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**PSYCHOLOGICAL READINESS OF PARENTS OF
PRESCHOOL CHILDREN FOR INCLUSIVE EDUCATION**

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Relevance of research. The problem of psychological readiness of parents of preschool children, including those with special educational needs, is becoming highly significant and affects the effectiveness of implementing

inclusive education today.

The aim of the study. Theoretical analysis of the psychological readiness of parents of preschool age for inclusive education and conducting an empirical study.

Results and conclusions. Our empirical research made it possible to conclude that the cognitive component of psychological readiness is not sufficiently formed among the respondents. Parents mostly do not know what inclusive education is, they have almost no idea about the essence and content of inclusive education. Emotional and motivational components of readiness of parents of preschool children have their own characteristics for respondents of both groups. For parents of children with SEN, the motivating factors are an equal attitude towards their children, a sense of completeness of the child and a positive influence on socialization into society. At the same time, the parents of children with normal psychophysical development showed fears in interpersonal relations between children, between children and educators, lack of attention from teachers to their children, and a decrease in cognitive interest. We can say that parents are not ready to raise and teach children in an inclusive group of a preschool education institution. All of the above indicates that it is necessary to form the psychological readiness of parents of preschool children for inclusive education.

***Keywords:** inclusive education, psychological readiness, children with special educational needs, parents.*

ПСИХОЛОГІЧНА ГОТОВНІСТЬ БАТЬКІВ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ ДО ІНКЛЮЗИВНОЇ ОСВІТИ

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Актуальність дослідження. Проблема психологічної готовності батьків дітей дошкільного віку в тому числі з особливими освітніми потребами набуває високої значущості та впливає на ефективність реалізації інклюзивної освіти сьогодення.

Мета дослідження. Теоретичний аналіз психологічної готовності батьків дітей дошкільного віку до інклюзивної освіти та здійснення емпіричного дослідження.

Результати і висновки. Проведене нами емпіричне дослідження, надало можливість зробити висновок, що у респондентів недостатньо сформовано когнітивний компонент психологічної готовності. Батьки здебільшого не знають, що таке інклюзивна освіта, у них майже відсутні уявлення про сутність та зміст інклюзивної освіти. Емоційний та мотиваційний компоненти готовності батьків дітей дошкільного віку мають свої особливості для респондентів обох груп. Для батьків дітей з ООП, мотивуючими факторами є рівноцінне ставлення до їх дітей, почуття повноцінності

дитини та позитивний вплив на соціалізацію в суспільство. В той же час у батьків дітей з нормальним психофізичним розвитком виявлені побоювання у міжособистісних стосунках між дітьми, між дітьми та вихователями, недостатність уваги з боку педагогів до їх дітей та зниження пізнавального інтересу. Можемо стверджувати, що батьки не готові до виховання і навчання дітей в інклюзивній групі закладу дошкільної освіти. Все вищезазначене свідчить про те, що необхідно формувати психологічну готовність батьків дітей дошкільного віку до інклюзивної освіти.

Ключові слова: *інклюзивна освіта, психологічна готовність, діти з особливими освітніми потребами, батьки.*

Introduction.

In new socio-economic conditions of Ukraine's development, one of the urgent problems is the issue of psychological readiness for the implementation of inclusive education. We should note that enshrining the idea of inclusion at the legislative level does not reduce the severity of the problem in practice. Currently, in scientific research, considerable attention is paid to the special educational needs of children, the organization of an accessible environment for them, the development of content and the organization of psychological, psychological-pedagogical support for children, technologies of inclusion, integration of children with disabilities into society. At the same time, a small percentage of research is devoted to the problems of participants in the educational process - children, teachers, parents.

It should be noted that the development of inclusive education is impossible without changing the psychological attitude of the participants in the educational process, primarily teachers and parents.

The position and participation of parents in inclusive education should become more open and active. It is important to form partnership relations between parents and the preschool institution, to share responsibility for the educational result, to jointly create conditions for the comprehensive development of the child, to involve them in joint discussions on bringing up and educating children, and as a result creating optimal conditions for the socialization of the child in a group of peers. Also, in our opinion, there is a need to change the position of parents of children with normal psychophysical development, which is due to the fact that children form their attitude to what is happening orienting themselves to the opinion of an adult. Therefore, the psychological readiness of parents for inclusive education becomes one of the important conditions for its implementation and further development.

