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Iryna Demchenko,
Hanna Chyrva

MOTIVATIONAL AND VALUE-BASED DETERMINANTS OF THE FUTURE PEDAGOGUES' WILLINGNESS CONDITION TO WORK IN TERMS OF INCLUSIVE EDUCATION

У статті представлено мотиваційно-ціннісні детермінанти готовності майбутніх педагогів до роботи в умовах інклюзивної освіти, на цій основі розроблено методичний інструментарій, за яким проведено психолого-педагогічну діагностику для диференціації її стану в студентів-випускників педагогічних спеціальностей університетів освітнього ступеня «бакалавр».

З'ясовано, що підготовка майбутнього педагога є динамічним процесом, кінцевим результатом якої має бути готовність фахівця до професійної діяльності, тобто підготовка є засобом формування готовності до діяльності як показника її якості.

Виявлено, що в ієрархії структурних компонентів готовності майбутнього вчителя до професійної діяльності в умовах інклюзивної освіти психологічна готовність першорядно позначається денотатами мотиваційної й аксіологічної сфер особистості.

Охарактеризовано мотиваційно-ціннісний компонент інклюзивної компетентності майбутнього педагога за параметрами (стійкість мотивації до інклюзивної діяльності, абсолютність прийняття цінностей інклюзії та справжність професійної спрямованості на неї).

Розроблено відповідний діагностичний інструментарій (тести, анкети) та експериментально визначено рівні готовності майбутнього педагога до роботи в умовах інклюзивної освіти за мотиваційно-ціннісними детермінантами.

Установлено, що майбутні педагоги з ідеальним станом готовності до роботи в умовах інклюзивної освіти мають стійку мотивацію до неї, цілком приймають її цінності, професійно спрямовані на інклюзію. Студенти із задовільним станом мають майже стійку мотивацію до роботи в умовах інклюзивної освіти, не зовсім упевнено приймають її цінності та формально професійно спрямовані на інклюзію. Незадовільний стан властивий студентам, які мають зовсім не стійку мотивацію до роботи в умовах інклюзивної освіти, сумнівно приймають її цінності та оманливо професійно спрямовані на інклюзію.

Ключові слова: *підготовка, готовність майбутнього вчителя, інклюзивна освіта, психолого-педагогічна діагностика, мотиваційно-ціннісний вимір стану готовності.*

The article presents the motivational and value determinants of the readiness of future teachers to work in the context of inclusive education, on this basis to develop a methodical tool for conducting psychological and pedagogical diagnostics for the differentiation of its status in graduate students of pedagogical specialties at universities (educational degree «Bachelor»).

It was mentioned that the training of the future teacher is a dynamic process, the final result of which should be the readiness of a specialist to professional activity. It means that the preparation is a tool for forming readiness activity as an indicator of its quality.

The paper describes that in the hierarchy of its structural components of the future teacher's readiness to professional activity in the conditions of inclusive education, the psychological readiness is primarily denoted by the denotate of the motivational and axiological spheres of the individual.

The motivational-value component of the future teacher's inclusive competence according to the parameters (stability of motivation to inclusive activity, absolute acceptance of values of inclusion and authenticity of professional orientation on it) are characterized.

The appropriate diagnostic tools (tests, questionnaires) have been developed and the levels of readiness of the future teacher to work in the context of inclusive education by the motivational and value determinants have been experimentally determined.

It is established that future educators with an ideal state of readiness for work under conditions of inclusive education have a stable motivation for it, fully accept its values, which are truly professionally directed to inclusiveness. Students with satisfactory status have almost stable motivation to work in inclusive education, are not very confident in accepting its values and formally professionally focused on inclusiveness. The students' unsatisfactory state of affairs who have absolutely no consistent motivation to work under inclusive education are doubtful about its values and misleadingly professionally directed to inclusiveness.

