

Identification of positive individual qualities of an inclusive education future specialist during professional training

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Abstract

Individual positive qualities of a future specialist of inclusive education can help him/her in the future to successfully fulfil working tasks and significantly help their self-realization. The problem is that the specialist in inclusive education has to be endowed with special qualities-values as far as he/she is going to work with people with disabilities. This situation increases the cost of employing after completion of university study, because it requires getting an additional education. The aim is to find a way to determine positive individual qualities of Ukrainian students who, in future, will work with the students with special educational needs in the sphere of general secondary education and to understand how professional training in the higher education institution influences their development. The diagnosing of individual qualities (achievement motivation, values-based orientations, empathy and good nature, benevolence) was executed in the experimental and control groups using special methodologies. There were distinguished individual qualities that increased the ability of work in the inclusive environment. These values were identified as personally important and professionally significant qualities to work in an inclusive environment, which formed a special inclusive competence of elementary school teachers. The results of investigation showed that in the process of education the students of the experimental group increased the level of determined positive individual qualities. The obtained results will enable the development of an ideal profile of the inclusive education future specialist in the general secondary education institution; they will be useful for the development of the education program and competence model for the specialty of elementary school teacher majoring in “Specialist in inclusive education”.

Key words: positive individual qualities, professional training, specialist in inclusive education, inclusive competence.

Introduction

The experience of European inclusion practices indicates that there are many factors, which influence the training of teachers in higher education and the formation of their competence. For example, Adams & Forsyth, 2006; Demerouti, Bakker, Nachreiner, & Schaufeli (2001); Tschannen-Moran, M., Woolfolk Hoy & Hoy (1998) determine environmental and contextual elements (school level, school structure, affiliation with teachers, lack of support from administrators or school authorities and administrative turnover). Ross, Cousins, & Gadalla (1996), Schonfeld (2001) and Tschannen-Moran et al. (1998) state that demographic factors, such as age, gender and years of experience, influence professional training.

At the same time, Forlin & Linklater (2010) note that a new generation teacher should have conceptual thinking, the ability to recognize personal and social significance of professional activities while working with children with disabilities and take responsibility for the quality of the obtained result. Therefore, the individual qualities of a teacher, such as interpersonal communication, moderation, wisdom and transcendence (Navidnia, 2009; Lim & Kim, 2014) should become a significant factor of effective personal education and formation of competence. Lim & Kim (2014) investigated the correlation of positive qualities of Korean teachers of special needs school and efficiency of personal training. The investigation of Chan (2009) was focused on the classification of positive values of Chinese teachers in regular schools; wisdom, braveness, humanness, fairness, temper and transcendence take the central place in their hierarchy. Atkinson (2009) provides the opinion that there is a lack of research of the problem of values “measurement” in the society in general and educational environment in particular. Therefore, we can talk about the topicality of the need to measure the individual qualities of the future teacher of inclusion as personal values. Separate works of scientists in Ukraine and other countries are directed at this (Alechina, Alekseeva & Agafonova, 2011; Atkinson, 2009; Peterson, 2004; Pelekh & Kukla, 2019; Naukkarinen, 2008; Kim, 2011; Philpot, Furey & Penney 2010; Forlin & Chambers, 2011;

Filonenko, 2014; Rokeach, 1968; Rodrigues, 2009; Matyazh & Berezianskaya 2013; Schwartz, 2006; Yanitskii, 2000). These works methodologically justify the theories on the study of motivation to education, classification of value-based orientations and personality orientations, personal development of a student, professional training of a future teacher. However, the attempts to explain and understand the impact of professional training on the development of individual qualities of university students oriented on teaching pupils with special educational needs in the institution of general secondary education are not enough investigated. Taking into account the abovementioned, there is the necessity to obtain data about the influence of the process of training in the higher educational establishments on values and individual values-qualities of the students. As asserted in Rashkevich (2014), complete and nationwide implementation of student-centred study will be the impetus for implementation of the new educational program of training qualified specialists in a higher education (Pelekh & Kukla, 2019). We will appeal to the obtained results with the aim to create a specialized program of professional training for future teachers who will work in the inclusive environment of the institution of general secondary education as new educational philosophy. Consequently, firstly, professional training of the future specialist of inclusive education obtains relevance that preconditions significant changes in the values system of students. Secondly, the teachers, who work with the pupils with special educational needs and do not have significant authentic personal qualities, are not able to communicate with the team of specialists who help in the adaptive processes in the establishments of general secondary education (Florian & Linklater, 2010). At the same time youth segment is growing, which puts forward certain requirements to labor, although it shows insufficient activity in the development of professional career (Tycner, 2014), including in the professional activities in the inclusive environment of the institution of the general secondary education. Possible reasons for this are the levelling of positive qualities and emotions, especially in the attitude to persons with special educational needs.