Our theoretical analysis of the scientific research of foreign and domestic scientists studying the problems of inclusion allows us to conclude that researchers pay considerable attention to the issues of the barrier-free educational environment for children with special educational needs, the readiness of teachers to introduce and implement inclusive education, the content of psychological and pedagogical support. But the issue of researching the psychological readiness of parents of preschool children for inclusive education remains understudied.

The importance of the psychological readiness of parents of preschool children, including those with special educational needs, for inclusive education and insufficient study of the issue determines the relevance of our research.

In modern psychology, the concept of "readiness" does not have

a clear definition and is widely interpreted, so most scientists interpret it in different ways: as a state of personality (G. Zaporozhtseva, O. Kernytskyi), a sign of personality attitude (Sh. Nadirashvili), a quality of personality, the motivational component of which is the leading one in shaping the readiness of the future specialist (L. Kondrashova), certain abilities, properties and qualities of the individual (V. Molyako), purposeful expression of the individual, including their beliefs, views, motives, relationships, attitudes (O. Khrushch-Ripska), a certain state of a prepared person who has a positive attitude towards a certain type of activity, who is ready to turn on and perform a certain action (O. Kernytskyi), the result of the activation of mental processes that ensure the mobilization of the personality at the time of the previous activity (E. Shekhovtsova). The issue of psychological readiness was studied by foreign and domestic scientists. In particular, the problems of psychological readiness were studied on the basis of a personal approach in which special attention is paid to the structure, content of psychological readiness, stages of its formation in the process of personality development. Psychological readiness is understood as a personal formation, the conditionality of the readiness of the motivational sphere of the individual is emphasized (V. Klymenko, I. Pishko and others); a functional approach in which readiness is connected with the mobilization of the body's psychophysiological systems, which ensures the effectiveness of activity (I. Gorelov, O. Kolisnichenko, etc.); personal-activity approach, in which psychological readiness can be understood as a manifestation of personal and subjective features, properties and qualities of a person in their integrity, which ensure the possibility of effective performance of one's functions (S. Kucherenko, O.

Zavorotnyuk, etc.). The question of a person's readiness for various types of activities is quite relevant, but ambiguous. At the current stage, psychological readiness is studied mainly in the aspect of readiness for activity. Thus, the problem of psychological readiness for pedagogical activity has been carefully developed by scientists (V. Bondar, T. Sak, V. Sinyov, etc.). The question of the psychological readiness of teachers to work in the conditions of inclusion was revealed by scientists (A. Kolupayeva, Z. Leniv, N. Sofiy, T. Shibystyuk, etc.), scientists (O. Kolesnichenko, Yu.Korpyuk, O. Timchenko, etc.), paid attention to the development of methods, forms and methods of organization of preparation and formation of individual readiness for activities in extreme situations; engaged in personal and professional development of future specialists (A. Kapska, O. Karpenko, etc.).

According to (Shybystyuk, 2018), psychological readiness is a complex systemic property of an individual, a concentrated indicator of the success of any of their activities, a measure of their professional ability. In her opinion, psychological readiness includes, on the one hand, a stock of knowledge, abilities and skills; on the other - personality traits: beliefs, abilities, interests, memory, thinking, attention, work capacity, emotionality, moral potential of the individual.

According to the definition (Chudakova, 2014), psychological readiness is a mental state of an individual, in which the key internal determinants of activity efficiency have reached a sufficiently significant level, which does not lead to its destruction. The definition of "psychological readiness" is considered by her as an integrative indicator of the level of personnel development, which combines

components that are significant for the accelerated implementation of innovations.

Instead (Kapska, 1997) understands the concept of "readiness" as a positive attitude, interest, stability of the motive of pedagogical activity, orientation towards activity; knowledge and ideas about the specifics of the activity, requirements for the teacher's personality; possession of knowledge, skills, processes of analysis, synthesis, comparisons, generalizations; self-assessment of one's activity, the level of preparation for it, and the adequacy of solving professional tasks.

