STUDY OF THE LEVEL OF READINESS OF FUTURE SPECIAL EDUCATION TEACHERS FOR TEAMWORK AT THE STAGE OF THEIR PROFESSIONAL TRAINING

A. O. Kosovska*

The article highlights the results of the study of the level of readiness of future special education teachers (SET) for teamwork in the process of teaching children with special educational needs in accordance with the determined components of the structure of readiness for teamwork, built on the basis of the competence of teamwork formulated by the author. The research of the readiness of special education teachers for teamwork in the process of providing educational services to children with special educational needs was carried out by determining the level of formation of four interrelated components, namely: value-motivational, which assumes the presence of a sustainable position of the SET in the need to use team-based forms of work in the process of guiding children with special educational needs during their studies, as well as stimulating motivation for teamwork in the process of professional activity, awareness of the advantages of team work over individual activities; content component, which contains the necessary knowledge of SETs regarding the general awareness of the phenomenon of teamwork, as well as understanding the essence of the team approach in their professional activities; activity component, which assumes the availability of appropriate teamwork skills, the ability to practically distribute and perform team roles; personality component, which is manifested by the presence of certain personality traits and qualities necessary for working in a team, in particular empathy, the presence of communicative and organizational skills, the ability to listen to others, to be aware of one’s own emotions and to recognize the emotions of other people. The state of preparation of future special education teachers for teamwork was studied through the prism of the formation in students of higher education institutions of specialty 016 Special education of 3-4th years of studying the competence of teamwork at the stage of their professional training, which consists in their readiness (ability) to work in a team.

Keywords: teamwork, readiness, competence, future correctional teacher, value-motivational component, content component, activity component, personal component, level of formation.

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ДОСЛІДЖЕННЯ РІВНЯ ГОТОВНОСТІ МАЙБУТНІХ КОРЕКЦІЙНИХ ПЕДАГОГІВ ДО КОМАНДНОЇ РОБОТИ НА ЕТАПІ ЇХ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

А. О. Косовська

У статті висвітлено результати дослідження рівня готовності майбутніх корекційних педагогів до командної роботи у навчанні дітей з особливими освітніми потребами відповідно до визначених компонентів структури готовності до командної роботи, побудованої на основі сформульованої нами компетентності командної роботи. Дослідження готовності корекційних педагогів до командної роботи у навчанні дітей з особливими освітніми потребами, здійснювалось визначенням рівня сформованості чотирьох взаємопов’язаних компонентів, а саме: ціннісно-мотиваційного компоненту, який передбачає наявність стійкої позиції корекційного педагога у необхідності застосування командних форм роботи в процесі навчання; змістового компоненту, який передбачає наявність необхідних знань у корекційних педагогів щодо загальної обізнаності феномену командної роботи, а також розуміння суті командного підходу у їх професійній діяльності; діяльнісного компоненту, який передбачає наявність відповідних навичок командної роботи; особистісного компоненту, який передбачає наявність необхідних особливостей та якостей особистості, необхідних для командних форм роботи в командрі.

Ключові слова: командна робота, готовність, компетентність, майбутній корекційний педагог, ціннісно-мотиваційний компонент, змістовий компонент, діяльнісний компонент, особистісний компонент, рівень сформованості.
readiness of higher education students (specialty 016 Special education (for future special education teachers)) for teamwork while teaching children with special needs, which will allow to determine the formation of teamwork competence in future SETs at the stage of their professional training.

Current state of the issue. Analysis of recent scientific research dedicated to the above-mentioned issue made it possible to single out scientists who studied various aspects of professional training of students of higher education institutions majoring in "Special Education", in particular: I. Dmitrieva, O. Dmitrieva, T. Dokuchyna, A. Kolupaeva, Z. Leniv, A. Kaplienko, T Kolomoets, O. Martynchuk, S. Myronova and others.

Unresolved issues brought up in the article. However, the issue of the formation of teamwork competence in the future special education teachers is not sufficiently analyzed and requires a comprehensive study.

Aim of research is to highlight the results of the research on the level of readiness of future special education teachers for teamwork at the stage of their professional training.

Results and discussion. As a result of the theoretical analysis of the scientific literature, the essence of teamwork competence was outlined, which is characterized as a dynamic combination of knowledge, theoretical and practical skills of teamwork, value orientations regarding the team approach and the set of personal qualities of the SET as a team player. The formation of teamwork competence is determined by the level of readiness of future special education teachers for teamwork. The study of readiness for teamwork was carried out in accordance with its defined structural components, in particular: value-motivational, content, activity and personality components. In accordance with each of the above-mentioned components of the structure of readiness for teamwork, criteria, indicators, and levels of its formation were determined, as well as a toolkit for the analysis of the determined indicators of the structural components of readiness for
teamwork was developed, which is presented in Table 1.