Therefore, the purpose of the **research** is to highlight individual positive qualities of the future specialist in the inclusive education and to clarify the influence of professional training of future primary school teachers on their formation (development).

The set aim requires the execution of the following **tasks**:

- determination of individual positive qualities as a component of inclusive competence of future primary school teachers;
- diagnosing of individual positive qualities with the aim of clarification of their modification in the process of professional training of future primary school teachers working in the inclusive environment.

In order to solve the abovementioned tasks of the investigated problem we determined the following key **issues**:

- “What positive individual qualities do the students of pedagogical specialties possess?”
- “Does professional training influence the formation (development) of individual positive qualities of future primary school teachers, who will be working in the inclusive environment of the general education institution?”.

Material and methods

General Background

Within the period of 2014-2018, we conducted the experiment, which was implemented with the aim to determine the influence of professional training on the development of future specialist’s individual positive qualities, which will make it possible in the future to choose place of work and to carry out pedagogical activity in the inclusive environment of the general secondary education institution. The students, who expressed the desire to work in the inclusive class of the general secondary education institution, were assigned into the experimental group (EG) and those who wanted to work as the primary school teachers of the general secondary education institutions were assigned into the control group (CG). The development of individual positive qualities took place in the context of professional training in the higher education institution according to the schedule of the academic calendar at the education level of the bachelor. Students were diagnosed in two stages: the first – in the 1st year before starting professional training, the second – in the 4th year at the final stage. The experiment involved questioning of the students in order to determine the system of individual positive qualities, which would improve their professional activity in the inclusive environment of the general education institution and identify the impact of professional component on their further formation (development).

Participants

The program of the experiment involved 411 students of Rivne State University of Humanities of the specialty “Elementary education”, from whom two groups were created: the first one – the students who, in future, wanted to work as the primary school teachers and studied according to the regular university educational program (CG, n = 196) and the other group – the students who in future wanted to choose the specialty of the “specialist in inclusive education” (EG, n = 215). For them, a special educational program was developed. Taking into account the specificity of the pedagogical faculties, the majority of the respondents were female (186) and 29 male, aged 17 to 20 years old. Perception by the students of the significance of personal moral and ethical values and professionally oriented knowledge for the effective implementation by them of professional activities in the inclusive environment of the general secondary education institution were chosen as the selection criteria.

Instrument and Procedures

Diagnostics of motivation for successful employment in the position of teacher of inclusive education was carried out using the Ehlers methodology “Personality Diagnostics for Success Motivation” adapted for our research (Rozanova, 1999). We established the following levels of motivation for success in professional training to work in the inclusive environment: high, medium and sufficient.

The methodology “Values-based orientations” (Rokeach, 1973) was used for the investigation of priority terminal and instrumental values of future specialists in inclusive education in the general secondary education institution. Based on the methodology, the questionnaire was created taking into account the specifics of inclusive education. In the questionnaire, the respondents were offered two lists of values, such as terminal and instrumental (18 of each). In the lists of the research, each value was assigned a rank number. The interpretation of the results was carried out according to the procedure for deriving the final result for each specific terminal or instrumental value: the arithmetic mean was calculated from the obtained sum, which served for processing the results of the questionnaire. The interpretation of the results took place by ranking terminal and instrumental values. To achieve that, we resorted to a conditional grouping of occupied ranks in six groups and identified the first three levels (high, medium, sufficient). The methodology of Boiko (Raygorodsky, 2008) was used for the determination of empathic skills, which is the ability of the personality to feel empathy for the other people. The level of empathy (high, medium, sufficient) was determined by means of cumulative index from the proposed questions in the instruction. The methodology of diagnosing of benevolence (according to Campbell scale) was used with the aim of diagnosing of the level of affection, interest to the other people, disposition to cooperation and taking common decisions. To do this the students chose from the pair judgments that corresponded to their self-concept and concept of the other people. Having processed the results according to this instruction, the level of benevolence was determined as high, medium, sufficient.