Analyzing and summarizing the main approaches to the definition of the concept of "readiness", in the context of our research, we consider it as a holistic formation of emotional, psychophysiological, cognitive concentration of the individual, as well as a property of the individual, for whose formation the accumulation of life experience, understanding of the motives of activity becomes more important.

It should be noted that in modern psychological literature there are not enough studies aimed at studying the psychological readiness of parents of preschool children for inclusive education. Existing studies are mostly related to the study of the attitude towards inclusive education of parents raising children with normal psychophysical development.

Thus, in the studies of A. Kolupaeva, E. Klopota, G. Kukurudza, O. Ivashova, and K. Milyutina, the low awareness of parents regarding the idea, purpose and tasks of inclusion are emphasized, and the positive side of inclusion is defined as the education of tolerance in others. It is noted that parents fear a possible decrease in

the level of education, a decrease in attention to children with normal psychophysical development. Scientists believe that most parents have difficulties in defining the concept of inclusive education.

Almost all scientists in their studies indicate the presence of stigma, the formation of stereotypes in relation to children with special educational needs, the lack of tolerance, especially to children with intellectual disabilities. They emphasize the need for purposeful work on the formation of an adequate attitude towards people with special educational needs. In the above-mentioned studies, the analysis of certain aspects of the attitude towards children with special educational needs was carried out, but the study of the psychological readiness of parents of preschool children for inclusive education remains poorly researched.

The purpose of the study is a theoretical analysis of the psychological readiness of parents of preschool children for inclusive education and the implementation of an empirical study.

Methods and techniques. We used methods of analysis and synthesis of psychological literature on the topic of research and questionnaires. We conducted an empirical study in which 183 parents of preschool children participated (131 parents of children with normal psychophysical development and 52 parents of children with special educational needs). The average age of parents was 25-42 years. The respondents live in the city of Zaporizhzhia, their children attend preschool education institutions of various types (general development, combined type, sanatorium). The special educational needs of children are caused by sensory, speech, and intellectual disorders. The study of the problem of parents' psychological readiness for inclusive education was conducted on the

basis of a personal-activity approach. Parents were offered a questionnaire aimed at revealing the understanding of the essence of inclusive education, recognizing attitudes towards children with special educational needs. The questionnaire consists of multiple-choice questions; several answers can be chosen. The questions were aimed at identifying the specifics of the motivational, cognitive and emotional components of the readiness of parents of preschool children, including those with special educational needs, for inclusive education.

The results. The modern conditions in which parents of preschool children find themselves can be called quite extreme, because they are accompanied by significant psycho-emotional stress. First of all, parents are required to take a high responsibility for the life, upbringing and education of their child and, as a result, to make certain responsible decisions; they also face sufficient difficulty in performing parental functions in relation to children, especially those with special educational needs; they need to process a large amount of information for which there is usually a lack of time. Therefore, they need psychological support and constant readiness for various life situations.

We consider it appropriate to note that the majority of parents of preschool children with normal psychophysical development do not have positive life experience of interaction with children having special educational needs, and joint education and training of all children. Parents of this group do not have a sufficient idea of the specifics, philosophy of inclusive education, development of children with special educational needs, they have a low level of tolerance and empathy. As a result, there is no basis for the formation of

psychological readiness for the inclusion of all defined components (motivational, cognitive, behavioral).

At the same time, among the parents of children with special educational needs, there are other problematic aspects of the formation of psychological readiness for inclusive education, although the component structure is the same. They are characterized by excessive anxiety, super guardianship, constant fear for the life of their child, lack of understanding of the peculiarities of their upbringing in a group of peers, lack of faith in success, comparing them with others, not with themselves. We note that the implementation of inclusive education at the current stage is associated with certain difficulties, namely: the organization of a barrier-free environment in a preschool education institution, the readiness of teachers to work with children having special educational needs, a low level of support for participants in the educational process, interpersonal difficulties, insufficient amount, and sometimes absence of developmental, educational and methodical materials. In our opinion, all this to a certain extent encourages parents to actively participate in the process of the child's adaptation to the preschool education institution, to actively interact with teachers and parents of other children.