### The structure of research on the level of readiness for teamwork

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator</th>
<th>Research methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Identifying the advantages of teamwork (1, 7, 4)</td>
<td>VTW survey &quot;Value of teamwork&quot; (developed by the author)</td>
</tr>
<tr>
<td></td>
<td>Awareness of the effectiveness of team interaction in the professional activity of a SET; (2, 3, 8)</td>
<td></td>
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<tr>
<td></td>
<td>Awareness of the value of the joint activity of the guidance team for children with special needs (5, 6)</td>
<td></td>
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<tr>
<td><strong>Motivational</strong></td>
<td>Willingness to work in a team: Orientation to meet the personal needs of team members (1, 2, 3, 6, 7, 10)</td>
<td>MFTW survey &quot;Motivation for teamwork&quot; (developed by the author)</td>
</tr>
<tr>
<td></td>
<td>Orientation to intensive cooperation for the common goal of the team (4, 5, 8, 9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aspiration to success</td>
<td>&quot;Methodology of personality diagnostics for motivation to succeed&quot; by T. Ehlers</td>
</tr>
<tr>
<td><strong>Content component</strong></td>
<td>Understanding the concepts of &quot;team&quot;, &quot;teamwork&quot;, and &quot;team building&quot; (6, 7, 11)</td>
<td>CTW № 1 survey &quot;Contents of teamwork&quot; (developed by the author)</td>
</tr>
<tr>
<td></td>
<td>Awareness of scientific approaches to team building, stages of team development, team typology and team roles (10, 12, 14, 15)</td>
<td></td>
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<tr>
<td></td>
<td>Awareness of the principles of teamwork (8, 9, 13)</td>
<td>CTW № 2 survey &quot;Contents of teamwork&quot; (developed by the author)</td>
</tr>
<tr>
<td><strong>Procedural</strong></td>
<td>Availability of knowledge regarding the regulatory and legal support of the team approach in the process of teaching children with SEN (17, 19)</td>
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<td></td>
<td>Awareness of the mechanism of implementation of the support team for children with SEN (16, 18, 20)</td>
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<td></td>
<td>Understanding the essence of the team approach in the professional activity of the SET and their activities in the support team (21, 22)</td>
<td></td>
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<tr>
<td><strong>Activity component</strong></td>
<td>The ability to become a full-fledged member of the team and join forces to achieve a common goal (5, 12, 15, 17, 23, 27)</td>
<td>ATW survey &quot;Activity in teamwork&quot; (developed by the author)</td>
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<tr>
<td></td>
<td>The ability to create conditions for intensive cooperation during teamwork (6, 10, 11, 13, 18, 19, 25, 26)</td>
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</table>
108 students of higher education institutions (specialty 016 "Special education") of the 3-4 years of study of the first (bachelor's) level of higher education took part in the experiment. The study covered respondents of four Ukrainian HEIs (Zhytomyr, Donetsk, Khmelnytskyi regions and the city of Kyiv). According to the results of a qualitative analysis of the obtained data, it was established that among the respondents who took part in the study, 35% (38 individuals) were students of the Kamianets-Podilskyi Ivan Ohienko National University; 29% (31 individuals) were students of the M.P. Drahomanov National Pedagogical University; 25% (27 individuals) were students of Zhytomyr Ivan Franko State University; and 11% (12 individuals) were students of Donbas State Pedagogical University. Thus, 61% (65 individuals) were full-time students and 39% (42 individuals) part-time students. At the same time, 46% (50 individuals) were 3rd year students and 54% (58 individuals) – 4th year students. The majority of respondents (60% – 65 individuals) were students aged 20-25 y.o.; 35% (38 individuals) were students over 25 y.o., and 5% (5 individuals) were students aged 19 y.o.

У дослідженні взяли участь 108 респондентів із числа студентів закладів вищої освіти спеціальності 016 "Спеціальна освіта" 3-4 року навчання першого (бакалаврського) рівня вищої освіти. Дослідження охопило студентів чотирьох закладів вищої освіти України (Житомирської, Донецької, Хмельницької області та м. Києва). За результатами якісного аналізу отриманих даних, встановлено, що серед респондентів, які взяли участь в дослідженні 35% (38 осіб) були студенти Кам'янець-Подільського національного університету імені Івана Огієнка, 29% (31 особа) становили студенти Національного педагогічного університету імені М.П. Драгоманова, 25% (27 осіб) склали студенти Житомирського державного університету імені Івана Франка та 11% (12 осіб) були студенти із Донбаського державного педагогічного університету. З них 61% (65 осіб) становили студенти денної форми навчання та 39% (42 особи) студенти заочної форми навчання. При цьому було 46% (50 осіб) студентів 3 курсу навчання та 54% (58 осіб) студентів 4 курсу навчання. Більшість опитаних – 60% (65 осіб) були студенти віком 20-25 років, 35% (38 осіб) становили студенти віком понад 25 років та 5% (5 осіб) склали студенти віком 19 років.
Examining indicators of the criterion of the value of teamwork, it was established that among the surveyed students, most of future SETs generally realize the advantage of teamwork. The processed results of the survey determined the attitude of future special education teachers to work in a team, which is shown in Fig. 1.

Fig. 1. The attitude of future special education teachers to teamwork

It was established that 73% of respondents see the value and advantages of teamwork; 17% of respondents could not determine their attitude to the teamwork; 5% of students took a neutral position on determining the value of teamwork; only 5% of respondents do not see any advantages of working in a team.

However, during the survey dedicated to the position of future SETs regarding the effectiveness of team interaction in the professional activity of a special education teacher in comparing the teamwork with the individual work of a teacher, ambiguous results were obtained, in particular: 20% of the surveyed students believe that the individual work of a teacher is more effective than working in a team with others teachers (specialists); 57% of respondents partially agree with this statement, and only 23% of future SETs see greater effectiveness of working in a team with other teachers (specialists).

Investigating the criterion of motivation for teamwork, based on the indicator of the desire to work in a team, it was established that among the surveyed students most of future SETs are motivated to work in a team, however, their motivation is more
aimed at satisfying personal needs and self-affirmation, as well as acknowledgement of their contribution within the team than at achieving the common goals.

Author’s questionnaire of motivation for teamwork allowed us to summarize the data obtained. Thus, the results are shown in Fig. 2

Based on the assessment of the above-mentioned statements, according to Fig. 2, the vast majority of the interviewed students, distribute points within the range of 4-5 without altering respective interpretation. Thus, 41% of respondents rated the option “there’s always someone to speak with” with 4 points; 32% of participants distributed 5 points to this variant. 42% of respondents gave 4 points to the option “it’s always possible to demonstrate one’s level of knowledge”; another 26% of surveyed fully agreed with this statement by giving it the highest score (5 points). The statement “it’s always possible to receive colleagues’ professional appreciation” in a similar way, as 41% of respondents rated the correctness of this option as 4 points and 27% as 5 points. A significant part of the future SETs are педагогів, будучи учасником команди, вмотивовані до командної роботи, однак їхня мотивація більше спрямована на задоволення особистих потреб та самоствердження ніж на благо команди.

