Summary

**The theme of the final qualifying work:** The development of the psychological readiness of university teachers to work with students with special educational needs.

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**The relevance of the research:** The widespread introduction of the idea of inclusive education poses many new challenges for the modern educational system, including in the process of personal and professional training of teachers. The changes that are currently taking place in the education system of our country, including the development of an inclusive environment, guarantee equal rights to receive and access to education for students with disabilities, the development of an individual educational route.

The state policy on students with disabilities, stated in the legal documents, puts before the professional pedagogical community the task of changing the usual, formed dozens of years of ideas about the forms and content of training of this category of students. If we take into account the social order addressed to higher education, expressed in the form of requirements for the training of teachers who are able to navigate independently in the modern educational space, the interest in the integral characteristics of the teacher, including his/her professional readiness becomes clear. In this perspective, the issues of formation of psychological readiness of teachers involved in the organization and implementation of education adequate to the educational needs of all categories of students have become relevant.

The problem of formation of psychological readiness of future teachers to work with students who have special educational needs in higher education is of
particular importance. The relevance of our research is emphasized by the obvious demand in the training of teachers of higher educational institutions for the implementation of inclusive education and the lack of theoretical and methodological development of organizational and pedagogical support for the preparation of teachers for its implementation.

Obviously, there is a need for a comprehensive study of the psychological readiness of teachers to work with students with special educational needs and the development of a program aimed at improving the psychological readiness of teachers of higher education to work with students with special educational needs.

**The aim of the research:** to study the psychological readiness of university teachers to work with students with special educational needs.

**Objectives of the research:**

- to give a psychological characteristic of the professional activity of a university teacher in the system of inclusive education;
- to identify features of the psychological readiness of a university teacher to work with students who have special needs;
- to determine the conditions for the development of the psychological readiness of teachers to work with students with special educational needs;
- to conduct a study of the psychological readiness of teachers involved in working with students with special needs;
- to develop and implement a program for the development of the psychological readiness of university teachers to work with students with special educational needs;
- to analyze the effectiveness of the results of the program for the development of the psychological readiness of university teachers to work with students with special educational needs.

**The object of the research:** is the psychological readiness of university teachers to work with students with special educational needs.
The subject of the research: is the peculiarities of the development of psychological readiness of university teachers to work with students with special educational needs.

The hypotheses of the research:

1. Psychological readiness of the teacher to work with students with special educational needs is a complex, holistic, personal education, representing a set of psychological and professional qualities and abilities (empathy, balance, tolerance, creativity, constructive strategies of coping behavior, the ability to self-analysis), allowing at a high motivational level to ensure the possibility of effective activities for the inclusion of students with disabilities in higher education.

2. The conditions for the development of psychological readiness of University teachers to work with students who have special educational needs will be: the development of empathic abilities of teachers, reducing the level of aggressiveness, increasing the level of professional pedagogical tolerance and tolerance to uncertainty, increasing the level of creativity, constructive strategies of coping behavior, improving the ability to self-analysis of pedagogical activity.

The theoretical and practical significance of the research is:

– in enrichment of psychological knowledge about features of professional training of teachers with new knowledge, about the contents and structure of psychological readiness of the teacher of higher education institution to work with the students with special educational needs;

– in identifying the conditions for the formation of psychological readiness of teachers to work with students with special educational needs;

– in the improvement and justification of the program for the development of psychological readiness of university teachers to work with students with special educational needs;

– practical conclusions and results of the study can be used in the process of professional training of psychologists and teachers in a two-level system of training (bachelors and masters) and additional professional retraining;
– it is possible to use the materials and content of the program in the preparation of future teachers in the system of higher education for the implementation of inclusive education in higher education;
– educational and methodological issues for the development of psychological readiness to work with students with special educational needs can be used in the practice of higher, secondary and additional professional education.

**The results of the research:**

The theoretical and methodical material on the problem of psychological readiness of teachers to work with students with special educational needs is analyzed and generalized. The content and components of psychological readiness of teachers to work with students with special educational needs: motivational, personal, emotional-volitional and reflexive are defined.

A diagnostic complex designed to study the psychological readiness of teachers to work with students with special educational needs has been developed. A program for the development of the psychological readiness of teachers to work with students with special educational needs has been established and implemented in the educational process of the university. The program consists of three lectures and nine practical classes.

The toolkit for monitoring the psychological readiness of teachers for inclusive education has been tested. The conditions promoting effective formation of the psychological readiness of teachers to work with students that have special educational needs (empathic abilities of teachers, level of aggressiveness, level of professional pedagogical tolerance, tolerance for uncertainty, level of creativity, chosen strategies of coping behavior, ability to self-analysis of pedagogical activity) are highlighted. The effectiveness of this program and the need for implementation to improve the psychological readiness of university teachers to work with students with special educational needs is verified.