The questionnaire was completed with a semi-structural interview, questions for which were developed in order to obtain a more complete information. For example, “What positive personal qualities should future teachers have while working with students with special educational needs?”, “Does the type of communication between a teacher and a student depend on his/her nosology?” In the course of discussion, the answers were recorded with the help of audio recording, then the most frequently repeated phrases (judgments) were selected. The conversation lasted for 2 hours.

To obtain information about the progress and results of the experiment we used observation of the students' work in the classroom, testing, questioning of the students and conversation with them. In particular, the X^2 criterion (at the level of 0.05) was used to confirm statistically significant data and testing of the proposed hypothesis. A comparative analysis was carried out in control and experimental groups based on a comparison of the results of diagnosing of the respondents at two stages of professional training of future students to work in an inclusive environment of the institution of general secondary education.

Study of personal occupational qualities as the constituent of inclusive competence of the future primary school teachers to work in the inclusive environment of the general secondary education institution in Ukraine

The *Teacher Education for Inclusion Across Europe - Challenges and Opportunities* project determined that the goal of training of future teachers should be the development of a new generation of teachers who will be able to work effectively in an inclusive environment (European Agency for Development in Special Needs Education, 2011). Regardless of the specialization and nature of future professional activities, any future specialist should have fundamental knowledge, professional skills and abilities.

It should be noted that within the framework of international and EU policies, the work was carried out with the aim to determine the agreed European-wide values and areas of competence for teachers working in the inclusive environment (Watkins, Donnelly, 2014). It was determined that the constituents of the competencies of inclusive education teachers are professional values, dispositions and teacher attitudes towards persons with disabilities (European Agency, 2012). Undoubtedly, we believe that the obtained results regarding the disposition of teachers in an inclusive environment are important for us, namely that attitudes towards people with disabilities should be positive and the teacher should be confident in developing the potential of pupils with special educational needs (Tubele, 2008).

In the research, we determined the structural components of inclusive competence of the primary school teacher of the general secondary education institution. Among them, there are:

1. Cognitive – the ability to acquire necessary professional and ethical knowledge, skills and abilities, systematize and integrate them, receive key qualifications and professional competencies, correlate the content of humanitarian subjects with the goals and objectives of professional training.

2. Active – acquirement of the methods of carrying out medical activities in compliance with professional and ethical standards in the process of professional interaction and communication, willingness to use the acquired humanitarian knowledge, skills and abilities in professionally oriented training and transfer them to practical situations in the field of healthcare.

3. Personal professional component that includes the unity of personal significant and professional important qualities of the personality of future primary school teachers able to conduct work in the inclusive environment. This component is represented by three groups:

- motivationally-oriented – presence in the students of an interest, personal striving to conduct work in the inclusive environment, striving to use own knowledge in the chosen professional sphere that are represented by resilience, depth and width of professional interests and direction;

- emotional – qualities that characterize the attitude to the society, labor, humane treatment of children that is revealed in emphatic, benevolent and tolerant attitude to children, trustworthy help to children that does not need remuneration at the cost probably of own losses.

- axiological – recognition of the value of moral and ethical qualities and professionally oriented knowledge for the effective implementation of professional activity of the primary school teachers of inclusive education of general educational institution, awareness of the social significance of work and importance of the general education and culture, direction at help to the children (Shevtsiv, 2017).

The following individual positive qualities were determined by the indicators of the formation of the personal professional component of inclusive competence: motivation, professional orientation, responsibility, independence, mobility, ability to plan own activities; emotionality, benevolence and values.