Опрацьовані результати оцінювання майбутніми корекційними педагогами твердень авторського опитувальника мотивації до командної роботи, що спрямовані на задоволення особистих потреб учасника під час роботи в команді зображено на рис. 2

Fig. 2. Evaluation of the correctness of the proposed statements regarding the desire to work in a team aimed at meeting personal needs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage 5</th>
<th>Percentage 4</th>
<th>Percentage 3</th>
<th>Percentage 2</th>
<th>Percentage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>“there’s always someone to speak with”</td>
<td>32%</td>
<td>26%</td>
<td>27%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>it’s always possible to perform only certain duties/functions</td>
<td>41%</td>
<td>41%</td>
<td>14%</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>“it’s always possible to receive colleagues’ professional appreciation”</td>
<td>9%</td>
<td>15%</td>
<td>13%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>“it’s always possible to demonstrate one’s level of knowledge”</td>
<td>9%</td>
<td>9%</td>
<td>5%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

З огляду оцінювання вищевказаних тверджень, відповідно до рис. 2, переважна більшість опитуваних студентів, розподілили бали, оцінюють відносно себе наведені твердження здебільшого в межах 4-5 балів, погоджуючись із їх відповідним трактуванням, так 41% респондентів оцінили в 4 бали правильність того, що бажають працювати в команді так як завжди є з ким поспілкуватися, ще 32% опитаних істинність даного твердження оцінили в 5 балів. 42% опитуваних оцінили в 4 бали вірність того, що їм подобається робота в команді, оскільки там можна продемонструвати свій рівень знань, з такою позицією цілком згодні ще 26% опитаних, оцінивши дане твердження в 5 балів. Подібна позиція респондентів відносно того, що працюючи в команді, можна отримати свалення професійної
motivated to work in a team, because they believe that only certain, clearly defined tasks can be performed in a team, and not the entire amount of work ("it's possible to perform only certain duties/functions, not the whole workload" option) – 36% of the respondents fully agreed with this statement, rating it the highest (5 points), the other 28% of participants gave 4 points to the offered option.

40% of respondents rated the correctness of the fact of mutual support in teamwork by giving 4 points to the "there's always support" statement; another 28% of surveyed rated this interpretation at 5 points thus expressing absolute agreement with this statement.

The analysis of the results of the assessment of the statements that characterize the motivation for teamwork through the prism of intensive cooperation focused on achieving the common goals of the entire team is presented in Fig. 3.

According to the percentage ratio of the evaluation of statements, which is shown in Fig. 3, the majority of respondents, distributing points, assessed the correctness of the proposed statements within 3, 4 and 5 points. Thus, we've obtained the following results: 34% of the surveyed students rated the correctness of the statement "you can always discuss urgent professional issues" by giving it 4 points, 30% of respondents partially agreed (3 points), and only 28% of respondents completely agreed with the correctness of the above statement (5 points). A significant part of the future special education teachers (41%) fully agreed with the offered statement "the results of commonly made decisions are much more productive than individual ones" (5 points); 32% of respondents expressed partial agreement (3 points); 21% of surveyed indicated their almost complete support of specified statement (4 points). Evaluation of the correctness of the statement "the team can compensate individual shortcomings and drawbacks thus mitigating individual failure" showed the following results: 32% of respondents expressed partial agreement (3 points), 27% of participants displayed almost complete agreement with the statement (4 points) of competentnes zі сторони колег, так як правильність даного твердження 41% із опитаних оцінило в 4 бали та 27% – у 5 балів. Значна частина майбутніх коректційних педагогів вмотивовані працювати в команді, оскільки вважають, що в команді можна виконувати лише певні, чітко визначені, завдання, а не весь обсяг роботи, зокрема 36% із опитаних повністю згідні із даним твердженням, оцінили його в 5 балів, інші 28% респондентів оцінили істинність зазначеного твердження в 4 бали.

40% опитаних оцінили в 4 бали правильність того, що в командній роботі завжди є підтримка, яка мотиває до роботи в команді, абсолютно згоду із цим твердженням висловили ще 28% із опитаних, які оцінили дане трактування в 5 балів.

Аналіз результатів оцінювання твердень, які характеризують мотивацію до командної роботи через призму інтенсивного співробітництва орієнтованого на благо спільної мети команди, подано на рис. 3.

Згідно відсоткового співвідношення оцінювання твердень, що відображено на рис. 3, більшість респондентів, розподіляючи бали оцінки правильність запропонованих твердень в межах 3, 4 та 5 балів, зокрема, 34% опитаних студентів оцінили в 4 бали вірність того, що їм подобається в командній роботі те, що з учасниками команди можна обговорювати загальні проблеми, які виникають в професійній діяльності, 30 % респондентів майже згідні з такою позицією, оцінюючи дане твердження у 3 бали, та лише 28% опитаних повністю погоджуються із правильністю вищевказаного твердження, оцінили його в 5 балів. Значна частина майбутніх коректційних педагогів 41% з опитаних цілком згідні з цим усипом, оцінюючи дане твердження в 3 бали, інші 32% респондентів, оцінили його правильність відносно себе в 3 бали. Свою згоду із вказанім твердженням в 4 бали відзначали лише 21% із опитаних. При оцінюванні правильності того, що команда може компенсувати власні недоліки роботи певного учасника команди та тим зменшити акцентування індивідуальних невдач
points), 17% of surveyed indicated outmost support of the statement (5 points). The majority of respondents mostly agreed with the idea that “you can discuss all possible solutions of tasks given with corresponding professionals” (45%) by giving it 4 points; 30% of surveyed expressed complete agreement (5 points); 20% of future SETs rated this option by giving it 3 points.

