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FOUNDATIONS OF INCLUSIVE EDUCATION FOR DEVELOPING BEHAVIORAL INDICATORS IN PRIMARY SCHOOL STUDENTS

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Abstract: This article presents the results of implementing a pedagogical model based on the principles of inclusive education, aimed at developing indicators of character and values (upbringing) in primary school students. The relevance of this topic stems from the introduction of an inclusive education model into the national education system, which has highlighted specific challenges in preparing future teachers for professional practice within an inclusive school environment. Currently, there is a pressing need to develop effective organizational forms, methods, and programs to prepare future educators for work in inclusive educational settings. Fostering psychological readiness for teaching in an inclusive environment is crucial for the successful implementation of an inclusive approach in a teacher's professional practice. The objective of this study was to evaluate the effectiveness of a psychological and pedagogical model designed to develop the psychological readiness of future teachers for inclusive education.

Keywords: psychological readiness, professional activity, pedagogical activity, inclusive education, teacher, tolerance, empathy, social intelligence**.**

Introduction. The continuous improvement of the local education system raises the requirements for the conditions and content of teachers' professional training. In the context of implementing an inclusive education model, the psychological readiness of modern teachers to teach within an inclusive educational environment is of particular importance, as it serves as a key factor in enhancing the effectiveness and success of the inclusive education process.

Contemporary research indicates that prospective teachers are often ill-prepared to work in an inclusive environment [3, 4]. Undoubtedly, developing the professional and personal readiness of teachers for inclusive education must become a priority. It should be noted that international experts consider the restructuring of teacher training systems to be one of the fundamental factors for the success of inclusive education [2]. Addressing this challenge requires the introduction of specific organizational forms, approaches, programs, and models—the development of which must be grounded in an understanding of the structure of teachers' psychological readiness for working in an inclusive educational setting.

As an integrative system of an individual's personal characteristics, this construct enables one to address the professional challenges associated with inclusive education and is developed through specially organized training. Its structure comprises the following components: cognitive (professionally significant cognitive traits of an educator working in an inclusive setting), motivational (a set of motives and attitudes toward pedagogical activity within inclusive education), and reflexive (socio-psychological and individual-characterological traits that determine one's

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capacity for teaching in an inclusive environment). The criteria for developing psychological readiness for pedagogical activity in inclusive education involve the formation of these components and the interconnections between them, which together constitute a stable, holistic structure. In our view, developing the psychological readiness of future teachers for their professional roles within an inclusive education setting requires the implementation of a psychological and pedagogical model. This model is based on concepts regarding the content and formation of educational indicators for primary school students and encompasses an interconnected set of goals, stages, content, methods, and conditions designed to foster such readiness.

The approach is grounded in the general pedagogical preparation acquired during earlier stages of education;

- It involves the gradual development of students' psychological readiness for pedagogical work in inclusive education, building upon the general pedagogical competence cultivated by the end of their schooling;

- It places emphasis on the cognitive component—represented by the cognitive aspect of competence—within the realm of providing psychological and pedagogical support for students in inclusive education;

- It entails adapting the knowledge and skills acquired during the process of carrying out educational activities to the level of professional competencies, specifically in the context of fostering educational indicators among primary school students. The purpose of this study is to examine the effectiveness of a psychological and pedagogical model designed to develop the psychological readiness of prospective teachers to work in inclusive educational settings.

Materials and Methods. The empirical methods employed included surveys and psychodiagnostic instruments, specifically:

K. Zamfir's "Motivation for Professional Activity" (as adapted by A. Rean); a modification of A. Mehrabian's questionnaire (proposed by M. Sh. Magomed-Eminov);

L. G. Pochebut's "Intolerance–Tolerance" scale; A. Mehrabian's "Emotional Response Scale"; V. N. Buzin's "Brief Orientation Test" (adapted from E. F. Wonderlic's test);

J. Guilford's "Social Intelligence" test; and an original questionnaire developed by the authors to assess students' attitudes toward professional activity within an inclusive educational environment. Data analysis involved both qualitative methods (general logical approaches such as analysis, synthesis, and comparison) and quantitative methods (correlation analysis, analysis of differences for independent and dependent samples, and factor analysis). Mathematical data processing was performed using the SPSS 17.0 statistical software package for Windows. The study was conducted at Mari State University. The research subjects were primary school students. A total of 62 students were randomly selected, with 28 assigned to the experimental group and 34 to the control group.