Key words: *preparation, the readiness of the future teacher, inclusive education, psychological and pedagogical diagnostics, motivational-value measurement of readiness.*

Due to the inclusive education implementation the process of the future pedagogues' willingness formation to the professional activity in terms of inclusive education acquires a significant meaning. As L. Priadko states, «there should be pedagogues, who accept a new system of values, realize the new educational technologies in a creative way, are able to solve the problem of socialization of children with special educational needs, are able to use the methods of psychological and pedagogical diagnostics, constantly strive for high results in their professional activity, are aware of special character of educational programs, are able to use methods and technologies of education of children with

special educational needs, have and active interaction both in the institution and with the surrounding people» [4, p. 445].

In the context of the problem under consideration the fact is that the future pedagogue's training is a dynamic process, the final result of which should be the specialist's willingness to the professional activity. So, the training is one of the means of formation of willingness to activity as a rate of its quality. Thus, the concept «willingness» is broader than «preparedness», which has situational features due to the reflection of some aspects of the training process, such as motivational, communicative, cognitive, activity, reflexive etc.

As a psychological and pedagogical phenomenon willingness is a subject of numerous researches and is reviewed from the position of aim, attitude towards activity, developed system of views, beliefs, motives, conative and intellectual qualities, knowledge, skills and abilities, active person's condition for strength mobilization in order to fulfil tasks, professional specialists' self-development and self-realization etc. Due to this it is worth noticing that the concept of willingness is, at the same time, a separate research construct, and a component of the person's activity or structure.

As a whole, the willingness of the specialist of any specialty towards the professional activity is defined by G. Ball as a complex ability, in which two sides are distinguished. They are: motivational – inclination to the corresponding type of activity; and instrumental – the ability to use effective strategies of activity, generalized types of actions and operations [1, p. 99]. That points at the double character of the willingness – psychological and pedagogical. The latter is determined with the denotation of motivational and axiological personal spheres in the hierarchy of its structural components. It is proved by the scientific works of such scientists as M. Chaikovsky [8], S. Cherkasova [6], V. Hytriuk [5], O. Kucheruk [3], S. Peters [9], Yu. Shumilovska [7] and others. So, the issue of clear determination and empirical study of motivational and value-based determinants of the condition of future pedagogues' willingness to work in terms of inclusive education becomes extremely important.

The aim of the article is to reveal the results of psychological and pedagogical diagnostics of motivational and value-based dimension of the condition of pedagogical students' willingness to work in terms of inclusive education.

The tasks are: to define motivational and value-based determinants of future pedagogues' willingness to work in terms of inclusive education, to work out the methodical tools on this basis and to conduct psychological and pedagogical diagnostics according to it in order to differentiate its condition of the university graduates of pedagogical specialties of the Bachelor's degree.

Motivational willingness to inclusive education

While defining the specification of motivational and value-based component of the future pedagogue's inclusive competence, O. Kucheruk makes the conclusion that its orientation to fulfil professional activity in terms of

inclusive education foresees the formedness of such properties as: humanistic and value-based outlook, which allows reviewing the person as the highest value; personal perception and recognition of activity aims in terms of inclusive education as values; realization of the special meaning of the inclusive competence formedness; interest in problems of inclusive education; conscious desire to conduct activity in terms of inclusive education and intention to its positive result; motivation of self-education, self-development and self-improvement of pedagogical mastership [3, p. 126]. Taking it into account, there are reasons for the clearer representation of motivational and value-based dimension of future pedagogue's willingness to work in terms of inclusive education. In the author's variant it is marked with such rates as firmness of its motivation, absoluteness of acceptance of inclusion values and the identity of professional orientation to it.

The choice if the rate of the future pedagogue motivation firmness to work in terms of inclusive education is substantiated with the fact that he has to investigate why and what for he has to be prepared to work : to provide for living, to realize his professional capacity, to bring people kindness and humanism. The level of motivation firmness to work in terms of inclusive education depends on the accuracy of the desired goal, coincidence of the person's needs and educational tasks.