**I like working in a team, because...**

<table>
<thead>
<tr>
<th>you can always discuss urgent professional issues</th>
<th>you can discuss all possible solutions of tasks given with corresponding professionals</th>
<th>the results of commonly made decisions are much more productive than individual ones</th>
<th>the team can compensate individual shortcomings and drawbacks thus mitigating individual failures</th>
<th>you can discuss all possible solutions of tasks given with corresponding professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 балів</td>
<td>28%</td>
<td>41%</td>
<td>17%</td>
<td>30%</td>
</tr>
<tr>
<td>4 балі</td>
<td>34%</td>
<td>21%</td>
<td>27%</td>
<td>45%</td>
</tr>
<tr>
<td>3 балі</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
<td>20%</td>
</tr>
<tr>
<td>2 балі</td>
<td>5%</td>
<td>1%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>1 бал</td>
<td>3%</td>
<td>5%</td>
<td>10%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Fig. 3. Evaluation of the correctness of the proposed statements regarding the desire to work in a team aimed at meeting the team's common goal**

Determining the criterion of motivation for teamwork, according to the indicator of the desire for success, using the method of T. Ehlers [3], we established the level of motivation for success in future SETs. The analysis of the processed data, according to the interpretation methodology of the test, is reflected in Fig. 4.

Визначаючи критерій мотивації до командної роботи, за показником прагнення до успіху, використовуючи методику Т. Елерса [3], встановили у майбутніх корекційних педагогів рівень сформованості мотивації до успіху. Аналіз опрацьованих результатів діагностики мотивації до успіху, згідно інтерпретації тесту, відображається у визначених рівнях її сформованості, що подано на рис. 4.
According to the percentage ratio shown in Fig. 4, the majority of surveyed SETs (34%) have a moderately high level of motivation for success, which is characterized by the presence clear orientation to achieving the set goals and the inherent nature of avoiding situations with a high level of risk; 28% of respondents developed overexaggerated level of motivation for success, which is characterized by the presence of clearly defined zeal for achieving the set goal in combination with extremely high hopes for success; 20% of the surveyed students have a clearly defined but moderate desire for success; only 18% of respondents have a low level of motivation for success, which is expressed in a vague desire to achieve it.

Thus, as a result of the study of the value-motivational component of readiness of future special education teachers for teamwork while teaching children with special educational needs, an average level of its formation was determined, according to which future SETs realize the advantages of teamwork and the value of joint activities within a team. However, at the same time they keep prioritizing individual form of work over the teamwork due to belief in its overwhelming effectiveness. It’s worth noting that the teamwork is primarily seen through the prism of a personal type of motivation aimed at satisfying the needs of an individual and his/her self-affirmation in the team, while there is also an altruistic type of motivation aimed at realizing the goals of the team, but it is not sufficiently

Згідно відсоткового співвідношення, що відображено на рис. 4, більшість опитаних майбутніх корекційних педагогів, зокрема 34%, мають помірковано високий рівень мотивації до успіху, який характеризується наявністю в особи чітко виразної орієнтації на досягнення поставлених цілей та притаманністю уникнення ситуацій з високим рівнем ризику; у 28% респондентів сформувався середній рівень мотивації до успіху, який характеризується наявністю активних пройвів до досягнення поставленої мети в поєднанні з високим рівнем надії на досягнення успіху; 18% із опитаних студентів мають чітко сформоване прагнення до успіху, маючи занадто високий рівень мотивації до його досягнення; лише у 18% із опитаних визначено низький рівень сформованої мотивації до успіху, який виражається у невиразному прагненні його досягнення.

Таким чином, в результаті дослідження, серед майбутніх корекційних педагогів, ціннісно-мотиваційного компоненту готовності до командної роботи у навчанні дітей з особливими освітніми потребами, визначено середній рівень його сформованості, відповідно до якого, майбутні корекційні педагоги усвідомлюють переваги роботи в команді та цінність спільної діяльності команди, при цьому вбачають ефективність індивідуальної форми роботи а не роботи в команді. Для них характерне прагнення до командної роботи в першу чергу через призму особистісного виду мотивації спрямованої на задоволення потреб особистої самостердження в команді, при цьому наявний і альтруїстичний вид мотивації, що спрямовується на реалізацію цілей
formed among future special education teachers. In addition, they have a clear orientation to achieving the set goals, which is expressed in active manifestations aimed at successfulness, combined with a high level of hope for the best possible outcome and avoidance of situations with a high level of risk.

Examining the indicators of the categorical criterion of the content component of readiness for teamwork, it was established that among the surveyed students, most SETs are generally aware of basic concepts of teamwork and partially aware of its main components.

Summarizing the respondents’ answers regarding their definition of the term "team", it was found that 62% of respondents define it as a group of people who are united among themselves to achieve a common goal or a specific objective; 18% of participants interpret the term "team" as a friendly union with a common vision of the final result; 13% of surveyed identify the offered concept as a group of people with common interests; only 7% of students could not give a specific definition of the term "team". After processing the results obtained, it was noted that 71% of the respondents interpret the concept of "teamwork" as the joint activity of a group of people aimed at achieving a common goal; 23% of participants define the concept of "teamwork" as the organized activity of a group of people, which have clearly defined roles and function to solve a specific problem or issue; only 6% of surveyed did not provide a clear definition of this concept.

Based on the results of the statistical analysis of the results of the survey of future special education teachers, it was established that there is a lack of clear awareness of the stages of team development, since only 24% of respondents correctly indicated the stages of team development identified by Yu. Bazarov (adaptation – grouping – cooperation – normalization of activities – functioning); moreover, 21% of future SETs correctly indicated the stages of team development according to J. Katzenbach and D. Smith [4] (workgroup – pseudo-
team – potential team – real team – highly effective team); only 7% of the respondents are aware of the stages of team development according to B. Tuckman [5] (formation – seething – creation of norms – functioning – change (transformation). In addition, 18% of respondents indicated that they are not familiar with the stages of team development, the other 30% of surveyed did not correctly define the stages of team development due to lack of corresponding knowledge.