It should be noted that the development of personally significant qualities of the emotional component, in particular empathy and benevolence, under the influence of even specially organized training is a barely noticeable process that gives insignificant results. After all, the indicated qualities of a person are laid genetically, depend on the emotional potentials of the personality, on personal qualities (temper, character, sensitivity), as well as on the conditions of upbringing, human activity, values, therefore, they are practically not exposed to formation, however, some correction can be achieved. Emotionality, which turns out to be sympathy, compassion, involvement and help, is associated with the formation of such a humanistic quality as “benevolence” as a mechanism of communication in the emotional process, which is embedded in “subject-subjective” relationships in an inclusive environment of general secondary education. Warm-heartedness, trust, responsibility and teaching sensitivity, which determine benevolence, will ensure comfortable communication in the inclusive environment. The subject of diagnosis in the research was the most significant personal and professionally important qualities: motivation for success, value orientations, empathy and benevolence, good nature. Evaluation criteria were high, medium and sufficient levels.

Results

The search experiment included diagnosing according to determined and justified criteria and the levels of formation of motivation for success, value orientations, empathy and benevolence, good nature, which are the basis of personal professional component of inclusive competence in control and experimental groups. The experiment was based on comparing the results of the level of formation of the above-mentioned qualities among the respondents in the control and experimental groups at the beginning of the first and at the end of the fourth year in order to establish the changes that occurred in the process of professional training in a higher educational institution. The data from table 2 regarding the level of motivation for success definitely indicate that after the experiment in the EG, a sufficient level of the motivationally directed component of inclusive competence, which characterizes the future primary school teacher as positively motivated to work in an inclusive environment of the general secondary education institution, increased by 7.9 % (in the CG - by 1.6%). There was also a decrease in the number of subjects with a sufficient (in the CG by 1.6%, and in the EG by 5.6%) and average (in the CG by 1.1%, and in the EG by 2.3%) levels of motivation that indicates the obtainment by the respondents of self-confidence, increase of self-esteem and the ability of self-programming for success. They did everything possible for their own development by being engaged in self-education and self-improvement. The information is graphically depicted in Figure 1.

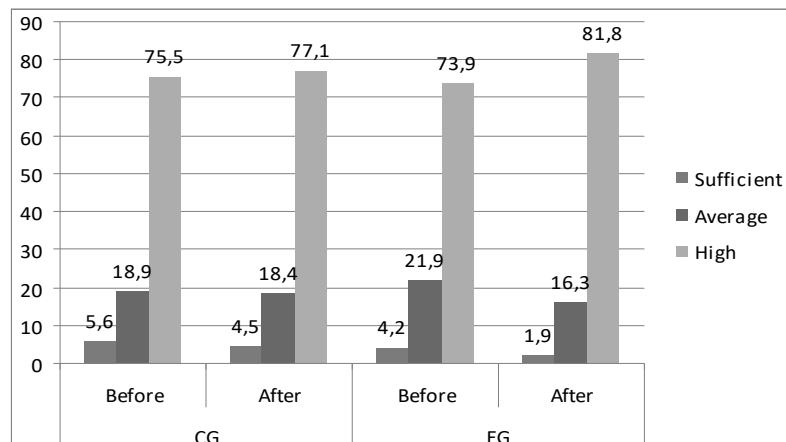


Figure 1. Dynamics of the levels of inclusive competence formation according to the results of motivation oriented component, %

After the conducted experiment, we fixed the dynamics of the levels of the emotional component of individual positive qualities as personal professional component of inclusive competence. The results shown in Figure 2 demonstrate positive changes with significant predominance in the EG. In particular, indicators of a high level increased in comparison with the CG by 11.9%; however, there were insignificant changes in the indicators of the sufficient level, where the difference between them in the EG and in the CG amounts to 1.9%. Students with an average level adjusted their personal qualities, in particular, benevolence, both in the CG and in the EG, however, a fairly significant difference is estimated between them – 9.9%.