In our opinion, the psychological readiness of parents for inclusive education implies a set of personality qualities that contribute to the development of inclusion. During the research, we highlighted the motivational, value, emotional, cognitive and behavioral components of readiness.

We determined the main indicators of psychological readiness of parents of children with special educational needs and parents of

children with normal psychophysical development for inclusive education.

For parents of children with normal psychophysical development, the indicator of the emotional component should be a sufficient level of empathy and tolerance; indicators of the cognitive component are the presence of knowledge about the specifics of children's development, including children with special educational needs, knowledge about the goal and task of inclusion; behavioral component - sufficient development of communication skills, interaction with children, teachers, parents.

In the case of parents of children with special educational needs, we attributed to the indicators of the motivational component, in addition to accepting the goals and objectives of inclusive education, the presence of adequate motivation for learning, in accordance with the characteristics of the child. The indicators of the emotional component include a sufficient level of stress resistance and empathy; as an indicator of the cognitive component, we determined the understanding of the peculiarities of child development, knowledge of the tasks of inclusive education, and the main changes in legislation.

To the question "How, in your opinion, can the problem of adaptation of children with SEN to life in society be solved?" - 69.47% of parents raising children with normal psychophysical development answered that such children should grow, develop and learn together with other children, 15.27% - that it is necessary to raise them separately from other children, 6.88% - that it is difficult for them to answer. Studying the opinions of parents raising children with SEN, 92.30% chose the answer about joint growth and upbringing, 13.46%

- it is necessary to raise them separately from other children, 17.30% - it is difficult to answer. Analyzing the answers of both groups of parents, we can say that almost 15.00% of the total number of respondents believe that children with SEN should be raised separately from others. In our opinion, this indicates the presence of psychological problems in both groups of parents. In the group of parents raising children with normal psychophysical development, there is a problem of accepting children with SEN, and a low level of tolerance for this category of preschoolers. In the group of parents raising children with SEN, the problem is caused by the unsuccessful experience of their child communicating with peers in the preschool education group, misunderstandings with the parents of children with normal psychophysical development, anxiety, insufficient attention from teachers, and a low level of empathy.

Evaluating the attitude of parents towards children with SEN by the question "What means of interaction between children with normal psychophysical development and children with SEN do you consider acceptable?" we obtained the following results: in the group of parents of children with normal psychophysical development, 51.14% consider joint education in kindergarten appropriate, 55.72% support joint games on the street, 23.67% assume only casual communication, 25.95% chose close friendship. The diagnostic data obtained in this group allow us to highlight the peculiarities of the attitude towards children with SEN, namely: unwillingness to accept a child with SEN, lack of understanding of the philosophy of inclusion, the predominant feelings of parents are pity and sympathy, reluctance to study and raise children together, desire to use different common forms of interaction in extracurricular activities. On the

other hand, the position of parents raising children with special needs is different - 86.53% chose joint education in kindergarten, 69.23% - joint games on the street, 32.69% - close friendship, 5.76 - casual communication on the street. These results testify to the interest of parents in the full development of their child, the desire for it to be noticed and for it to feel like a full member of society, to have equal rights, despite different opportunities. We can say that in this group of parents, there is also a problem of lack of knowledge about the task of inclusion. In addition, they have concerns about the attitude of teachers and peers towards their child, adaptation to the conditions of the preschool education institution.

Based on this, we believe that both groups of parents need psychological support using trainings, workshops, business games, individual consultations aimed at increasing the level of empathy, tolerance, knowledge about the task of inclusion, the peculiarities of the psychophysical development of a preschooler, moral readiness to accept a child with SEN as an equal one, reducing the level of anxiety, positive experience of joint learning.