Summarizing the results of the survey of future SETs regarding their understanding of the term "dual responsibility", it was determined that 43% of the respondents interpret this concept as responsibility for their actions and for the actions of other team members; 32% of participants noted that dual responsibility implies higher level of liability; 15% of surveyed understand the term "dual responsibility" as the responsibility borne by two or more persons; 10% of the respondents indicated that they do not understand this concept. Therefore, summarizing everything mentioned above, concept of "dual responsibility" should be understood as the responsibility of a team member for the result of the performance of his/her own part of the work that was assigned to him/her, and for the result of the performance of the work of other team members if they require assistance and/or guidance. However, none of the surveyed provided similar definition of the offered concept.

According to the results of the study of the knowledge system of general awareness of the phenomenon of teamwork and its main components among future special education teachers, the average level of formation of the categorical criterion of the content component of readiness for teamwork was determined, the characteristic features of which are the general understanding of the basic concepts of teamwork, typology of teams and scientifically defined role in the team, however, there is a lack of clear awareness of future SETs of scientific approaches to team building and the stages of team development. There is a general orientation in the basic principles of teamwork and potential команда – справжня команда – високоефективна команда, та тільки 7% із опитаних відомо стадії розвитку команди за Б. Такманом [5] (формування – бурління – створення норм – функціонування – зміна (перетворення). Окрім того 18% респондентів вказали, що стадії розвитку команди їм маловідомі, інші 30% із опитаних не вірно визначили стадії розвитку команди, оскільки не орієнтується в їх обізнаності.

Узагальнюючи результати опитування майбутніх корекційних педагогів, щодо їх розуміння терміну "подвійна відповідальність" визначили, що 43% із опитаних тлумачать дане поняття як відповідальність за свої дії та за дії інших учасників команди; 32% респондентів зазначило що подвійна відповідальність – це відповідальність високого рівня; 15% майбутніх корекційних педагогів розуміють під терміном подвійної відповідальності – відповідальність яку несуть двоє чи більше осіб; 10% із опитаних зазначили, що не розуміють дане твердження. Отже, з огляду вищевикладеного чіткої відповіді щодо визначення терміну "подвійна відповідальність" під яким слід розуміти відповідальність учасника команди за результат виконання власної частини роботи, яка була на нього покладена та за результат виконання роботи іншого учасника команди в разі необхідності його заміни, серед опитаних майбутніх корекційних педагогів отримано не було. За результатами дослідження у майбутніх корекційних педагогів система знань загальної обізнаності феномену командної роботи та її основних складових, встановлено середній рівень сформованості категоріального критерію змістового компоненту готовності до командної роботи, характерними ознаками якого є наявність у майбутніх корекційних педагогів загального розуміння основних понять командної роботи, типології команд та науково визначених ролевих позицій у команді, однак спостерігається не чітка обізнаність в наукових підходах командоутворення та в стадіях розвитку команди. Наявне загальне орієнтування в основних принципах командної роботи та часткова обізнаність в істотних ознаках командної роботи, при цьому відсутнє чітке розуміння деяких ключових принципів командної
partial awareness of the essential features of teamwork, while there is no clear understanding of some key principles and essential features of teamwork.

According to the indicators of the procedural criterion of the content component of readiness for teamwork, it has been established that the majority of future special education teachers have formed a general recognition of the essence of the team approach in the profession of a SET in the process of training (supervision) of children with SEN.

Based on the results of analysis of further development of future special education teachers' knowledge of the normative and legal security of the team approach in the process of teaching children with SEN, insufficiency of its formations was determined. The survey conducted indicted that only 32% of the students could name the elements of legal framework (documents) that regulate the teamwork of SETs while providing educational services to the children with special educational needs; 68% of respondents could not specify any implied documentation and/or legal regulatory mechanisms.

According to the results of the survey conducted regarding the future SETs’ understanding of the process of joint teaching (learning) as a mechanism for ensuring teamwork in the education of children with SEN, it was established that students do not have a clear understanding of this process, since only 40% of surveyed realize the importance of joint teaching (learning) as well as the necessity of equal participation of two or more specialists (a teacher and a teacher’s assistant or SET) in conducting educational classes in an inclusive environment; 24% of respondents did not formulate a specific answer to this question; 36% of participants said that they do not understand the process of joint teaching.

The analysis of the processed results of assessment of future SETs’ level of readiness to work in a team is presented in Fig. 5.
According to the statistical data shown in Fig. 5, the majority of future SETs believe that they are able to work in a team; 50% of the respondents claim that they have a higher than average level of readiness to work in a team; 34% of participants estimated their level of readiness for teamwork within the average (medium) range; 6% of future special education teachers believe that they have developed a high level of readiness to work in a team; 5% of respondents rated their readiness for teamwork at a low and below average level.

Results of the study of the system of professional knowledge of future special education teachers regarding the awareness of the team approach in their professional activities and its application in the process of accompanying/guiding children with special needs, an average level of formation of the procedural criterion of the content component of readiness for teamwork was identified, the characteristic features of which are insufficiently formed in future SETs’ system of knowledge on the regulatory and legal support of the team approach in the process of teaching children with SEN, which is characterized by partial awareness of the legislation regarding the implementation of psychological and pedagogical support of a child with SEN in general secondary and preschool education institutions and insufficiently clear understanding of the composition of the support team members. There is a general awareness of the mechanism of
implementation of the supportive teamwork while providing educational services to the children with special educational needs, with only partial understanding of the main aspects of its provision. A clear understanding of the essence of the team approach in the professional activity of the special education teacher, with partial awareness of the functional duties of the SET as a member of the support team has been identified, however, at the same time, there is a too high level of self-esteem regarding the formation of teamwork competence among future SETs.

