Features of acceptance by teachers of values of inclusion

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Abstract. This paper discusses one of the aspects of the readiness of teachers to work with children having problems of development in the conditions of transitive society in Russia. The analysis of the main characteristics of the transitive society is carried out, the authors identify those that are associated with changes in the value system of teachers, including those who work with special children. The results of empirical research of teachers' readiness to work with children with developmental problems depending on their values of inclusion are presented.

Many articles analyzing various aspects of the concept of "transitive society" have been published recently. In particular, T.D.Martsinkovskaya and V.R.Orestova distinguish its main characteristics, such as: serious social changes; globalization, expanding the space of interpersonal contacts; increasing the duration of all types of socialization processes; expansion of information space and changes in its role in interpersonal communication and, finally, the constant change of values, norms, standards of modern society, leading to increased social uncertainty [1].

The question of the peculiarities of education in a transitive society occupies a special place. V. B. Agranovich studies the problems of innovation in education and identifies a number of features peculiar to such society: the instability of social processes, temporality, an explosion of innovation, irreversibility of changes, potential disasters, peak mythic-creative activity, development of the egoism of the masses and of individualism. All of that puts the person in the situation of constant choice between different incompatible values and leads the person to a state of internal conflict. At the same time, according to the author, the assessment of the individual in terms of demand takes the first place in the labor market. As a result, the basic system of values disintegrates together with the individuality of a person. Here there is a situation of consciousness, when most of the social categories and norms, according to which a person defined his place in society, seems to have lost their boundaries and value [2]. V. B. Agranovich, argues that the concept of education in a transitive society is closely related to the concept of the market: professional success includes both professional self-realization and success in the market. Therefore, preparation for professional activity must include preparation for changes of values, meanings, lifestyles.

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It is especially difficult for the teachers to change the already existing ideas about their profession, its goals, values, social significance. Especially in the situation of transition to inclusive education, which is considered as one of the main objectives of the development of education in the world community and in Russia. The modern domestic model of education suggests that the number of people with disabilities studying in mass institutions should increase to 70% until 2020. The widespread introduction of inclusion places new demands on the work of the teacher: his readiness, ability and willingness to teach all children, regardless of their development, existing opportunities and abilities. To do this, a modern professional in addition to the classic professional competencies need to be ready to change the values and meanings of their activities. Under these conditions, psychological support of teachers poses new challenges to psychologists associated with the formation of personal readiness for such activities, including changes in the system of values and attitudes of teachers to work with children with problems off development.

In our previous study, it was found that the structure of the relationship of teachers with different value systems to the possibility of working with children in conditions of inclusion is significantly different [3]. The predominance of the values of the sphere of "Professional activity" or "Education and training" is accompanied by a decrease in the readiness of teachers to work with children with developmental problems. Probably, teachers believe that working with this category of children does not give them the opportunity to achieve the same career growth and professional success as working with normative children. In addition, stereotypes in modern society argue that working with this category of students is labor-intensive and poorly paid, while not creative enough and not conducive to career growth. There are obvious contradictions between the above-mentioned features of the transitive society and the realities of pedagogical activity.

Understanding the structure of teachers readiness to work in conditions of inclusive education, especially the role of its value component, is very important in the situation of their retraining or advanced training. We conducted a survey of teachers to find out their attitude to the education of children with developmental problems twice at intervals of ten years. In the first case, only 8.9% of respondents believed that children with developmental problems should study in mass school, the majority (77.5%) believed that they would be better in special educational institutions, the rest (13.6%) were inclined to their individual education. There have been some changes in the system of values of teachers within ten years. Now 94% of respondents recognize the right of any child to study in a mass school. However, when they were asked about the effectiveness of the organization of the educational process of children with problems, 72% answered that the most successful for them will be training in special educational institutions, explaining this by the presence of both material and human conditions in the latter. At the same time, only 6% of teachers consider themselves professionally and psychologically ready to teach children with developmental problems in conditions of inclusion, 82% of teachers are ready to receive special training to work with these children in inclusive classes. There are some changes in the attitude of teachers to work with this really difficult category of students. Our survey of future teachers also showed that only about half of the surveyed students (47.2%) at the end of the University allow the opportunity to associate their professional activities with children with limited health opportunities. 27.8% of students categorically deny the possibility of working with that children. The third group includes students (25%), who at the time of training doubt their willingness to associate professional activities with children with problems off development but do not exclude such a possibility.