The combination of the firm motives to the activity in terms of inclusive education marks the professional orientation identity to inclusion as a selective attitude to its contents, process and outside attributes. Creative abilities, social recognition, capacity to heal children with psychophysiological disabilities during the professional activity should be essential for the future pedagogue. Such professional activity includes a wide circle of needs, interests and aims of the person. Due to this, professional orientation should involve groups of motives, which express the need in the things, which: make the main contents of the chosen profession; are connected with the reflection of some peculiarities of the profession in social consciousness (prestige, social meaning); are updated during interaction with the professional activity in terms of inclusive education (self-esteem, self-development, self-realization); reveal the peculiarities of the person's self-consciousness in terms of interaction with profession (confidence of own applicability, possession of creative capacity, presence of mission); are of great interest to outer, non-existing attributes of profession, such as romanticism, magic etc.

The rate of the absoluteness of the values acceptance of inclusive education marks complete recognition of inclusive values and has to comprise at least such types of them as:

- values-aims – assignment of the main contents of activity in terms of inclusive education by means of the aims definition due to certain motives, relevant to the needs, which are realized in this activity;
- structural values – equality of all the participants of educational process,

- assurance of everybody's rights, support of the society;
- values-conditions – educational environment constructed in a special way;
- values-knowledge – methodological substantiation of help to people with special educational needs and their socialization, the degree of realization of psychological and pedagogical and subject knowledge, their selection and evaluation with consideration of the pupils' groups and education conditions;
- values-relationships – respect to variety, non-violence, trust, sympathy, honesty and courage;
- labour values – realization of the significance of the labour activity in terms of inclusive education, its sense of purpose, its personal admiration;
- moral values – domination of joy, love and respect to each other, hope and optimism, the beauty of pedagogical activity;
- values-qualities – empathy, realization of the peculiarity and relative autonomy of self-development of the special child's personality.

In general the submission of freedom, equal rights, recognition of human dignity of children with special educational needs, an intention to be essential and useful, a desire to help them, that is a basis of its impersonal position is an axiological dominant of the future pedagogue's personality.

The positions, which were mentioned above, give ground for evaluation of the future pedagogue's willingness to work in terms of inclusive education according to motivational and value-based determinants. That is specified with the rates of firmness of his motivation, absolute character of inclusion values acceptance and reality of professional orientation to inclusion. These factors are in the heart of the development of the instruments of psychological and pedagogical diagnostics of the investigated quality of intramural and extramural graduates of the Bachelor's degree of the Department of Arts, Department of Preschool and Special Education and Department of Primary Education of Pavlo Tychyna Uman State Pedagogical University. The range of sample group comprised 380 people.

The procedure of testing has been conducted in order to reveal the future pedagogues' willingness condition to work in terms of inclusive education according to the rate of motivation firmness. The special form sheet [2, p. 49–51] suggested a number of questions to reveal motivation: the wish to teach and educate children with special educational needs, perceive their inner world; the wish to be useful for children, their parents and pedagogical staff; the desire to provide compatible development for every child, experience their love and affection, to be a good advisor and assistant for all children; be fond of inclusive pedagogy and psychology, educational artwork of all children, innovations in inclusive education; the intention to realize their creative potential in the difficult conditions of educative inclusion, remove any types of discrimination expression

in the child environment, provide «special» children with the same educational rights as the ordinary children, overcome fear for the difficult conditions of inclusive education; to have scientific and research interest to inclusive education and the perspectives of its development. The students had the task to evaluate (by means of circling a corresponding point) the degree of their firmness according to the special scale from one to three points: very firm – 3 points, almost firm – 2 points; not firm at all – 1 point.

The testing results were calculated according to the points which the students gained. They were divided by the maximum quantity (45) with the aim to define the coefficient of the motivation firmness. For example, $42 : 45 = 0,93$. If the student felt that his self-esteem was a little bit exaggerated, it should have been reduced up to three points, and vice versa, if it was underestimated, three points were added. In such a way, a corresponding coefficient was received, for example $42 - 3 = 39 : 45 = 0,86$; $42 + 3 = 45 : 45 = 1,0$. If the coefficient balances in numeral borders from 0,33 to 0,55, then the motivation to work in terms of inclusive education is not firm; from 0,56 to 0,77 – almost firm; from 0,78 to 1,0 – very firm.

