discrimination as primary causes [48; 81]. Many features of Russia’s current state of affairs reflect problems that are not unique to the Soviet or Socialist space but are shared by countries in Europe, Asia, and Latin America. These issues include contradictions in legislation, the attitudes and competencies of teachers and parents, financing programs and methodological support for practices, monitoring and statistics, and the balance between segregation, integration, and inclusive components. Furthermore, a general tension exists between the idealism of the global concept of inclusion and the realities faced by educational systems and society.

On one hand, the legacy of the Soviet system undeniably persists and continues to influence inclusive education, but it is far from being solely restricted to mechanisms of segregation, and these mechanisms differ

depending on the specific contexts of individual countries.

On the other hand, many of the challenges in implementing the global concept of inclusive education in Russia are not due to inherent flaws in the concept itself but stem from the nature of reforms during the transitional period. The policy on inclusive education has exhibited characteristics typical of educational and broader social reforms in Russia: top-down implementation, with little regard for coordinating the interests of different groups, particularly beneficiaries; a declaration of guarantees, rights, and opportunities without reliable mechanisms for enforcement; and a rushed push for implementation and oversight without sufficiently developing the necessary details [43]. The education budget is limited, and cost optimization policies often occur at the expense of the social sector. Regarding inclusive education, the inability of countries to provide a comprehensive foundation for implementation (resources, personnel, equipment) is considered a significant limitation of the concept, often cited as a reason to delay or even avoid fulfilling the rights of children with special needs [7; 65]. The discourse of “inclusion for all” is contrasted with “inclusion for some,” which focuses on delivering the highest possible quality of education to children with special needs in specialized environments [58].

If we are to responsibly discuss the future of inclusive education in Russia within the global agenda, the situation becomes even more complicated. As we have indicated, the concept of inclusive education emerged not merely as an educational (pedagogical) concept, but as a political one—an element of the human rights discourse of the 20th and early 21st centuries, aimed at combating discrimination. Like any political concept, inclusion touches upon values, ideals, interests, and questions of power and resource distribution, inevitably creating tension [22; 58].

When examining the history and future prospects for the development of inclusive education in Russia, these factors cannot be overlooked. Attempting to alleviate this tension through purely technocratic solutions is unlikely to succeed. In fact, such solutions can be blocked or fail to achieve the desired outcome without a clear understanding of the interactions among key actors and the broader context. This is particularly crucial given the historical changes unfolding in Russia and their impact on education. These changes go beyond the declared sovereignty of educational policy or the evolving relationships with international organizations advocating for an inclusive agenda.

The principles of prioritizing human and children’s rights, considering minority interests, valuing differences and diversity, and promoting variability and individualization in education — core to the concept of inclusion — were novel in the context of Soviet ideology and became central in post-Soviet educational policy. While these ideas led to the development of several innovative pedagogical concepts (such as “pedagogy of cooperation,” “pedagogy of support” by O. Gazman, and “personally-oriented learning” by I. Yakimanskaya), and practices (e.g., “School of Self-Determination” by A. Tubelsky), they were not widely adopted by mainstream schools or pedagogical theory, and ultimately did not become embedded in the broader pedagogical culture.

Today, there is a growing critical attitude in society toward these values, whether explicitly or implicitly supported at the official level [11]. Notably, the issue of minority interests, the importance of their “voice,” and the protection of their rights is not prioritized; in fact, it is somewhat marginalized. Similarly, the discourse surrounding unique group and individual identities and differences is not supported in official narratives but is instead tabooed.

In this context, it is unsurprising that Russia continues to employ the original “narrow” definition of inclusion, which primarily focuses on children with disabilities and limited health capabilities. This definition is likely to remain dominant in the foreseeable future. An expanded definition of inclusion, which would consider other student groups with diverse characteristics and needs shaped by their social and cultural environments, is neither present in Russian legislation nor reflected in the tools used to assess inclusive environments, the criteria for identifying best practices in general inclusive education, or in new initiatives and memoranda [2; 10; 14].

For example, with regard to children from migrant backgrounds, the requirements are framed within an assimilation model rather than an inclusive one [4]. Although children from indigenous peoples and ethnic minorities have retained important rights related to language instruction and cultural recognition in national regions, their actual conditions, quality of education, and well-being are rarely addressed in official agendas or expert discussions. The concept of “multiculturalism” [8] has not been adopted in Russian education, and domestic versions of multicultural education continue to follow assimilationist narratives based on a homogenized vision of Russian identity [5].

Socio-economic status is also not regarded as a risk factor for poor educational outcomes, nor is it considered a basis for targeted support measures [6]. The methodology of intersectionality — especially considering the “feminist background” of the concept [28] — is unlikely to gain traction in the Russian context. In today’s Russia, the notion of separating from society to nurture group and especially individual “identities” is viewed as a “black sheep.” As a result, the policy of homogenization is likely to persist and intensify.

The prospects for consolidating the current interpretation of inclusion in Russian

education, defined as creating conditions to realize each student's potential by focusing on individual characteristics and needs, appear dim. The topic of individualization or personalization of education — adapting the learning environment and teaching methods to the interests and abilities of each child — appears increasingly rare in state educational policy documents. Moreover, this direction is not supported organizationally, scientifically, or methodologically. The movement toward a more humanized educational process, one that fosters a friendly and comfortable environment for students, is interpreted as pandering to a consumerist view of education and is associated with the “market-service approach” to education [3].

In the global discourse on inclusive education, the “voices” of parents, their rights, and their choices are significant [9]. Over the past decade, Russia has gradually developed a culture that supports the participation of public organizations of parents of children with disabilities and special educational needs in shaping policy, presenting their views, and contributing to government decisions. However, the privileged status of the “voice of parents” and “voice of children” over the “voice of teachers” is causing growing tension within the teaching community. This dynamic is linked to the discourse of “education as a service,” and the government has recently shown concern about maintaining balance, introducing initiatives to protect teachers' rights [12].

Conclusion

The analysis reveals significant contradictions between global trends in educational inclusion and the current state of development in Russian education, as well as broader societal and state dynamics. There is reason to believe that Russian education will not move toward adopting the expanded concept of inclusive education in the near future. Instead,

the model of educational inclusion will likely continue to focus exclusively on children with special needs, combining elements of inclusion, integration, and segregation.

The movement toward fostering an inclusive culture and creating a welcoming environment within educational institutions will remain secondary to the focus on specialization and enhancing the quality of support for children with special educational needs in regular schools. This will occur without substantial changes to the values or daily practices of schools and teachers.

The cultural and political foundations of the global concept of inclusive education — values such as “human rights,” “civil society,” “children's rights,” “diversity,” and “individualization” — were uncritically borrowed and insufficiently integrated into Russian educational policy. These will likely be replaced by traditional values of state paternalism, prioritizing public interests over individual ones and emphasizing support for families and children. This shift has become increasingly relevant in light of both external and internal challenges.

A promising topic for further discussion is whether the Russian situation should be interpreted as an example of unfinished educational reform in Russia (and more broadly, in post-socialist countries) or as a case of the ongoing contextualization and decolonization of inclusive education worldwide. This approach suggests a search for new foundations for inclusive education beyond the framework of “human rights.”

At the same time, perhaps even more important for future research and discussion is the question of how these processes affect the primary beneficiaries — children with special needs. It remains to be seen whether, in the evolving framework of inclusive education, these children will continue to be prioritized or if their needs will be overlooked in the rush for reform, risking the proverbial “throwing the baby out with the bathwater.”

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Implementation of the Principle of Continuity in Inclusive Education in Russia

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The work is aimed at analyzing indicators for ensuring the continuity of the inclusive process in general and vocational education in Russia. The study was conducted in educational organizations in 82 regions of the country; 6377 heads of educational organizations, 60870 teachers, 92093 parents and 32039 students of secondary vocational education participated were recruited for this study. The main method was an online survey, the data analysis method is frequency. The article describes four indicators of the continuity of the inclusive process — ensuring the variability of educational programs, plans and organizational forms of education, psychological and pedagogical support for students with special needs and its staffing, ensuring the participation of all students and their parents in the educational process, the life of the educational organization, support in self-determination and choice of professional educational trajectory. The implementation of the principle of continuity, enshrined in the normative field of education, is reflected in the data of the article through indicators of the sustainability of the share of inclusion of a number of categories of students with special needs when moving from level to level. However, obstacles to the implementation of the principle of continuity are the insufficiency of mechanisms for the individualization of education, including the lack of institutionalization of the individual educational route, staffing shortages for psychological and pedagogical support of students, as well as the social and practical orientation of career guidance technologies.

Keywords: continuity of education; inclusive education; general education; vocational education; individual educational route; participation; variability; psychological and pedagogical support; special educational needs; professional self-determination.

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Реализация принципа непрерывности в инклюзивном образовании в России

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Представленные в статье материалы посвящены проблеме обеспечения непрерывности инклюзивного процесса в общем и профессиональном образовании России. Цель статьи — описать уровень обеспечения непрерывности инклюзивного процесса в общем и профессиональном образовании России через комплекс показателей, выявляющих способность системы удовлетворять потребность человека в реализации индивидуального образовательного маршрута с учетом его индивидуальных возможностей. Исследование было проведено в образовательных организациях 82 регионов страны, в опросе участвовали 6377 руководителей образовательных организаций, 60870 педагогов, 92093 родителей и 32039 обучающихся среднего профессионального образования. Основной метод — онлайн-опрос, метод анализа данных — частотный. В статье описаны четыре способа обеспечения инклюзивного процесса, лежащие в основе его непрерывности наряду с рядом других средств: обеспечение вариативности образовательных программ, планов и организационных форм обучения, психолого-педагогическое сопровождение обучающихся с особыми потребностями и его кадровое обеспечение, обеспечение участия всех обучающихся и их родителей в образовательном процессе и жизни образовательной организации и поддержка в самоопределении

и выборе профессиональной образовательной траектории. Обращается особое внимание на то, как реализация принципа непрерывности, закрепленного в нормативном поле образования, отражается через показатели устойчивости доли включения ряда категорий обучающихся с особыми потребностями при переходе с уровня на уровень. Делается вывод, что препятствием для реализации принципа непрерывности является недостаточность механизмов индивидуализации образования, в том числе отсутствие институализации индивидуального образовательного маршрута, дефициты кадрового обеспечения психолого-педагогического сопровождения обучающихся, а также социальной и практической направленности технологий профориентации.

Ключевые слова: непрерывность образования; инклюзивное образование; общее образование; профессиональное образование; индивидуальный образовательный маршрут; участие; вариативность; психолого-педагогическое сопровождение; особые образовательные потребности; профессиональное самоопределение.

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Introduction

Implementation of inclusive education in Russia offers the opportunity to study the main obstacles to the development of inclusive practices through a systemic perspective. One of these obstacles is the continuation of inclusive practices at the general and vocational education levels. The Federal Law “On Education in the Russian Federation” states that the continuity concept must be applied at all educational levels. According to the law, Article 10 states in paragraph 7 that “The education system shall provide conditions for uninterrupted education...” [24] Persons with special educational needs will also benefit from the implementation

of education continuity under the inclusive education concept outlined in the law on education (art. 2, para. 27). This concept is founded on the principles of equality and respect for all types of special educational needs.

Special educational needs must be respected to ensure inclusive education continuity, which is widely acknowledged as the concept of “education for all” [11; 18], including for students from ethno-cultural minorities, gifted students, students with migrant backgrounds and non-native languages of learning, students with disabilities and health limitations¹, and other learners [14; 26; 29; 35; 37; 38; 40].

¹ The term “students with health limitations” is used as an equivalent to the internationally used term “students with disabilities” because the Russian educational system distinguishes two concepts: “a student with disabilities” is someone who has a medical condition that makes them disabled, while “a student with health limitations” is someone who needs special conditions to be successful in learning.

Education continuity is only possible if all citizens are granted an opportunity and right to receive any type of education and “follow an individual educational path’ according to their needs, demands, and abilities” [4, с. 22]. Since it is no longer seen as a goal but rather as a chance to obtain a career and lead an independent life, one of the primary goals of inclusive education and its quality indicators is to create an individual educational path for people with special needs from early care to vocational education [22].

According to the continuity principle, the inclusive education environment (IEE) must be flexible, adjustable, and variable, and it must be possible to change it to accommodate each learner’s unique needs and individual educational path (IEP). For effective self-development at an educational institution (EI), the IEE ought to offer all learners the chance to receive high-quality education [1; 27].

The article’s objective is to present data that illustrate the degree of inclusive process continuity in general and vocational education in Russia using a set of indicators that demonstrate how well the system can accommodate an individual’s need to complete an educational path while taking into account their abilities.

This article analyses data from general and secondary vocational education levels using the four basic indicators of inclusive process continuity. These indicators include: 1) ensuring that educational plans, programs, and organizational teaching styles are diverse; 2) offering pedagogical and psychological support to learners with special educational needs and its staffing; 3) ensuring that all learners and their parents participate in the educational process and in the educational institution’s activities; and 4) helping learners make their own decisions and choose a professional education path.

Methods

A research team from the Federal Resource Centre for the Development of Inclusive General and Additional Education conducted the research in 2023.

Sampling: Respondents were chosen at random from 6,377 educational institutions spread throughout 82 regions of the Russian Federation, which accounts for 15% of the whole EI network. The organization of the sampled population mirrored that of the broader population. Three sets of respondents (6,377 heads of educational institutions, 60,870 teachers, 92,093 parents, and 32,039 secondary vocational education (SVE) students) were included in the sample’s quantitative data.

Methods: frequency analysis of the obtained data; “IEE monitoring” (automated information system) — for data collection and processing; AnketologBox software — for questionnaires customization and editing.

Findings of the study

Learners with special educational needs

As one of the inclusion development concepts, diversity of learners’ special educational needs [11] forms the foundation for the educational system creation and the establishment of an inclusive learning environment. This raises the issue of how to categorize variety. Therefore, as part of inclusive education implementation, we will briefly address this topic before looking at the samples of learners with special educational needs.

There are currently two opposing trends under discussion. The ideology of inclusion, on the one hand, is based on the social definition of disability, which challenges classification as a way to stigmatize and marginalize individuals based on their distinctive qualities. However, this should be avoided when developing an inclusive culture where educational institutions focus on providing all learners with a sense of belonging [39]. On the other hand, the state education policy sets education standards that define knowledge and skills requirements for graduates from educational institutions. It also specifies assessment tools that evaluate learner’s capabilities and respective methods for their classification. The second approach aims to preserve learner categories as means to improve the learn-

ing process that considers specific features of each learner while ensuring conditions for special education [13; 31; 32]. These two approaches to classification need a careful analysis of the specific features of the general education groups of learners (Tab. 1) that were defined by a wide variety of special educational needs.

The findings of the study reveal that as learners with health limitations advance from one educational level to the next, their degree of inclusion declines significantly: it drops by roughly 3.5 times when they move from preschool to school and by roughly 2 times when they transition from school to a secondary vocational institution. Both their removal from the school system and their transfer to secondary vocational training institutions may contribute to the dramatic drop in the percentage of learners with health limitations as they move onto high school.

The number and percentage of learners with disabilities in the pool increase from 9,026 (1.43%) to 24,612 (1.48%) when they transi-

tion from the preschool to school education. At the secondary vocational education level, the percentage of learners with disabilities decreases by more than twice, to 3,729 (0.61%).

At the transition from preschool to school, the percentage of gifted learners rises roughly by 15 times, and at the SVE level, it falls drastically. Similar but less pronounced shifts occur in the percentage of learners whose native language differs from that of teaching.

The percentage of learners with severe speech impairments, ASDs, musculoskeletal disorders, and deaf learners declines substantially as they move from preschool to school, according to the data of inclusion of various categories of learners with health limitations. This could suggest a system barrier to maintaining continuity of an individual educational path for learners with those types of health limitations in inclusive education. However, most visually impaired, hearing impaired, late deafened, and mentally retarded learners transfer to basic school after finishing elementary school, which suggests a rela-

Table 1

Percentage of learners with special educational needs at different levels of education in the Russian Federation

Category	PSEI	GEI	SVE
Learners with HLs*	12.25%	3.99%	2%
Learners with disabilities*	1.43%	1.48%	0.61%
Gifted learners*	0.56%	8.56%	0.41%
Learners whose mother tongue is different from the main language of teaching*	3.92%	8.05%	1.43%
Deaf learners**	0.08%	1.38%	1.50%
Hearing impaired and late-deafened persons**	0.29%	0.47%	3.89%
Blind learners**	0.01%	0.02%	0.08%
Visually impaired learners, learners with amblyopia, strabismus**	2.12%	1.35%	1.59%
Learners with severe speech impairments**	75.56%	10.58%	0.60%
Learners with musculoskeletal disorders**	1.71%	3.41%	5.0%
Learners with mental retardation**	12.97%	60.23%	–
Learners with ASDs**	2.34%	4.15%	1.36%
Learners with mental deficiency, intellectual disability (ID)**	1.08%	21.23%	84.14%
Learners with severe multiple developmental disorders**	0.61%	–	1.80%
Learners who have undergone cochlear implantation**	0.13%		

Note: * of total learners; ** of learners with health limitations at this level; PSEI – preschool educational institution, GEI – general educational institution (school), SVE – secondary vocational education.

tively more steady retention of these learners groups in schools as they move through the educational system.

However, a significant percentage of learners with intellectual disabilities also remain in regular schools (21.2% of learners with health limitations). Their percentage in the SVE (84.1% of learners with health limitations) suggests that they most likely continue their education in the SVE system after that.

Thus, the analysis of the pool of learners with special educational needs, including learners with health limitations, at different levels of education shows drastic changes in the percentage of inclusion of different categories of learners with special educational needs in educational institutions when they move from level to level. It is necessary to investigate both the causes of that dynamics as well as the ways to ensure quality and continuity of education for learners with special educational needs in regular education.

Ensuring diversity in plans, programs, and teaching methods

Due to the diversity of learners at inclusive educational institutions and the necessity to accommodate their educational needs, it is necessary to consider each learner's distinctive capabilities and offer adaptable learning environments. Individual learning plans (ILPs), adapted basic general education programs (ABEPs), and a variability of teaching techniques are some of the main methods used by the Russian educational system to address the various educational needs of different learners [24]. The ILP partially ensures an individualized approach to education for every learner [17; 24], whereas adjusted programs variants implement the differentiated approach principle in accordance with the nosologic category of learners with health limitations [13]. Moreover, when used in inclusive educational institutions, the individual educational path may serve as a tool for learners' educational paths continuity [23], which requires its institutionalization in the educational system.

To meet the requirements of the Federal State Educational Standards, general education institutions mainly use various kinds of ABEPs to address the diversity of educational needs at all educational levels, according to the research data. All types of ABEPs have been created and implemented in inclusive schools in Russia. Furthermore, all ABEP variations (from the second to the fourth), except for the first, require extension of the learning period, which makes it more difficult for learners with health limitations to integrate socially into their peer group.

The study found that separate groups in 49% of preschool educational institutions and separate classes in 18% of regular schools, separate groups in 49% of secondary vocational educational institutions, combined groups in 34% of preschool educational institutions and inclusive classes in 79% of regular schools, general groups in 51% of secondary vocational educational institutions, resource classes in 3.2% of general education institutions apply the variability of ABEP implementation techniques. It should be noted that 40% of schools use homeschooling, even though it is believed to have the least inclusive potential [15].

Creation of ILPs for learners with health limitations is necessary for all implementation strategies of inclusive education. Additionally, any learner, including those with health limitations and gifted learners, are eligible for education in line with an ILP, as required by the Education Law. In line with the FSES, the school tutor may help with teaching according to ILPs. However, ILPs are hardly ever applied in Russian educational institutions, the study reveals. Accordingly, ILPs are used to teach 0.086% of all students in vocational educational institutions, 1.34% of all regular school students, and 1.53% of all preschoolers. Therefore, the individualized approach — which requires an IEP and tutor support — is basically not used, and variability is mostly achieved based on the differentiated approach relying on the categorization of learners (by means of the ABEP).

Psychological and pedagogical support and staffing issues

The most important condition for continuity and consistency in inclusion is the support system of the educational institution. These are the different psychological and pedagogical support techniques and technologies that serve as the foundation for both successful learning at this or that educational level and the continuation of an educational path of a learner with special educational needs as they move from one level to the next [22]. Let us review the various forms of support offered by the educational institutions that participated in our study (Fig. 1).

Psychological counseling is the most popular type of assistance offered in educational institutions across all educational levels (82% of PSEIs, 85% of schools, and 90% of SVEIs), which indicates the development of psychological support and the accessibility of educational psychologists in educational institutions. Social and psychological support for learners with difficult living conditions is more developed in vocational schools (93%)

and regular schools (86%) than in kindergartens (59%). However, compared to schools (78%) and particularly to SVEIs (34%), kindergartens (89% of PSEIs) provide individual remedial work more frequently.

Tutor assistance is one of the most important forms of support in inclusion. A tutor is an educator who offers individual guidance and continuity of a learner's educational path [21]. However, very few educational institutions provide tutor assistance (12% of PSEIs, 18% of schools, and 16% of SVEIs). It is even more difficult to organize technical support for learners with health limitations: only 7.9% of PSEIs, 6.3% of schools, and 13% of SVEIs, provide technical assistance.

The ability of educational institutions to hire the necessary support staff is essential for ensuring continuity in assistance provision [19].

The average number of students with health limitations per support specialist was determined in the study (see Tab. 2).

Even though the requirement [20] for the availability of educational psychologists is met, more than three times as many school

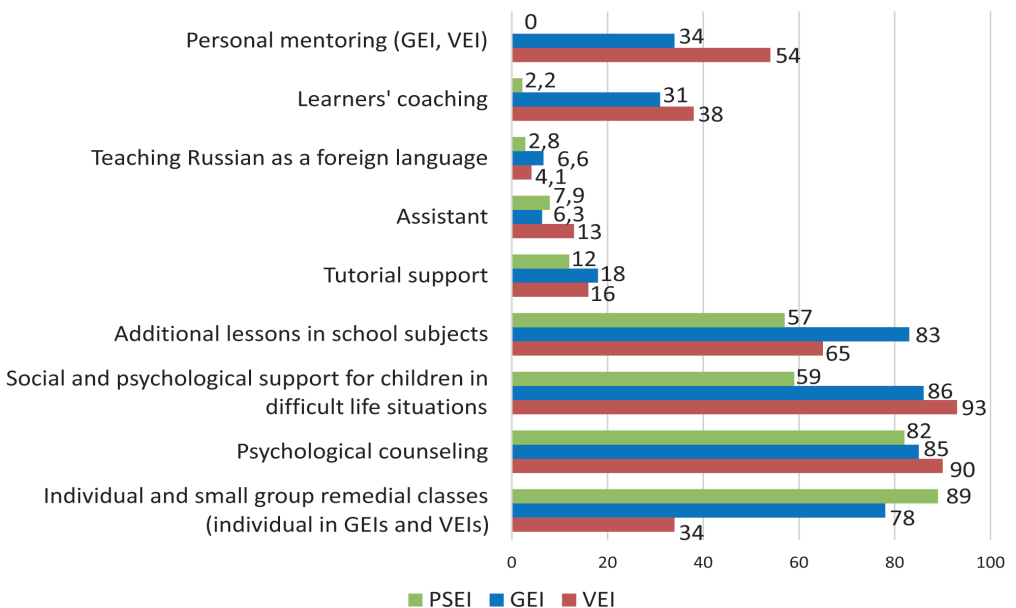


Fig. 1. Percentage of EIs at different education levels that implement various support techniques

Table 2

Average number of learners with health limitations per support specialist

Specialist	PSEI	GEI	VEI
educational psychologist	24.84	18.4	14
speech therapist	13.2	29.92	...
special educator	57.64	49.88	295
social care teacher	224.33	26.58	13
Tutor / learning assistant	112.55	56.2	46
Technical assistant	200.71	261.05	90

speech therapists, more than five times as many special educators, and more than nine times as many tutors are required. A tutor is employed by just 1 out of 6 SVEIs (17%), and each tutor has 46 students with health limitations assigned to them. Since special educators are only available in 3% of VEIs, SVEIs find themselves in the most challenging situation. A consistent solution is needed to ensure availability of special educators in SVEIs, given the large percentage of students with mental deficiencies in the SVEI system (Tab. 2). The issue of assessing inclusion of learners with health limitations in the educational process is brought up by the analysis of EIs' employment of special needs education experts at all levels of education.