Answers to the question "What advantages can children of a preschool education institution count on during joint development and upbringing with children who have special needs?" in the group of parents of children with normal psychophysical development, the distribution was as follows: 36.64% believe that children will become kinder, 41.98% - that they will learn to help others, 41.22% that they will learn to be patient, 38.93% that they will receive the experience of compassion, empathy, 9.16% that it will bring teachers, parents and children closer together, 43.51% that it will expand children's understanding of diversity, 13.74% noted that there are no positive

moments. This may indicate the need for constant psychological support and continuing educational work on inclusion issues, the importance of teamwork in the pedagogical triangle of teachers, child and parents. In the group of parents of children with SEN, 57.69% expressed the opinion that children will become kinder, 80.80% that they will learn to help others, 86.50% - will be patient, 53.84% - will experience compassion, empathy, 44.23% determined that it brings teachers, parents and children closer together, 51.92% answered that it will expand children's understanding of diversity. These results are due to parents' desire for joint education and perception of their children as equals.

The next question was "What negative moments for IPE children can arise during joint education with children having special educational needs?" Summarizing the data obtained in the group of parents of children with normal psychophysical development, we can note that 30.53% note the absence of negative moments, 26.76% believe that conflicts will arise in the children's team, 19.84% expressed an opinion about the decrease in attention from educators to children with normal psychophysical development, 16.03% chose a decrease in the rate of development, 12.21% answered that children's interest in cognitive cycle activities will decrease. These results testify to the revealed fears in interpersonal relations among peers, between children and educators, lack of attention from teachers to their children, decrease in the quality of preschool education.

In the group of parents of children with SEN, the vast majority (86.54%) noted that there are no negative moments, but along with this, 13.46% of respondents believe that conflicts will arise in the children's team. We can say that for parents of children with SEN, the

motivating factor is an equal attitude towards their children, a positive impact on socialization in society and the child's sense of completeness.

For both groups of parents, there is a need to overcome stereotypic attitudes towards children with special educational needs, lack of experience of interacting with children who have different types of dysontogenesis, and the presence of certain social attitudes towards children with SEN.

To the question "In your opinion, what advantages can children with SEN and their parents expect in the case of joint education in special IPE" in the group of parents with normal psychophysical development, 35.11% answered that the child will be able to receive additional support from peers, 59.50% that a child with SEN will learn to interact with other peers from an early age, 40.46% that a child with SEN will actively develop by communicating with other peers, 21.37% that for parents the fact of raising their child in an inclusive SEN education, will positively affect the psychological well-being of the whole family. In the group of parents of children with SEN, the following results were obtained: 75.00% answered that their children will be able to receive additional support from peers, 86.53% that a child with SEN will learn to interact with other peers from an early age, 73.07%, that by communicating with other peers their child will actively develop, 82.69% that for them the fact of raising their child in a special education center with inclusive education will positively affect the psychological well-being of the entire family.

These results show that parents of children with SEN need constant psychological and pedagogical support, it is important for

them to have their child accepted by others.

Significantly different quantitative data were obtained to the question "What negative moments for children with SEN and their parents, in your opinion, will arise during joint education in special education?" in the group of parents who raise children with normal psychophysical development, 45.03% expressed the point of view about the ambiguous attitude of other children, 34.35% believe that a child with SEN will not be able to express himself among other children, 31.30% noted, that the parents of a child with SEN will have additional worries and difficulties related to inclusive education (increased anxiety). These results may indicate that parents from this group mostly do not understand what inclusive education is, they have almost no idea about its essence and content; about the lack of readiness to interact to resolve possible conflict situations, and therefore need training sessions to deepen knowledge about inclusion, psychological features of the development of a child with special needs in order to overcome the stigma of certain categories of children.

In the group of parents of children with SEN, 28.84% of respondents answered that children with special educational needs will not be able to express themselves among other children, 94.23% noted that there will be an ambiguous attitude from other children, 94.23% believe that they may have additional worries and difficulties related to inclusive education (increased anxiety). This indicates the need for meaningful psychological help in order for parents to understand the real perspective of their child's development, a specific attitude towards the child that is associated with fear for its health and excessive super guidance. Parents need help in stabilizing

their emotional state in order to independently solve their own psychological problems and to be able to constructively interact with SEN teachers.