In order to define the character of the future pedagogue's professional orientation to inclusion, a questionnaire has been conducted. The questionnaire form sheet included 10 questions. Each of them had three variants of possible answers. The future pedagogues had to underline their answer.

1. Why did you decide to get a profession of the pedagogue of inclusive education?

- a) to receive a Higher Education Diploma;
- b) because the work of teacher in terms of inclusive education is interesting and not difficult;
- c) I will receive satisfaction from education of pupils, no matter if they are able or disabled.

2. Do you like the profession of the pedagogue of inclusive education?

- a) I don't like it at all, it's better without inclusion;
- b) I like it very much, as inclusion is very human;
- c) I don't have a distinct opinion.

3. If you were proposed to be a student of another university department, that is to change the chosen profession of the inclusive education pedagogue, would you agree to do that?

- a) under no circumstances;
- b) it depends on circumstances;
- c) yes.

4. Imagine that you have graduated the university and you are proposed 3 variants of employment, which of them would you choose?

- a) the job in the educational establishment, where inclusive form of education is provided;
- b) the job in the educational establishment, where inclusive form of

education is not provided;

c) the more highly paid job in the education sphere, but not according to the profession.

5. *Do you think that the implementation of inclusive form of education makes the pedagogue's activity difficult?*

a) yes, it makes it difficult and it is very hard to get used to it;

b) no, it doesn't make it difficult very much, it is easy to get used to it;

c) it doesn't make it difficult at all, because all of the educational establishments were always inclusive.

6. *Imagine, that you have started work activity in the inclusive education establishment, how would you fulfil educational tasks concerning education and development of pupils?*

a) taking into account individual possibilities and educational needs of every pupil;

b) completely following pedagogical instructions of standard teaching and instructional lessons;

c) I don't need any educational instructions, I will teach in the way I want.

7. *Do you like the fact that in spite of traditional disciplines you will have to study «Fundamentals of inclusive education», «Inclusive pedagogy», «Correctional pedagogy and psychology», «Defectology» and so on?*

a) yes, I like it very much, as their study will increase the level of my willingness to inclusive education;

b) I don't like it very much, because that complicates educative process and these subjects are created artificially;

c) I don't like it at all, because it is a waste of time, traditional disciplines are quite enough to master the profession.

8. *How do you become interested in the innovative technologies of the inclusive education?*

a) I constantly read newspapers, magazines, articles in scientific collections and in the Internet;

b) sometimes I surf the sites, which reveal the problems of inclusive education;

c) I am not interested in anything at all, the things which I study at the university are enough for me.

9. *Imagine that in your future professional activity you will be asked to grant money to improve inclusive educational environment. Would you agree to do that?*

a) yes, but it depends on the family budget and it should be taken into account that the Ministry of education and science of Ukraine should be responsible for it;

b) yes, of course, because it is not possible to perform inclusive activity without proper educational conditions, which our state is not able to give completely.

c) never, because the pedagogue's salary is too low, the inclusive education establishment's administration should search for sponsors.

10. *What professional future are you dreaming about after receiving the profession of the educational establishment's pedagogue, including inclusive form of education?*

a) I don't care if I will work according to the profession or not, I just need a decent job to satisfy my life needs;

b) it is not necessary to work according to the profession but in the system of education, having satisfaction from work and worthy financial reward;

c) I am going to work according to the profession, receive satisfaction from work and worthy financial reward.

The results of the questionnaire were calculated by means of giving points to each student's answer according to such key:

According to the quantity of points, future pedagogues' professional orientation to inclusion was marked in such way: 0–9 – false; 10–18 – formal; 19–27 – real.

The diagnostics of the condition of future pedagogues' motivational and value-based willingness to work in terms of inclusive education was concluded with the procedure of testing of the rate of absoluteness of inclusive education values acceptance. The students had to choose the most appropriate variant (or inclination to this or that thing) from the number of opposite statements in the special form sheet in such way: if they completely liked variant A letter B should have been lined through; if they liked variant A more, but didn't agree with it completely, they should have put an arrow in the direction of letter A with slash marks; if they inclined to variant B, but didn't agree with it completely, they should have put an arrow in the direction of letter B with slash marks; if they completely liked variant B, then letter A should have been lined through.