Thus, as a result of the research, among future special education teachers, the content component of readiness for teamwork in teaching children with special educational needs, the average level of its formation was determined.

Studying the indicators of the adaptation criterion of the activity component of readiness for teamwork, it was established that the majority of future SETs strive to become a full-fledged member of the team, in particular, analyzing their own behavior during team interaction. Thus, 45% of the respondents claim that when working in a team, they strive to unite efforts of all participants of joint activities into a single entity; 39% of participants partially agree with the specified behavior in team interaction; 10% of future special education teachers could not decide on such behavior during team interaction; only 6% of students do not seek to join forces to perform joint activity. 34% of respondents seek to make a personal contribution to the work of the team; 28% partially agree of making a certain contribution to the teamwork; 22% of participants generally agree to make personal contributions to teamwork, but they don’t consider it important; 17% of future SETs do not seek to make a personal contribution to the work of the team.

The analysis of the results obtained during the self-analysis of the behavior of the future special education teachers regarding their possession of the skills of intensive cooperation in teamwork with other specialists is presented in Fig. 6.
Considering the statistical results shown in Fig. 6, it was determined that 22% of future SETs possess the skills of intensive cooperation in teamwork; 39% of respondents have partial skills of intensive cooperation; 33% of respondents could not or refused to assess their skills of intensive cooperation; 6% of respondents claim that they lack the skills of intensive cooperation in teamwork.

Thus, taking into account everything mentioned above, it was confirmed that the majority of future special education teachers, in general, strive for intensive cooperation during their professional activities, as they are ready to discuss the results of their work with other team members and share their own professional development with others, and are focused on the overall success of the team and contribute to the even distribution of the overall success of the teamwork, however, a large number of future SETs do not share the concept of interrelated nature of every member of the team and his/her activity, thus they are not entirely ready for interchangeability between team members, and cannot unambiguously assess whether they have the skills of intensive cooperation in teamwork.

Determining the ability of future special education teachers to perform team roles (using M. Belbin’s modified test "Team Roles") it was noted that functional roles that future SETs are able to perform in teamwork. The analysis of the processed results of the diagnosis of

<table>
<thead>
<tr>
<th>I completely agree</th>
<th>I partially agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>I don't agree</td>
<td>I can't say for sure</td>
</tr>
<tr>
<td>6%</td>
<td>39%</td>
</tr>
</tbody>
</table>

**Fig. 6. Self-assessment of future special education teachers regarding their skills of intensive cooperation in teamwork**

З огляду відсоткового співвідношення, зображеної на рис. 6, встановлено, що 22% майбутніх корекційних педагогів володіють навиками інтенсивного співробітництва в командній роботі; 39% із опитаних мають часткові навики інтенсивного співробітництва в команді. 33% респондентів не змогли оцінити свої навики інтенсивного співробітництва; 6% із опитаних стверджують про відсутність у них навиків інтенсивного співробітництва в командній роботі. Отже, враховуючи вищевикладене, встановлено, що більшість майбутніх корекційних педагогів, в загальному, прагнуть у своїй професійній діяльності до інтенсивного співробітництва, так як готові обговорювати з іншими учасниками команди результат своєї виконаної роботи та ділитися з іншими власним методичним напрацюванням, орієнтується на загальний успіх команди та прагнуть до рівномірного розподілу загального успіху роботи команди, однак значна частина майбутніх корекційних педагогів не розіймають позицію взаємозалежності учасників команди від роботи кожного, не в повній мірі готові до взаємозалежності між учасниками команди та не можуть однозначно оцінити наявність у них навиків інтенсивного співробітництва в командній роботі.

Визначаючи у майбутніх корекційних педагогів їх здатність до виконання командних ролей, використовуючи модифікований тест М. Белбіна "Командні ролі", встановили функціонально-рольові позиції, які майбутні корекційні педагоги здатні
functional roles within the team, according to the interpretations of the test, is presented in Fig. 7.

Fig. 7. Ability of future special education teachers to perform team roles

According to the percentage ratio shown in Fig. 7, in general, all interviewed future special education teachers are able to perform scientifically defined team roles, in particular, 54% of those surveyed are able to perform the role of a specialist in a team, who is characterized by purposefulness, dedication to their work and concentration on objectives only in a narrow field; 53% of respondents are able to perform the role of a coordinator in a team, which is characterized by explaining goals, stimulating decision-making and delegating authority; 52% of participants are able to take the role of an executor in the team, who is characterized by discipline, reliability, practicality, and can harmoniously transforms ideas into practical actions, but reacts slowly to new opportunities; 51% of future SETs occupy the role of a researcher in the team, who is characterized by enthusiasm and excessive optimism, who is able to expand the horizons necessary for the realization of the team’s goals; 50% of the students are able to fulfill the role of a creator in the team, who is characterized by dynamism, assertiveness, and ability to bravely overcome obstacles the team encounters, but has a propensity for provocations; 48% of respondents are able to occupy the functional role of a negotiator in the team, who is characterized by cooperation and favorability, but lacks decisiveness in
controversial situations, and is able to prevent contradictions in the team; 47% of surveyed are capable of performing the role of an expert, which is characterized by moderation, insight, and the ability to see all the possibilities within the team, as well as to derive strategy aimed at giving accurate and objective assessment; 46% of SETs are able to occupy the functional role of an idea generator in the team, which is characterized by creativity, originality, and solves complex tasks. Therefore, based on the results of the research, the future special education teachers have a formed flexible role that corresponds to the average level, since the ability to perform team roles in the surveyed future SETs varies within 50%.

According to the results of the research on the presence of developed abilities and skills of working in a team among future special education teachers, an average level of formation of the adaptation criterion of the activity component of readiness for teamwork was established, the characteristic features of which are the presence of the ability to be a full-fledged member of the team and cooperate with their participants in future SETs, thus, there is a flexible role, which implies the ability to perform defined team roles within a team, while having an insufficiently developed ability to create conditions of intensive cooperation during team work.