Ensuring involvement of teachers, parents, and learners in the education process

Learners' educational needs support and involvement of all participants of the educational process demonstrate the educational institution's inclusive culture. Creation of an inclusive culture serves as the basis for ensuring the inclusive process continuity in educational institutions, as well as consistency and consecutiveness of the entire educational system in inclusion implementation [6; 30; 39]. Involvement of teachers, parents and students in the educational process and the social life of the learners' community is one of the most important of the many indicators used in the study to describe the inclusive culture of an educational institution.

Let us review the data on teachers' involvement in educational activities meant to create an inclusive culture (see Fig. 2).

Most teachers (80% of PSEI teachers, 70% of GEI teachers, and 64% of SVEI teachers) engage in activities that concern the health and life safety of those they teach, according to the analysis of the bar chart (Fig. 2). This highlights the importance for ensuring learners' health and psychological safety of the inclusive environment. Most teachers (65% of PSEI teachers, 69% of GEI teachers, and 54% of SVEI teachers) participate in activities that enhance tolerance and respect for one another. Kindness lessons have gained popularity in educational institutions and are now an integral part of Russian educational programs.

Bullying and a strong propensity for conflict are fairly common issues in educational institutions. Taking part in activities that encourage tolerance and respect for the diversity of SEN is one of the ways to prevent them [5; 8; 9]. Approximately 46% of SVEI teachers and 57% of schoolteachers participate in activities dedicated to this topic. The fact that just 14% of preschool teachers participate in activities addressing bullying and conflicts, however, indicates that these issues are no objects of interest for teachers in PSEIs.

At schools and at SVEIs, the proportion of teachers who organize activities for students with disabilities and health limitations (46% at PSEIs, 41% at GEIs, and 37% at SVEIs) and participate in activities that expose students to different cultures (48% at PSEIs, 40% at GEIs, and 34% at SVEIs) is slightly smaller than that in nursery schools. On the contrary, the proportion of learners whose

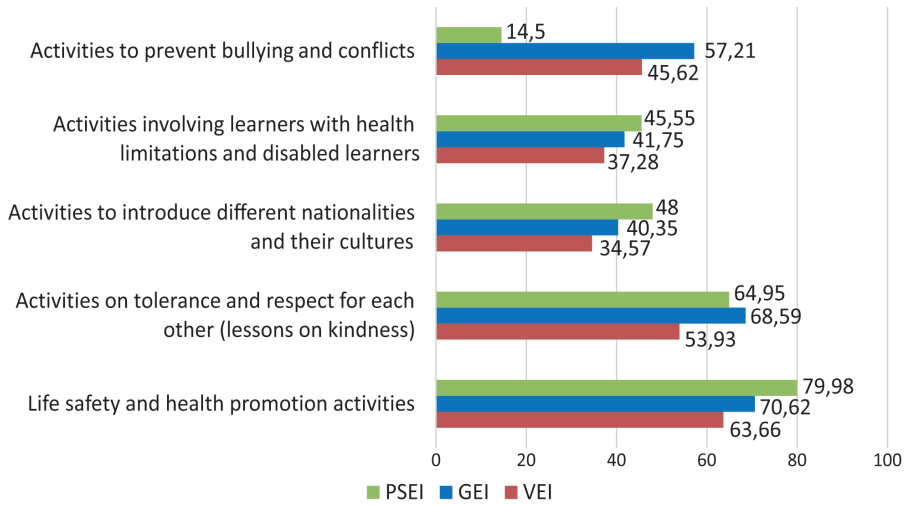


Fig. 2. ELs teachers' involvement in activities, (%): PSEIs — 20,997 teachers, GEIs — 23,578 teachers, VEIs — 16,295 teachers

mother tongue differs from that of teaching doubles as they progress from preschool to school (Tab. 1). It is shown that exposure to different cultures and a greater understanding of difficulties faced by learners who have emotional and behavioral disorders, learning challenges, and other issues can promote

better understanding and enhance the school climate [29; 34].

Knowing that parental involvement directly affects the quality of the IEE [2; 3; 10], the study examined the level of parental engagement in educational institutions' operation (Fig. 3).

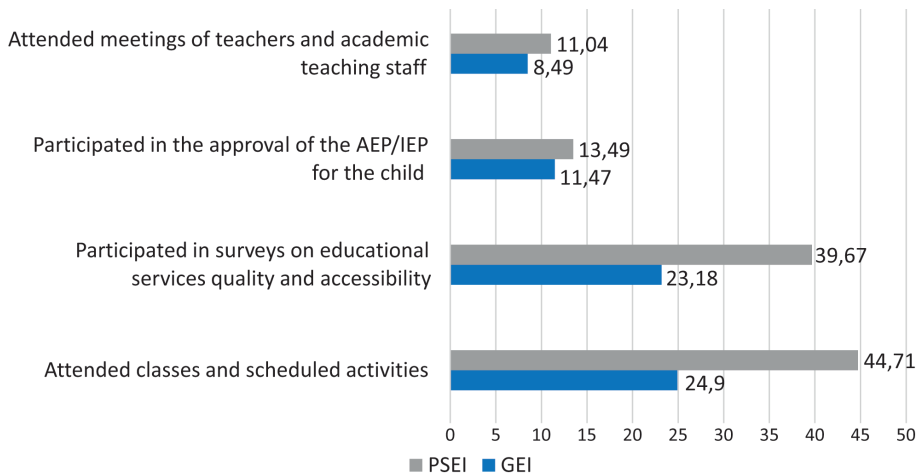


Fig. 3. Percentage of parents involved in educational institutions' activities (%): PSEIs — 44,033 people, including 26.06% of parents of learners with health limitations; GEIs — 48,060 people, including 35.87% of parents of learners with health limitations

According to the analysis's findings (Fig. 3), parents' involvement in PSEIs is twice as high as that of in schools in terms of attending classes and participating in planned activities (walks, midday sleep, etc.) and taking part in surveys on the accessibility and quality of educational services. According to 11% of parents at schools and 13% of parents at PSEIs, they participate in the approval of their children's IEPs and ABEP. 11% of parents at PSEIs and 8% of parents at schools report their participation in the meetings with psychological and pedagogical experts, which is well correlated with the proportion of children learning according to ABEP and IEP at the general education level. The data confirms that, for the most part, the legal requirement [24] to have parental consent for these documents is met.

PSEI and GEI learners' involvement was evaluated based on the assessments by their parents, whereas SVEI level students were asked to reply to questions themselves. It is important that almost at every educational level, learners are more engaged in activities that are organized by adults rather than on their own initiative. These activities include celebrations and sports events (87% of pre-schoolers, 63% of schoolchildren and 28% of vocational education students), trips and excursions (32%, 57% and 19% respectively), hobby clubs and workshops (68%, 64% and 22% respectively), academic competitions and contests (59%, 54% and 6% respectively). However, in situations when initiative and personal attitude are required, such as IEPs development (10.5% of schoolchildren and 3.6% of vocational education students), volunteer work (28% and 18% respectively), coaching and/or mentoring other students (9.7% of schoolchildren), and project work (38% and 8% respectively), low levels of learners' participation are observed. Another important point is that when students approach the level of secondary vocational education, their social involvement drastically declines.

This data does not reduce opportunities for students to participate in social activities,

which fosters development of their social skills and the sense of community. Learners' good qualities and support of their teachers have the strongest influence on creating a sense of belonging [28].

Personal involvement and interest are key for learners' development [1]. A clear desire to participate helps to enhance interest in learning and involvement in both social and academic life. [25]. A learning environment that takes into account each learner's unique requirements and interests needs to be established to support learners in developing this experience. The basis for learners' successful continuous education is their readiness and willingness to study [16]. Thus, it opens a promising perspective for further psychological studies in inclusive education.

Support in professional identity and selection of a professional education path

Various programs of career guidance counseling are one of the ways to ensure education continuity across all levels of education. The main goal of these programs is to inform learners about available professions, working conditions, and learning opportunities in their field of interest, which, in its turn, allows learners to make informed decisions on their professional education paths [12].

According to the study, schools offer a variety of career guidance counselling services to students with health limitations (Fig. 4).

Yet, pre-vocational training, which is so efficient for learners with health limitations and helps them to improve their social and practical skills, is only used in 8.2% of schools. The percentage of schools offering specialized pre-vocational training makes up just 13%. The percentage of learners with health limitations who completed pre-vocational training in 2023 amounts to just 5.85% (about 1 of 17 learners with health limitations), as only 1% of Russian schools use training and production facilities (Fig. 4). This is partially due to the schools' insufficient material and technical base and the underdeveloped system of networking with specialized organizations,

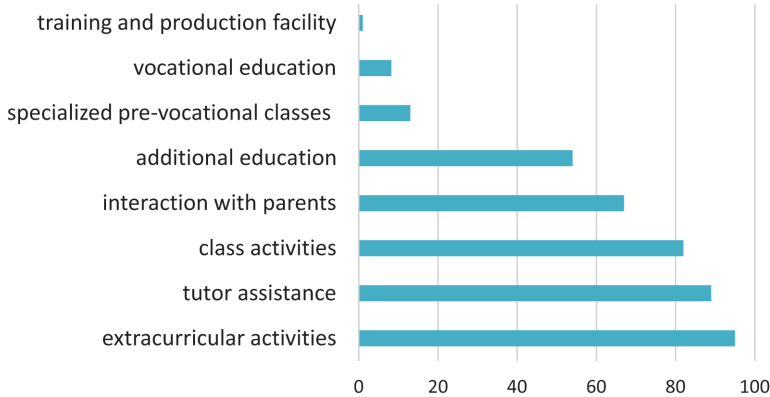


Fig. 4. Percentage of GEs offering different types of career counseling and support to students with health limitations

including non-profit organizations that could provide this resource. The practical use of vocational guidance technologies as a means of education continuity may be hampered by the lack of such interaction mechanisms in schools.

It should be noted that 62.56% of learners with health limitations enrolled in SVEIs without prior career counseling in school. It demonstrates a possible efficiency of other career counseling strategies for learners with health limitations, i.e. additional education (54%), extracurricular activities (95%) and tutor assistance (89%). Studies suggest that socially oriented career guidance activities (dramatization games, excursion tours, practical training, group counseling, professional situations simulations, etc.) organized for both learners with health limitations and their ordinary peers [7; 12; 33] help develop social competences for all learners (including those with health limitations), initiate a group interaction in a diverse environment, broaden the scope of social experience and skills transfer to new activities. All of this is essential for the professional identity and transition to a new level of education with a further integration into a profession.

Conclusion

According to the data analysis in this article, the overall pool of some categories of

learners with health limitations (mental development delay, ID, visually impaired, and hearing impaired) remains constant throughout their schooling, whereas most of other categories of learners with health limitations (blind, deaf, and ASD) leave inclusive schools at the basic general education level and appear to transfer to specialized educational institutions.

Let us focus on the key findings for the four fundamental measures of inclusive process continuity:

1. *Ensuring diversity in plans, programs, and teaching methods.* All types of ABEP have been developed and implemented by inclusive educational institutions in Russia at all educational levels, including resource classes, separate classes (groups), and joined education. However, only 1.34% of learners in inclusive schools are taught according to ILPs, which suggests that the individual approach's resources are not being used to their full potential. Besides, learners with health limitations and disabilities continue to face challenges of homeschooling, which hinders their social inclusion. Both issues require their own technological solution. Russian education must institutionalize the individual educational path as the primary means of implementing continuity.

2. *Psychological and pedagogical support for learners with special educational needs*

and its staffing. For learners with special educational needs, a variety of pedagogical and psychological support tools serve as the basis for their educational path continuity. Psychological support for learners is the most common type of assistance in EIs at all educational levels. Lack of remedial support resulting from a shortage of special educators, particularly at the SVE level, is the primary shortfall of assistance service in inclusive EIs. Only every tenth educational institution has a tutor working as a teacher who directly maintains the learner's IEP's consistency and continuity, allowing the learner to establish and maintain their subjective attitude.

3. *Ensuring participation of all learners and their parents in the education process and the educational institution's activities.* Teachers', parents' and learners' engagement in the education process and social life is a key indicator of inclusive culture. This culture develops gradually and is influenced by the actions of those involved in educational processes. The engagement indicator's multi-dimensional character requires psychological and pedagogical examination as well as additional multifaceted research.

4. *Support in professional identity and selection of a professional education path.*

Vocational guidance for learners is frequently viewed as a method that helps them develop social competencies required for their integration into work environments. Yet, schools underutilize such useful resources as attending training and production facilities or specialized pre-professional classes, which can decrease the quality of career guidance and subsequent inclusion during the transition from school to the secondary vocational education level.

The study of the above identified indicators in their dynamics determines the perspectives for future research, allowing for tracking of changes in education personalization, staffing of psychological and pedagogical support for learners to ensure inclusion, and development of successful vocational guidance techniques. It is also important to study different factors of social engagement that include psychological and pedagogical as well as socio-psychological aspects of creating learners' sense of belonging to the local community and that of the educational institution because it can lay the foundation for future active social inclusion of educational institutions' graduates and help them forge their own unique life paths.

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Current Strategies of Scientific and Methodological Support of Teachers as a Mechanism for the Formation of a Unified Educational Space

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This publication examines the features of the integration of universities into the system of scientific and methodological support for teaching and HR staff. The most significant areas of activity of scientific and methodological centers for supporting teaching staff, created on the basis of universities, are analyzed to improve the conditions for improving the professional skills of teaching and HR staff. The central issue of discussion is the definition of strategies for the activities of scientific and methodological centers oriented on solving problems within the framework of the formation of a unified educational space in the Russian Federation. Strategies for scientific and methodological support of teaching staff are considered based on the practical experience of universities in implementing educational and scientific projects in accordance with the criteria, which determines the increase of the innovative potential in organizations, the practical significance of the content and forms of scientific and methodological support, the formation of infrastructure for supporting teaching staff, problem specialization and expertise in the activities of scientific and methodological centers, as well as the development of the interaction with professional communities.

Keywords: unified educational space; pedagogical universities; strategies for scientific and methodological support of teaching staff; scientific and methodological centers for supporting teaching staff; mechanisms for the formation of a unified educational space.

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Актуальные стратегии научно-методического сопровождения педагогических работников как механизм формирования единого образовательного пространства

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В настоящей публикации рассматриваются особенности интеграции университетов в систему научно-методического сопровождения педагогических работников и управленческих кадров. Проанализированы наиболее значимые направления деятельности научно-методических центров сопровождения педагогических работников, созданных на базе университетов для совершенствования условий повышения профессионального мастерства педагогических работников и управленческих кадров. Центральным вопросом обсуждения является определение стратегий деятельности научно-методических центров, направленных на решение

проблемных вопросов в рамках формирования единого образовательного пространства в системе образования в Российской Федерации. Стратегии научно-методического сопровождения педагогических работников рассматриваются с опорой на практический опыт университетов в реализации образовательных и научных проектов в соответствии с критериями, определяющими повышение инновационного потенциала организаций, практической значимости содержания и форм научно-методического сопровождения, сформированности инфраструктуры сопровождения педагогических работников, проблемной специализации и экспертизы в деятельности научно-методических центров, а также развития системы взаимодействия с профессиональными сообществами.

Ключевые слова: единое образовательное пространство; педагогические вузы; стратегии научно-методического сопровождения педагогических работников; научно-методические центры сопровождения педагогических работников; механизмы формирования единого образовательного пространства.

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Introduction

The Framework for Developing a Cohesive Federal System of Scientific and Methodological Support for Educators and Administrative Personnel emphasizes the creation of a unified educational environment aimed at fostering the ongoing enhancement of professional competencies among educators and management staff within the Russian Federation. To achieve the goals set forth in the Unified Financial System Concept, a selection process for higher education institutions was undertaken. This led to the establishment of scientific and methodological centers dedicated to supporting educators, as sanctioned by the Ministry of Education of the Russian Federation's Commission decision No. 2 on November 25, 2021. The federal initiative Modern School, part of the national project Education, governs the operations of these centers, which serve as significant scientific, innovative, and socio-cultural hubs across Russia's regions. According to the Unified Physics System Concept, the operational

model of these centers is designed to ensure the integration of research into practical teaching methods and to provide a structured framework for the professional advancement of teaching staff.

Characteristics such as “a focus on the evolving dynamics of educator growth, implementation of monitoring and governance methods that facilitate the tracking of a specific developmental path, a proactive approach aimed at preventing challenges for professionals, ongoing collaboration among the support stakeholders, customization and adaptability, along with a multifaceted nature” define scientific and methodological assistance. This approach represents a relevant and necessary framework for orchestrating the professional advancement of teaching personnel [1].

The guidelines, responsibilities, and methods of engagement among participants in scientific and methodological endeavors are refreshed to align with contemporary challenges, advancements in educational and

digital technologies, resources for professional collaboration, and the accumulated experiences from partnerships with scientific and methodological institutions [2].

Target. This article aims to synthesize the approaches employed by scientific and methodological centers as instruments for establishing an integrated educational environment within the education system of the Russian Federation.

Methods.

By employing broad scientific methods such as analysis, synthesis, and generalization, this article examined the scientific and methodological literature, relevant regulations, and the findings from scientific and methodological centers to achieve its objectives. Additionally, empirical techniques were used to carry out a survey, which involved participation from the leaders of these centers.

Review

The plan for creating a cohesive educational environment demands substantial changes in the functions of the entities responsible for scientific and methodological support. These changes are executed through strategic initiatives, which call for modifications in the operations of the involved parties in the collaborative process [3].

In academic writings, the likelihood of moving towards changes within organizations is characterized as the typically evolved capacity for innovation [4]. When an organization has a robust capacity for innovation, it enables the backing, enhancement, and assessment of the extent to which strategic and project objectives are achieved, as well as the configuration and roles of its resources [3].

The concept of innovative potential, when viewed as a theoretical analytical category, illustrates the unique characteristics of the underlying methodologies of current processes. In contrast, the competency-oriented and system-activity frameworks provide the methodological foundation necessary for

establishing a cohesive educational environment [10].

In light of the variations in geographical positioning and demographic makeup, the realization of the intended strategy for creating a cohesive educational environment involves exploring suitable, practice-based technologies [5]. These technologies are essential for enabling the acquisition of specialized knowledge and the skills necessary for its application in both social and educational contexts—technologies that hold practical relevance.

Key features of a practice-based approach in the ongoing education of teaching professionals encompass the standardization of methods and technologies, the adaptability of effective practices aligned with professional benchmarks, and the partnership between higher education institutions and employers in developing and executing educational initiatives. [14].

Emerging technologies, guidelines, algorithms, and standards of professional practice necessitate a reconsideration of the dynamics of collaboration among pedagogical universities within the framework of the Unified Financial System. This is especially important in the pursuit of developing innovative principles for scientific and methodological support.

In light of these advancements, it becomes essential to reassess how educational institutions interact with one another and the best practices they adopt. The evolving landscape requires a collective effort to create and refine methodologies that align with contemporary demands.

As pedagogical universities engage in this process, they must prioritize the integration of new technologies and approaches that enhance educational outcomes. This dialogue is crucial for advancing the field and ensuring that the institutions remain relevant and effective in their mission.

Therefore, adapting to these changes is imperative for fostering a robust educational environment that can effectively support the needs of students and educators alike. Ulti-

mately, this transformation will lead to improved practices that can better serve the objectives of teacher training and educational development.

One mechanism for addressing the aforementioned tasks should be the establishment of independent expertise in educational and methodological developments [7]. In the process of creating a single educational space, the study of development quality and verification established the task of developing a single system of scientific and methodological expertise. Thus, scientific and methodological centers become coordinators in the establishment of federal registers of educational and methodological products, gain profile specialization in the field of independent evaluation, and develop their own expert potential for scientific verification of professional activity methods and technologies [11].

Professional pedagogical communities play an important strategic role in the creation of a unified educational space by identifying teachers' professional deficiencies and the need for professional development. Timely coordination and involvement of professional communities in the scientific and methodological interaction process [8] improve the quality of best practice dissemination; contribute to the development of open registers of recommended educational and methodological developments; and provide advisory support on issues of adaptation and implementation of developments in teachers' practical activities.

Scientific and methodological centers follow target guidelines to integrate into a single educational space. These guidelines include creating conditions for research on existing problems in teacher education using a unified applied research methodology.

Disseminating the best pedagogical practices for psychological and pedagogical support in education;

Creating an integrated information and educational space that ensures resource consolidation and effective use, as well as the

development of competencies in best practice areas.

Results and Discussion

Let us consider in greater detail the key characteristics of the organization of the activities of scientific and methodological centers through individual strategies that provide the increase in the innovative potential of organizations, the practical significance of the content and forms of scientific and methodological support, the formation of the infrastructure for supporting teaching staff, problem specialization and expertise in the activities of scientific and met The data provided reflect the outcomes of scientific and methodological centers' activities from 2022 to 2023, as well as indicators of the analysis of scientific and methodological center reports.

Innovative Potential as the first strategy

Scientific and methodological centers have well-defined development goals, as outlined in their work programs and plans. Currently, university activities have enabled the provision of material, technical, personnel, and scientific-methodological conditions for the development of network partnerships and the transfer of developments:

- Half of the scientific and methodological centers reported a significant increase in employer involvement in training teachers.
- In order to pool resources and achieve high results in the transfer of developments, more than 72% of scientific and methodological centers have established consortia with scientific and educational organizations (72.2% of scientific and methodological centers for supporting teaching staff);
- 72.2% of the scientific and methodological centers for assisting teaching staff have developed technologies and innovations ready for use in the social and educational spheres;
- In the interests of the educational system, a scientific research and development

infrastructure has been established (66.7% of scientific and methodological centers for teaching staff support).

Simultaneously, the analysis allowed us to identify individual characteristics of organizational changes in the functions of scientific and methodological centers, such as:

— Activation of the teaching staff's (henceforth referred to as the teaching staff's) research activities and methodological proficiency;

— Consolidating the efforts of university scientific schools, forming research projects, and organizing joint activities of teaching staff;

— Participation in the activities of scientific and methodological centers by students, postgraduates, teachers, and lecturers from various regions with experience in interdisciplinary collaboration;

— Organizing collaborative events with educational organizations to engage students in relevant teaching practices;

— Arranging master classes, didactic sessions, professional competitions, and other activities aimed at educating new teachers and students about the best teaching practices;

— Development of practice-oriented courses within the context of students' future professional activities as teachers in the pedagogical and psychological-pedagogical fields.

