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### **Профессионально-личностная готовность педагога к работе с детьми с ограниченными возможностями здоровья**

В статье рассматривается проблема подготовки педагогов общеобразовательных организаций к работе с детьми, имеющими особые образовательные потребности. Так, подготовка педагогов образовательных организаций для реализации инклюзивного образования в основном направлена на формирование знаний об особенностях детей и подростков с нарушениями развития и учета их в педагогическом процессе. При этом значительно меньше внимания обращается на профессионально-личностную готовность педагога к работе с детьми с ограниченными возможностями здоровья. В статье представлены условия становления профессионально-личностной готовности педагога к работе с детьми данной категории. Раскрыт вопрос о содержании профессионально-гуманистической направленности личности педагогических работников. Работа ценна тем, что в ней по-новому осмысливается система профессионально-ценностных ориентаций будущего педагога.

**Ключевые слова:** дети с ограниченными возможностями здоровья, профессионально-личностная готовность педагога, инклюзивное образование, гуманистическая теория.

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### **Professional and personal readiness of the teacher to work with disabled children**

The article deals with the problem of training teachers of educational establishments to work with disabled children. Thus, the training of teachers of educational institutions for the realization of inclusive education is mainly aimed to the formation of knowledge about the characteristics of children and adolescents with developmental disabilities and their taking into account in the pedagogical process. At the same time, less attention is paid to the professional and personal readiness of the teacher to work with disabled children. The article presents the conditions for the formation of professional and personal readiness of the teacher to work with disabled children. The question of the content of professional and humanistic orientation of the personality of pedagogical workers is examined. The work is valuable because the system of professional and value orientations of the future teacher interprets in a new way.

**Keywords:** disabled children, professional and personal readiness of the teacher, inclusive education, humanistic theory.

An inclusive approach is currently one of the targets of education reform. The law "On education in the Russian Federation" officially introduced the concept of "inclusive education" as a system of ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. The main factor of successful implementation of inclusive education is the readiness of teachers to changes related to the organization of inclusive educational process.

Professional and personal readiness of the teacher to work with children with disabilities includes professional and humanistic orientation of the person, including its professional and value orientations, professional and personal qualities and skills.

Professional and humanistic orientation of the personality is manifested in the awareness of the teacher of humanistic values of professional activity, satisfaction with it, purposefulness in mastering professional skills, efficiency and activity of the person in achieving humanistic goals and objectives of education and training of children [3].

A teacher preparing to work with children with disabilities should adopt the following system of professional and value orientations:

- 1) recognition of the value of a person's personality, regardless of the severity of its violation;
- 2) focus on the development of the personality of a person with a developmental disorder in General, and not only to obtain an educational result;
- 3) awareness of their responsibility as a carrier of culture and its translator for people with developmental disabilities;
- 4) understanding of the creative essence of pedagogical activity with children with disabilities, requiring great spiritual and energy costs, etc.

An important component of professional and personal readiness of a teacher working with persons with disabilities is readiness to provide assistance. H. Heckhausen pointed out that "under the provision of assistance, altruistic, or prosocial behavior can be understood any action aimed at the welfare of other people" [2, p. 338]. The willingness to help from different people are heterogeneous. The higher the level of empathy, responsibility, care, the higher the level of readiness to help. Readiness to help a person develops under appropriate conditions.

Revealing the essence of the content of training of already working teachers, D.F. Ilyasov, L.G. Makhmutova, M.I. Solodkova and others see it as

a set of theoretical knowledge, methods of professional activity, experience of creative activity and emotional and value relations [1].

Implementation of the content, according to the authors, includes flexible individually oriented training, the formation of professional competencies. A group of researchers from Cherepovets state University (I.A. Bukin, O.A. Denisova, O.L. Lekhanova) have a worthy approach to determining the content of teachers' training for work in inclusive education. These researchers argue that training should have a modular structure and be focused on the formation:

- 1) knowledge systems about the peculiarities of psychophysical development of children with disabilities;
- 2) knowledge systems about the purpose, objectives, content and technologies of inclusive education;
- 3) practical skills related to the analysis, design and construction of the individual trajectory of development of the child included in an inclusive educational environment;
- 4) aims at interaction of subjects of inclusive education;
- 5) professionally important qualities aimed at the development of the teacher's subjective position in the field of inclusive education as the main neoplasm in the structure of his professional competence [2].

Readiness to help – an integral personal quality, including mercy, empathy, tolerance, pedagogical optimism, a high level of self-control and self-regulation, goodwill, the ability to observe, the ability to summarize observations and use the increased amount of information about the child (adult) to optimize pedagogical work; perceptual skills; creativity, creative approach to solving problems, tasks of pedagogical work, etc. The Teacher should be aware of the importance of these qualities and strive to develop them. In our opinion, it is necessary to create a diagnostic complex aimed at identifying value orientations and personal resources.

A teacher working with children with special educational needs must have a high level of regulation of their activities, control themselves in stressful situations, respond quickly and confidently to changing circumstances and make decisions. He needs to have in his Arsenal the skills to cope with negative emotions, relaxation skills, self-control, the ability to adapt to

difficult, unexpected situations. Self-control of the teacher, his balance, emotional stability allow to prevent conflict situations in the relations between children, between children and the teacher that has special importance for the correct organization of educational process in which the important place is given to creation of the protective mode sparing nervous system of the child with limited opportunities of health and protecting it from excessive overexcitation and fatigue.

An important requirement for a teacher who carries out pedagogical activities with children with disabilities is the manifestation of delicacy and tact, including the ability to respect the confidentiality of official information and personal secrets of the pupil, that is, a deontological mentality. The teacher is responsible for the chosen goals, objectives, content, methods of education and upbringing of a child with disabilities, since initially such a child is more dependent on pedagogical assistance than normally developing peers.

We have identified the following conditions for the formation of professional and personal readiness of the teacher to work with children with disabilities:

- 1) purposeful development of the value-semantic sphere of the teacher's personality;
- 2) actualization and development of the qualities creating professional and personal readiness of the teacher to work with children having limited opportunities of health;
- 3) focus on the personal individuality of each child, providing a differential and individual creative approach;
- 4) strengthening the axiological aspect in the preparation of teachers of all levels of education to work with children with disabilities, their concentration on morally significant events, inclusion in active educational activities that encourage moral reflection.

Thus, professional and personal readiness of the teacher to work with children with disabilities implies the formation of a whole complex of qualities that are based on personal resources. These pedagogical conditions will contribute to the development of professional and personal readiness of the teacher to work with children with disabilities.

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