

**PREPARATION OF TEACHERS IN UKRAINE'S
POSTGRADUATE EDUCATION INSTITUTIONS
ON ORGANIZATION OF INCLUSIVE SCHOOL EDUCATION**

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ЯНКОВИЧ Олександра – доктор педагогічних наук, професор, завідувач кафедри педагогіки і методики початкової та дошкільної освіти, Тернопільський національний педагогічний університет імені Володимира Гнатюка, вул. Максима Кривоноса, 2, Тернопіль, 46027, Україна; Куявсько-Поморська вища школа, вул. Торунська, 55-57, Бидгощ, 85-023, Польща

YANKOVYCH Oleksandra – Doctor of Pedagogical Sciences, Professor, Head of Pedagogy and Methods of Primary and Pre-school Education Department, Ternopil Volodymyr Hnatyuk National Pedagogical University, Maksym Kryvonos Str., 2, Ternopil, 46027, Ukraine; Kujawy and Pomorze University of Bydgoszcz, ul. Toruńska, 55-57, Bydgoszcz, 85-023, Poland

E-mail address: yankov@tnpu.edu.ua

ORCID: <http://orcid.org/0000-0003-4253-5954>

ResearcherID: <https://publons.com/researcher/1927393/oleksandra-yankovych/>

ПРИМАКОВА Віталія – доктор педагогічних наук, професор, кафедра теорії й методики виховання, психології та інклюзивної освіти, КВНЗ «Херсонська академія неперервної освіти», вул. Покришева, 41, Херсон, 73000, Україна

PRYMAKOVA Vitaliia – Doctor of Pedagogical Sciences, Professor, Education, Psychology and Inclusive Education Department, Kherson Academy of Continuing Education, Pokrysheva Str., 41, Kherson, 73000, Ukraine

E-mail address: pran703@gmail.com

ORCID: <http://orcid.org/0000-0002-8914-6748>

ResearcherID: <https://publons.com/researcher/1696005/vitaliia-prymakova/>

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ПІДГОТОВКА ВЧИТЕЛІВ У ЗАКЛАДАХ ПІСЛЯДИПЛОМНОЇ ОСВІТИ УКРАЇНИ ДО ОРГАНІЗАЦІЇ ІНКЛЮЗИВНОЇ ФОРМИ НАВЧАННЯ УЧНІВ

Статтю присвячено розв'язанню проблеми підготовки вчителів до організації інклюзивної форми навчання учнів, визначено роль закладів вітчизняної післядипломної освіти України в її забезпеченні. Показано вплив зовнішніх чинників (соціально-економічний стан держави та її медичної галузі, освітні концепції й законодавчі акти, екологічні загрози) на розвиток інклюзивної освіти в Україні. Окреслено труднощі впровадження інклюзивної форми навчання в сучасну вітчизняну освіту, зокрема нестача кваліфікованих кадрів, матеріальних ресурсів для оснащення кабінетів інклюзивно-ресурсних центрів, недосконалий зміст освіти, відсутність чітко окреслених стандартів оцінювання навчання для дітей з інвалідністю тощо. Визначено структуру готовності вчителів до організації інклюзивної форми освіти: мотиваційно-особистісний, когнітивно-операційний, рефлексивно-оцінний компоненти. Обґрунтовано критерійно-діагностичний інструментарій сформованості готовності учителів до роботи з дітьми, що мають особливості психофізичного розвитку; конкретизовано відповідні критерії (особистісно-ціннісний, інформаційно-діяльнісний; проектно-аналітичний) та показники рівнів (високий, середній, низький).

Розроблено й експериментально перевірено методику підготовки вчителів у закладах післядипломної освіти до організації інклюзивної форми навчання учнів як відкриту систему, що складається з цільових, змістових, процесуальних і результативних компонентів. Її складником є комплексна програма з підготовки вчителів до організації інклюзивної форми навчання здобувачів освіти. Нею передбачено формування в учителів системних ґрунтовних знань про організацію інклюзивного навчання, умінь розробляти індивідуальні програми розвитку дитини, що потребує корекції психофізичного розвитку, а також проектно-аналітичних умінь учителів: аналізувати і відстежувати результати власної професійної діяльності у зазначеному напрямі для подальшого коригування. Схарактеризовано інноваційні технології та методи роботи. Показано доцільність інтерактивних, проектних методів та методу кейс-стаді. Акцентовано увагу на необхідності самоосвіти.