Practical Relevance as the second strategy

Scientific and methodological centers' activities are focused on the analysis and search for solutions to modern pedagogical challenges that specialists face.

It was feasible to verify the important role that universities played in reaching the following outcomes by looking at the developments and other outputs of the work of scientific and methodological centers' practical relevance and applicability (Figure 1):

• More than 72% of scientific and methodological centers carry out projects aimed

at enhancing the technologies utilized to deliver targeted assistance, and more than 61% carry out projects in the area of targeted methodological and consulting assistance to teachers;

• In the context of further professional education, sets of guidelines, rules, and instructions derived from 61.1% of scientific and methodological centers are utilized;

• Fifty percent of scientific and methodological centers have reported that the use of scientific and methodological products in the educational process has improved the teamwork skills of teaching staff.

The results obtained help us to specify the tasks of expanding the activities of methodological and scientific centers that are focused on resolving issues in the area of enhancing the practical significance of actions taken within the framework of creating a single educational space:

• Support in creating demand for the application of scientific and methodological centers' advancements;

• To encourage the growth of teaching teams' motivation to use science-based technologies in the classroom;

• Ensuring that educational institutions from both general and secondary vocational education participate in collaborative efforts to support teachers scientifically and methodologically.

The infrastructure established by universities to support the development of graduates' practical training will help to achieve these goals:

• The scope of implementing the findings and products of scientific research has been greatly expanded and qualitatively altered by the development of a regulatory framework for planning scientific and methodological projects;

• The process of interaction among universities in the context of collecting data from representative samples for the purposes of standardization procedures has been tested and is being implemented;

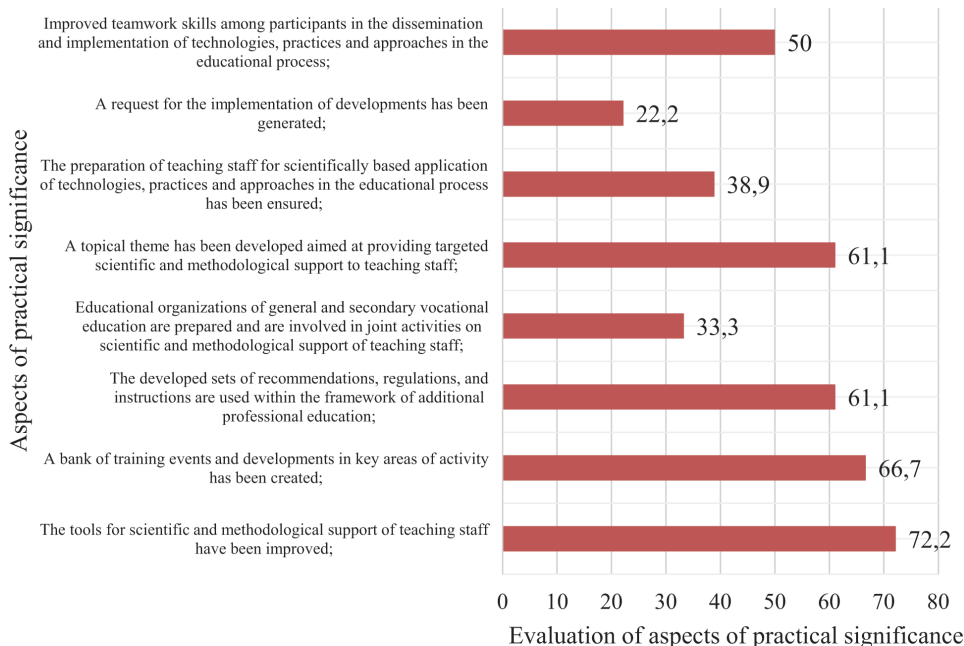


Fig. 1. Assessment of practical significance

- Teachers' research activities in the areas of work of scientific and methodological centers are intensifying, with a significant increase in the volume of publications on research topics.

- Establishing the mentoring institute to assist aspiring educators

Interrelation of Scientific and Methodological Focus of Developments as the third strategy

In order to replicate scientific and methodological findings in the educational system, scientific and methodological centers conduct focused work that necessitates adherence to evidence-based principles. In order to rely on the principle of evidence, scientific schools must evaluate its relevance to the stated problem. In the framework of the evidence-based approach, Figure 2 presents data on the evaluation of the connection between the scientific and methodological focus of the advancements of the scientific and methodological centers.

The primary focus of the Academy of the Russian Ministry of Education's Navigator of Methodological Developments is the advancements of scientific and methodological centers, which should be independently examined and verified. The unified assessment methodology permits the dissemination of developments that satisfy the following requirements on the resources of this federal register: the topic's relevance to the Russian educational system, the type of scientific and methodological development's conformity with the content presented, and the potential for use within the context of methodological and educational events.

Alongside the scientific and methodological centers' active work in this field, organizational conditions were prepared and developed, such as:

- establishment of a centralized area for the sharing of scientific expertise and real-world experience in cooperation with educational institutions;

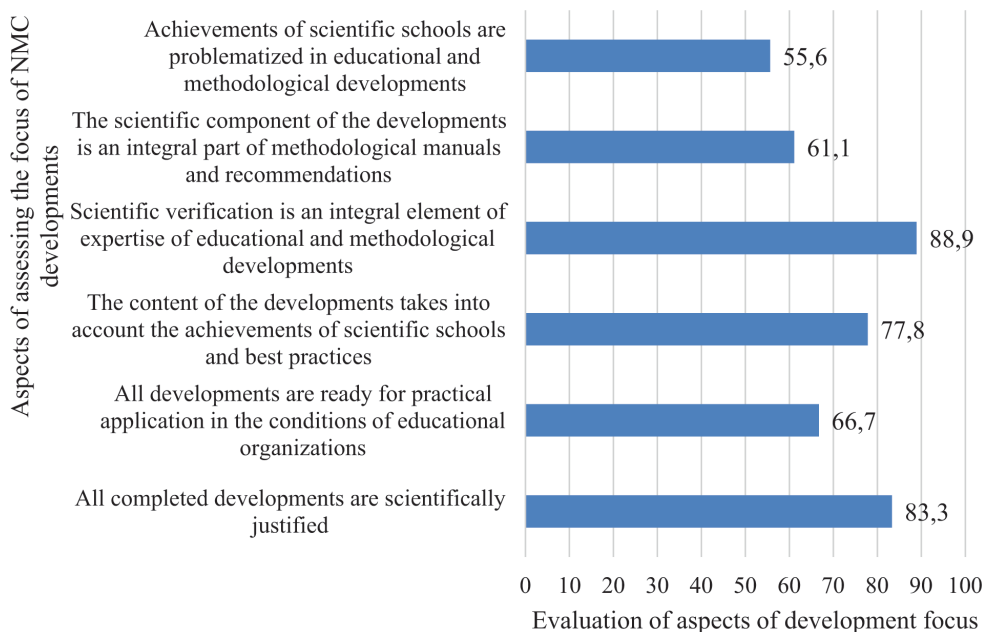


Fig. 2. Evaluation of the correlation (percentage) between the developments' scientific and methodological focus

- establishment of scientific and methodological expert bodies to support experiments in the verification expertise field in line with the areas of endeavor of scientific and methodological centers;

- formalization of collaboration with regionally supported scientific and methodological subjects;

- evaluating scientific and methodological outputs on a regular basis using a standardized evaluation methodology;

- carrying out critical research on matters pertaining to teachers' professional development;

- raising the degree of methodological proficiency among students and faculty in carrying out research and project-related tasks.

Specialization and Expertise as the fourth strategy

The development of high qualifications and competencies in the chosen field of

knowledge is facilitated by the thematic areas of activity that each scientific and methodological center specializes in. Universities develop into leading authorities with notable advantages in a particular field under the framework of this strategy.

In the chosen thematic areas of activity, let us introduce a few essential components that illustrate the multifaceted nature of the interaction between scientific and methodological centers and the subjects of the creation of a single educational space (Fig. 3).

We can assess the resource potential of scientific and methodological centers in addressing issues like these thanks to the current system of interaction between these centers and subjects of scientific and methodological support [9].

- establishing circumstances that will draw university experts to expert activities in a range of fields;

- growth of the university's partner organization network;

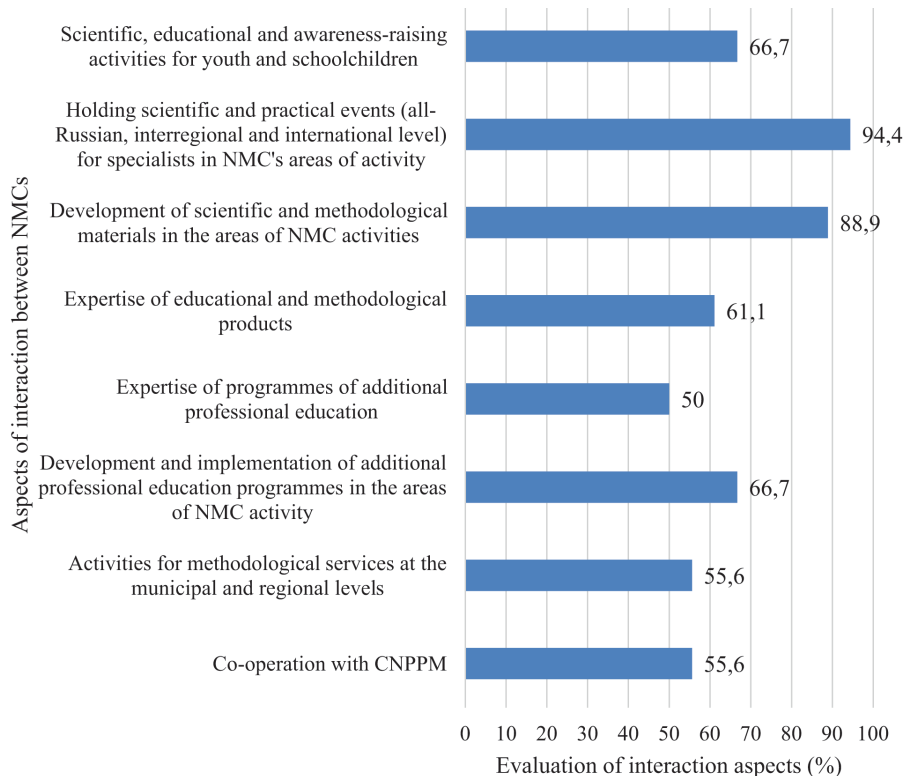


Fig. 3. Present-day interaction tactics (%)

- application of a single methodological foundation for the design of online courses, the development of assessment materials, and the execution of customized advanced training initiatives.

Professional community support as the fifth strategy

We can provide interdisciplinary scientific and methodological guidance because of the vast experience that many universities have gained in supporting educators in both urban and rural areas. This strategy stresses the efficient distribution and use of educational materials within the context of continuing teacher preparation and is customized to match the unique requirements of educational institutions.

During 2022—2023, the following metrics can be used to demonstrate the creation and maintenance of a favorable environment that supports educators' professional development and knowledge and experience sharing through the efforts of scientific and methodological centers:

- 724 events targeting participants from the Unified Federal System were held, resulting in 106,900 engagements;
- At the municipal and regional levels, 863 events (including consultations) were conducted for experts in methodological services;
- 22,594 students were enrolled in 417 additional professional education programs that were created within the purview of scientific and methodological centers.

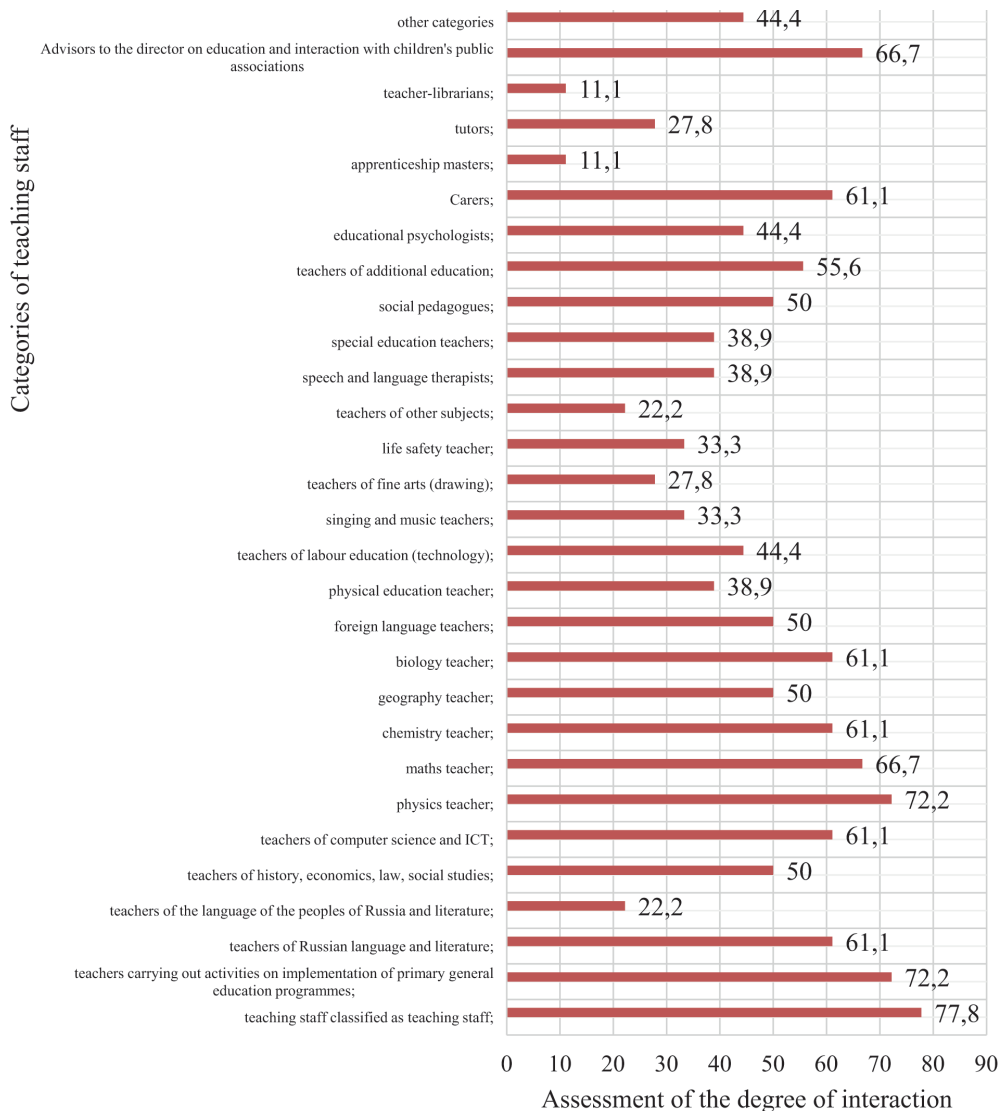


Fig. 4. Categories of Pedagogical Staff

In conclusion

The core principles of the National System of Professional Growth of Teaching Staff of the Russian Federation set the strategic framework for the functioning of scientific and methodological centers within the Russian educational system and specify the

goals of establishing a unified learning environment.

These centers' targeted efforts, which address the needs and interests of participants in the unified educational framework, have been validated by research, especially in a number of crucial areas:

- Recognizing and tackling urgent problems that educators working on scientific and methodological projects face in order to find solutions;
- Promoting cooperation between academic institutions and local resources for teachers, strengthening the function of professional associations, and enabling frequent sharing of best practices;
- Assembling project teams within the university that are skilled at incorporating cutting-edge scientific ideas and technologi-

cal advancements into the field of individualized instruction.

Developed through reputable scientific schools and university resource platforms, scientific and methodological centers have a range of resources that enable them to offer scientific and methodological assistance in many important fields. These focal points are integrated into the centers' long-term plans, influencing each university's strategic choices in creating a cohesive educational environment.

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Professional Dispositions and Inclusive Competences of School Teachers

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An inclusion teacher is supposed to possess a range of personal and professional characteristics. The analysis of these characteristics, however, should not be limited to respective competencies alone. It should explore them in relation to the inclusion teacher's professional dispositions. Ours is the first study to provide evidence-based insights into the nature of relationship between teachers' professional dispositions and their inclusion competencies. The evidence was collected through two self-designed tools: a situational professional test of inclusion competencies and a questionnaire of professional dispositions. The sample included 758 practicing teachers. The results indicate that professional dispositions are not determinants but rather drivers for the formation and development of teachers' inclusion competencies. Moreover, it is the focus on the student with disabilities rather than the organization of inclusive education that acts as a link between the inclusion component of professional dispositions and inclusion competencies.

Keywords: school teachers; professional dispositions of teacher; inclusive competences of teacher; children with disabilities; professional and personal development of inclusive teacher.

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Профессиональные диспозиции и инклюзивные компетенции педагогов общеобразовательных организаций

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Представленные в статье материалы посвящены рассмотрению проблемы профессионально-личностного обеспечения деятельности педагогов в условиях инклюзии не только в разрезе их соответствующих компетенций как таковых, но и в аспекте соотносительности этих компетенций с профессиональными диспозициями педагогов, поскольку взаимосвязь профессиональных диспозиций и инклюзивных компетенций педагогов до настоящего времени предметом изучения не становилась. Авторы определили целью проведенного ими исследования выработку эмпирически фундированных представлений о характере связи профессиональных диспозиций и инклюзивных компетенций педагогов. Исследование, диагностическую базу которого составили авторский ситуационный профессиональный тест и авторский опросник профессиональных диспозиций, охватило 758 педагогов-практиков. Результаты проведенного исследования указывают на то, что профессиональные диспозиции выступают не как детерминанты, но как триггеры формирования и развития инклюзивных компетенций педагогов. Делается вывод о том, что связь собственно инклюзивной компоненты профессиональных диспозиций с инклюзивными компетенциями педагога проявляется, прежде всего, в фокусировании на самом обучающемся с ограниченными возможностями здоровья, а не на организации инклюзивного образовательного процесса.

Ключевые слова: педагоги общеобразовательных организаций; профессиональные диспозиции педагога; инклюзивные компетенции педагога; дети с ограниченными возможностями здоровья; профессионально-личностное становление педагога инклюзивного образования.

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Introduction

Personal and professional characteristics of teachers have come to the forefront

in both theoretical and applied research [3; 8]. A special focus, in this regard, is given to the analysis of values and meanings un-

derlying teachers' professional activity [2]. Thus, it is expedient to explore the relationship between professional dispositions and competencies of inclusion teachers.

The first research into the professional and personal development of teachers appeared in the 1980s. It was led by L.G. Katz and J.D. Rath, who highlighted the relationship between the teachers' dispositions and the development of their professional competencies [14].

First, this approach is in line with the modern understanding of the phenomenological nature of professional disposition. It is seen as a certain personal meaningful basis for building a strategy to achieve professional goals. According to I.V. Abakumova and N.A. Savchenko, professional disposition interacts with the motive of actual activity, while preserving its own stable meaning capable of generating additional specific intents. Therefore, professional dispositions as such can 'influence professionally-oriented training and, likely, future professional activity, as a mediated mechanism that shapes a professional strategy' [1, p. 30]. On the one hand, professional dispositions as a set of a teacher's values, commitments and professional and ethical norms influence the teacher's interaction with other stakeholders in education. They also have an impact on learning, motivation and development of students. On the other hand, professional dispositions correlate with teachers' professional development [17]. Hence, professional dispositions comprise one of the criterion aspects of qualification assessment of future teachers [21].

Secondly, the approach proposed by Katz and Rath emphasizes that teachers' dispositions should be explored along with the development of their professional competencies. This approach fits in with the current perspectives on the inseparable nature of teachers' professional competences and the fundamental meanings of teach-

ing. Y.V. Senko and M.N. Frolovskaya aptly argue that, 'the limitations of professional competence reveal themselves as soon as we touch upon the sphere of meanings of teachers' professional activity' [9, p. 128]. This perspective highlights the importance of dispositions for effective teaching. From this standpoint, it is reasonable to consider the development of professional dispositions that support competency in the educational process as an essential content-focused and goal-oriented aspect of teacher training [25; 26]. Specifically, it is desirable to encourage self-reflection on common professional dispositions [23]. The optimization of dispositions in working teachers will enhance their performance [22; 26] and help overcome the limitations of professional mobility [20], etc.

Moreover, as inclusion has become increasingly prevalent in education at regional, national, and international levels [7; 10; 11], professional dispositions of teachers must be examined in their relation to the specific type of professional competencies—inclusion competencies. These competencies are instrumental in solving professional tasks unique to the inclusive education of children with disabilities [12; 15]. Inclusion competencies manifest themselves randomly, depending on the stage of the teacher's professional career [18], their professional background [19], the level of school education, and the subject area [27; 28]. Integral inclusion competencies include a teacher's readiness to holistically approach the organization of inclusive education, ability to create individualized educational paths for students with disabilities, proficiency in providing them with individual and group support, and capacity to organize psychological and educational support tailored to the needs of students with disabilities. Additionally, these competencies encompass knowledge about the educational content and tools pertinent to working with students with disabilities [4].

While there have been empirical studies on the professional dispositions and competencies of special education teachers in inclusive settings [13], no comparable research has been conducted on teachers working at general education schools. Although inclusion competencies of general education teachers have been assessed, namely, their professional beliefs about students with special educational needs [24], a thorough investigation into their professional dispositions and competencies is still non-existent.

As a result, there is a significant gap in the theoretical and practical understanding of the relationship between professional dispositions of general education teachers and their competences in inclusive education. This paper aims to bridge this gap by providing evidence-based insights. The study is guided by the hypothesis that professional dispositions of general education teachers mediate the formation and development of their inclusion competencies.

Methodology and sample profile

The study involved 758 teachers from general education organizations across seven federal districts of Russia, including 234 primary school teachers, 411 secondary school teachers, and 113 teachers of supplementary education, aged 19 to 70 years (mean age: 43.94 ± 12.46). The sample predominantly consisted of teachers with more than 20 years of professional experience (44.20%). Besides, it included young professionals with up to 5 years of experience (21.24%) and teachers with 5 to 20 years of experience (34.56%). Among the respondents, 407 educators (53.69%) reported having experience working in inclusive settings.

The sample was predominantly female (92.22%), reflecting the gender composi-

tion of the teaching workforce in Russia¹.

Our self-designed situational professional test [6] was used to assess the level of inclusion competencies of teachers. According to the results of testing, the sample of teachers was divided into groups with low (224 people), medium (366 people) and high (168 people) level of inclusion competencies.

Professional dispositions of teachers were identified using another self-designed tool — a questionnaire with 5 scales that define dispositions in relation to oneself as a professional ('self-awareness'), readiness to interact with colleagues ('cooperation'), dispositions in relation to the subject taught ('teaching'), dispositions in relation to students ('students') and dispositions in relation to inclusive education ('inclusion') [5].

Statistical analysis of the obtained data was carried out using Statistica ver. 8 and Jamovi ver. 2.3.18. The data were processed using comparative, correlation, and correspondence analysis. The distribution testing of variables did not reveal normal distribution. Hence, the criteria and procedures of statistical analysis were based on nonparametric statistics.