Table 1

The number of the question		1	2	3	4	5	6	7	8	9	10
Variants of answer	A	0	0	3	3	0	3	3	3	1	0
	B	2	3	1	2	1	1	1	1	3	1
	A	3	1	0	0	2	0	0	0	0	3

1. All children, as well as children with special educational needs, can **A** / / **B** can't study together successfully.

2. The pedagogue should work with all children *in the same way* **A** / / **B** *not in the same way* effectively in spite of their individual age peculiarities, nationality, language, origin and developmental disability.

3. The cognitive, social and emotional development of children *becomes better* **A** / / **B** *becomes worse* in terms of inclusive education with the help of communication with peers.

4. Peers *encourage* **A** / / **B** *prevent* the development of children with special educational needs in terms of inclusive education.

5. The idea of inclusive education *is completely real* **A** / / **B** *is not real* to realize in the school practice

6. Inclusive form of education *will only do good* **A** / / **B** *will do harm* to ordinary children and children with special educational needs.

7. The philosophy of inclusive education *is completely acceptable* **A** / / **B** *is completely unacceptable* in the modern society.

8. The main task of inclusive education lies in the fact, that every child should form skills, which will help him *to live to the fullest* **A** / / **B** *to exist in isolation* in modern society.

9. Inclusive education is *a real democracy* **A** / / **B** *utopia* in action.

10. Common education of «ordinary» and «special» children is *worth and useful* **A** / / **B** *absurd and harmful*.

11. Common education of «ordinary» and «special» children encourages the development of *compassion* **A** / / **B** *aggression*.

12. The pedagogue *should* **A** / / **B** *shouldn't* love children with problems in development.

13. The main principle of inclusive education is *to adjust it to the needs and abilities of every child* **A** / / **B** *every pupil is adjusted to the educational system*.

14. The main aim of inclusive education is *the creation of special conditions for the development and social adaptation of pupils with special educational needs and their peers* **A** / / **B** *the creation of additional workplaces for pedagogues, speech pathologists, psychologists, who would correct psychophysiological disabilities of children*.

15. The main condition of inclusion in education is *a valuable* **A** / / **B** *a pragmatic* attitude towards education, training and personal development of children with special educational needs.

According to the quantity of the chosen variants of statements or inclination to them, the students were characterized with: preference of A – complete acceptance of the values of inclusive education; A and B in the same way – confident acceptance; preference of B – doubtful acceptance.

In the result of conduction of the first diagnostic procedure it has been defined, that the wish of the most students to be a useful specialist for children, their parents and pedagogical staff stays on the first place in the hierarchy of motivational expression to work in terms of inclusive education.

As we may see, future pedagogues firstly paid a special attention to the general and pedagogical moral aspect in motivation to work in terms of inclusive education. What concerns inclusive context of this motivation, we may state, that the students evaluated their expression as almost unstable. In the quantitative equivalent it has been revealed that over 23 % of students have almost unstable motivation, about 50 % – almost firm; 32 % – very firm.

The results of the second diagnostic procedure were unexpected. It has been

found out that a great number of students (over 37 %) decided to get a profession of the pedagogue only in order to receive a Higher Education Diploma; almost the same number of respondents (36,5 %) explained that with the fact that the work of the teacher even in terms of inclusive education is interesting and not difficult; the rest of the students (27,5 %) were sure that they would have satisfaction from education of children with special educational needs.

The answers were even more fascinating. Do you like the profession of the inclusive education pedagogue? Yes, 72 % of students didn't like it at all, it would be better without inclusion. 22 % didn't have any clear opinion. Only 6 % of students really liked it, because inclusion is very human.