Доведено ефективність експериментальної методики: після проведення формувального експерименту збільшилася кількість осіб із середнім рівнем готовності вчителів до організації інклюзивної форми навчання з 34,7 % (зафіксовано під час констатувального експерименту) до 61,6 %; зменшилася з 65,3 % до 36,5 % кількість представників низького рівня готовності. Підтверджено висновок про необхідність пошуку нових шляхів організації інклюзивної форм навчання учнів: численність особливостей психофізичного розвитку дітей, суспільно-економічні й медичні проблеми унеможливають досконалу підготовку вчителів.

Ключові слова: інклюзивна освіта, підготовка вчителів; заклад після-дипломної освіти; інклюзивна компетентність, методика підготовки.

PREPARATION OF TEACHERS IN UKRAINE'S POSTGRADUATE EDUCATION INSTITUTIONS ON ORGANIZATION OF INCLUSIVE SCHOOL EDUCATION

The article is devoted to the problem of training teachers in organizing inclusive school education and to the role of Ukrainian postgraduate education institutions in it. The influence of external factors (the socio-economic condition of the country and its health care system, educational concepts and legislative acts, environmental threats) on the development of inclusive education in Ukraine has been demonstrated. The difficulty of introducing the inclusive form of education in the modern educational system of Ukraine has been outlined, consisting particularly in the lack of qualified staff, insufficient material resources for equipping inclusion centres, the imperfect content of education, the lack of clearly defined standards for the assessment of teaching children with disabilities, etc. The structure of teachers' readiness for the organization of inclusive forms of education has been determined to include motivational-personal, cognitive-operational, and reflexive-evaluative components. A criterion-diagnostic toolkit of teachers' readiness to work with children with certain peculiarities of their psychophysical development has been substantiated; relevant criteria (personal-value, informational-activity, design-analytical) and level indicators (high, medium, low) have been specified.

We have developed and experimentally tested a methodology of teacher training in postgraduate education institutions in organizing inclusive school education. It is presented as an open system consisting of target, content, procedural and effective components and comprises a comprehensive teacher training program for organizing inclusive education. It calls for the formation in teachers of complex knowledge about the organization of inclusive education, the ability to draw up individual programs that would help with correction of a child's psychophysical development and such analytical skills as analysing, monitoring and further adjusting of their own professional activities in the specified field. Innovative technologies and methods of work have been described. The expediency of the interactive, project and case study methods has been demonstrated. The emphasis is laid on the need for self-education.

The efficiency of the experimental methodology has been proved: in the wake of the formative experiment, the number of teachers with an average readiness to organize the inclusive form of education increased from 34.7 % (recorded during the summative experiment) to 61.6 %; the number of persons showing low level readiness decreased from 65.3 % to 36.5 %. This conclusion confirms the necessity of finding new ways of organizing inclusive forms of education as numerous peculiarities of children's psychophysical development, socioeconomic and medical issues affect the quality of teacher training.

Key words: inclusive education, teacher training; postgraduate education institution; inclusive competence, training method.

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Introduction

The ideas of humanization and life-creation in the modern education of Ukraine are oriented towards ensuring equal education opportunities to individuals with typical and atypical development. Recognition of children with special educational needs led to large-scale steps being taken towards their multi-level support which was proclaimed one of the top priorities of the modern democratic society, a priority direction of the national education reformation. At present, many multi-vector changes have been made in this direction. At the same time, Ukraine still faces multiple challenges on this relatively new path: the lack of material resources, expertise, understanding of the main advantages of inclusion; uncertainty in many theoretical and practical issues, etc. The main hindrance toward the implementation of the idea of inclusion in Ukraine is the issue of staffing, as there is a shortage of specialists who can skilfully carry out pedagogical activities within inclusive school education.

The analysis of recent research

In view of its topicality the problem of inclusive school education is the subject of numerous studies. American scholars A.J. Artiles and E.B. Kozleski stated: «Few ideas have received so much praise and enthusiastic responses in the world of education policy, research, and practice as inclusive education. But ironically, few ideas have been so criticized and resisted as this notion. Indeed, inclusive education has provoked contradictory responses from professionals, researchers, and politicians» (Artiles & Kozleski, 2016, p. 3). A Canadian scientist G.L. Porter pointed out that a gap between theory and practice is the main disadvantage of inclusive education (Porter, 2014, p. 10). S. Chakraborti-Ghosh believes that one of the ways to improve the education of children with disabilities is sharing valuable experience in this field: «It will be intriguing to experience effective inclusive education services for children with disabilities and exceptionalities educated with their non-disabled peers» (Chakraborti-Ghosh, 2017, p. 61).