Results and discussion

The analysis of the graphical representation of professional dispositions distribution across teacher groups with varying levels of inclusion competence (Fig. 1) revealed a significant trend. Teachers with high and medium levels of inclusion competence displayed a markedly skewed distribution towards higher disposition scores. Conversely, the group with low competence showed a more uniform distribution supported by statistical calculations of asymmetry and kurtosis indicators (Table 1).

¹ According to the data of the Federal Statistical Observation No. GE-1 'Information about an educational organization of primary, basic and secondary general education' at the beginning of 2023—24 school year. URL: <https://docs.edu.gov.ru/document/dd4cf021660425786495d744405367f0/>

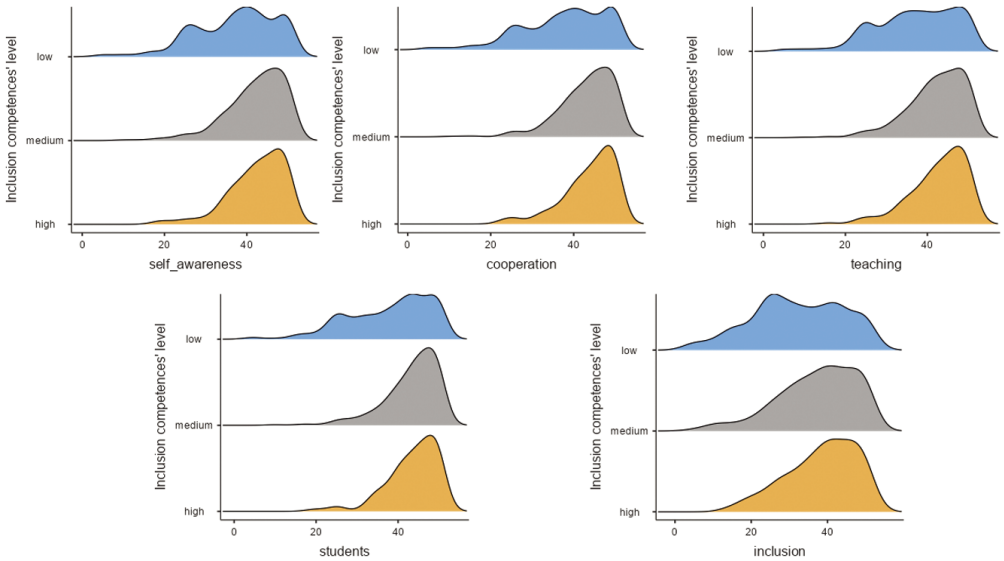


Fig. 1. Distribution of professional disposition indicators in groups of teachers with different levels of inclusion competences

Furthermore, the low competence group exhibited the smallest distribution shifts from the center for all disposition indicators. Additionally, close to zero excess kurtosis in this group indicated the most uniform distribution. However, this group also displayed the highest standard deviation, highlighting

considerable heterogeneity of assessed dispositions. The intensity of data scattering decreases across all the groups, while the heterogeneity of assessments for dispositions towards inclusive education increases. Furthermore, this indicator also showed the lowest median and mean values.

Table 1

Descriptive statistics of professional disposition indicators in groups of teachers with different levels of inclusion competencies

Professional dispositions	M (SD)			Me			As			Ex		
	1	2	3	1	2	3	1	2	3	1	2	3
Self-Awareness	37.3 (9.79)	42.2 (7.06)	42.5 (6.72)	39	44	44	-0.68	-1.26	-1.19	0.16	2.03	1.58
Cooperation	37.8 (9.98)	43.1 (6.54)	43.7 (6.36)	39	45	45	-0.77	-1.42	-1.27	0.26	3.02	1.34
Teaching	37.1 (9.88)	42.2 (6.99)	42.7 (6.73)	38	43	44	-0.64	-1.17	-1.17	0.07	1.73	1.38
Students	37.9 (10.0)	43.3 (6.56)	43.6 (6.18)	40	45	45	-0.76	-1.53	-1.38	0.06	3.07	2.36
Inclusion	32.1 (11.8)	37.2 (10.2)	38.4 (9.02)	32	39	40	-0.24	-0.77	-0.63	-0.70	0.17	-0.38

Note: M — mean; SD — standard deviation; Me — median; As — asymmetry; Ex — excess; 1 — low level; 2 — medium level; 3 — high level

The group of teachers with low inclusion competence exhibited the least pronounced professional dispositions. This finding aligns with the results of a Kruskal-Wallis H-test (see Table 2), which revealed statistically significant differences across all five professional disposition subscales (see Table 2).

for any disposition indicator. However, both the medium and high competence groups displayed significantly higher disposition scores compared to the low competence group.

Correlation analysis using Spearman's rank correlation coefficient revealed a strong relationship between the indicators of inclusion competencies and professional dispositions (see Table 3).

Notably, the correlations strong in absolute value are only those between the cooperation-related dispositions and competencies in the organization of psychological and educational support for students with disabilities, their inclusive education and individualized educational paths. While the remaining correlations are statistically significant at 0.1%, they are still very weak in absolute values.

Correspondence analysis, employed in the final stage of the study, explored the co-occurrence of high level of inclusion competence and pronounced professional disposition across teachers with different

Table 2

Kruskal-Wallis H-test values

Professional dispositions	H	df	p
Self-Awareness	43.4	2	<.001
Cooperation	51.1	2	<.001
Teaching	47.1	2	<.001
Students	48.4	2	<.001
Inclusion	36.2	2	<.001

Note: H — criterion values; df — number of degrees of freedom; p — significance level

Further pairwise comparisons using the Dwass-Steel-Critchlow-Fligner test indicated no significant differences between the medium and high competence groups

Table 3

Correlation matrix between the indicators of inclusion competences and professional dispositions

	1	2	3	4	5	6	7	8	9	10	11
Inclusion competences											
1. Knowledge	1										
2. Support	.62*	1									
3. Process organization	.72*	.56*	1								
4. Accompaniment	.70*	.70*	.77*	1							
5. Organization of individualized educational paths	.55*	.62*	.38*	.34*	1						
6. Total score	.85*	.82*	.86*	.88*	.55*	1					
Professional dispositions											
7. Self-Awareness	.21*	.23*	.20*	.19*	.23*	.25*	1				
8. Cooperation	.20*	.25*	.24*	.22*	.24*	.27*	.84*	1			
9. Teaching	.18*	.23*	.23*	.19*	.21*	.26*	.87*	.86*	1		
10. Students	.18*	.23*	.21*	.19*	.23*	.25*	.85*	.83*	.85*	1	
11. Inclusion	.18*	.21*	.20*	.16*	.22*	.24*	.71*	.62*	.69*	.67*	1

Note: * p < .001

social and professional characteristics (Fig. 2).

The analysis identified two significant dimensions explaining a cumulative 84.32% of the total inertia, which indicates a highly informative model. Additionally, the chi-square test confirmed satisfactory relationships within the model ($\chi^2 = 115.249$, $df = 90$, $p = .0379$).

The first dimension (horizontal axis), accounting for 68.96% of the total inertia, positioned inclusion competencies at one extreme and professional dispositions at the other. Interestingly, social and professional characteristics gravitated more towards professional dispositions, suggesting a stronger connection with the practical aspects of teaching. Notably, inclusion competencies were more pronounced among secondary school teachers. Conversely, primary and supplementary education teachers displayed stronger professional

dispositions but lower levels of inclusion competence.

The second dimension (vertical axis), explaining 15.36% of the inertia, contrasted 'direct interaction with students with disabilities' at the upper pole with a focus on the 'formal basis for inclusion' (knowledge of regulations, program development) at the lower pole. This essentially reveals a dichotomy between 'student-centered' and 'process-centered' approaches to inclusion. Furthermore, the 'student-centered' orientation aligned with the professional disposition of valuing inclusion. This was more evident in teachers with prior experience in inclusive settings. Conversely, teachers lacking such experience, particularly those in supplementary education, displayed a stronger emphasis on developing competencies related to supporting inclusive education. Notably, teaching experience

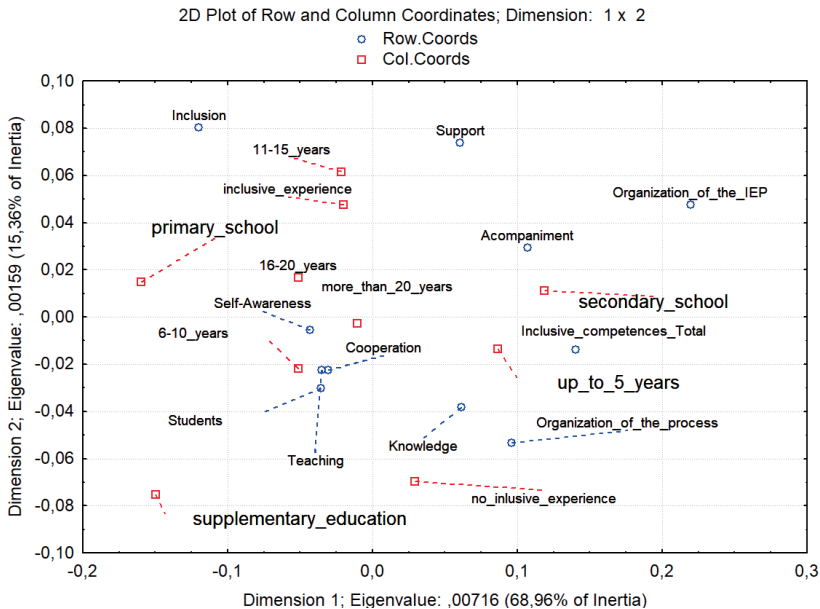


Fig. 2. Correspondence map between inclusion competencies, professional dispositions and social and professional characteristics of teachers

exhibited a weaker association with these dimensions. While teachers with extensive experience (>15 years) showed a link with self-centered professional dispositions, those with 6—10 years of experience focused more on the subject they teach, students, and cooperation with other professionals. Young professionals, on the other hand, demonstrated higher levels of both inclusion competencies and relevant knowledge.

Our findings suggest that already at their average level, inclusion competences facilitate a qualitative shift in professional dispositions. This suggests that professional dispositions may be a necessary, but not sufficient, condition for developing inclusion competence. Indeed, other factors of a teacher's professional development — organizational, methodological, and psychological — also play a crucial role [16]. However, fostering a teacher's role as an inclusion educator cannot be achieved without cultivating their professional dispositions. These dispositions shape teachers' understanding of their professional identity and the nature of inclusive education.

Conclusion

This study delves into the relationship between professional dispositions and inclusion competencies of general education teachers, revealing a multifaceted and nuanced interplay. The findings challenge the notion of professional dispositions as sole determinants of inclusion competence development. Instead, they emerge as the foundation and core semantic compo-

nents that shape a teacher's professional orientation and goal setting, ultimately serving as crucial drivers for competence development.

A key insight is the identified connection between the 'inclusion component' of professional dispositions and a teacher's inclusion competence. This manifests primarily in a focus on the student with disabilities. However, the organization of inclusive education *per se* to facilitate a student's successful integration within the school environment was given less priority.

The study found an asymmetry in the relationship between the inclusion component and other aspects of professional dispositions. The findings suggest that teachers do not associate personal value of inclusion with other fundamental elements of their job. Further empirical exploration to verify this assumption presents a promising avenue for future research.

The significance of this study extends beyond the immediate findings. It contributes theoretically by deepening our understanding of the mechanisms and regularities that govern professional and personal development of inclusive education teachers. From a practical standpoint, the results illuminate the need for a differentiated approach in supporting this development. By acknowledging the multifaceted nature of the relationship between dispositions and competencies, targeted interventions can be designed to address specific areas where teachers require the most support.

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Factors of Self-efficacy of Teachers in a Cross-cultural Context

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The article presents the results of a study where we tried to clarify the status of the category “self-efficacy” as a phenomenon that supposedly depends on a number of factors: the country of residence of teachers, the age and experience of their professional activities, indicators of mental burnout, and also (school teachers as a separate category of teachers) do they work with children with disabilities. 481 participants from Russia, the Republic of Belarus, the Republic of Kazakhstan, and the Kyrgyz Republic aged from 20 to 60+ years were recruited for this study, 96,7% of them were women. 182 participants were teachers, 110 of them were teachers of inclusive education. The following methods were used: the Professional Burnout technique, the General Self-Efficacy Scale, and statistical methods for processing the results. The results didn't show any difference in self-efficacy according to the country of residence. The age and associated work experience of teachers, working with children with disabilities also did not influence self-efficacy. Regression analysis showed a negative impact of the reduction of personal achievements on self-efficacy in all subgroups formed according to the country of residence. Based on the data obtained, it is concluded that the reduction of personal achievements has the greatest negative impact on teachers' self-efficacy; accordingly, it is assumed that work on the prevention of this component is effective when it is about forming teachers' self-efficacy. We outline research prospects related to other possible self-efficacy factors.

Keywords: emotional exhaustion; reduction of personal achievements; de-personalization; age; professional experience; inclusion in education; teacher self-efficacy.

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В статье представлены результаты исследования, целью которого являлось уточнение статуса категории «самооффективность» как феномена, предположительно зависящего от ряда факторов: страны проживания педагогов, возраста и стажа их профессиональной деятельности, показателей психического выгорания, а также (применительно к школьным учителям как отдельной категории педагогов) наличия/отсутствия опыта их работы с детьми, имеющими ограниченные возможности здоровья. В исследовании принял участие 481 человек из России, Республики Беларусь, Республики Казахстан и Кыргызской Республики в возрасте от 20 до 60+ лет, 96,7% — женщины. 182 испытуемых — учителя, в том числе 110 учителей инклюзивного образования. Данные получены с помощью применения следующего инструментария: методика «Профессиональное выгорание», шкала общей самооффективности, статистические методы обработки результатов. Представлены результаты, согласно которым не выявлено различий самооффективности в зависимости от страны проживания участников. Возраст и связанный с ним стаж работы педагогов, наличие/отсутствие у школьных учителей опыта работы с детьми, имеющими ограниченные возможности здоровья, также не связаны с самооффективностью. Регрессионный анализ показал отрицательное влияние редукации персональных достижений на самооффективность во всех подгруппах, выделенных по странам проживания. На основе полученных данных делается вывод, что наибольшее негативное влияние на самооффективность оказывает редукация персональных достижений. Соответственно, делается предположение, что работа по профилактике данного компонента эффективна в плане влияния на процесс формирования самооффективности педагогов. Обозначаются перспективы исследования, связанные с возможными факторами самооффективности, не включенными в настоящую работу.

Ключевые слова: эмоциональное истощение; редукция персональных достижений; деперсонализация; возраст; стаж профессиональной деятельности; инклюзия в образовании; самоэффективность педагогов.

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Introduction

The widely accepted understanding of the phenomenon of self-efficacy is framed as the belief of specialists in their psychological capabilities to effectively perform professional functions, even in challenging working conditions characterized by problems and conflicts [16]. A broader interpretation of this concept suggests it encompasses a stable readiness of the individual to progress in life [5]. The formulations “confidence in self-efficacy” and “perceived self-efficacy” are also theoretically justified [5], as they emphasize the significant contribution of the individual’s reflectiveness to the phenomenon in question.

Various correlates and predictors of self-efficacy are actively analyzed in contemporary literature. These include teachers’ success in shaping their behavior, as well as information regarding the achievements of other teachers; feedback from colleagues and supervisors; support from significant others; teachers’ marital status; their emotional stability; capacity for learning; and reflectiveness [5; 12; 14; 21].

Similar factors are characteristic of the self-efficacy of educators in inclusive education; however, there is a certain specificity involved. For instance, the confidence in the self-efficacy of teachers operating within inclusive settings increases when the “inclusion” of children is supported at the state level [2; 24]. A number of studies have yielded results indicating that self-efficacy serves as a phenomenon mediating the correlation between two variables, such as teachers’ goal

orientations and their attitudes towards teaching [22; 25].

The correlation between educators’ self-efficacy and their professional burnout is a widely discussed topic in scholarly literature [5; 6; 17; 23]. This is primarily due to the high relevance of the issue concerning the prevention of professional burnout among educators, as well as related phenomena of psychological burnout [8] and emotional exhaustion [1].

There are grounds to suggest that there is a reciprocal influence between professional burnout and self-efficacy [19; 20; 23]. However, predominantly one side of this reciprocal process is discussed, namely, the impact of teachers’ self-efficacy on professional burnout [15; 18].

In the course of a cross-cultural study on teachers’ professional burnout in Russia and Israel [4], a statistically significant negative contribution of self-efficacy to emotional exhaustion was identified. Additionally, significantly higher levels of professional burnout were found among Russian teachers compared to their Arab counterparts. Cross-cultural studies on self-efficacy and professional burnout that include Russia are limited to the aforementioned work.

Considering that among the predictors of self-efficacy are features of the microenvironment (support from close ones) and the macroenvironment (state policies in inclusive education of which teachers are aware), it is reasonable to hypothesize that there are intercultural differences in the nature of the correlation between self-efficacy and the phenomena accompanying teachers’ activi-

ties. Among these phenomena, it is pertinent to examine, in particular, the sub-syndromes of professional burnout. Hypothetically, factors that positively influence self-efficacy may include the age of teachers and their related professional experience, as teachers who remain in the profession for an extended period are often professionally successful, which contributes to a high assessment of their capabilities as specialists. It can also be hypothesized that working in inclusive settings may negatively impact teachers' self-efficacy.

Sample Description

481 participants were recruited for this study. The distribution of respondents by country of residence is presented in Table 1.

Table 1

Distribution of subjects by country of residence

Country	Number of respondents	% of total
Republic of Belarus (RB)	79	16,42
Republic of Kazakhstan (RK)	66	13,72
Kyrgyz Republic (KR)	92	19,13
Russian Federation (RF)	241	50,10

The age range of the participants was as follows: 20—30 years — 73 individuals (15.1%), 31—40 years — 104 individuals (21.6%), 41—50 years — 138 individuals (28.7%), 51—60 years — 130 individuals (27%), and over 60 years — 36 individuals (7.6%). A total of 434 participants (90.2%) had higher education degrees, while 47 participants (9.8%) possessed vocational secondary education.

Among the specialists, 224 individuals (46.6%) had more than 20 years of teaching experience. The minimum teaching experience, specifically up to 5 years, was held by 96 specialists (20%).

Among the participants, 309 individuals (64.2%) worked in schools, 60 individuals

(12.5%) in preschool educational organizations, 48 individuals (10%) in psychological, medical, and pedagogical commissions, 35 individuals (7.3%) in centers for psychological, pedagogical, and medical-social assistance, 22 individuals (4.5%) in higher education institutions, and 7 individuals (1.5%) in additional education institutions.

Methods

To measure the level of professional burnout, we utilized the Professional Burnout methodology by C. Maslach and S. Jackson, adapted by N.E. Vodopyanova and E.S. Starchenkova (version for teachers and educators) [10], as well as the General Self-Efficacy Scale [11]. Demographic data were collected through surveys.

The statistical methods for processing the results included one-way analysis of variance (ANOVA), Pearson correlation analysis, comparative analysis for two independent samples using Student's t-test, and post-hoc comparisons utilizing Duncan's test. The mathematical processing was conducted using STATISTICA 10.0 software.

Objective and Hypothesis of the Research

Objective: To identify the factors influencing the self-efficacy of educators in a cross-cultural context. Hypothesis: The factors influencing the self-efficacy of educators include the country of residence, age, and length of professional experience, as well as working with children with disabilities.

Procedure of Conducting the Research

The study was conducted online from February to April 2024 using Google Forms. In the Republic of Belarus, the respondents were participants of the Inclusive Education courses offered by the Belarusian State Pedagogical University named after M. Tank, under the guidance of Dr. of Pedagogical Sciences, Professor T.V. Lisovskaya. In the

Republic of Kazakhstan, Astana, participated specialists from the Psychological-Medical-Pedagogical Commission (PMPC) #1, #2, and #4, as well as PMPCs and correctional offices in the cities of Karaganda and Petropavlovsk, along with specialists from the inclusive support schools of the Institute of Pedagogy and Psychology of the K. Zhubanov University in Bishkek, coordinated by K.M. Tilekeev.

Respondents from the Russian Federation were educators from inclusive kindergartens #109 and #178, boarding schools #6 and #7 in the city of Yaroslavl, as well as defectologists and speech therapists from the central and regional Psychological-Medical-Pedagogical Commissions (PMPC) of the Yaroslavl region, centers for psychological, pedagogical, and medical-social assistance in the Yaroslavl region, and inclusive school #32 named after V.V. Tereshkova. During the survey, data collection was conducted with consideration of the following parameters: age and gender of the respondents, country

and place of residence, level of education and workplace, teaching experience, job title, and specific features of professional activity (regular work with children; work with children with disabilities).

Results

The most pronounced component of emotional burnout is the reduction of personal achievements. Considering the inverse nature of the scale, the scores of subjects in most groups are above average, which does not align with data previously obtained by other authors [6], who indicated that emotional burnout among educators is predominantly represented by the symptom of emotional exhaustion. Data obtained through one-way analysis of variance based on the countries of residence of the subjects indicate significant differences among the groups of respondents in terms of depersonalization, reduction of personal achievements, and professional burnout as a whole (see Table 2).

Table 2

Descriptive statistics (mean/standard error) and comparison results for four groups of respondents (RF, RK, KR and RB)

	RF	RK	KR	RB	F	η^2	RF-RK	RF-KR	RF-RB	RK-KR	RK-RB	KR-RB		
	Mean/standard error						Post hoc comparisons							
Age	44,3/ 0,15	44,4/ 0,27	41,7/ 0,26	36,0/ 0,23	11,1	0,070	0,918	0,131	0,001	0,128	0,001	0,001		
Experience	14,7/ 0,10	14,7/ 0,19	11,9/ 0,18	10,6/ 0,19	7,22	0,046	0,999	0,020	0,001	0,015	0,001	0,261		
Burnout	56,0/ 1,05	55,5/ 2,15	52,0/ 1,67	50,1/ 1,99	3,2	0,020	0,850	0,120	0,003	0,140	0,003	0,450		
Emotional exhaustion	23,66/ 0,58	24,32/ 1,04	23,02/ 0,85	22,04/ 1,05	0,99	0,006	0,846	0,853	0,656	0,723	0,550	0,773		
Depersonalization	9,0/ 0,32	8,5/ 0,70	8,6/ 0,59	6,8/ 0,49	3,46	0,022	0,590	0,680	0,007	0,870	0,020	0,020		
Achievement reduction	23,4/ 0,37	22,7/ 0,81	20,3/ 0,62	21,3/ 0,75	6,69	0,042	0,430	0,001	0,020	0,010	0,110	0,270		
Self-efficacy	30,94/ 0,28	31,86/ 0,62	32,02/ 0,62	31,23/ 0,23	1,14	0,008	0,657	0,618	0,881	0,935	0,743	0,703		

Note: F is the empirical value of the analysis of variance; η^2 is the partial eta-square (effect size) for post-hoc comparisons (Duncan's test); only statistical significance levels are given.

We present the mean values of the parameters indicated in Table 2 along with the standard errors of the mean (Table 3).

However, the most reliable differences are observed concerning age, teaching experience, and the fact of working with children with special educational needs (SEN). There are no significant differences in emotional exhaustion as a component of professional burnout and self-efficacy.