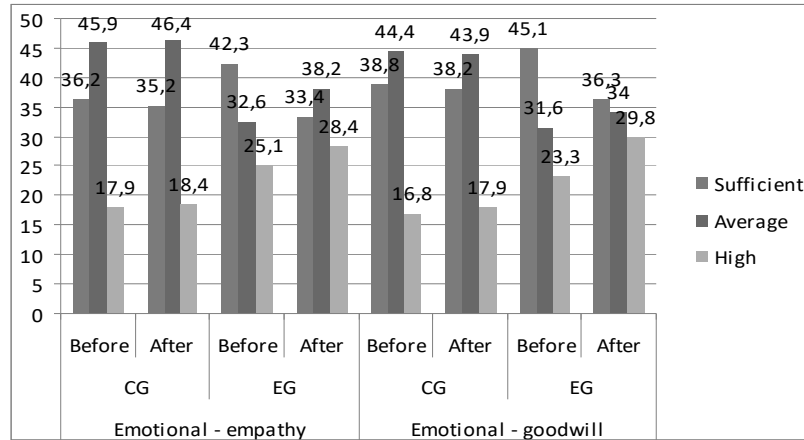


Figure 2. Dynamics of the levels of inclusive competence formation according to the results of emotional component, %

Diagnostics of the axiological component of the personal professional component of inclusive competence is aimed at choosing the leading professional values of the humanistic direction as the basis for the work of future primary school teachers in the inclusive environment in the general secondary education institutions. The results of the value orientations of the respondents are presented in Table 1. After the conducted experiment, the first place among the terminal values takes “peace in Ukraine”. Perhaps this choice was also due to the fact that in one of the groups there was a student from the occupied territory and groupmates took had empathy to her grief and the problems of her family. In the CG, we associate this choice with youth and an inappropriate manifestation of empathy.

Table 1. Comparable rating table of values-based orientations of students in CG and EG after the conducted experiment

Terminal values	Before		After		Instrumental values	Before		After	
	CG	EG	CG	EG		CG	EG	CG	EG
Active, exciting life	6	4	3	5	Thoroughness	12	1	10	12
Health	8	3	8	2	Resiliency	6	5	5	11
Beauty of nature and art	13	17	15	16	Uncompromising attitude to own and someone’s defects	10	7	15	13
Financial stability	11	6	7	10	Responsibility	8	2	16	3
Tranquility in the country, peace	10	13	16	1	Self-control	5	9	2	14
Perception, intellectual development	15	10	6	13	Courage in taking a stand	18	18	3	6
Independence of judgments and appraisals	12	18	4	3	Tolerance to the point of view of the other	15	15	18	5
Happy family life	5	1	13	9	Honesty	9	8	17	7
Self-confidence	9	2	5	7	Education	3	6	4	15
Wisdom of life	18	14	11	11	Promptness	7	4	12	16
Interesting work	17	8	1	3	Rationalism	14	14	14	9
Love	16	7	12	4	Diligence	11	11	13	2
Availability of loyal and kind friends	1	12	14	17	High achievements	16	12	11	10
Public recognition	3	9	2	6	Independence	17	17	1	17
Equality (in possibilities)	2	11	18	18	Education	4	10	6	1
Freedom of actions and conduct	7	5	10	14	Cast-iron will	13	13	8	8
Creative activity	14	15	17	8	Breadth of mind	26	1	9	18
Obtainment of satisfaction	4	16	9	12	Generosity	1	3	7	4

When interpreting the diagnostic results presented in Table 1, we resorted to the conditional joining of occupied ranks in six groups and determined the first three places. In the CG, the most important values-based orientations are the presence of loyal and good friends (6.83), equality (in possibilities) (7.06), public recognition (7.17), the second place is occupied by such values as obtainment of satisfaction (7.37), happy family life (7.47), active, exciting life (7.57) on the third place the respondents put freedom of action and conduct (7.70), health (7.77), self-confidence (7.97). In this sense, future primary school teachers show that the long-term life perspective indicated by them can be realized provided that there will be tranquility and peace in the country (8.17), material support (8.33), independent judgments and estimates (8.53), admiring at the same time the beauty of nature and art (8.83), engaging in creative activities (9.07) and intellectually developing (9.33). It is also obvious that love (9.47), interesting work (9.63) and wisdom (10.27) are not important in the long-term life perspective and therefore students put them in the last place.