Examining the indicators of the social criterion of the activity component of readiness for teamwork, it was established that the majority of future SETs have certain difficulties in building constructive interpersonal relationships within a team, in particular, 30% of the surveyed claim that they are cautious in accepting new team members; 44% of respondents can only partially agree to accept the new teammates and roles within the team; 26% of respondents were undecided as to whether they have the appropriate behavior patterns in the team.

The analysis of the obtained statistical results of the self-analysis of future special education teachers regarding presence of developed constructive interaction skills in the team is listed in Fig. 8.
"I possess the skills of constructive interaction"

- I absolutely agree
- I partially agree
- I don't agree
- I can't say for sure

Fig. 8. Self-assessment of future special education teachers regarding their skills of constructive interaction in a team

Considering the statistical data shown in Fig. 8, we determined that 22% of future special education teachers possess the skills of constructive interaction in a team; 50% of respondents have partially developed skills of constructive interaction within a team; 21% of participants could not assess whether they have relevant skills; 7% of students claim that they lack the above-mentioned set of skills.

Therefore, taking into account the results of the survey, it was established that future SETs have some difficulties in building constructive interpersonal relationships in a team.

During the study of the team interaction skills among future special education teachers, the activity of the teams, which were previously formed from the number of respondents, was observed. 13 teams were created in total, each consisted of 7-10 people each. Team members were given tasks aimed at determining teamwork skills in accordance with the observation protocol.

The analysis of the results obtained is presented in Fig. 9.
According to the results of the observation of team activity, it was established that 62% of teams have formed the orientation of its members towards the team’s common goal; 55% of team members have the skills of intensive cooperation; 61% of teams formed constructive interpersonal relationships between its members; 52% of the team members have the professional skills to support children with special needs.

Based on the results of observing the activities of the created teams, the average level of formation of teamwork skills among SETs was determined, which is characterized by: an insufficiently formed vision of a single process of goal achievement among team members; the preference of team members to focus on the result of their work, rather than on the overall success of the team; poorly developed mutual responsibility for achieving a common goal; insufficiently formed coordination of joint activities among team members, the presence of internal competition within the team. Team members reluctantly combine their own efforts.
efforts to achieve a common goal, actively use their strong sides in teamwork, but without compensating for the individual shortcomings and drawbacks. It’s worth noting that all team members are focused on achieving common success, however, not all of them receive the equal share of appreciation when team goals are successfully accomplished, which leads to the certain discrimination. Also, all team members possess some degree of freedom of their actions while working on common goals, but the process of mutual complementation of professional skills among team members is slower than expected. Team members are responsible for the results of their own part of the work that was assigned to them and for the results of the work of another team member in case of replacement and/or difficulties encountered, although joint responsibility for the result of the team’s activity is not sufficiently formed. The teams discuss the proposed ideas, but not all of them meet consensus and/or are approved by all team members. The professionalism of team members is highly appreciated. Objectivity prevails in the assessment of situations. Mutual understanding and assistance within the teams is not sufficiently formed, and there is no such concept as "situational leadership". Team members share common views, but a favorable social and psychological atmosphere is not always observed. Ineffective communication emerges due to lack of practice, moreover, not all team members know how to listen to others, often interrupt the interlocutor thus breaking the professional ethics. Disputed issues in the team are not always resolved by reaching consensus. The work of teams when improvising the implementation of accompanying children with special educational needs is not well established, since not all team members are able to apply their knowledge in practical activities. It is observed that team members have necessary pedagogical skills aimed at effectively working with their colleagues while not observing all the necessary legal norms for providing team support. Preference is given to the introduction of certain technologies for
teaching children with SEN without the use of innovative methods and means, as well as the modification of existing technologies for teaching children with SEN.

Thus, as a result of the research of the activity component of readiness for teamwork in teaching children with SEN, the average level of its formation was determined.

Investigating the indicators of the emotional criterion of the personal component of readiness for teamwork, it was established that among the surveyed students the majority have an insufficiently developed ability to recognize other people's emotions and emotional states.

The analysis of the processed results of determining the ability of future SETs to recognize the emotions of other people is presented in Fig 10.

According to the results of the survey shown in Fig. 10, it was established that future special education teachers are able to recognize not all emotional states, in particular, 96% of surveyed can identify sadness by facial expressions; 87% of respondents are aware of such emotional states as fear and surprise; 75% of future SETs are able to recognize shyness; 71%
of the participants can detect the indicators of greed; 54% of respondents are able to determine satisfaction; 30% of students can identify anger; 29% of individuals were able to determine caniness by facial expressions; 25% of respondents can recognize insult/offence; and only 8% of surveyed are aware of such an emotional state as envy.

Therefore, taking into account the above-mentioned, it was established that future SETs are able to detect only well-expressed emotional states, which are clearly reflected by facial expressions, which ultimately determines an insufficiently formed ability to recognize other people's emotions.

Investigating the level of emotional intelligence of future special education teachers using the Hall Test [2], we determined their ability to be aware of their own emotions and the emotions of the people around them.

According to the results of the diagnosis of emotional intelligence by Nicholas Hall, according to the "emotional awareness" scale, it was established that 56% of future SETs have an average level of emotional awareness; 26% of respondents developed a low level of emotional awareness; 18% of participants achieved a high level of emotional awareness.

According to the research data of the diagnosis of emotional intelligence on the scale of "Managing One's Emotions", it was confirmed that 48% of the respondents developed an average level of ability to manage their emotions; 37% of future special education teachers have a low level of ability to manage their own emotions; 15% of students cannot control their emotions at a high level.

Accordingly, the obtained results of the diagnosis of emotional intelligence, according to the "Self-Motivation" scale indicated that 60% of future SETs have an average level of formed self-motivation; 30% of respondents developed a high level of self-motivation; 10% of students have a low level of self-motivation.