. The data obtained by us illustrate the dynamics of the adoption of the values of inclusion by teachers. As well as the attitude of the students of the pedagogical profile. And if the lack of professional knowledge, skills and abilities can be easily compensated, then it is much more difficult to form the desire of teachers to work in conditions of inclusion. The goal of our work is the study of one of the factors that somehow determine this readiness that became.

Based on the above, the hypothesis of our study was formulated. It is the assumption that the psychological readiness of teachers to work with children with developmental problems in inclusive education is based not only on the formed professional competencies and individual personal characteristics of teachers, but also on the features of their relationship to work with these children, which are determined by the motivational and value. The following tasks were outlined to confirm this hypothesis. The identify the role of the values of inclusion in the formation of psychological readiness of teachers to work with children with developmental problems, as well as a comparative analysis of the adoption of the values of inclusion by teachers with different levels of psychological readiness to work with special children.

Members of this study were 86 teaching staff of the Lyceum № 3 of Bataysk, Rostov region, where children with all kinds of development problems learn in the conditions of inclusion. Consequently, all teachers of this Lyceum either already work in inclusive classes (31.3%) or can start working in them at any time (68.7%). The work was carried out in the framework of the final qualifying work of the undergraduate Vetlugina E. I. (master's program "Psychological support of education of persons with development problems").

To determine the level of psychological readiness of teachers was used "Method of evaluation of the teacher" (MORU) L. M. Mitina, adapted to the objectives of our study [4]. The formation of professional competences of teachers studied. The procedure for assessing the work of the teacher with help this technique includes an expert assessment of the data obtained in the educational process from the subject. The obtained values allow to determine the level of pedagogical competence of the teacher. The analysis of the products of teachers, such as: summaries of lessons and extracurricular activities, adapted work programs, lessons in classes where there are children with disabilities, meetings of the PMC (psychological, medical and pedagogical Commission). In addition, we evaluated the motivational and value criteria of readiness. The degree of acceptance of the values of inclusion was assess using the questionnaire "teachers' attitude to the values of inclusive education" [5]. Then, based on the obtained indicators of teachers' readiness to work in the conditions of inclusion, we divided the sample into three groups according to the level of this indicator (high, medium and low levels of readiness) and analyzed the level of values of acceptance of inclusion of the pedagogical group. The results presents in table 1. Pearson's correlation coefficient was used to study the relationship between teachers' values and their readiness to work in conditions of inclusion. As can be seen from table 1, the obtained indicators show that teachers with a high level of readiness have a significant correlation coefficient between the indicators of readiness to work with children with disabilities in the conditions of inclusion and acceptance of the values of inclusion. While teachers of the second group (average level of readiness) and the third (low level of readiness) have no significant links.

Table 1. Average indicators of teachers' readiness to work in conditions of inclusion and teachers' acceptance of the values of inclusion.

	in conditions of inclusion.	acceptance of inclusion values	coefficient
Group 1	158,7	17,6	0,3*
Group 2	111,6	13,3	0,0
Group 3	73,1	9,3	0,1

Note: 1.-group 1 – teachers with a high level of readiness to work in conditions of inclusion;
 -group 2 – teachers with an average level of readiness to work in conditions of inclusion;
 -group 3 – teachers with a low level of readiness to work in conditions of inclusion;
 2.-*-significance level $p=0.01$

The high level of readiness to work in conditions of inclusion was manifested in the teachers choice of some values. There are recognition of the value of the individual regardless of the characteristics of the violation; focus on the development of the individual with a violation in General, and not only to obtain an educational result; awareness of their responsibility as a carrier of culture for people with disabilities; understanding of the creative essence of pedagogical activity with children. having problems of development, requiring large spiritual and energy costs, etc.

Summarizing the above, it should be noted that the adoption of the values of inclusion, helps to increase the level of readiness of the teacher to work with children with different developmental problems or limited health opportunities. Acceptance of these values means that the teacher not only can, but also agrees to work in an inclusive environment. Therefore, professional training of students and psychological support of teachers should include not only the formation of classical professional competencies, but also the work for the correction of the value and moral component of their professional self-determination. From our point of view, this work can be aimed at solving the following tasks. Awareness of the need for transformation of values in the modern society; education of the values of inclusion; critical analysis of the prevailing ideas in society about inclusion in general and children with development problems in particular; increasing awareness of the specifics of professional activities with special children in the conditions of inclusion (especially through practical training); understanding of the possibilities and features of career growth of a teacher in a market economy.

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