Having executed the same procedure of grouping in the experimental group (EG), we determined that in the first place among the most important values-qualities the students put happy family life (5.64), self-confidence (6.52) and health (6.92). The second place is occupied by the values of active attitude to life (7.28), freedom of actions and conduct (7.92) and material support (8.68). The group of values that are on the third place includes love (8.84), interesting work (9.12) and public recognition (9.2). Then the hierarchy chain proceeds with the following terminal values: intellectual development (9.28), equity (of possibilities) (9.44), presence of loyal and good friends (9.76), peace and tranquility in the country (10.2), wisdom of life (10.24), creative activity (11.72), obtainment of satisfaction (12.24), beauty of nature and art (12.72), independence of judgments and appraisals (15.28).

Analyzing the results of the selection of instrumental values with which long-term life prospects will be realized, we came to the conclusion that according to the mean values in the CG, the respondents put in the first three places the following: generosity (7.04), depth of belief (8.24) and education (8.28); accomplishment (8.84), self-control (8.88), cheerfulness (9.0), diligence (9.08), responsibility (9.24), honesty (9.28). On the other hand, the EG showed the following results: accuracy (6.43), responsibility (6.97), responsiveness (7.16) diligence (7.40), cheerfulness (7.70), good manners (7.90), uncompromising attitude to own and someone's defects (8.17), honesty (8.83), self-control (9.27). This indicates that respondents will be guided by these priorities in their activities. The selected values-qualities characterize future teachers as educated, well-bred, responsible, honest, sensitive and cheerful people, which indicates that they are characterized by sensitivity, truthfulness and sincerity, the ability to act independently and to have uncompromising attitude to own and someone's defects.

The dynamics of the formation of emotionality as an axiological component of inclusive competency is presented in Table 2.

Table 2. Dynamics of the personal professional level as the component of inclusive competence of the specialist in inclusive education

Components	Levels	Component						X^2_{emp}	$\chi_{20,05}$	
		Before start, %		After finish, %		Dynamics Δ				
		CG	EG	CG	EG	CG	EG			
Motivationally oriented	Sufficient	5,6	4,2	4,5	1,9	-1,1	-2,3	0,24 4	7,34 9	5,991
	Average	18,9	21,9	18,4	16,3	-0,5	-5,6			
	High	75,5	73,9	77,1	81,8	+1,6	+7,9			
Emotional	Sufficient	36,2	42,3	35,2	33,4	-1	-8,9	0,04 8	6,07 3	5,991
	Average	45,9	32,6	46,4	38,2	+0,5	+5,6			
	High	17,9	25,1	18,4	28,4	+0,9	+3,3			
Axiological	Sufficient	38,8	45,1	38,2	36,3	-0,6	-8,8	0,07 1	6,98 9	5,991
	Average	44,4	31,6	43,9	34,0	-0,5	+2,4			
	High	16,8	23,3	17,9	29,8	+1,1	+6,5			

The results show that EG indices of the high level of empathy increased into $\Delta=+3.3$, whereas in the CG it amounts to $\Delta=+0.9$. The percentage of students with low level of empathy in the EG decreased significantly ($\Delta=-8.9$) and in the CG it is $\Delta=-1$, which evidences the efficiency of specially organized study in the experimental group. The veracity of the results can be confirmed using the criteria X^2 , the results of statistical processing are presented in Table 2.

The dynamics of changes in the motivationally oriented component, which is presented in Table 2, shows that under the influence of specially organized training, indicators show a significant decrease of the sufficient level from 4.2% to 1.9% (EG) ($\Delta = -2.3$), while in the CG such changes did not occur ($\Delta = -1.1$). Before the start of the experiment, the mean level of formation of motivationally oriented students in the CG was 18.9% and at the end this indicator became 18.4% ($\Delta = 0.5$), which means that there were no significant changes. But among the EG respondents, after the conducted experiment, the indicator changed due to their transition from one level

to another, the dynamics is $\Delta = -5.6$. It is important that at a high level of formation of a motivationally oriented component, we achieved an increase of $\Delta = +7.9$. The results are presented in Table 2.

