

KNOWLEDGE AND READINESS OF PRESCHOOL TEACHERS TO WORK WITH CHILDREN TAKING INTO ACCOUNT THEIR PSYCHOPHYSIOLOGICAL CHARACTERISTICS IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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Abstract

The article addresses the actual issue of the professional readiness of teachers in preschool educational organizations (PEOs) to implement inclusive education. Particular attention is paid to the level of theoretical knowledge about the psychophysiological characteristics of children with disabilities and to the psychological readiness of teachers to work in heterogeneous groups. Based on the conducted research, deficits in special pedagogical competencies were identified, and recommendations for improving the professional development system were proposed.

Keywords

inclusive education, preschool education, psychophysiological characteristics, teacher readiness, children with disabilities, adaptive educational environment.

INTRODUCTION

The modern paradigm of Russian education is focused on humanization and ensuring equal access to quality education for all categories of children. The introduction of inclusion into the preschool education system requires teachers not only to emotionally accept a “special” child but also to have a deep understanding of the biological and psychological mechanisms of child development.

The relevance of the topic is обусловлена by the contradiction between the legally guaranteed right of a child to inclusion and the insufficient practical preparedness of teaching staff. A preschool teacher acts as a key link in creating an inclusive environment; however, without considering psychophysiological regularities (the state of sensory systems, characteristics of nervous activity, cognitive rhythms), the integration process often becomes merely formal.

LITERATURE REVIEW

The problem of inclusion in early childhood is widely discussed in the works of domestic and foreign scholars.

Conceptual foundations of inclusion. N. N. Malofeev and S. V. Alekhina emphasize that inclusion is not merely the physical presence of a child in a group but a systemic transformation of the educational environment.

Professional readiness. I. N. Khafizullina identifies motivational, cognitive, operational, and reflective components in the structure of teacher readiness.

Psychophysiological aspect. The works of L. S. Vygotsky on primary and secondary defects remain fundamental for understanding how a physiological impairment (for example, hearing loss) is transformed into a social and psychological difficulty.

Modern researchers (T. A. Vlasova, M. S. Pevzner) point to the importance of considering types of dysontogenesis when selecting didactic methods. However, the question of how well practicing teachers possess this knowledge in real classroom conditions remains debatable.

METHODOLOGY OF THE STUDY

To assess the level of teacher readiness, an empirical study was conducted.

Sample:

50 teachers (educators, music teachers, physical education instructors) from various types of preschool institutions.

Research methods:

- A questionnaire aimed at identifying the level of theoretical knowledge about the psychophysiology of children with disabilities.
- The “Questionnaire on Professional Readiness for Inclusive Education” (S. V. Alekhina).
- Testing of knowledge of corrective and developmental methods.

ANALYSIS AND RESULTS

1. Cognitive component (Knowledge). The analysis of responses showed that only 15% of teachers have a clear understanding of psychophysiological differences between categories of disabilities (for example, between developmental delay and mild intellectual disability).

Typical difficulties include:

- Lack of understanding of sensory integration mechanisms.
- Difficulties in adapting daily routines for children with rapid nervous system fatigue.
- Lack of knowledge about signs of psycho-emotional burnout in children under conditions of hyperstimulation.

2. Psychological readiness (Attitudes). The results of diagnostics based on S. V. Alekhina’s methodology are presented in the table below.

3. Operational component (Skills). The greatest barrier is the ability to develop an Individual Educational Route (IER). More than 60% of respondents admitted that they copy standard templates without taking into account the specific psychophysiological deficits of a child.

DISCUSSION OF RESULTS

The study revealed “professional deficits” in the following areas:

- **Neuropsychological approach:** Teachers rarely take into account brain lateralization and interhemispheric interaction when planning lessons.
- **Compensatory capacities:** There is insufficient use of preserved sensory channels (for example, reliance on tactile perception in children with visual impairments).

The main reason for low indicators is the lack of an in-depth block of clinical anthropology and neurophysiology in basic teacher education, as well as the short duration of professional development courses, which provide only general legal knowledge.

CONCLUSION

Work in an inclusive preschool environment requires a qualitative transformation of teachers’ professional consciousness.

Key conclusions:

- **Interdisciplinarity:** Teacher training should include medical, psychological, and special education modules.
- **Practice-oriented focus:** Knowledge of psychophysiology must be translated into concrete strategies (for example, the use of weighted blankets for children with ASD or visual schedules).
- **Psychological support:** It is important to reduce teachers’ “fear of making mistakes” through supervision systems and collaboration with educational psychologists.

Thus, teacher readiness is a dynamic characteristic that develops only under conditions of continuous methodological support and personal motivation to understand the nature of child development.

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