When studying the opinion of parents "What additional skills and abilities should teachers working in the conditions of inclusive education possess?" the following results were obtained: in the group of parents of children with normal psychophysical development, 48.09% believe that they need the skills to organize psychological and pedagogical support for a child with special needs and the family, 40.46% that they need the skills to provide psychological support, 28.24% consider that teachers need special knowledge, 13.74% found it difficult to answer the question. In the group of parents of children with SEN, 82.64% believe that the skills of organizing psychological and pedagogical support for a child with SEN and the family are needed, 94.23% think that they need the skills to provide psychological support, and 28.84% accept that special knowledge is needed.

This shows that both groups of parents need psychological and pedagogical support, psychological support through individual counseling and training.

Analyzing the answers to the question "Do you have information on the implementation of inclusive education in primary education?" in the group of parents of children with normal psychophysical development, we have the following results: 60.00% yes, have partly, 31.00% yes, have sufficiently, 6.00% no, I am not interested in it, and 3.00% are hearing about inclusive education in IPE for the first time. This indicates a lack of awareness and openness regarding the issue of inclusive education, its positive impact on the collective of children,

and effectiveness. It is possible to solve this through educational work, creating a positive image of a child with SEN and the family, presenting their successes and achievements during joint meetings with parents. In the group of parents of children with special needs, 68.00% answered yes, we have sufficiently, 32.00% replied yes, we have partially. Such results may be due to the low level of psychological and pedagogical support from the teachers of the preschool education institution. For the most part, during parent meetings, teachers try to avoid the topic of inclusive education, the peculiarities of the course of socialization of a child with special needs in the collective group, they do not talk about children's successes. In our opinion, seminars-workshops, forum-theaters, meetings of parents' clubs will help to increase the level of popularization of inclusive education in primary and secondary schools.

To the question "What reason, in your opinion, hinders the development of inclusive education in IPE?" in the group of parents of children with normal psychophysical development, 53.50% believe that it is the lack of conditions for the education of children with SEN, 25.40% consider that it is lack of knowledge, and 21.10% think that the attitude and stereotypes of people interfere. This may indicate the problem of accepting the "specialness" of the child, a low level of tolerance and empathy. We consider it necessary to increase the level of tolerance and empathy among parents by conducting trainings.

In the group of parents of children with SEN, 45.70% identified that people's attitudes and stereotypes are the hinder, 31.40% chose the answer that lack of knowledge and information on inclusion

issues do, 22.90% indicate that it is the lack of conditions for education of children with SEN. We believe that most parents of children with SEN need psychological and pedagogical support during the inclusion of a child in inclusive education.

Parents' answers to the question "Do you agree that children with special needs, including those with disabilities, have the right to receive preschool education together with their peers?" in the group of parents of children with normal psychophysical development, - were distributed as follows: 67.18% chose the answer "yes", while 32.82% of respondents answered "no". On the other hand, in the group of parents of children with SEN, 100% gave the answer "yes". This may indicate that parents are not ready for inclusive education in IPE and also the need to solve this problem.

Conclusions and perspectives of the study. So, our empirical research made it possible to conclude that the cognitive component of psychological readiness is not sufficiently formed among the respondents. Parents mostly do not know what inclusive education is, they have almost no idea about the essence and content of inclusive education. Emotional and motivational components of readiness of parents of preschool children have their own characteristics for respondents of both groups. For parents of children with SEN, the motivating factors are an equal attitude towards their children, a sense of completeness of the child and a positive influence on socialization into society. At the same time, the parents of children with normal psychophysical development showed fears in interpersonal relations between children, between children and educators, lack of attention from teachers to their children, and a decrease in cognitive interest. We can say that parents are not ready to raise and teach children in an

inclusive group of a preschool education institution. All of the above indicates that it is necessary to form the psychological readiness of parents of preschool children for inclusive education. We propose to do this through the implementation of an information-resource model of training using multimedia techniques with the aim of better perception and interest in participation, which will include presentation and educational, information classes, seminars, games, round tables, forum-theatres, individual counseling.

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