In the control group, for all components of inclusive competence, the values of empirical criteria χ^2_{emp} do not exceed values of theoretical (critical) $\chi^2_{0.05}$, namely: $\chi^2_{emp} = 0.030 < \chi^2_{0.05} = 5.991$ – personally professional; $\chi^2_{emp} = 0.244 < \chi^2_{0.05} = 5.991$ – motivational oriented component; $\chi^2_{emp} = 0.048 < \chi^2_{0.05} = 5.991$ – emotional; $\chi^2_{emp} = 0.071 < \chi^2_{0.05} = 5.991$ – axiological. This evidences that there were no statistically significant changes in the CG before and after the professional training of future primary school teachers. For all the components of inclusive competence in the EG the values of empirical criteria χ^2_{emp} exceed the values of theoretical (critical) $\chi^2_{0.05}$, namely: $\chi^2_{emp} = 7.349 > \chi^2_{0.05} = 5.991$ – motivational oriented; $\chi^2_{emp} = 6.073 > \chi^2_{0.05} = 5.991$ – emotional; $\chi^2_{emp} = 6.989 > \chi^2_{0.05} = 5.991$ – axiological.

Thus quantitative indicators of the formation of individual positive qualities as a personal professional component of students' inclusive competence before and after the experiment significantly differ statistically at the level of 0.05 and therefore the hypothesis of the study is confirmed.

Discussion

This is one of the first pedagogical studies, which determined the impact of student study in the higher education institution on the development of individual positive and professional qualities of future teachers in inclusive education in secondary education institution in general and inclusive competence in particular. The obtained results show the dynamics of the development of personally significant and professionally important qualities (motivation for success, value orientations, empathy and good nature, benevolence) under the influence of professional training in a higher education institution.

According to the results of the measurements, it is obvious that the existing positive qualities “empathy and compassion”, “justice”, “kindness”, “patience” served as the motivation for mastering professional knowledge. Professional training encouraged students to the highest degree of personal self-development, mastering the necessary positive qualities for the primary school teacher who will work with students with special educational needs. Although teachers are not qualified with special education, leading experts claim in their studies (Boyle et al, 2013); Di Gennaro et al., 2014) that they can master the knowledge from it in order to more effectively teach in inclusive classes, acquire appropriate personality traits. Formed positive individual qualities as studies have shown (Harter, Schmidt & Hayes, 2002) proved that specialists get more satisfaction in work with people with special needs both in their workplace and in everyday life. Therefore, it is important to develop positive personal qualities and strengths of the specialists in inclusive education (Littman-Ovadia & Steger, 2010). In particular, it is necessary to create conditions for the development of sustainability, optimism and humor among teachers (Groden, Kantor, Woodard & Lipsitt, 2011).

The results of the research (Di Gennaro et al., 2014) show that professional inclusive training encourages students to develop critical and creative thinking skills, communicating with people with special needs. Therefore, educational institutions for the professional training of future teachers should not only develop the individual positive qualities of future inclusion teachers, but also provide a full range of knowledge about the laws and policies of inclusive education, experience in interacting with people with disabilities and the level of trust to them (Philpot, Furey & Penney, 2010).

Conclusions

The article considered the problem of the development of positive individual qualities in the students of pedagogical faculty in the conditions of their training in the higher education establishment. The research determined that the formation of competence to work in the inclusive environment depends on the strictly determined features of the person. The article singled out personally significant (empathy and good nature, benevolence) and professionally important (motivation to success, life value-based orientations) qualities of the future specialist who will be able to work in the inclusive environment of the general education institution.

The results of investigation have the reference value for the development of competence model of the specialist in inclusive education in the general education institution.

Consequently, the application of authors' approach to professional training of students in the higher education establishment will allow the future specialist of inclusive education to successfully fulfil working tasks and will assist in personal self-realization.

Prospects for further research

The conducted research does not cover the study of the other aspects of the stated problem. The prospect of the research is the determination of the communicational, organizational, problem solving, and self-control skills, etc. The investigation of gender aspects can also be important.

Conflicts of interest

The authors declare no conflict of interest. The founders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

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