The data presented in the table indicate that participants working in the Republic of Belarus (RB) exhibit a lower degree of susceptibility to all subfactors of professional burnout compared to participants from other groups. This group demonstrates a lower overall indicator of professional burnout, despite the fact that the majority of them work with children with special needs. This phenomenon could be partially explained by the relatively younger age of the participants in this group. However, the Pearson linear correlation coefficient reveals a lack of significant correlation between the age of the participants and all studied parameters, both in the overall sample and within the subsets of participants residing in different countries. The results of the post-hoc analysis further suggest that the observed differences are predominantly attributable to the outcomes of participants from RB, who significantly differ in the subfactor of psychological burnout, specifically “depersonalization,” when compared to participants from other countries. Moreover, there is a no-

table distinction in overall professional burnout between participants from RB and those from the Russian Federation (RF) and Kyrgyz Republic (KR). Participants from RF and KR exhibit a high level of reduction in personal achievements. Notably, these individuals are older and possess more extensive work experience than the other groups. Let us consider the predictors of self-efficacy, including the level of emotional burnout, the age of the subjects, their work experience, and the presence or absence of experience working with children with special educational needs (SEN). The regression analysis revealed a significant inverse correlation between self-efficacy and emotional exhaustion, as well as a reduction in personal achievements across the overall sample (see Table 4) and within the subsamples distinguished by the countries of residence of the subjects.

Table 4

Regression Analysis Data with Self-Efficacy as the Dependent Variable for the Overall Sample (Highlighted Significant Coefficients)

Independent Variable	Regression Coefficient	Significance Level
Emotional Exhaustion	-2,07	0,04
Reduction of Personal Accomplishments	-14,04	0,00
Depersonalization	-0,98	0,33
Age	-0,04	0,97
Teaching Experience	0,41	0,68

Table 3

Regression analysis data with self-efficacy as a dependent variable for samples of subjects living in different countries (only significant coefficients are shown)

	RF	RK	KR	RB
	Standardized regression coefficients			
Emotional exhaustion	-0,15			-0,34
Reduction of achievements	-0,57	-0,48	-0,52	-0,62
Depersonalization			-0,28	
Coefficient of determination r^2	0,66	0,26	0,35	0,66

Subsequently, the results of two groups of participants were compared: teachers working with children with disabilities (i.e., those teaching in inclusive settings) and teachers not working with this category of children (110 and 72 individuals, respectively). Using the Student's t-test, no significant differences were found between the groups across all studied parameters: self-efficacy, sub-factors of professional burnout, and overall professional burnout. This finding applies both to the compared groups without differentiating the participants by their countries of residence and to the subgroups of participants residing in the Russian Federation, Kazakhstan, Belarus, and Kyrgyzstan. Participants working with children with disabilities in different countries showed the most notable differences in the parameters of "reduction of personal achievements" ($F=5.07$, $p=0.03$) and "self-efficacy" ($F=5.25$, $p=0.02$). According to the results of

post-hoc comparisons, the differences were attributed to the participants living in Kyrgyzstan, who exhibited a higher level of reduction in personal achievements and a high level of self-efficacy compared to other participants (see Figures 1 and 2).

The participants who do not work with children with disabilities across different countries exhibit the most significant differences in the parameter of "reduction of personal achievements" ($F = 3.50$, $p = 0.00$). According to the results of post hoc comparisons, the groups differ significantly from one another in pairs. Regression analysis of the overall sample of teachers revealed a negative impact of achievement reduction on self-efficacy ($t = -894$, $p = 0.001$). A similar correlation was observed in both subgroups of teachers. Thus, the presence or absence of experience working with children with disabilities does not exert an influence on self-efficacy.



Fig. 1. The level of reduction in personal achievements among subjects working with children with disabilities

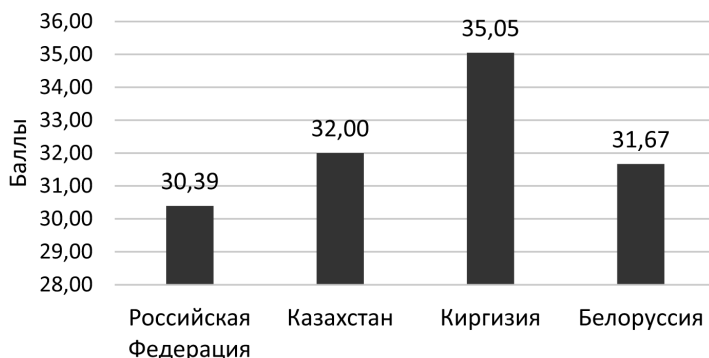


Fig. 2. The level of self-efficacy among subjects working with children with disabilities

cy. However, the inverse correlation between self-efficacy and achievement reduction has been reaffirmed. The participants who do not work with children with disabilities across different countries exhibit the most significant differences in the parameter of "reduction of personal achievements" ($F = 3.50, p = 0.00$). According to the results of post hoc comparisons, the groups differ significantly from one another in pairs. Regression analysis of the overall sample of teachers revealed a negative impact of achievement reduction on self-efficacy ($t = -894, p = 0.001$). A similar correlation was observed in both subgroups of teachers. Thus, the presence or absence of experience working with children with disabilities does not exert an influence on self-efficacy. However, the inverse correlation between self-efficacy and achievement reduction has been reaffirmed. An important finding is the absence of significant differences in the severity of burnout symptoms and self-efficacy between teachers working with children who have developmental disorders and those who do not. This phenomenon has been noted in previous studies as well [7]. The lack of differences may be attributed to the attention given to the training of teachers working in inclusive settings and the effectiveness of the training programs that educators in inclusive education undergo. Groups of teachers from various countries who instruct children with special educational needs (SEN) exhibit less variation in the studied parameters compared to groups of teachers who do not work with such children. It can be suggested that this is due to a common inclusive agenda being implemented across different countries, which renders the educational environment created for children with SEN somewhat universal. In samples of teachers from various countries, both those who work with children with disabilities and those who do not, the level of self-efficacy is found to be above average. This seemingly paradoxical result can be ex-

plained in the following way. Despite a seemingly stable understanding of self-efficacy as an individual's belief in their capabilities to solve professional tasks, the internal representation of this personal phenomenon is ambiguous, and the presence of this issue is documented in the literature [3]. The internal criteria for professional success are highly individualized. In the activities of school educators, it is likely that there exists a subjective "model" of self-efficacy that is more oriented towards the process of activity rather than the outcome. Furthermore, the perception of self-efficacy may vary for an individual across different types of activities and even in relation to different aspects of the same activity [9]. Both of these circumstances may influence how the respondents interpret the questions on the self-efficacy scale.

Conclusions

Self-efficacy should be considered not only as a predictor of professional burnout but also as a phenomenon dependent on its components. Practically, the data concerning the sub-factors of professional burnout as predictors of educators' self-efficacy are significant for consultative and training activities. The most detrimental effect on self-efficacy, as indicated by the aforementioned data, arises from reduction, or the complete or partial devaluation of one's professional achievements. Consequently, it can be inferred that efforts aimed at preventing this specific component are effective within the framework of influencing the process of self-efficacy development among educators. According to the obtained data, the age of educators and the duration of their professional activity do not have a significant impact on self-efficacy.

The cross-cultural differences of the studied phenomena, according to the research findings, are fragmented and do not permit the assertion of any stable trends.

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Teachers' Attitudes towards Inclusive Education in School

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The work is aimed at identifying the attitude of teachers of general schools to inclusive education. The article presents the results of an empirical study obtained on a sample of teachers of Chelyabinsk (N=678). The study involved respondents aged 20 to 77 years, of which 94% were female and 6% male. The study included the study of three aspects of attitude: modality, character and position. A mass online survey was used, conducted using the Internet service “Yandex. Forms”. The results obtained allow us to say that teachers demonstrate a predominantly positive attitude towards inclusion (63,8%), regardless of their length of service and participation in the implementation of adapted educational programs. It is noted that the attitude towards inclusive education is characterized by the unwillingness of teachers to take a responsible position; weak desire to interact with parents; low readiness to improve their qualifications in matters of inclusion.

Keywords: inclusive education; mass school; teachers; children with disabilities; quality of inclusive education.

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Отношение педагогов к инклюзивному образованию в школе

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Представлены результаты эмпирического исследования, направленного на выявление отношения педагогов массовых школ к инклюзивному образованию. Материалы получены на выборке педагогов г. Челябинска (N=678). В исследовании приняли участие респонденты в возрасте от 20 до 77 лет, из которых 94% были женского пола, 6% — мужского. Работа охватывала изучение трех аспектов отношения: модальности, характера и позиции. Использовался массовый онлайн-опрос, проведенный с помощью интернет-сервиса «Яндекс. Формы». Полученные результаты позволяют говорить о том, что педагоги демонстрируют преимущественно положительное отношение к инклюзии (63,8%) вне зависимости от стажа их работы и участия в реализации адаптированных образовательных программ. Отмечается, что отношение к инклюзивному образованию характеризуется неготовностью педагогов занимать ответственную позицию; слабым желанием взаимодействовать с родителями; невысокой готовностью повышать квалификацию в вопросах инклюзии.

Ключевые слова: инклюзивное образование; массовая школа; педагоги; дети с ограниченными возможностями здоровья; качество образования.

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Introduction

Inclusive education goes the way of its formation in the Russian Federation, from the definition of its ideology, goals, and values [13; 15] to the formation of the regulatory framework

[16] and the development of organizational and methodological aspects [1; 2; 9; 17]. The implementation of inclusion ideas in practice faces personnel, organizational and managerial, methodological, and psychological prob-

lems [5; 12] in Russia (see [6; 8; 12], etc.) and in other countries of the world [21]. This is due to the presence of personnel, organizational and managerial, methodological, and psychological problems [5; 12].

Russian and foreign authors recognize that the success of inclusive education depends on all actors: teachers, children with special healthcare needs (children with special needs), their parents, and school management [9; 12; 17; 26]. At the same time, researchers assign one of the important roles to teachers [3; 4; 6; 29] and study their attitude toward the idea of inclusion (L.V. Goryunova [5], E. N. Morgacheva [14]) and readiness to implement it in practice (S.V. Alekhina, Yu.V. Melnik, E. V. Samsonova, and A.Yu. Shemanov [1]), teachers' assessment of their place in inclusive education (L.M. Volosnikova, S. V. Ignatzeva [4]), etc.

Researchers study educators' attitudes towards inclusive education using different criteria. For example, attitudes towards inclusion and special children (modality of attitude: positive, negative, neutral). Influence factors are another criterion. The attitude towards inclusive education can be assessed by the position taken by teachers (active or passive position in the implementation of the educational process).

Surveys filled by teachers of the Sverdlovsk and Orenburg regions, Moscow, Tyumen, Ivanteevka, etc. [4; 6; 12; 14 et al.], conducted in the last ten years by Russian researchers, showed that, in general, teachers (93.3%) agree with the idea of inclusion [12]. However, most of them (E.N. Morgacheva, 2013; Yu.A. Koroleva, 2016), or about half of them (E.V. Grunt, 2017) had negative and/or neutral attitude towards the process of inclusive education. At the same time, according to researchers, some teachers did not express their disagreements directly but rather in a veiled form. In this, scientists see a contradiction between teachers' understanding of the importance of implementing inclusive education and their unwillingness to face difficulties in their work or to change something in their professional activities, especially if there is no additional payment, since they consider work with children with special healthcare needs as an additional

burden [4; 12; 14]. As a result, S.V. Alekhina and co-authors noted that teachers mostly agree about the values of inclusion, but not about its organizational and activity foundations [1].

Many factors influence educators' attitudes towards inclusive education. Among them are teachers' special (correctional) or specialized education, age, location, and school status. Researchers note that teachers with special education are more likely to be positive about inclusion (J.Yu. Brook, G.V. Patrusheva et al.; D. Iliško, J. Badjanova, S. Ignatjeva) [3; 22], and young teachers; less often subject teachers, especially those working in high school (P. Engelbrecht et al., T. Saloviita) are positive about it [20; 26]. In addition, teachers from big cities and from schools with a high status (gymnasiums, lyceums) are less loyal to inclusive education [6].

E.V. Grunt believes that teachers' positive assessment of inclusive education is more often associated with the process of teaching children with special healthcare needs, and a negative assessment is associated with teachers' own teaching activities and the problems which arise during the implementation of inclusive education in educational institutions [6]. A.L. Perrin, M. Jury, and C. Desombre consider teachers' personal values, self-attitude, and openness to change to be the sources of teachers' positive attitude [25]. M.P. Opoku, A.N. Jiya, R.C. Kanyinji and W. Nketsia attribute satisfaction with teachers' own activities [24].

One of the key factors influencing the positive attitude of teachers towards inclusive practice are the effective management of the organization (A. A. Dubov, G. B. Glazkova [7]) and the position of the school principal promoting inclusive policies (E. Cohen [19]; N. Khaleel, M. Alhosani, and I. Duyar [23]), in making constructive management decisions (S.V. Alekhina, Yu.V. Melnik, E.V. Samsonova [1; 2]).

Among factors causing a negative attitude towards inclusion are misunderstanding of the essence of inclusion, rejection of it, a low level of readiness for its implementation, a negative attitude towards students with disabilities, a lack of experience working with these children [4; 5; 6; 12; 14 et al.]; and susceptibility to stereotyping of children with special needs [12].

Researchers attribute the lack of personal resources to solve problems that arise in the work [8] to the number of significant factors affecting the attitude of teachers toward the implemented inclusive practice. This puts teachers' focus on skills' development to address the lack of inclusive training [6; 10; 11; 15] and increase inclusive competence [13].

The researchers studied the attitude of teachers to inclusive education, their assessment of their place (role) in it. On the one hand, they found that teachers have high social responsibility, which is expressed in the recognition of the importance of inclusive model in a mass school [6]. On the other hand, studies have shown that the problems that teachers call indicate their passive position [14] and low subjectivity in the inclusive educational process [13]. Studies have shown the dependence of teachers' assessment on their own effectiveness, job satisfaction, and inclusion in the inclusive educational process [18].

The attention of the scientific community to the issues of teachers' assessment of inclusive education, as well as empirical data collected in different years (2013, 2016, 2017, 2019), testifying the attitude of teachers to inclusion, made it possible to formulate the goal of this study which is to identify the attitude of teachers of mass schools to inclusive education at the present stage of its formation.

Research methodology and methods

The activity approach and constructivism served as the foundational methodologies for this study. There are several reasons for selecting the constructivist paradigm. Firstly, it allows the recognition of each individual involved in the inclusive education process as an active participant in creating both an inclusive educational environment and teacher's own identity. Secondly, constructivism emphasizes the importance of considering the subjective opinions of all participants regarding inclusive education, self-perception, and their social partners. These opinions are essential determinants in shaping one's own engagement and activities. The activity approach was used to assess the teacher's activities in inclusive education and its reflective

component in assessing the inclusive practice of a modern mass school.

The activity approach was employed to evaluate teachers' practices in inclusive education and the reflective component related to assessing inclusive practices in modern mass schools.

To gather empirical data, we conducted a mass online survey in June 2023 using Yandex Forms. This survey was organized at the request and with the assistance of the Chelyabinsk Education Committee.

The authors developed a questionnaire for the survey, which consisted of nine questions designed to assess various aspects of teachers' attitudes towards inclusive education. These aspects included:

1. The modality of teachers' attitudes towards the implementation of inclusive education in mass schools, considering two factors: participation in adapted educational programs and work experience.

2. The nature of educators' attitudes towards inclusion, which was assessed through educators' evaluations of:

- 2.1. Factors that could improve the quality of inclusive education in a mass school, such as the establishment of a support system for inclusive education, a multi-level structure that integrates school administration, support services, and teaching staff, and the creation of a dedicated support service comprising specialists who facilitate the successful implementation of inclusive education.

- 2.2. The organization of work related to inclusive education within the school, as well as the challenges faced in executing inclusive practices in a mass school, along with their suggestions for improving these practices.

3. The necessity for training in inclusive education, which serves as an indicator of educators' willingness to actively and effectively engage in this area.

A total of 678 teachers from schools in Chelyabinsk, ranging in age from 20 to 77 years, participated in the survey. Their work experience varied significantly, spanning from several months to 56 years. The majority of respondents, 68.3%, have been working as teachers for more than 10 years.

Regarding gender distribution among the respondents, 94% were female and 6% were male. In terms of job positions, 77% of the participants were employed as teachers, while 23% hold leadership roles (12.1% were in one type of leadership position, and 10.9% in another). Additionally, 468 participants, representing 69%, were involved in the implementation of inclusive education.

The statistical analysis of the survey results was conducted using Pearson's chi-squared test. For 2x2 tables, Yates' correction was applied.

Study results

The study revealed that a majority of the surveyed teachers (63.8%) support inclusion in education. Among these supporters, over half (51.3%) see it as a promising approach. However, a significant portion of respondents (25.2%) hold a negative opinion, deeming inclusion unviable, while 10.9% perceive it as merely a bureaucratic endeavor.

Of the teachers implementing adapted educational programs (AEP), 46.6% maintain a positive attitude towards the introduction of inclusive education. A slightly smaller proportion (43.9%) of teachers not involved in inclusive practices share this favorable perspective. Notably, the factor of participation or non-participation in the implementation of AEP does not significantly influence teachers' acceptance or rejection of the concept of inclusion in schools.

Interestingly, among those working under adapted programs, nearly twice as many are indifferent or have a negative stance towards in-

clusion: 22.4% of those involved in AEP express indifference or negativity, compared to 13.7% of those not involved (Table 1).

The results of our study indicate that the variable 'work experience' does not influence attitudes towards inclusive education ($\chi^2 = 1.6$; $p = 0.76$; $V = 3$). The proportions of individuals who view the implementation of inclusion in a mainstream school positively and negatively are approximately the same across all groups.

The factor of participation in implementing adapted educational programs also appears to have no effect on teachers' attitudes towards inclusion. Among those who implement these programs, 46.6% have a positive view, compared to 43.9% of those who do not. However, it is noteworthy that among those working on adapted programs, nearly twice as many express negative or indifferent attitudes (22.4% of participants versus 13.7% of non-participants).

The second research objective was to explore teachers' perspectives on participating in the inclusive educational process and to evaluate their roles within it. Analysis of teachers' assessments concerning factors that enhance the quality of inclusive education revealed that over half prioritize a support system for inclusive education that is established within the educational organization. Additionally, more than a third recognize the importance of the school support service. The work of the school administration was identified as the third most crucial factor, while teachers viewed their own activities and those of specialists as the least significant (Table 2).

Table 1

Educators' Attitudes Towards Inclusive Education (IE) by Seniority and AEP Implementation (n = 678)

Research Variables	School experience and implementation of AEP				School Experience and AEP Implementation
	More Than 10 Years of Service (n = 463)	Less Than 10 Years of Service (n = 215)	Implements AEP (n = 468)	Does Not Implement AEP (n = 210)	
Very positive	54 (11,7%)	31 (14,4%)	70 (10,3%)	15 (2,2%)	
Positive in Perspective	238 (51,4%)	110 (51,2%)	246 (36,3%)	283 (41,7%)	
Negatively	119 (25,7%)	52 (24,2%)	112 (16,5%)	59 (8,7%)	
Indifferently	52 (11,2%)	22 (10,2%)	40 (5,9%)	34 (5%)	

Table 2

Attitudes of Educators towards Factors Improving the Quality of Inclusive Education (IE) (n = 678)

Research Variables		Attitudes Towards IE			
		Indifferently (n=74)	Negative (n=171)	Positive in Perspective (n=348)	Very positive (n=85)
Factors Affecting the Quality of IE	School-built System	35 (47,3%)	74 (43,3%)	196 (56,3%)	49 (57,6%)
	Teachers	4 (5,4%)	19 (11,1%)	19 (5,5%)	8 (9,4%)
	Specially Created Subdivision	28 (37,8%)	61 (35,7%)	108 (31%)	16 (18,9%)
	School Administration	7 (9,5%)	17 (9,9%)	25 (7,2%)	12 (14,1%)

There is a clear connection between the opinions of individuals who influence the quality of the inclusive educational process and the attitudes of teachers towards it ($\chi^2 = 20.6$; $p = 0.015$; $V = 9$). Those with a positive view on inclusive education tend to have an optimistic perspective on its future and are more likely to support the inclusive education framework implemented in their schools.

Conversely, individuals who are indifferent or have negative attitudes toward inclusion more frequently identify the structural support units as critical for enhancing the quality of the inclusive educational process. Teachers who are enthusiastic about inclusive education also tend to value the role of school administration more highly. However, no category of teachers considers administration a significant factor in this context. Instead, respondents generally perceive administrative efforts as unimportant, resulting in the lowest percentage of support across all categories.

Furthermore, most respondents express a positive view regarding the involvement of parents of children with special needs in the organization of inclusive education. About 60% of respondents believe that full interaction with parents is essential, while 30.4% see such cooperation as having certain limitations. Nonetheless, it is noteworthy that 9.6% of teachers outright deny the importance of parental participation in inclusive education.

Analysis of teachers' suggestions for improving inclusive education allowed us to pri-

oritize the issues. The most significant issue identified was the lack of motivation and incentives for teachers to work in mixed-ability classes. Second on the list was the problem of parents' resistance or misunderstanding of their child's individual needs. Lack of adequate facilities (inclusive environment) in schools came third. Fourth and fifth were issues related to communication between school staff and parents about education in mixed classes, as well as communication issues between parents and their children with special needs about the content and organization of the curriculum. Other issues included the organization of integrated education for typical and special needs students, and the need for improved normative support for educational programs.; The absence or inefficiency of a management structure that organizes inclusive education in schools, as well as the lack of a specialized team to support the inclusive process, are two major challenges that need to be addressed.

Teachers have been using their own methods to address the issue of implementing inclusion in mass schools. 36 respondents mentioned "the lack of opportunities for teachers to follow sanitary rules and provide an individual approach in high-capacity classes," "lack of methodological support for implementing such an educational process where it is necessary to pay attention to all students (strong, ordinary, and weak) in just 40 minutes," and "the recommendatory nature of conclusions from psychological, medical, and pedagogical com-

missions.” They also mentioned difficulties in teachers implementing the educational process in large classes (more than 30 students) without a tutor.

Teachers offered the following options for solving the problems of inclusive education:

1. Development and implementation of an inclusive management system in the school's activities (with the possibility of creating a separate unit in the management structure).

2. Correction of the work of support services, taking into account the features of inclusive education.

3. Organization of an individual approach to the education and upbringing of children with disabilities through the development of the tutoring institute.

4. Organization of systematic work with parents, from explaining the goals and objectives of inclusive education to include parents in active participation for its implementation.

5. Improving the qualifications of teachers in teaching children according to adapt programs and organizing extracurricular activities for healthy children and children with disabilities.

6. Development of a system of material incentives for teachers working on adapted programs.

7. Regulation of the number of children in mixed classes (downward).

At the same time, some respondents suggested either removing children with special needs from regular classes or organizing interaction between children with special needs and other children only in extracurricular activities. They argued that co-education in mixed classes slows down the learning process. These proposals can be seen as unconstructive, as they indicate a rejection of inclusive education by some respondents and a lack of understanding of the

importance of teachers' work in creating an inclusive culture.