Emphasizing the importance of coordinating inclusive education with general and special, a Ukrainian researcher N. Ashytok stresses that teachers' professional unpreparedness to work with children who have peculiarities of psychophysical development is a real challenge to its success (Ashytok, 2015, p. 4). According to Z. Udych, one of the ways of improving such training is creation of inclusion centres in higher educational institutions: «an inclusive-resource centre as a separate unit of a higher educational institution plays an important role in the implementation of inclusive education as well» (Udych, 2018, p. 384). A. Zubko recommends that the potential of institutions of postgraduate pedagogical education, capable of respon-

ding instantly to the needs of the country, society, and teachers, can be used to solve urgent educational problems (Zubko, 2006). O. Kazachiner performed significant scientific research into the development of inclusive competence of philological teachers in the system of post-graduate education, revealing the efficiency of trainings, brain-rings, setting up creative teams, creating a so-called «teacher's road map for inclusive education», etc. (Kazachiner, 2018, p. 26, 27). However, further attention should be paid to the problem of training teachers in other educational specialties for work with children with psychophysical peculiarities.

The purpose of the article is to substantiate the methodology of teacher training in postgraduate education institutions for organizing inclusive school education.

Diagnostics of teachers' readiness to work with children in the inclusive environment

The analysis of the development of inclusive education in foreign countries shows that its organization requires not only a humane attitude to people with special educational needs, teachers' ability to implement innovative techniques and technologies, but also significant material resources to create an inclusive environment (Bunch, 2015; Omelianovych, 2016; Porter, 2014). Having studied scientific sources and conducted our own research we have come to the conclusion that training teachers in inclusive school education is a complex process which depends on external factors, in particular, the socio-economic condition of the country and its health care system, educational concepts and legislative acts, environmental hazards, socio-political and cultural progress. Since countries differ considerably by these factors, it becomes clear that it is not worth copying the experience of foreign countries with differing socio-economic conditions. Instead, it is worth developing own ways of inclusive education and preparing teachers for its organization. To accomplish this task, it is crucial to elaborate diagnostic tools for the formation of readiness to work with pupils who have peculiarities of psychophysical development. The above indicates the prospects for improving teachers' qualifications.

The analysis of the criterion-diagnostic base, which helps to find out the level of teachers' readiness for work in the inclusive class, involves determining the structure of the readiness as well as necessary qualities and skills. According to a number of scholars (Kolupaieva, 2009; Zbroieva, 2012) these are: the adoption of a humanistic system of values; the pursuit of «acme orientations»; the ability to create conditions for the socialization of children with special educational needs in a group of peers and the society in general; the ability to cooperate with other specialists and utilize their expertise, find solutions in difficult situations, implement methods of psychological and pedagogical diagnostics and special technologies for working with children with different nosologies, carry out self-education and interpersonal communication (Sadova, 2015, p. 316). The successful introduction of inclusive education can be achieved through differentiating teaching; joint teaching (involving a defectologist and / or teacher's assistant); creation of an individual developmental program for children with special educational needs; assessment of educa-

tional achievements of pupils with special needs in conditions of inclusive education; team work; positive communication (Sofii, 2017, p. 125).

Teachers' readiness to organize inclusive education is viewed as a prime and most desired result of their training in postgraduate education institutions. It is necessary to stress on readiness, not inclusive competence, whose formation requires experience (which Ukrainian teachers are lacking as their time of studying in a postgraduate education institution is too short for its formation). O. Kazachiner singled out the motivational-personal, cognitive-operational, reflexive-evaluative components in the structure of inclusive competence of philological teachers (Kazachiner, 2018, p. 16). In our opinion, they also reflect the structure of readiness for inclusive education of teachers in other specialties, since readiness presupposes a solid motivation for this type of activity and prevents psychological barriers that impede the development of inclusive education. Consequently, teachers' readiness for inclusive education is considered as a complex integral formation, which involves psychological readiness for this type of work, as well as a set of qualities and abilities that have already been mentioned: humanistic values, creation of conditions for children's all-round development, etc.