Results and Discussion.

During the initial assessment phase of the experiment, the psychological readiness of students in both groups for teaching within an inclusive education setting was evaluated. The results indicated that the cognitive component of this psychological readiness was the least developed in both groups; students generally demonstrated social intelligence and intellectual abilities at or below an average level, and they exhibited a lack of knowledge regarding inclusive education. An examination of the motivational component revealed that optimal motivational complexes predominate among students in both groups, with the primary reason for their career choice being the nature of the teaching profession itself. At the same time, while they possess a clear motivation to avoid failure, research conducted using the author's questionnaire revealed that students have a low level of motivation for working within an inclusive educational environment.

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The indicators for the reflective component are the most favorable: although the majority of students demonstrate an average level of tolerance, their capacity for empathy is high or very high; furthermore, survey results indicate that most students are able to regulate their own emotions and behaviors.

Based on data obtained during the diagnostic phase, a psychological and pedagogical model was developed to foster the psychological readiness of future teachers for inclusive education. The core element of this model is an educational program designed to develop the specific components that constitute psychological readiness for teaching in an inclusive educational setting. In developing the program, we drew upon concepts regarding the structure of teachers' psychological readiness for teaching in inclusive education, as well as the core principles of a competency-based approach (developing students' ability to independently resolve professional and pedagogical challenges; creating conditions for students to gain "quasi-experience" in independently addressing issues that constitute the content of their education).

The program focuses on developing students' cognitive skills during their final year of study. This includes a cognitive component comprising: a system of knowledge regarding the theoretical foundations of inclusive education, the psychological and pedagogical characteristics of children with various disabilities, and the psychological and pedagogical support required for their education in an inclusive environment; familiarity with alternative communication tools; and practical skills for interacting with individuals with various disabilities and applying an inclusive approach to teaching.

The motivational component is aimed at fostering the motivation to teach within an inclusive environment; this was supported by exposure to positive experiences related to implementing inclusive education, resolving pedagogical situations, and engaging in practical training exercises. An increase was observed in the proportion of students demonstrating average, above-average, and high levels of social intelligence, as well as an improved understanding of the specific nature of teaching students with various disabilities. Furthermore, there was an increase in the number of students possessing above-average intellectual abilities.

An analysis of the motivational component revealed a downward trend in the students' motivation toward teaching, alongside a distinct motivation to avoid failure. We attribute these motivational characteristics to an increased awareness of the various challenges future teachers may encounter—including potential crises they might face after leaving their educational institution [1]—as well as a more critical self-assessment of their own competencies. Additionally, follow-up surveys indicated an increase in the number of students expressing a desire to work within an inclusive educational environment. It should be noted, however, that these shifts in the motivational component are not statistically significant; for the majority of students, the primary motivation for pursuing the profession remains the act of teaching itself. Indicators of the development of the reflective component remain quite high at the observation stage: most students consistently demonstrate a high level of empathy; an increase in tolerance has been noted; and a significant rise in students' confidence in their own self-management and emotional regulation abilities has also been observed. The data obtained allow us to conclude that there are positive changes in the reflective component of psychological readiness for pedagogical activity within the context of inclusive education.

Conclusion.

The implementation of a psychological-pedagogical model—designed to foster psychological readiness for pedagogical activity among primary school students within the context of inclusive education—led to significant changes in individual indicators regarding the development of the core components of psychological readiness (cognitive, motivational, and reflexive). This demonstrates an increase in the competence of students in the experimental group for professional pedagogical practice within inclusive education. The structure of psychological readiness for pedagogical activity

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in inclusive education underwent a transformation, manifested in the formation of structural interconnections between its constituent components. Furthermore, latent characteristics influencing the relationship between the development of these structural components and the overall psychological readiness of future teachers to work in inclusive education were identified. The results obtained meet the established criteria for developing the psychological readiness of future teachers to work in inclusive education. Furthermore, they allow the level of psychological readiness attained by graduates to be characterized as an integrative system of personal traits that enables them to address the professional challenges inherent in educational inclusion. Thus, the psychological-pedagogical model we have developed can be viewed as one of the methods for addressing current challenges related to optimizing the modern higher education system from psychological and pedagogical perspectives.

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