Another research task was to determine the need for additional training in inclusive education (Table 3).

Only half of the teachers in the sample felt the need for special training to work in an inclusive educational setting. At the same time, teachers with more than 10 years of experience talked about this need more often ($\chi^2 = 5.4$, $p = 0.02$, $V = 1$). It is worth noting that courses on inclusive education are currently being organized in all regions of Russia. It is possible that the study participants had already taken these courses, which influenced their assessment of the need for additional training in this area. This aspect was not specifically addressed during the survey.

Teachers expressed their desire to improve their skills in various aspects. Several areas were identified as being particularly important, including:

1) understanding the essence of inclusive education,

2) organizing the learning process in mixed-ability classes,

3) providing psychological, medical, and pedagogical support for students with special needs,

4) developing methodological approaches to inclusive teaching,

5) establishing effective communication and collaboration in inclusive settings.

Discussion

The data we have collected suggests that, in general, the teachers interviewed support the concept of inclusive education. This finding aligns with the conclusions of other research teams (see [1; 4], etc.). A comparison of do-

Table 3

Need for Training in Inclusive Education (n=678)

Research variables		Experience	
		< 10 years (n=215)	> 10 years (n=463)
Need for Advanced Training in TS Problems	Need	123 (57,2%)	219 (47,3%)
	Do Not Need	92 (42,8%)	244 (52,7%)

mestic studies from 2013, 2016, 2017, and 2019 (see [1; 4; 6; 12; 13], etc.) reveals an increasing number of educators who have a positive outlook on inclusion.

T. Saloviita indicated that less experienced teachers tend to be more optimistic about inclusive education [27]. However, our study found no significant difference in attitudes toward inclusive education among teachers with varying levels of work experience; their views appeared to be quite similar.

Unlike both foreign and Russian researchers who have established a connection, we were unable to identify any correlation between attitudes towards inclusive education and the implementation of adapted programs in our study [2; 10; 18].

The results of our investigation support the previously observed fact that a considerable number of teachers view their participation in inclusive education as an additional burden (L.M. Volosnikova, Yu.A. Koroleva, E.N. Morgacheva, H. Gunnarsdóttir, I.A. Jónhannesson, T. Saloviita) (see [4; 12; 14; 21; 26], etc.). We believe that this perspective on inclusion is a key reason why teachers identify the lack of a systematic approach to motivation and incentives for working in mixed-ability classes as a primary issue.

The feedback from teachers regarding the crucial factors for implementing systematic work in inclusive education highlighted the need for a supportive structural unit. However, this perspective did not align with findings from foreign studies (H. Gunnþórsdóttir, I.A. Jónhannesson [21], N. Khaleel, M. Alhosani, I. Duyar [23], A.L. Perrin, M. Jury, C. Desombre [27]), which emphasized the pivotal role of school directors and the promotion of inclusive policies.

Conversely, our survey reaffirmed the significant role of parents, particularly as partners in the educational process, a notion that was also echoed in other studies [11]. The data on teachers' rejection of themselves as active, significant participants in the inclusive educational process are consistent with the results of studies that noted that subject teachers (especially those working in high school), and most of all, teachers with special education and primary school teachers (P. Engelbrecht et al.) [20],

T. Saloviita [26]. At the same time, with the existing opinion of researchers on advanced training as an important factor in improving the quality of inclusive education [4; 15] and as a resource for teachers to overcome difficulties in this process [8], the results of our survey showed that with the problems identified by teachers and gaps in knowledge and skills necessary for the implementation of inclusive practice, only half of the respondents feel the need to improve their qualifications in this direction (more often teachers with short work experience are Focused on this). This discrepancy highlights the importance of targeted professional development opportunities for educators to effectively support inclusive education practices. It is essential for schools and educational institutions to provide ongoing training and support to ensure all teachers are equipped with the necessary tools and knowledge to create inclusive learning environments. This is due, from our point of view, to a certain conservatism of teachers. It also depends on teachers' experience working with inclusive education and, possibly, on a negative experience, on the "habit" of working only with children without special healthcare needs. A small part of the respondents noted that they hope that the implementation of inclusion in a mass school will fail, and this process "will go back" to correctional educational institutions [6; 12].

Conclusion

The results of our study enable us to make the following statements:

1) A significant majority of the surveyed teachers (63.8%) express a positive attitude towards inclusive education.

2) Participation in the implementation of adapted educational programs and relevant work experience does not influence the quality of the attitude.

3) Among teachers who work with adapted programs, the number of those who have negative perceptions of inclusion is twice as high, indicating potential issues within this process.

4) The results we obtained suggest that teachers may have a low level of readiness to act as active participants in the inclusive educational process. In particular, many teachers do

not see themselves as significant contributors to improving the quality of inclusive education. Conversely, those teachers who maintain a positive attitude towards inclusion consider the support system established at their school to be a key factor in this process. However, support services that demonstrate indifference or negativity towards inclusion are perceived as a limitation rather than an asset.

5) A significant majority (90.4%) of the teachers we surveyed recognize parents as participants in the inclusive educational process. However, not all teachers are prepared to engage with parents as equal partners or involve them in the upbringing of children with special needs; only 40% feel ready to interact.

6) The challenges facing an inclusive educational process, as identified by teachers, along with their proposals for improvement, reveal a primary concern regarding the material support for their activities. However, despite these concerns, teachers more frequently emphasize the need to enhance organizational and managerial aspects. The presence of unconstructive suggestions indicates that some respondents are resistant to inclusive educa-

tion, highlighting the importance of working with teachers to foster an inclusive culture and develop their competencies.

7) The teachers participating in our study exhibit a lack of interest in professional development opportunities: nearly half of the respondents (47.8%) believe they do not require additional training on inclusion issues. This perspective among a significant proportion of teachers suggests that they do not perceive this area as a deficiency in their professional competence or as essential for their improvement.

8) The implementation of inclusive education in contemporary mass schools and the training of teachers in this context clearly require further research. Such studies could enhance the representativeness of the sample by including interviews with teachers from various regions and yield more precise results. It would be beneficial to introduce additional variables into the study, such as "teachers' work in different types and levels of education", "teachers' workload", "subjects taught", and "class sizes". It's also recommended to expand the methodologies by including qualitative methods like interviews and focus groups.

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Opinion of Teachers on Inclusive Education in the Russian Federation

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The paper presents the results of the analysis of the empirical research of teachers' opinion about the status of inclusive education in the Russian Federation. The comparative analysis was focused on the answers of teachers of special (correctional) schools (N=192), teachers working in an inclusive format (N=210) to the questions of the author's questionnaire regarding professional training and work experience, ideas about the compliance of inclusive education with the special educational needs of schoolchildren with disabilities, existing problems in the implementation of the pedagogical process and ways to overcome them, the prospects for the implementation of inclusive education. It was revealed that the opinion of teachers working in educational organizations with different models of education for children with disabilities have both common positions and specific ones. Differences to a greater extent concern the expediency of spreading inclusive education for a number of psychological and pedagogical categories of children due to the presence of significant psychological difficulties and low performance of the educational process at high cost.

Keywords: special education; inclusive education; teacher; educational process; school; disability; inclusion; special educational needs.

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Представления педагогов о реализации педагогического процесса в условиях инклюзивного образования детей с ОВЗ в России

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В работе изложены результаты эмпирического исследования представлений педагогов о состоянии инклюзивного образования в Российской Федерации. Сравнительному анализу подверглись ответы педагогов специальных (коррекционных) школ (N=192), педагогов, работающих в инклюзивном формате (N=210), на вопросы авторской анкеты в отношении профессиональной подготовки и опыта работы, представлений о соответствии инклюзивного образования особым образовательным потребностям школьников с ОВЗ, существующих проблем реализации педагогического процесса и путей их преодоления, перспектив реализации инклюзивного образования. Выявлено, что в представлениях педагогов, работающих в образовательных организациях с разными моделями образования детей с ОВЗ, есть и общее, и специфическое. Различия в большей степени касаются целесообразности распространения инклюзивного образования для ряда психолого-педагогических категорий детей в связи с наличием существенных психологических трудностей и низкой результативности образовательного процесса при высокой его себестоимости.

Ключевые слова: специальное образование; инклюзивное образование; педагог; образовательный процесс; школа; ограниченные возможности здоровья; инклюзия; особые образовательные потребности.

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Abstract

Over two decades have elapsed since the integration of inclusive processes into educational frameworks for children with disabilities commenced. Within both pedagogical and parental domains, a diverse range of opinions has emerged concerning the effectiveness and efficiency of educating children with disabilities in

inclusive settings. Presently, there exists a unique opportunity to examine the perceptions of various stakeholders involved in the educational process regarding inclusive education for these children.

The effectiveness and satisfaction derived from the educational experience are often assessed through the viewpoints of three primary participants: the child with disabilities, their parents

or legal guardians, and educators. The successful implementation of inclusive education is significantly influenced by the professional competencies of teachers, who play a crucial role in determining curriculum content, organizing the educational environment, fostering relationships with parents and students, and ensuring the overall effectiveness and outcomes of the educational process.

Thus, a comprehensive analysis and synthesis of teachers' opinions regarding the educational process were conducted to illuminate their insights into the current state of inclusive education. This analysis draws upon extensive experience in teaching distinct groups of students with disabilities, aiming to provide a clearer understanding of the challenges and successes encountered in this evolving educational landscape.

Studies conducted several years ago showed that teachers of general education schools frequently expressed negative attitudes regarding preparedness to teach and engage with children with disabilities within an inclusive framework [9; 13]. For an extended period in domestic education, certain groups of children (primarily those with moderate and profound mental retardation, severe and multiple developmental disorders) were deemed "unteachable". Democratic processes at the end of the 20th century facilitated the enactment of normative documents that actualized the constitutional right to education for all Russian citizens, without exception [5; 10; 12]. Moreover, as part of the ongoing humanization of education, the stigmatization and isolation of children with disabilities, who were traditionally confined to special schools, were gradually removed. Since this period, there has been an increase in the number of children with disabilities enrolled in educational organizations in different formats of the inclusive model. In this aspect, the authors of the article are interested in the issue of transformation of the system of teachers' views on inclusive education and the prospects for its implementation in recent years.

In the realm of international science numerous studies elucidate the philosophical and theoretical-methodological underpinnings, principles of implementation and content, advantages and limitations of inclusive education [15; 16; 17]. The unique characteristics governing

the organization and execution of specialized educational content for children with disabilities within inclusive settings are influenced by a myriad of social, cultural, psychological and pedagogical factors, which makes it impossible to simply transfer the results of empirical studies conducted in foreign countries to domestic pedagogical practice. This assertion is corroborated by the works of N.N. Malofeev [7; 8], in which the development and current state of the system of education of children with disabilities in foreign countries and Russia are meticulously disclosed. Within the domestic academic landscape there exists a body of work focusing on philosophy and methodology, alongside principles of organization and implementation of social foundations and values of participants of inclusive education [1; 3; 4; 6; 11]. Notably, our investigation necessitates particular emphasis on the works [2; 14], that scrutinize the perspectives of educators and the parental community regarding the environmental factors and conditions conducive to fostering inclusive education across the Russian Federation.

The objective of our study was to elucidate educators' perceptions regarding the alignment of inclusive education with the specific educational needs of schoolchildren with disabilities. Additionally, we sought to explore the challenges encountered within the educational process as it is implemented in an inclusive framework.

Organization of the study, characteristics of the sample and instrumentation

The research involved educators from various institutions dedicated to the education of children with disabilities across different regions of Russia. The sample comprised 192 teachers from special schools, with an average age of 46.6 years, an average teaching experience of 22.8 years, and an average of 14.7 years working specifically with children with disabilities. In contrast, 210 teachers engaged in inclusive education had an average age of 45.1 years, an average teaching experience of 21.7 years, and an average of only 8.9 years of experience working with children with disabilities. It is particularly salient to note that educators operating within the inclusive framework possess comparatively less

pedagogical experience with this demographic, a phenomenon that correlates with the gradual integration of this educational model as legislative reforms governing the educational landscape have progressed [5]. Moreover, it is intriguing to observe that over 90% of respondents reported possessing pedagogical qualifications across a spectrum of training disciplines. The remaining participants held degrees in diverse fields such as economics, management, law, and engineering. Among teachers in special schools, a substantial majority (76%) specialized in areas such as special pedagogy and psychology, while 20% had undergone retraining; only 4% lacked relevant educational credentials. In contrast, among those engaged in inclusive education, 35% possessed qualifications in defectology, 45% had pursued retraining initiatives, and 20% did not hold pertinent educational qualifications.

The research method was a questionnaire developed by the authors of the article. In the questionnaire the respondents had to provide the following information:

- 1) Age.
- 2) Specialty in the diploma.
- 3) Pedagogical experience.
- 4) Experience of pedagogical work with children with disabilities.
- 5) Education in the field of defectology (higher or secondary professional education, retraining, lack of education).
- 6) Pedagogical activity of the specialist is realized in the format (special education, inclusive education).
- 7) For which category of schoolchildren inclusive education can be recommended (categories of schoolchildren are listed in Table 1).
- 8) Parameters of the educational process in inclusive education in terms of the difficulty of their realization (ranking each parameter from 1 to 5 points, where 1 — no difficulties, 5 — significant difficulties). These parameters are presented in Table 2.

Statistical processing of the results was carried out in Statistica 12.0 program. Checking the data by Shapiro-Wilk W-test showed that they differ from normal distribution. Accordingly, the Mann-Whitney U test was used to compare the data. The χ^2 test was used to compare nominal data.

Results of the study

The findings from the comparative analysis elucidate the complex interplay between educators' perceptions regarding the current status and prospective advancements of inclusive education in the Russian Federation, particularly as these perceptions relate to their professional training and experiential backgrounds with children who have disabilities. With education in the field of special pedagogy and psychology, 76% of special school teachers, along with 20% of those with basic pedagogical education retrained, with more than 10 years of pedagogical experience with children with disabilities, believe that the inclusive form of education is suitable for children with a small number of special educational needs due to mild disabilities stemming from reduced functioning of analyzers and/or psychological immaturity of various genesis (with mental retardation). These specific educational needs can be adeptly accommodated within mainstream educational frameworks through the strategic establishment of additional roles for defectologists, the procurement of specialized equipment and instructional materials, and the augmentation of teachers' professional competencies. Moreover, a holistic approach involving comprehensive psychological and pedagogical support for educators, students, and their families is imperative. Notably, educators from general education institutions who have engaged in retraining in defectology (45% of respondents) and those without such qualifications (20%) convey a markedly more optimistic evaluation of their pedagogical readiness, instructional efficacy, and the overall state of inclusive education.

Consequently, educators operating within specialized institutions maintain that inclusive education significantly enhances the capacity to meet the distinct educational needs of hearing-impaired students. Conversely, instructors engaged in inclusive environments assert that this educational paradigm is equally adept at accommodating children across a diverse spectrum of psychological and pedagogical classifications. This includes not only those who are blind or visually impaired but also deaf or hearing-impaired students, as well as individuals with profound intellectual and speech impairments, alongside those experiencing severe multiple developmental disorders.

Table 1

Comparative analysis of teachers' perceptions of the recommendation of inclusive education to different categories of students with disabilities

Category of students	Teachers (inclusive education)	Teachers (special education)	χ^2	p, significance level
Visually impaired	138	112	2,32	0,1274
Blind	38	16	8,22	0,0041
Hearing impaired	78	96	12,52	0,0004
Deaf	38	2	34,48	0,0000
Musculoskeletal disorders	112	104	0,03	0,8671
Speech impairment	140	120	0,76	0,3827
Autism spectrum disorders	48	48	0,25	0,6147
Mental retardation	158	136	0,99	0,3196
Mild mental retardation	56	48	0,15	0,7031
Severe intellectual disabilities	32	0	31,79	0,0000
Multiple developmental disabilities	24	0	23,34	0,0000

The analysis of educators' perceptions regarding the substantive dimensions of inclusive education implementation elucidates a range of challenges intrinsic to this process. A prevailing consensus emerges among teachers, reflecting a shared understanding of their experiences. Through a meticulous analysis of the average values assigned to various components within the educational framework, it becomes apparent that the most pronounced difficulties are situated within the realms of logistical and methodological support for educational activities. Educators engaged in inclusive education consistently articulate concerns related to the organization of lesson activities, emphasizing the imperative for an environment that is

both accessible and conducive to developmental growth. Moreover, specialists in special education highlight significant challenges stemming from an inadequate level of professional preparedness among teaching staff. This deficiency hampers their ability to effectively deliver tailored educational content for students with disabilities and to provide essential specialized pedagogical interventions. Remarkably, teachers converge in their assessment that the fewest obstacles are encountered in fostering interactions among key stakeholders in the educational process — namely, between specialists, parents, and students — as well as in the orchestration of extracurricular activities and remedial courses.

Table 2

Comparative analysis of teachers' perceptions of the parameters of the educational process for the realization of inclusive education

Parameters of the educational process	Teachers (inclusive education)		Teachers (special education)	
	Average value	Rank	Average value	Rank
Organization of accessible environment	2,67	3	2,60	5
Material and technical equipment of the educational process	2,97	1	3,25	2
Methodological support of the educational process	2,73	2	3,29	1
Realization of extracurricular activities	2,27	6	2,54	7
Implementation of correctional courses	2,23	7	2,58	6

Parameters of the educational process	Teachers (inclusive education)		Teachers (special education)	
	Average value	Rank	Average value	Rank
Realization of subject areas	2,33	5	2,75	4
Qualification of pedagogical staff	2,47	4	2,79	3
Interaction of administration, pedagogical staff with parents (legal representatives) of students with disabilities	2,13	9	2,38	8
Interaction of pedagogical staff with students with disabilities	2,17	8	2,32	9

The results of the comparative analysis of educational process parameters using the Mann-Whitney criterion between the two samples showed that there are reliably significant differences in such an important indicator as “methodological support of the educational process”. This factor exerts a profound influence on the attainment of educational objectives and plays a pivotal role in fostering an optimal psychological climate within the educational institution.

Discussion of the results

The findings of the empirical study indicate that there are both commonalities and divergences in the perceptions of teachers of the two compared samples regarding the relevance of inclusive education to certain categories of students with disabilities. A considerable proportion of teachers advocate for the implementation of inclusive education for students with speech and locomotor impairments,

Table 3

Comparative analysis of teachers’ perceptions of the importance of educational process parameters for the realization of inclusive education

Parameters of the educational process	Sum of ranks (Teachers, inclusive education)	Sum of ranks (Teachers, special education)	Mann-Whitney U-test	Z	p, significance level
Organization of accessible environment	43267,0	37736,0	19208,0	0,82	0,413
Material and technical equipment of the educational process	39711,0	41292,0	18096,0	-1,74	0,079
Methodological support of the educational process	36967,0	44036,0	14812,0	-4,59	0,000
Realization of extracurricular activities	40243,0	40760,0	18088,0	-1,78	0,075
Implementation of correctional courses	39935,0	41068,0	18142,0	-1,73	0,081
Realization of subject areas	40019,0	40984,0	18306,0	-1,59	0,119
Qualification of pedagogical staff	39767,0	41236,0	18314,0	-1,59	0,123
Interaction of administration, pedagogical staff with parents (legal representatives) of students with disabilities	40299,0	40704,0	18144,0	-1,73	0,083
Interaction of pedagogical staff with a student with disabilities	40607,0	40396,0	18452,0	-1,47	0,142

with mental retardation, visually impaired and hearing-impaired students with normal cognitive development or in combination with mental retardation. In alignment with contemporary normative frameworks, these categories of schoolchildren primarily receive an educational curriculum that is commensurate with that provided to their peers exhibiting typical developmental trajectories. Statistically significant differences observed in the perceptions of two groups of teachers about the relevance of inclusive education to the special educational needs of individual schoolchildren do not entirely encapsulate the complexities of the actual situation.

Let us delve into the perspectives of educators operating within specialized educational institutions. Not a single teacher advocates for inclusive education for students grappling with multiple developmental disorders and severe intellectual disabilities. Furthermore, less than 10% of teachers endorse an inclusive education format for blind schoolchildren, and 2 teachers recommend it for deaf schoolchildren. In contrast, the landscape shifts within the realm of inclusive education. Teachers, particularly those with limited experience working with children with disabilities, exhibit a more optimistic outlook regarding the inclusion. This optimism leads them to broaden the scope of inclusion for certain categories of students. Approximately 20% of teachers assert that inclusive education can contribute to the realization of special needs of schoolchildren with sensory impairments (blind and deaf), as well as with severe disabilities and multiple developmental disorders. However, we contend that these opinions are often formed without a solid foundation in practical experience or a comprehensive understanding of the intricacies of mental development and pedagogical principles essential for constructing an effective special education system, as well as the primary objective of the educational process in the form of social adaptation through the development of life competencies as a basis for mastering academic knowledge. Domestic special pedagogy has accumulated vast experience in the education of such groups of children, textbooks and teaching aids, didactic material and teaching

methods, corrective-developmental and rehabilitation equipment have been developed, an accessible environment has been created, and educators possess the requisite qualifications to effectively support these learners. Regrettably, within the framework of inclusive education it is not uncommon for students to be formally enrolled in an educational institution and assigned to a class, yet receive their education at home, often with significant involvement from their parents. This format of implementation of inclusive education fails to address the critical issues of socialization and integration of the child into society, and, on the contrary, can adversely affect the development of the child. Such scenarios frequently arise when schools fail to establish safe and at the same time developmental conditions, due to which parents, reluctant to pursue special education options for their child, may opt for home-based education, guided by their attitudes, rather than expediency in the organization of education and individual psychological needs of the child.

Less than 20% of respondents in both samples acknowledge that inclusive education adequately addresses the characteristics and needs of children with autism spectrum disorders and mild mental retardation. Regarding the education of children with autism spectrum disorders, this perspective is largely shaped by the prevailing traditions within domestic special education. Historically, there have been no dedicated schools or tailored educational programs for this demographic, nor have any specialized teaching methodologies or resources been developed. Furthermore, the heterogeneity of this population, characterized by varying degrees of severity of deviations in mental development, intellectual impairment, manifestation of emotional and communicative difficulties, complicates the formulation and execution of the content of education and upbringing.

In the case of children with mild mental retardation, a hybrid educational approach proves to be the most effective within the framework of inclusive education. For example, academic subjects and remedial courses are implemented in specialized classes or schools, and extracurricular activities and vocational training occur

alongside typically developing peers. Such organization of the educational process will facilitate the inclusion of a child with mild intellectual disabilities in society and his/her social adaptation. A significant number of respondents assert that the categories of children with mild mental retardation and autism spectrum disorders are more effectively trained in the system of special education. Taking into account that the majority of schoolchildren with autism spectrum disorders also have intellectual disabilities of varying severity, it is imperative that their education should be based on the application of tailored strategies of teaching disciplines and the implementation of correctional courses. The inclusive model of teaching these children in the general education classroom poses challenges in aligning and harmonizing with the curricula and subjects designed for students with normal development.

Overall, the respondents concur on the principal challenges associated with the implementation of inclusive education. These challenges predominantly pertain to material and technical resources, as well as the educational and methodological support essential for the learning process. The successful execution of educational initiatives necessitates specialized equipment that facilitates the delivery of educational content and its effective assimilation by students. This, in turn, determines their academic performance and psychological well-being. Educational objectives dictate the requisite standards for teaching and learning materials (textbooks, manuals, workbooks, didactic material). This is particularly pertinent for materials designed specifically for students with intellectual disabilities.