In accordance with the structure, we have identified criteria and indicators of levels (low, medium, high) of readiness for inclusive education: personal-value (the level of awareness of the importance and relevance of inclusive education, willingness to engage in inclusive education, development of personal qualities – humanism, responsibility, patience, etc.); informational-activity (the level of understanding legislation, theoretical and methodological aspects of inclusive education, formation of an ability to develop individual programs for children with special educational needs, mastery of methods and technologies of work in the inclusive environment), project-analytical (the level of formation of skills to evaluate and analyse readiness for inclusive education, to design programs of self-education). To find out the current state of teachers' readiness for inclusive school education, we conducted a summative experiment, which involved 98 teachers. As the main diagnostic methods surveys, questionnaires, tests, observations were used.

Assessing the possibilities of extensive introduction of inclusive education in Ukraine, 64 (65.3 %) of surveyed teachers believe that today the country is not ready or is only partially ready to move to a large-scale inclusiveness, despite some positive results of such work. At the same time, teachers note that inclusive education, in accordance with the provisions of the Law on Education, is already a fact that requires immediate resolution of outlined problems. And children with developmental peculiarities or complications need attention right now and cannot wait until the state and society are ready for it.

Among obstacles in the organization of inclusive education teachers point out the imperfect content of education: school curricula are too complicated for most children, especially those with special educational needs. Individual programs often developed by teachers themselves (rather than specially created committees) mostly follow the principle of curtailing the learning material, rather than taking into ac-

count the individual needs and abilities of children. 67 (68.4 %) of respondents are not ready to develop proper individual programs or often do it intuitively, without applying any scientific approaches or methodological recommendations. And so far, there are no clearly defined standards for the assessment of education of children with disabilities, and the format of the school leaving certificate remains debatable.

70 (71.4 %) of respondents acknowledge that they are not sufficiently familiar with certain specific issues of special pedagogy, which was taught to them only superficially, and do not understand the difference between inclusion and integration as forms of education organization. The major issue is a lack of understanding that every child is a value that needs love and attention. Instead, «special children» usually cause sympathy or annoyance and are often perceived by some «high-performance teachers» as an obstacle to obtaining high results in the classroom environment. After all, high performance is considered today one of the main criteria of class or school ranking, an indicator of a teacher's professional skills during attestation. The results of pedagogical measurements show that 65.3 % of respondents have a low level of readiness for inclusive school education; in 34.7 % of cases it is average.

Designing a methodology for training teachers in postgraduate education institutions for inclusive school education

The current state of Ukrainian teachers' readiness for work in an inclusive educational environment does not satisfy the needs of society. The urgent nature of the problems of inclusive school education, the analysis of the results of the summative experiment necessitate the development of a special methodology that would improve the qualification of pedagogical staff in working with children whose psychophysical development needs to be corrected. Its goal is to promote the readiness of teachers in postgraduate education institutions for inclusive school education. The investigated method is represented as an open educational system, which consists of target, content, procedural and effective components. To develop the methodology, we used the ideas of the scholars who studied the problems of preparing teachers for work in an inclusive environment, in particular, in the system of postgraduate education. We took into account the pedagogical preconditions of teachers' inclusive competence formation defined by O. Kazachiner: an increase in teachers' motivation for professional activities in an inclusive environment; introduction of the provisions on inclusive education into postgraduate course programs, combining traditional and innovative forms and methods of training teachers to implement inclusive education (Kazachiner, 2018, p. 10). We consider the third pedagogical precondition, the need to combine traditional and innovative methods of study, to be a major requirement for the educational process in any educational institution.

Having used the experience in improving teachers' qualifications we have modified the second pedagogical precondition and developed a comprehensive program for teacher training in inclusive education. This program is the leading structural component of the developed methodology and provides for the formation in teachers of complex and comprehensive knowledge about the organization of in-

clusive education, the ability to draw up individual programs for pupils whose psychophysical development has to be corrected, and designing and analytical skills for analysing, monitoring and further adjusting of their professional activities in the specified field. The procedural component of the studied methodology reflects traditional and innovative methods and technologies of the formation of teachers' readiness for inclusive education: interactive, project, portfolio, etc.

The analysis of the studied sources demonstrated that insufficient attention was paid to the use of the case-study method in the learning process, while it is a detailed breakdown of specific situations from school life that makes it possible to gain experience in organizing an inclusive form of education, to form motivation for work with children whose psychophysical development needs to be corrected. Therefore, we have created a project «Supporting a child with special needs». Self-education is a compulsory component of teacher training in this field. We also consider it promising to step up distance training of teachers as it allows to significantly expand the number of teachers becoming aware of these issues.