Answering the question whether pedagogue's professional activity is complicated with the implementation of inclusive form of education, most of the students (almost 63 %) have chosen the answer: «Yes, it complicates it a lot and it is difficult to get used to it». 21 % of students suppose that it doesn't complicate it a lot and it is easy to get used to it. Only 16 % of students are convinced that it doesn't complicate it at all, because all of the educational establishments have always been inclusive.

The students' answers to the rest of the questions were more or less steady, that means that they were not so contrastive as to the questions, mentioned above. Having calculated the questionnaire results by means of giving the correspondent quantity of points for the answers, a false, formal or real character of professional orientation to inclusion of the future pedagogues has been defined. The quantitative results of their division according to the levels of formedness of this rate have been recorded in the table 1.

The most positive things according to the results of the last diagnostic procedure were the facts that: a lot of students (over 60 %) tend to believe that all children, with special educational needs as well, can study successfully together; peers encourage the development of children with special educational needs in terms of inclusive education (67 %); inclusive form of education will only do good to ordinary children and children with special educational needs (53 %); the philosophy of inclusive education is completely acceptable in the modern society (69 %); inclusive education is a real democracy in action (54 %); common education of «ordinary» and «special» children encourages the development of compassion (83 %).

Besides, a great number of students accepted negative statements: cognitive, motive, social and emotional development of children becomes worse in terms of inclusive education (43 %); it is almost unreal to implement an idea of inclusive education into the school practice (49 %); inclusive form of education will do harm to ordinary children and children with special educational needs (44 %); common education of «ordinary» and «special» children is absurd and harmful (35 %); common education of «ordinary» and «special» children encourages aggression (31 %); the main principle of inclusive education lies in the fact that every pupil should adjust to the educational system (23 %).

Having processed the received testing results, the students have been divided into different groups: those, who were completely sure, those, who were not almost sure or accept the values of inclusive education with doubt. The digital data of this section were placed in the table 2.

Table 2

Quantitative division of students (in %) according to their willingness to work in terms of inclusive education According to the rate of its motivational and value-based measurement

Rates	Levels					
	Dissatisfactory		Satisfactory		Ideal	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Firmness of motivation to work in terms of inclusive education	23,1	22,7	44,9	45,0	32,0	32,3
Identity of professional orientation to inclusion	54,6	55,0	31,3	30,4	14,1	14,6
Absoluteness of acceptance of inclusive education values	31,6	30,2	39,2	38,3	29,2	31,5
Average meaning	36,4	36,0	38,5	37,9	25,1	26,1

The summary data of the table 2 prove the fact that dissatisfactory condition of willingness to work in terms of inclusive education according to the rates of motivational and value-based measurement has been revealed within 36 %; satisfactory – 38 %; ideal – 26 % of students of experimental and control groups. It is significant that 32 % of students revealed an ideal condition of this willingness according to the rate of firmness of motivation to work in terms of inclusive education. It is a great pity that almost 55 % of future pedagogues show deceitfulness of their professional orientation to inclusion.

Motivational and value-based determinants of willingness of the future pedagogues to work in terms of inclusive education have been defined. They are: firmness of motivation to inclusive activity, absoluteness of acceptance of inclusion values and identity of professional orientation to it. The defined parameters have been taken as a basis of the development of appropriate diagnostic instruments (tests, questionnaires) in order to differentiate the condition of its formedness (ideal, satisfactory, dissatisfactory) of the university graduates of pedagogical specialties of Bachelor’s degree.

It has been stated, that according to the motivational and value-based

determinants future pedagogues with an ideal willingness to work in terms of inclusive education have a firm motivation to it, completely accept its values and are really oriented to inclusion. Students with satisfactory condition have almost firm motivation to work in terms of inclusive education, accept its values not with great confidence and are formally professionally oriented to inclusion. Dissatisfactory condition is appropriate of the students, which have completely unstable motivation to work in terms of inclusive education, accept its values with doubt and are deceitfully oriented to inclusion.

The perspectives of further research lies in the fact, that future pedagogues should be oriented to the active interiorization, internalization and identification of the values of inclusive education in the process of professional education. The students' interest to work in terms of inclusive education should be extended.

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