Teachers implementing inclusive education emphasize the organization of accessible environment as a crucial parameter of the educational process. Currently, while new schools are being constructed and existing ones are undergoing modernization, many do not fully comply with the standards outlined in regulatory documents (The State Education Standard). However, specialists from small towns and rural areas point out that the environment of special schools does not meet the normative requirements. Teachers working in the system of special education note

that the deficit and insufficient training of professional staff can be an obstacle to effective educational process. Our research indirectly corroborates this observation. Teachers working in an inclusive format often lack education in the field of special pedagogy and psychology. Although courses in these fields are included in teacher training programs across various disciplines, they tend to be superficial and do not cultivate enduring knowledge or essential competencies among students. Retraining of specialists is not always a viable solution for professional staff shortage, as the level of educational programs frequently falls short. The level of professional competence of teachers is pivotal for the success of education, ultimately shaping individuals' preparedness for active participation in the economic and social development of their country. Achieving the overarching goals of inclusive education is contingent upon ensuring that the educational system is staffed with professionals possessing specialized qualifications for teaching children with disabilities.

The insufficient attention given to the implementation of inclusive educational practices poses significant challenges in the interactions among educators, parents (or legal guardians), and students. These competencies are not merely supplementary; they constitute essential professional attributes that fundamentally influence the efficacy of pedagogical endeavors. In addition, the organization of extracurricular activities and correctional courses for students with disabilities does not present substantial difficulties for teachers. This can be attributed to the presence of specialized staff within schools, who are tasked with facilitating these initiatives.

Educators operating within the realm of special education often harbor concerns regarding the improper or inconsistent application of textbooks and teaching aids, didactic materials tailored for certain categories of students with disabilities (with intellectual disabilities, visual impairment, hearing impairment, etc.). They fear that such misapplications may adversely affect both personal and academic outcomes, thereby hindering the process of social adaptation and diminishing levels of independence in personal and professional spheres. Consequently, this

could lead to increased economic burdens associated with social security in adulthood.

Conclusion

Inclusive education has become a prevalent aspect of contemporary pedagogical practice. Educators play a pivotal role in facilitating pedagogical interactions, significantly influencing the trajectory of inclusive processes within the domestic education system. Recent research has elucidated various aspects of teachers' perceptions regarding inclusive education.

1. Inclusive education is particularly beneficial for children with disabilities resulting from mild health limitations: visually impaired, hearing impaired, speech impaired, locomotor disorders, mental retardation.

2. Children with significant or combined health limitations, complex structure of special educational needs are generally better suited for specialized educational settings.

3. The effectiveness of education implemented in an inclusive form is determined by the following factors: basic education of the teacher, experience of work with children with disabilities, material and technical equipment of the edu-

cational organization, the state of educational and methodological support of the educational process.

4. The development of innovative educational frameworks for children with disabilities necessitates a scientific basis for diversification processes. This approach aims to mitigate social and economic risks while preventing adverse effects on the health of children with special educational needs. Additionally, it seeks to uphold the quality and effectiveness of education to avoid an increase in socially maladaptive behaviors among citizens.

This study has limitations that can be clarified in further work. Firstly, the specific challenges encountered in the realm of inclusive education within small schools remain inadequately addressed. Secondly, it is essential to conduct a separate analysis of the diverse range of issues and obstacles that emerge in the implementation of inclusive education across urban and rural settings. Lastly, the unique characteristics of organizing inclusive education within the framework of collaborative interactions among various types of organizations merit thorough investigation.

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Assessment of Professional Teacher Training in the Context of Inclusion in Belarus

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The results of an empirical study of a comprehensive assessment of the professional training of future teachers of various specialties (preschool educators, primary school teachers, subject teachers, psychology teachers, social educators, speech pathologists) at higher education institutions in the Republic of Belarus are presented. The complexity of the assessment is ensured by the study of all components of professional teacher training (educational conditions, educational process, educational results) and the representativeness of the multi-subject groups of respondents (vice-rectors for academic affairs of institutions of higher education, teaching staff, graduate students and undergraduates). In order to obtain the research results, there were used author's checklists, 4 types of questionnaires correlated with the marker system (marker 1 — “educational conditions”, marker 2 — “educational process”, marker 3 — “educational results”), criteria, indicators. The study involved 8242 respondents, including the authority (10 vice-rectors for academic affairs), the teaching staff (1131 people), future teacher students of various specialties (7101 people). Mathematical and statistical data processing included the use of Pearson's χ^2 criterion (STATISTICA statistical package version 10.0). The study allowed us to see an important problem — “deficits” in the quality of university teaching staff training (especially its methodological component) that enables to solve problems of forming professional competencies in future teachers. The assessment of professional teacher training made it possible to determine the vectors of improvement of organizational and pedagogical conditions, content and methodological support of higher teacher-training education in the context of the implementation of the principle of inclusion, new methodological approaches to improving the quality of differentiated professional teacher training and to create a basis for making a number of managerial decisions.

Keywords: the principle of inclusion in education; special educational needs; professional teacher training; educational process; educational conditions; educational results; higher education institution.

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Оценка профессиональной педагогической подготовки в контексте принципа инклюзии в Беларуси

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Представлены результаты эмпирического исследования комплексной оценки профессиональной педагогической подготовки будущих педагогов разных специальностей (воспитателей дошкольного образования, учителей начальных классов, учителей-предметников, педагогов-психологов, социальных педагогов, учителей-дефектологов) в учреждениях высшего образования Республики Беларусь. Комплексность оценки обеспечивается исследованием всех компонентов профессиональной педагогической подготовки (образовательных условий, образовательного процесса, образовательных результатов) и репрезентативностью полисубъектных групп респондентов (проректоры по учебной работе учреждений высшего образования, профессорско-преподавательский состав, студенты выпускного курса и магистранты). С целью решения исследовательских задач использовались авторские чек-листы, 4 вида анкет в соответствии с системой маркеров (маркер 1 — «образовательные условия», маркер 2 — «образовательный процесс», маркер 3 — «образовательные результаты»), критериев, показателей. В исследовании приняли участие 8242 респондента, в том числе администрация (проректоры по учебной работе — 10 человек), профессорско-преподавательский состав (1131 человек), студенты-будущие педагоги разных специальностей (7101 человек). Математико-статистическая обработка данных проводилась с использованием критерия χ^2 Пирсона (статистический пакет STATISTICA версия 10.0). Отмечается, что исследование позволило увидеть важную проблему — «дефициты» качества подготовки профессорско-преподавательского состава университетов (особенно ее методической составляющей) к решению задач формирования профессиональных компетенций у будущих педагогов. В свою очередь, оценка профессиональной педагогической подготовки позволила определить векторы совершенствования организационно-педагогических условий, содержания и методического обеспечения высшего педагогического образования в контексте реализации принципа инклюзии, новые методические подходы в повышении качества дифференцированной профессиональной педагогической подготовки и создать основу для принятия ряда управленческих решений.

Ключевые слова: принцип инклюзии в образовании; особые образовательные потребности; профессиональная педагогическая подготовка; образовательный процесс; образовательные условия; образовательные результаты; учреждение высшего образования.

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Introduction

The Code of the Republic of Belarus on Education emphasizes the principle of inclusion as a fundamental aspect of state policy in the realm of education [11]. Researchers have dedicated significant attention to evaluating the efficacy of inclusive processes within educational settings [1; 2; 3]. High-quality educational inclusion can be reached by professional pedagogical training [4; 5; 6; 7; 14; 16; 17; 18], aligning with the definition of “quality of education” [8; 9; 10; 11]. Quality education is evaluated based on two primary criteria: the capacity of an education to meet state standards, as well as its ability to fulfill societal needs.

The term “quality” is defined as “the characteristics of an object and its ability to meet established and anticipated needs” [12]. Evaluation of professional pedagogical training has been the subject of numerous publications, scientific discussions, and research studies. The effectiveness and efficiency of professional pedagogical training are key considerations.

In a previous publication [15], methodological approaches to creating diagnostic tools for evaluating the training of inclusive education teachers were presented. This toolkit enables the assessment of learning conditions, educational processes, and the development of professional competencies among prospective teachers.

Our research results will serve two main purposes. Firstly, they will help identify the strengths and weaknesses of every aspect of the educational process related to training

future teachers, including the conditions, the actual teaching process, and the educational outcomes. This analysis will enable us to make informed management decisions aimed at enhancing the quality of teacher training. Secondly, our findings will facilitate the development of a monitoring system that will empower each university to formulate a strategic approach to training future teachers within the framework of promoting inclusive education.

Research methodology and sample characteristics

In order to address the research objectives, a set of tools was developed, including a system of markers (Marker 1 — “Educational Conditions”, Marker 2 — “Educational Process”, Marker 3 — “Educational Results”), criteria, and indicators for evaluating the quality of preparation of future teachers to implement inclusive education principles. A variety of elements within the field of professional pedagogical training were evaluated, including educational and programme documentation, scientific and methodological support (such as higher education educational standards, exemplary curricula for pedagogical specialities, and teaching staff professional activities), as well as the content of practical training (which encompasses various types of practices outlined in the curricula). Additionally, the evaluation considered personal and professional educational outcomes, which encompass a range of fundamental and specialised competencies.

The study was conducted during the 2023/2024 academic year in higher educa-

tion institutions (HEIs) across the Republic of Belarus. These institutions collectively specialise in the training of teachers across various disciplines. The study encompassed a total of ten higher education institutions (HEIs), distributed across the country. Seven of the institutions (HEIs-1) concentrated their efforts on training future teachers for preschools, general secondary schools, and special education institutions, representing 70% of the total number of HEIs included in the study. The remaining three HEIs (HEIs-2) focused their training on teachers for establishments spanning different levels of basic education, including vocational and secondary special education, representing 30% of the total number of HEIs included in the study.

The survey respondents were classified into three distinct groups: those occupying administrative roles (including vice-rectors for academic affairs), faculty members, and graduate students. The research tools were comprised of checklists that were tailored to the specific needs of the higher education institution's administration, as well as questionnaires that were designed to elicit information from different segments of the academic community. The questionnaires included options for graduate students pursuing pedagogical qualifications, graduate students focusing on becoming teacher-defectologists/special education teachers, graduate students in general, and the teaching staff of the institution. The response scale ranged from "yes" to "I find it difficult to answer", thereby providing a comprehensive spectrum of responses for the participants.

6852 respondents took part in the study, including:

group of respondents 1 (marker 1) — vice — rectors for academic affairs of the Higher education institution — a total of 10 people;

group of respondents 2 (marker 2) — 1131 teachers of higher education institutions, including teaching staff of higher education institutions-1 — 76.7%, teaching staff of higher education institutions-2 — 23.3% (female respondents — 77.5%, male — 22.5%). Teaching experience in higher education: 14.9% — up to 5 years; 7.9% — 5—10 years; 26.5% — 11—20 years; 32.4% — 21—30 years; 13.4% — 31—40 years; 4.9% — over 41 years. They have an academic degree of Doctor of Sciences — 3.2%; Candidate of Sciences — 44.9%; academic master's degree — 26.2%; academic title of professor — 2.7%; academic title of associate professor — 39.1%; do not have an academic degree / title — 58.2%. The respondent teachers teach various academic disciplines: 19.6% — humanities; 6.7% — general pedagogical disciplines; 12.4% — special pedagogical disciplines; 6.2% — general psychological disciplines; 5.1% — special psychological disciplines; 8.5% — methodological disciplines; 20.2% — language disciplines (including foreign languages); naturally-scientific disciplines — 8.2%; physical education — 8.1%; other — 4.9%. The survey of teaching staff focused on two key aspects of the educational process: firstly, the preparedness and capability of teaching staff to teach academic disciplines in line with the principles of inclusive education, and secondly, the understanding and acceptance of the ideas of educational inclusion, as well as the possession of the requisite knowledge about the theoretical and practical aspects of implementing the principle of inclusion in education. The utilisation of information pertaining to the integration of students with special educational needs into the learning environment and their interactions with their peers, the prevention of stigmatisation and bullying in children's collective settings, and so forth. Secondly, the

deployment of competence-oriented tasks and cases that demonstrate the realisation of the principle of inclusion in education, in lectures, practical classes, laboratory sessions, and the various forms of practice;

the group of respondents 3 (marker 3) — a total of 5,711 people, including:

a) 5,083 future teachers (4143 (81.5%) — future teachers of kindergartens, ordinary schools, special schools and 940 (18.5%) — future teachers of professional colleges (respondents of the HEI-1 female — 80%, male — 20%; HEI respondents-2 female — 69.7%, male — 30.3%);

b) 501 (12.1%) graduate students who receive the qualification of “teacher-defectologist/special teacher” (female respondents — 99%, male — 1%);

c) 127 graduate students in the profile of “Pedagogy” (female respondents — 78.7%, male — 21.3%).

Three groups of student respondents were identified: a — “future teachers of various specialties”, b — “future teachers of speech pathologists”, c — “undergraduates of pedagogical specialties”). The students of group “a” studied:

1) the formation of **basic professional competencies (BPC)** that ensure effective professional activity in an inclusive education environment:

understanding and acceptance of the ideas of inclusive education;

emotional readiness for professional activity in an inclusive education environment;

knowledge of the typology of special educational needs (hereinafter — SEN) of students;

understanding of their professional role in team interaction in solving the tasks of teaching a child with SEN and willingness to perform it;

2) willingness and ability:

to organize the educational process on a diagnostic basis, taking into account individual SEN;

to adapt/modify the content of education and methodological techniques taking into account the SEN of the student;

to analyze the resources of the educational environment in terms of their compliance with the SEN of students;

to create special educational conditions taking into account the individual SEN of students;

to prevent discrimination and/or bullying of individual students.

The students of group “b” studied:

1) the formation of specialised professional competencies (SPC) that ensure effective professional activity in an inclusive education environment is contingent upon a number of factors. Firstly, there must be an understanding and acceptance of the principles of inclusive education. Secondly, professionals must possess knowledge of the typology of students with special educational needs (SEN);

2) The ability to diagnose students with special educational needs (SEN) and assess the suitability of the educational environment for meeting their individual requirements is essential. Furthermore, the development of tailored learning environments, the organisation of the educational process on a diagnostic basis and the creation of special educational conditions must be considered. The special educational needs (SEN) of students must be taken into account when adapting the content of education and the methodological techniques employed. This entails modifying the content and techniques in a way that is sensitive to the specific needs of each student. It is essential to interact with other participants in the educational process and engage in the development of joint solutions. This collaborative approach is crucial for ensuring the ef-

fective delivery of education to students with diverse needs.

The students in Group C studied two key areas: firstly, the formation of deep professional competencies (DPC) that ensure effective professional activity in an inclusive education environment, and secondly, willingness and ability. To design an inclusive educational environment within an educational institution; to undertake methodological activities within an educational institution on issues of inclusive education; to organise and undertake project activities, and to participate in scientific and methodological work within an educational institution in the context of inclusive education. Some of the questionnaire items were identical for all groups of student respondents, enabling the collection of comparative data on their preparedness to work in an inclusive education environment. The sample of respondents is representative of the general population of educational institutions that provide training for future teachers, ensuring the objectivity of the results. To compare the distribution of response frequencies across three different groups of respondents, the Pearson criterion χ^2 was employed (STATISTICA statistical package version 10.0).

Results

Marker 1 "Educational conditions" (respondents are vice-rectors for academic affairs). A total of 80.0% of respondents indicated that the educational programmes are aligned well with current pedagogical science and educational practices in the realm of inclusive education from a theoretical perspective. Competence-based tasks are being created and implemented within the educational framework to foster the skills necessary for constructing the educational process based on diagnostic foundations, taking into account the specific special educational needs (SEN)

of students (60.0%). While some respondents acknowledge only a partial alignment (40.0%), the overall sentiment is positive towards the integration of inclusive practices in education.

It was not identified by any of the respondents that the allocation of tasks was towards enhancing the readiness and capability of future teachers to work in an inclusive education setting. This contradictory situation requires further investigation. The respondents indicated that control and evaluation materials are either absent (20.0%) or inadequate (20.0%), which are essential for assessing the development of various competencies crucial for working in an inclusive education environment. Additionally, the respondents stated that they have sufficient access to textbooks, teaching materials, and other educational resources necessary for effectively preparing future teachers for inclusive education (80.0%).

The respondents indicated that only 40% of the sources specified in the list of essential and additional literature comply with the requirements for relevance. Conversely, the learning environment in two out of ten universities (20%) is fully compliant with accessibility requirements, while eight universities (80%) have partial compliance. The majority of respondents (90%) indicate the presence of structures that support the preparation of teachers for inclusive education. Additionally, they indicate that the necessary technical equipment is available to conduct practical classes in academic subjects that contribute to the development of skills and readiness for work in inclusive education settings.

The vast majority of respondents (100.0%) attest to the teaching staff's profound grasp of the philosophy and values of inclusion, their embrace of the concept of inclusive education, and their comprehensive understanding

of the theoretical foundations of implementing inclusive principles in education. However, the respondents also indicate that there is room for improvement in the teaching staff's preparedness to effectively utilise methods and strategies to prevent discrimination and bullying within a student community. Additionally, there is a dearth of knowledge regarding the current landscape of inclusive educational practices, the characteristics of an inclusive learning environment, the various types of special educational needs (SEN), as well as the expertise and ability to employ methodological techniques when integrating a student with SEN into interactions with peers. It is further recommended that students with SEN receive enhanced training and education.

Marker 2 "Educational process" (respondents — teaching staff).

The majority of respondents (the total response rate is "yes" and "rather yes than no") understand the philosophy of inclusion in education (58.6% and 33.7%) and accept the values of educational inclusion (46.3% and 38.6%). At the same time, less than half of the respondents indicated that they are well aware of the ideas of inclusive education, and 15.1% of the respondents' answers relate to the positions "rather no than yes", "no", "I find it difficult to answer". Respondents unequivocally affirmatively believe that they know the current state of educational practice in the context of inclusive education (31.7%); the necessary knowledge to consider theoretical (32.8%) and practical (27.8%) aspects of the implementation of inclusive education in teaching students; methods and techniques to prevent discrimination and bullying (37.0%); information on methodological methods (34.6%) and the actual methodological methods of work (30.6%) in the training and upbringing of a student with SEN; knowledge of methodological techniques (31.3%) and the

actual methodological techniques (28.1%) of involving a student with SEN in interaction with peers. At the same time, from 32.6% to 37.3% of respondents answered these questions "rather no than yes", "no", "I find it difficult to answer". 30.7% of respondents use information about methodological techniques for including a student with SEN in interaction with peers, while 37.0% of respondents do not do this.

Less than a third of respondents answered in the affirmative that they use competence-oriented tasks/cases on inclusive education in lecture classes (27.3%), in practical and/or laboratory classes (29.0%). Respondents answered "rather no than yes", "no", "I find it difficult to answer" in 23.5%, 12.9% and 6.5% of cases (regarding the use of competence-oriented tasks in lectures) and from 20.4%, 11.9% and 5.3% (in practical and/or laboratory classes) of respondents, respectively.

The survey showed that 24.8% of teaching staff have practical experience working with a child with SEN. University teachers feel the need for knowledge about the special educational needs of students (61.7%); note a lack of knowledge about techniques and ways to adapt the content of educational material (55.2%) and methodological techniques (54.3%), taking into account different SEN of students; lack of knowledge about the formation of an inclusive culture of students in a group/class (51.0%) and about organization of effective interaction with parents of group/class children, including parents raising children with SEN (51.1%); 28.4% of respondents confidently claim that they have an inclusive culture, while 29.4% of respondents note that they have not formed an inclusive culture.

Marker 3 "Educational outcomes" (student respondents (a)). The absolute majority of respondents understand and accept the

ideas of inclusive education, 85.0% intend to improve their professional skills in this direction. Future speech-language pathologists are confident that they have deep and complete knowledge in the field of inclusive education (14.4%); they know how to communicate correctly with parents of “special” children (25.4%). The respondents believe (the answers are “yes” and “rather yes than no”) that they are able to determine the educational needs of each child (28.4% and 41.7% respectively); they are able to establish friendly relationships between normal and “special” children (31.3% and 35.6% respectively); they will be able to organise communication between parents of “normal” and “special” children (37.3% and 36.8% respectively). The respondents of this group believe that they have the knowledge that will allow them to resist discriminatory manifestations against “special” children (63.8%), intend to create a positive image of a “special” child in the classroom (85.7% of respondents). At the same time, 21.3% of the respondents admit that they do not understand the idea of inclusion or find it difficult to answer this question; 12.3% do not accept the idea of inclusive education or find it difficult to answer this question. 16.0% of pre-service teachers think that knowledge of inclusive education is unnecessary and 14.3% of respondents find it difficult to answer this question. The very idea of the possibility of working in an inclusive educational environment causes a varying degree of negative attitude in 19.0% of future teachers.

With varying degrees of confidence, 67.8% say that every child with SEN is ready to learn. At the same time, 44.9% of respondents feel professionally insecure when working with “special” children, 44.2% feel psychologically unprepared to work with “special” children in conditions of inclusion, and 40.2%

feel methodologically unprepared to work with “special” children. In addition, it is difficult to answer the questions: “I feel professionally insecure in working with “special” children” — 17.7%, “I feel psychologically unprepared to work with “special” children in conditions of inclusion” — 15.5%, “methodically unprepared to work with “special” children” — 17.9% of respondents. The reasons for a child’s “failure” in the educational process are associated with the teacher’s work by 47.6%, and with the child’s existing disorder — 23.7%.

Most of the future teachers interviewed are aware of the role of teamwork in solving the problems of inclusive education. Thus, the respondents intend to solve the problems of teaching “special” children (63.6%) in a team of specialists, including a teacher-defectologist, a teacher-psychologist, parents and the administration of an educational institution. In order to adapt teaching materials to the characteristics of each child, 63.6% of respondents plan to consult a teacher-defectologist. At the same time, 78.8% of the respondents intend to offer the adaptation of educational materials taking into account the characteristics of each child to a teacher-defectologist (11.4% find it difficult to answer), 73.4% of the respondents would offer the same to the parents of a child with SEN, and 20.7% of the future teachers will delegate the solution of problems arising in the education of “special” children to the children’s parents (15.3% find it difficult to answer).

The respondents expressed confidence in their ability to adapt methodological techniques to the needs of each child. 27.1% (42.0% “rather yes than no”) indicated knowledge of structuring lessons (courses) to address the educational needs of all children, including those with special needs. 26.0% (35.1% “rather yes, rather than no”) demonstrated proficiency in utilizing didactic mate-

rials in a manner that considers the diverse needs of learners. A significant proportion of respondents indicated that they intend to use various methodological techniques and ways of organising educational activities for children with special educational needs (SEN). In particular, 48.4% of respondents indicated that they intend to use a range of techniques and approaches, while 56.1% stated that they intend to select educational material in accordance with the educational needs of each child, including those with special requirements.

Furthermore, a notable number of respondents (35.4%) indicated that they are able to consider the specific needs of different children with SEN. This suggests that they are able to adapt their teaching methods to meet the diverse learning needs of their students.