Experimental testing of teacher training methodology in postgraduate education institutions for inclusive forms of education

The control (CG) and experimental (EG) groups were formed for the experimental verification of the developed methodology on the basis of «Kherson Academy of Continuing Education». There were 56 teachers in the control groups, 52 teachers were involved in the experimental ones. In the experimental groups the methodology under study was implemented, while in the control groups the training was carried out in accordance with the conventional approaches. The evaluation of the effectiveness of the implemented methodology was carried out using questionnaires, interviews, surveys, tests, observations, practical tasks, creative works (graduation papers, articles). Experimental work was somewhat complicated by constant amendments in the legislation on the above issue, redistribution of functions and responsibility for certain activities, changes in the requirements for participants of the inclusive educational process, a lack of clarity on many practical issues, often imbalanced or even contradictory recommendations. However, systematic work was done in order to form knowledge about children with special needs, the ability to formulate individual development programs, self-assess the level of readiness for work with children whose psychophysical development needs to be corrected.

Comprehensive knowledge about inclusive education was provided through successive training: the content of the training sessions was substantially supplemented by the abovementioned topics, in particular, the philosophy of inclusive education; experience in implementing the idea of inclusiveness in the world, psychological and pedagogical aspects of the organization of inclusive education; the specifics of interaction with the parents of inclusive class pupils. Teacher training was supplemented with thematic cascading workshops, which ensured its intensity, dynamism, and large-scale participation. During these classes, teachers analysed the most common nosologies of children with special educational needs, learned to develop individual development programs for children with various impairments.

During the pedagogical practice it was useful to watch activities in inclusive and special classes which made it possible to compare advantages and disadvantages of such forms as inclusion and integration. Based on the conducted analysis the effectiveness, feasibility and productivity of the investigated methodology was proved. At the end of the experiment, most of its participants (65.3 %) displayed a high level of readiness by the first criterion and the average level by the second and third criteria. In total, out of 52 teachers in experimental groups, only 1 (1.9 %) achieved a high level of readiness; 32 teachers (61.6 %) – an average level; 19 (36.5 %) teachers – a low level.

The analysis of the results confirms the assumption that it is problematic to obtain a high level of readiness for inclusive education while studying in a postgraduate education institution. This can be explained by unfavourable socio-political tendencies accompanying inclusive education in Ukraine, peculiarities of children's psychophysical development, the decline of the healthcare industry, contradictory approaches to the organization of inclusive forms of education. Under such conditions, perfect (high-level) teacher training is impossible, as stated by American scholars J. Kauffman and D.R. Mock. Given the variety of abnormalities in the development of children, the scholars have come to the conclusion that perfect teacher training is impossible even under the most fortunate conditions: *«Examples from medicine and other fields illustrate the impossibility of such training under even the most favourable circumstances»* (Mock & Kauffman, 2002, p. 202). Given a significant increase in the motivation of the experimental group to teach children whose psychophysical development needs to be corrected and the average level of readiness for this work, one can count on self-education which can potentially improve indicators by the project-analytical criterion. After all, a motivated teacher who is capable of adequately monitoring and analysing the results of his own activities, or adjusting them in accordance with the results obtained, has opportunities for further professional growth.

Conclusions

Preparation of teachers in postgraduate education institutions for work with pupils with peculiarities of psychophysical development is a complex process influenced by external factors – the socio-economic condition of the country and its health care system, educational concepts and legislative acts, environmental threats. The result of such training is teachers' willingness to organize an inclusive form of education, which is a complex integral entity, consisting of a system of interrelated components: motivational-personal, cognitive-operational, reflexive-evaluative. According to the criteria (personal-value, informational-activity, project-analytical), 3 levels (high, medium, low) of readiness have been defined. The analysis of research results testifies to the necessity of implementing the methodology of teacher training in postgraduate education institutions in order to organize inclusive school education as an open system consisting of target, content, procedural and effective components; the need for the development of a comprehensive teacher training program on inclusive education as part of the proposed methodology.

Prospects for further research

Additional attention in the postgraduate education of specialists should be devoted to the organization of co-curricular and extracurricular teaching and methodological activities, provision of appropriate practical and research facilities, materials for self-education, creation of favourable conditions for lifelong professional improvement, internships in countries where teachers demonstrate a high level of inclusive competence, etc. The preparation of future teachers for the organization of inclusive education requires further study.

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