The self-assessment by prospective teachers of the formation of specialised professional competencies indicates a relatively high level of preparedness for the implementation of the principle of inclusive education. A total of 18.0% of respondents expressed doubts of varying severity or difficulties in answering the question about their readiness to teach any child with special educational needs (SEN). Similarly, 13.8% of respondents indicated difficulties in their ability to adapt any methodological techniques to the characteristics of each child. Additionally, 11.6% of respondents expressed concerns regarding their willingness to carry out an examination of the resources of the educational environment in terms of its ability to satisfy the individual special educational needs (SEN) of the student. To satisfy the individual special educational needs (SEN) of the student — 11.6% and an expert assessment of the created special educational conditions — 13.2%; willingness to work with undesirable student behaviour — 16.2%; willingness to consult

teachers on the inclusion of a child with SEN in interaction with their peers — 12.0%. A significant proportion of future teachers-defectologists expressed reservations about their ability to foster amicable relationships between typically developing and children with special educational needs (SEN), ascertain the educational requirements of each child, and facilitate communication between parents of typically developing and SEN children.

The data from the survey of Masters postgraduates of pedagogical specialties (respondents — Masters postgraduates (c)) on the formation of the required deep professional competencies indicate that 19.7% of respondents are uncertain or have difficulties in knowing the typology of the SEN of students, while 24.4% have similar difficulties in relation to strategic directions for the development of educational inclusion. The respondents indicate a lack of preparedness to design an inclusive educational environment in an educational institution (25.7%), implement methodological measures on inclusive education (31.5%), organise and implement project activities in the context of inclusive education (30.5%), and organise scientific and methodological. The remaining areas requiring attention are as follows: work on educational inclusion (28.4%); conducting an examination of the resources of the educational environment in terms of its capabilities to meet the individual needs of a student (25.9%); conducting an expert assessment of the created special educational conditions (25.2%).

In order to compare the distribution of response frequencies in three different groups of respondents (students-future teachers of preschool education and general secondary education (P), students who receive the qualification of “teacher-defectologist/SEN teacher”, and students who receive postgraduate education (master’s degree)), Pearson’s cri-

terion χ^2 was employed to assess the statistical significance of differences between two or more relative indicators (frequencies) (STATISTICA statistical package version 10.0).

The results of Pearson's χ^2 calculation (Table 1) allow stating significant differences in the three groups of respondents on the general questions of the questionnaires.

The results of Pearson's χ^2 calculation (see Table 1) allow stating significant differences in the three groups of respondents of future teachers (P) and future teachers-defectologists (TD) on the general questions of the questionnaires.

The analysis of the data presented in Table 1 allows stating that the understanding of philosophy, acceptance of the values of educational inclusion, knowledge of the ideas of its implementation and the need to improve professionally among students-defectologists are more pronounced than in other groups of respondents.

The analysis of the data presented in Table 2 allows stating that the readiness to teach any child with special educational needs, consideration of the failure of a "special" child as a pedagogical problem, the ability to adapt and use any methodological

Table 1

The results of comparing the frequency of responses to the questionnaire of graduate students: future teachers (P), teachers-defectologists (TD) and Masters postgraduates (M)

Question	χ^2	df	p
I understand the philosophy of inclusion in education	63,34	8	< 0,001
I accept the values of educational inclusion	77,77	8	< 0,001
I am well aware of the ideas of implementing the principle of inclusion in education	190,35	8	< 0,001
I accept the terms of inclusion and will improve professionally so that my activities are successful	80,45	8	< 0,001

Table 2

The results of comparing the frequency of responses to the questionnaire of future teachers and future teachers-defectologists

Question	χ^2	df	p
I will solve problems in teaching "special" children together, involving a teacher-defectologist, a teacher-psychologist, parents, and the administration of an educational institution	48,73	4	< 0,001
I am ready to teach any child with special educational needs	50,19	4	< 0,001
The failure of a "special" child is a pedagogical problem related to the work of a teacher	45,36	4	< 0,001
I will be able to adapt any methodological techniques to the characteristics of each child	67,53	4	< 0,001
I accept the terms of inclusion and will improve professionally so that my work is successful	75,08	4	< 0,001
I am able to use didactic materials taking into account the special educational needs of different children	341,77	4	< 0,001
I will be able to organize communication between "ordinary" and "special" children	93,70	4	< 0,001
I can identify the educational needs of each child	108,07	4	< 0,001
I will be able to organize communication between parents of "ordinary" and "special" children	41,88	4	< 0,001

techniques to the characteristics of each child, as well as the ability to form friendly relations between ordinary and “special” children and their parents are more pronounced among students-defectologists compared to future teachers.

Conclusion

The conducted research made it possible for the first time in the Republic of Belarus to comprehensively assess the quality of training future teachers for inclusive education. We consider it reasonable to recommend the developed tools for conducting monitoring procedures in higher education institutions that prepare future teachers of various specialties. Preparing future teachers for inclusive education requires transformations of all components of the educational process: revision of

the content of general pedagogical, general psychological and methodological academic disciplines, targeted training of teaching staff. A meaningful examination of curricula should be carried out from the standpoint of 1) the presence in them of tasks that determine the formation of future teachers' ability and readiness to work in an inclusive education; 2) requirements for knowledge and skills that reveal the essence of pedagogical activity in an inclusive education. Teaching methods should be enriched with relevant competence-oriented tasks developed in inclusive education. Special attention should be paid to methodological training, which involves the formation of the readiness and ability of future teachers to adapt and/or modify the content and methodological techniques, taking into account the individual SEN of students.

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Awareness of the Language Norm by Speech Therapy Students as a Factor of Readiness to Work in an Inclusive Educational Environment

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The work is aimed at studying the formation of language reflection and the peculiarities of awareness of the language norm by speech therapy students as an indicator of their readiness to work with children with disabilities. The research materials obtained from a sample of first-year students of the Faculty of Defectology of the Moscow State University (N=450; EG=100) are presented. The study was conducted in 2 stages, including the analysis of video recordings of samples of spontaneous speech and reading texts of varying complexity. The results obtained show the insufficient formation of language reflection and the difficulty of understanding the language norm by future speech therapists. The influence of the complexity of the text on the number and prevalence of errors in the reading test has been determined (with a significance of $p < 0,001$ there are differences in the groups). Purposeful attention to their own speech and the speech of others, recording self-observations helped to increase the number of students who completed the tasks without errors (from 15% to 40%). At the same time, with a significance of $p < 0,001$, it was revealed that students are better at detecting errors during self-control than testing others. The study proposes ways of improving the language reflection of the students for their better formation for working in an inclusive environment.

Keywords: speech therapy; language norm; language reflection; speech technique; inclusive educational environment; higher educational institutions; training of speech therapists; speech therapy students.

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Осознание языковой нормы студентами-логопедами как фактор готовности к работе в инклюзивной образовательной среде

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Представлены материалы исследования, направленного на изучение сформированности языковой рефлексии и особенностей осознания языковой нормы студентами-логопедами как показателей их готовности к работе с детьми с ограниченными возможностями здоровья. Работа проведена на выборке студентов первого курса дефектологического факультета МПГУ (N=450; ЭГ=100). Исследование проводилось в 2 этапа, включало анализ видеозаписей образцов спонтанной речи и чтения текстов различной сложности. Полученные результаты показывают недостаточную сформированность языковой рефлексии и трудности осознания языковой нормы будущими логопедами. Определено влияние сложности текста на количество и распространенность ошибок при чтении (со значимостью $p < 0,001$ в группах есть различия). Обеспечение целенаправленного внимания к собственной речи и речи других, фиксация самонаблюдений привели к росту числа студентов, безошибочно выполнивших задания (с 15% до 40%). При этом со значимостью $p < 0,001$ выявлено, что при самоконтроле ошибки замечаются лучше, чем при контроле. Предложены пути совершенствования языковой рефлексии для формирования готовности к работе в инклюзивной среде.

Ключевые слова: логопедия; языковая норма; языковая рефлексия; техника речи; инклюзивная образовательная среда; высшие учебные заведения; подготовка логопедов; студенты-логопеды.

Финансирование. Исследование выполнено в рамках проекта «Научно-методическое обоснование и разработка новых моделей профессиональной подготовки педагогов-дефектологов в условиях формирования национальной системы высшего образования», регистрационный номер: 124031800083-6.

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Introduction

The realm of education, including the inclusive educational setting, is characterized by distinct attributes and characteristics. These attributes encompass the establishment of social and cultural connections and collaboration [13; 15; 20]. These characteristics are rooted in the utilization of a diverse array of instruments, means, and methods of communication, with speech standing out as a critical element.

Scholars emphasize the pivotal role of speech therapists in successfully integrating individuals into the educational context. This role arises from the detrimental impact of speech impairments on communication processes, socialization, and academic performance, among other areas. It necessitates the presence of particular professional attributes, such as strong communication skills, readiness to engage with diverse groups of individuals, and proficiency in therapeutic techniques [2; 7; 16].

It is worth noting the developments regarding the delineation of the distinctive features of speech practices and the establishment of a particular component in the educational landscape — a unified communicative framework, which serves as the foundation for fostering successful communication among students, monitoring children's language development, and exemplifying the use of standard literary Russian by all teaching personnel and employees of educational institutions.

The use of standard language is essential for all educators; however, speech therapists serve as models of exemplary speech, acting as

“translators of the norms of speech in the native language and the cultural values embedded within it” [17, p. 17].

Thus, the notion of an inclusive educational milieu encompasses the concept of a linguistic standard, which is of paramount importance in the field of speech therapy. The language standard is prescriptive in nature, serving as a regulatory framework for language use in terms of its structural aspects and various components.

It can be defined as a collection of linguistic resources and the rules governing their functioning that are accepted within a given socio-cultural context. The formation of the linguistic standard occurs through the consolidation of the most enduring (conventional) variants. Orthoepic, lexico-semantic, and grammatical standards govern the selection, application, and functional variation of linguistic units and relationships at the appropriate levels of language structure.

The linguistic norm serves as a crucial and steadfast reference point for the implementation of speech therapy. Simultaneously, it becomes an indispensable instrument in the professional realm. The linguistic norm operates in two dimensions: both in relation to the speech of the therapist themselves and in their assessment of the speech produced by others.

The utilization of this instrument is predicated upon the development of a comprehensive toolkit comprising stable and uniform linguistic resources, as well as the establishment of consistent rules for their application in communicative activities. This process entails a deep understanding of linguistic phenomena and fosters

the development of reliable and automatic control mechanisms, both for self-regulation and for external evaluation.

In a diverse environment, collaborating with various groups of children broadens the perspective and viewpoint of the speech-language pathologist, allowing them to approach speech challenges through the lens of the concept of “non-standard speakers”. The professional’s focus extends beyond mere manifestations of speech disorders, encompassing errors arising from difficulties in navigating communication situations, a lack of linguistic sophistication, challenges in mastering non-native languages, and more. [5; 14]

The capacity of a speech-language therapist to engage in metalinguistic exercises and exhibit linguistic reflection, their readiness to scrutinize spoken language, to perceive and professionally evaluate any discrepancies from the standard, as well as the purposeful comparison of spoken examples with the linguistic system and the standards for its use, constitutes a critical prerequisite for the accurate detection of deviations in speech and language development. According to [12], this entails the identification of various linguistic manifestations of erroneous speech, including deviations, infringements, and other irregularities.

To effectively perform their duties, future speech therapists must not only acquire knowledge about the structure and operation of the linguistic system, nor merely “memorize” the rules of pronunciation, vocabulary selection, sentence construction, and so forth, but also develop the ability to solve professional linguistic problems and recognize the language norm as a crucial instrument for their work in an inclusive setting [21].

The government has recently advocated for the modernization of teacher training programs for special education. In the period from 2021 to 2023, the Moscow Pedagogical State University (MPSU) implemented research projects commissioned by the Russian Ministry of Education, during which new approaches to designing educational programs were formulated.

One such initiative was the development of the Core of Teacher Training Programs for

Special Education, which establishes a unified framework and content for educational programs [11]. This initiative includes a mandatory extensive course in the Russian language with a focus on the practical application of linguistic knowledge acquired. Additionally, there is a discipline designed to address students’ pronunciation deficiencies and foster clear, articulate oral communication and reading skills through the subjects of Speech Techniques and Speech Practices [4].

Attention to linguistic norms has an impact not only on pronunciation but also on other levels of the linguistic system. The acquisition of normative speech and the ability to address professional linguistic challenges are cultivated and assessed through various training programs and practical exercises. Nevertheless, it is precisely the phonetic aspect of speech that serves as the focal point of particular attention, serving as the “calling card” of a speech-language pathologist [4].

In light of the aforementioned, the objective of our research was formulated — to assess the preparedness of students pursuing a career in speech therapy to engage in inclusive educational settings by examining the characteristics of their linguistic awareness. The underlying hypothesis of this investigation is the supposition that a prospective speech therapist’s readiness for professional practice is significantly influenced by their level of linguistic reflection. A key indicator of linguistic reflection development is the absence of errors in both oral and written communication, as well as the capacity to critically evaluate the quality of both one’s own speech and that of others. Integrating the deliberate cultivation of linguistic reflection into the training programs for future speech therapists contributes to the development of their professional expertise.

Organization and instrumentation of the study

The research was conducted between September 2021 and April 2024 at the Department of Speech Therapy of the Faculty of Special Pedagogy of the Institute of Childhood at Moscow State Pedagogical University.

The participants were 450 first-year students aged 17—19 years who were enrolled in the speech therapy program. They formed the general population. The experimental group (EG), consisting of 100 individuals, was selected through random sampling.

Homogeneity of the population and the EG was ensured based on statements of professional educational preferences, mandatory secondary general education, and absence of disability status. Additional factors such as gender, work experience, and psychological characteristics were not considered, as their influence on the study outcomes was not assessed.

The research was conducted in two stages.

At the initial stage, an assessment was made of the conformity of the subjects' oral speech and reading samples to the codified standards of the Russian language.

The procedure involved the recording of a video clip by the student (lasting no more than three minutes), which served as a self-introduction, followed by a video recording of the reading of the proposed texts, with no limit on the number of attempts. Subsequently, the participants were asked whether they had any mistakes in their videos, with a choice of one of three options: yes, no, or difficult to say.

The evaluation criteria encompassed the presence or absence of errors in both speaking and reading, as perceived by the examiner and the student themselves.

Moreover, during one academic term, all students underwent training in the course Speech Technique. The classes were designed to enhance the mobility and coordination of articulatory movements, improve diction, develop speaking and reading abilities, and foster a deeper understanding of linguistic norms and the development of linguistic awareness.

Throughout the course, the students documented their progress on video for subsequent review and analysis within the group. Additionally, they maintained self-observation journals to meticulously track their sensitivity to both their own errors in speech and those of others.

The subsequent phase of the study aimed to assess the development of the capacity to detect errors in one's own speech and that of

others when presented with novel linguistic material.

The procedure involved dividing students into pairs, where each pair read a text aloud. The reading was recorded on audio media. During the reading process, one member of the pair acted as the reader, while the other acted as a listener. The listener recorded any errors made by the reader. Afterwards, the reader listened to their own audio recording and identified any errors they had made.

The evaluation criteria included the presence or absence of reading errors and the detection or omission of errors during inspection. The errors identified in speaking and reading were categorized according to the methodology used in Russian speech therapy (8; 10).

The linguistic material to be evaluated included:

* Independent speech production by students — “Greeting” (T1)

* Reading of texts containing syntactically complex constructions, technical terms, proper nouns, and quasi-words — fragments of scientific, historical, educational literature, and linguistic fairy tales

The complexity of the texts was evaluated using the CEFR scale and the online tool “Textometer” for automatic analysis (for native speakers of Russian), which included metrics such as readability, lexical diversity, and word frequency. The texts for the first and second stages of the study had similar difficulty levels, ranging from 0 to 100 points.

Stage I:

* T2 — L.N. Gumilyov, “Rhythms of Eurasia: Eras and Civilizations”, excerpt 1 (67 points);

* T3 — G.A. Kashe, “Teaching Pronunciation and Preparation for Literacy Instruction for Children with Speech Underdevelopment” (80 points);

* T4 — L.E. Petrushevskaya, “Pusky Bity” (99 points).

Stage II:

* T5 — L.N. Gumilyov, “Eurasian Rhythms: Eras and Civilizations” (fragment 2), (63 points);

* T6 — R.E. Levina, “Fundamentals of Speech Therapy Theory and Practice” (87 points);

* T7 — L.E. Petrushevskaya “Tres” (91 points).

The process of data analysis and synthesis was conducted through the application of diary analysis methodology, coupled with the utilization of mathematical computational techniques facilitated by Jamovi 2.3.38, a comprehensive suite of statistical software tools. It is noteworthy that the Shapiro-Wilk test, employed to assess the normality of distribution, consistently exceeded the threshold of 0.75, rendering parametric statistical methods applicable for data analysis. The statistical analysis encompassed the calculation of the paired-samples T-test and the implementation of one-way analysis of variance (ANOVA), providing a comprehensive examination of the data.

Discussion of results

The analysis of the results obtained during the initial stage of the research has allowed us to draw the following conclusions.

Among the participants, 41 percent demonstrated phonetic disorders, manifesting as difficulties in articulating specific consonants, such as sibilant and hissing, fricatives, vibrants sounds and some others.

Additionally, 15 percent of the participants demonstrated exceptional proficiency in both independent expression and reading.

Furthermore, we have identified a range of linguistic deviations, including errors in word stress, alterations in syllabic structure, and disruptions in the phonetic structure of words, such as transpositions, elisions, and additions. Moreover, there were instances of discontinuous reading and pronunciation, as well as substitutions based on unproductive anticipations.

Table 1 presents the prevalence of various types of errors observed in students’ oral communication and written texts during the first stage of the experiment, calculated as the proportion of students making specific errors out of the total number of participants.

Pairwise comparisons using the Durbin-Conover method showed less significant discrepancies in the number of errors between T3 and T4, with a p-value of 0.03 at a significance level of 0.05, compared to the differences between T2 and T3 or T2 and T4, which had p-values less than 0.001.

These findings suggest that the complexity of the text affects the frequency and nature of reading errors committed by students. Nonetheless, the nonlinear nature of the data suggests that it may be possible to isolate and assess specific text features that influence adult reading proficiency.

In addition to the aforementioned errors, other issues were identified, including unclear diction and a failure to adhere to the full phonetic style of speech, such as smudged pronunciation, an accelerated or slowed speaking rate, and violations of speech pauses. Lexical, grammatical and stylistic errors are also noted.

The EG survey revealed that a majority of students, specifically 70%, were unaware of the shortcomings in their own speech, confidently believing their responses to be flawless. A quarter of the participants, or 20%, encountered difficulty evaluating the quality of recorded speech samples. Meanwhile, 10% acknowledged errors in their completed tasks. These findings suggest a lack of linguistic awareness and a deficiency in linguistic reflection among the participants.

Table 1

Prevalence of errors. Stage 1

Linguistic material/error types	T1	T2	T3	T4
Word stress errors	0,00	0,06	0,28	0,12
Distortion of word structure	0,15	0,08	0,33	0,49
Disruptive reading/saying	0,32	0,02	0,43	0,22
Unproductive Anticipations	0,23	0,48	0,28	0,64
Hesitations and embolisms	0,54	0,15	0,65	0,57
All types of errors	0,31	0,11	0,45	0,40

It is worth noting that similar findings regarding the errors committed by speech therapy students in their written work have been reported in the literature [3; 18]. Alongside the general low level of written literacy, the studies also highlight a lack of self-control, particularly in terms of self-assessment. Data were presented on the outcomes of self-checks of dictations, where 20% of students across different courses failed to detect between one and four errors after the teacher re-read the text [3].

The second phase of the experiment yielded the following results. The proportion of students who demonstrated error-free reading increased to 40%.

The types of reading errors remained unchanged, but their frequency decreased (see Table 2). The diaries of all 100 students showed an improvement in self-monitoring and sensitivity to the mistakes of others.

Let us examine some excerpts from the diaries:

Example 1 shows motor difficulties in oral language that were overcome as a result of the exercises: *“I did the exercises. At first everything was difficult, half of the exercises were not successful, everything hurt, especially the muscles of the mouth. But then I started to get better. After a month of working on diction, I felt that my muscles were relaxed and at peace. The quality of speech became better, but sometimes the diction “falls”. At times I can speak clearly, distinctly and understandably, but then I can say things that are slurred and the sounds are not clear.*

Example 2 demonstrates the influence of the emotional component on reading the text: *“It was also difficult to read the text. This was due to the many scientific terms and new words. While reading on camera or in the audience, in the presence of someone, I felt very excited and tried to read as fast as possible.*

I decided to practice this and started reading texts on my phone camera, which was advised by the teachers in our course. After a while, I began to feel pauses between sentences, a sense of intonation, and my reading speed changed. I began to understand where to read faster, where to read slower, where to read louder and where to read quieter. Gradually it became easier. After attending the course my speech, diction, pace and pronunciation became clearer and cleaner. I could notice a difference when reading and listening to my recordings.

During the evaluation of audio recordings, 85% of students identified errors. There were occasional instances of hypercorrection, when non-existent mistakes were noted due to excessive self-control.

To analyze the results of the second phase, we used the Jamovi software. A Student's t-test was performed to compare self-control with control at T5, T6, and T7. At a significance level of <0.001 in both cases, it was determined that self-control was more effective in detecting errors compared to control.

Key findings of the study

1. The work in an inclusive educational environment demands from the speech-language pathologist a readiness to provide targeted speech therapy services to all student populations, including them in a variety of activities, and establishing connections with a diverse range of communicants. In all instances, the speech-language specialist should act as a model of correct speech, employing the Russian language both as an instrument and as the medium for corrective intervention.

2. In the experimental group of students beginning to master the profession of a speech therapist, there is a lack of awareness of linguistic norms, an undeveloped linguistic

Table 2

Prevalence of errors. Stage 2

Linguistic material/error types	T5	T6	T7
All types of errors	0,04	0,15	0,13

reflection, and a weakness in speech self-regulation, which hinders the development of the necessary professional competencies. The errors revealed in spoken speech and in written tests indicate insufficient practice in reading aloud, the rapid fatigue of students when reading, and/or a lack of control over the accuracy of the statement. There are difficulties in predicting what will be read, hesitancy when performing a speaking task, and hypercorrection. It is noted that the accentual norms are not fully formed, and the students have a limited worldview, lacking knowledge of cultural phenomena.

3. The identified difficulties in applying the linguistic norm and the insufficient level of assessment of the quality of one's own and others' speech indicate a need to incorporate specialized disciplines (modules) into the curriculum for future speech therapists.

4. Structured and targeted training for would-be speech therapists facilitates a rapid enhancement of their self-regulation and con-

trol over the accuracy of their reading and verbal expression, fostering a conscious approach to linguistic norms. The correlation between the complexity of texts and their comprehension underscores the importance of developing a specialized corpus of materials for honing professional reading and speaking abilities.

5. The investigation into the state of articulation and linguistic reflection of prospective speech therapists represents a promising and crucial scientific and methodological endeavor. Longitudinal research in this domain, encompassing a broad demographic, with the implementation of a comprehensive multidimensional assessment of findings, and the comparative analysis of the efficacy of training models and methodologies, is essential for the development of scientifically rigorous educational programs for professionals whose work directly contributes to the normalization of speech and communication among children integrated into inclusive educational settings.

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