According to the results of the diagnosis of emotional intelligence according to the "Empathy" scale, 43% of the respondents had an average level of developed sorom'язливість; 71% із опитаних можуть виявити відображення в особи жадібності; 54% респондентів здатні визначити задоволення; 30% із опитаних спроможні розпізнати злість; 29% майбутніх корекційних педагогів змогли за мімікою обличчя визначити хитрість; 25% респондентів здатні розпізнати образу; і тільки 8% із опитаних обізнані в такому емоційному стані особи як заздрість.

Отже, враховуючи вищевикладене, встановлено, що майбутні корекційні педагоги здатні виявляти лише добре виражені емоційні стані, які чітко відображаються мімікою обличчя особи, що в результаті визначає недостатньо сформовану здатність розпізнавати емоції інших людей.

Досліджуючи у майбутніх корекційних педагогів рівень емоційного інтелекту, використовуючи Тест Холла [2], визначили їх здатність до усвідомлення власних емоцій та емоцій оточуючих людей.

За результатами діагностики емоційного інтелекту Ніколаса Холла, згідно шкали "емоційна обізнаність", встановлено, що 56% майбутніх корекційних педагогів мають сформований середній рівень емоційної обізнаності; у 26% із опитаних сформувався низький рівень емоційної обізнаності; 18% респондентів досягли високого рівня емоційної обізнаності.

Згідно даних, проведеної діагностики емоційного інтелекту за шкалою "управління своїми емоціями", встановлено, що у 48% із опитаних сформувався середній рівень здатності управляти своїми емоціями; 37% майбутніх корекційних педагогів мають низький рівень здатності управляти власними емоціями; 15% респондентів здатні управляти своїми емоціями на високому рівні.

Відповідно, до отриманих результатів діагностики емоційного інтелекту, за шкалою "самомотивації", встановлено, що 60% майбутніх корекційних педагогів мають середній рівень сформованої самомотивації; у 30% із опитаних сформувався високий рівень самомотивації; 10% респондентів мають низький рівень самомотивації.
empathy; 40% of future special education teachers possess a high level of empathy; 17% of respondents have a low level of empathy.

After conducting the analysis of the results of the Hall test on the "Recognition of Other People's Emotions" scale, it was established that 63% of the respondents are able to recognize other people's emotions at an average level; 25% of future SETs developed a high level of ability to recognize the emotions of other people; 12% of participants have a low level of ability to recognize other people's emotions.

Therefore, according to the results of the Hall test, future special education teachers have an average level of emotional intelligence, which is characterized by the following: an insufficiently formed understanding of one's own emotions and a lack of clear awareness of one's inner state; insufficiently formed flexibility of one’s emotions and insufficient control of one’s own emotions; inadequately developed ability to understand other people's emotions; the lack of a clear understanding of the emotional state of a person, accompanied by an insufficiently formed ability to recognize non-verbal means of communication (gestures, postures, facial expressions, etc.); an insufficiently formed ability to influence the emotional state of other people.

Examining the indicators of the communicative and organizational criterion of the personality component of readiness for teamwork, it was established that the majority of surveyed future SETs have formed communicative and organizational tendencies, but the ability to listen to others, which is essential for the students of the specialty 016 Special education, is not sufficiently developed. The analysis of the obtained results of determining the level of formation of the communicative and organizational inclination, according to the interpretations of the ECOI (evaluation of communicative and organizational inclinations) methodology, is presented in Fig. 11.
Fig. 11. Determination of the level of formation of communicative inclination in future special education teachers

According to the results shown in Fig. 11, it was established that 43% of future special education teachers have a high level of communicative inclination; 30% of respondents have an average level of communication skills; 20% of students reached the highest level of communication; 7% of respondents have a low level of communicative skills development.

The analysis of the obtained results of determining the level of formation of organizational inclination in future SETs, according to the interpretations of the ECOI methodology, is presented in Fig. 12.

Fig. 12. Determination of the level of formation of organizational inclination in future special education teachers

Considering the results obtained shown in Fig. 12, it was established that 52% of the respondents developed a high level of organizational inclination; 27% of future SETs have an average level of organizational skills; 15% of students have organizational skills at the highest level; 6% of respondents have a low level of organizational skills development.

<table>
<thead>
<tr>
<th>Level of formation of communicative inclinations</th>
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<thead>
<tr>
<th>Level of formation of organizational inclinations</th>
<th>Low</th>
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<tr>
<td>%</td>
<td>15%</td>
<td>6%</td>
<td>52%</td>
<td>27%</td>
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</table>
6% of respondents have a low inclination to organizational activities.

The results of determining the level of formation of listening skills ("listen to the others" ability) in future special education teachers are presented in Fig. 13.

According to the percentage ratio shown in Fig. 13, it was established that the majority of future SETs (52%) developed an average level of ability to listen to others; 25% of surveyed have a high level of listening skills; 18% of respondents have the low-level ability to listen to others.

Therefore, future special education teachers have an average level of formation of the communicative and organizational criterion of the personal component of readiness for teamwork, which is characterized by the presence of an active manifestation of initiative in communication and the ability to make decisions in complex, non-standard situations. There is an inherent ability to listen to the interlocutor, but there is a chance of tactful interruption due to external/internal factors.

Conclusions and research perspectives. Thus, according to the results of the study, the average level of readiness for teamwork among future special education teachers was identified. Thus, it is characterized by awareness of the values of teamwork, insufficiently formed motivation for working in a team within the limits of professional activity, the presence of general awareness of the content of teamwork and partial awareness of the team's activities.

Production, therefore, future special education teachers have an average level of formation of the communicative and organizational criterion of the personal component of readiness for teamwork, which is characterized by the presence of an active manifestation of initiative in communication and the ability to make decisions in complex, non-standard situations. There is an inherent ability to listen to the interlocutor, but there is a chance of tactful interruption due to external/internal factors.

Conclusions and research perspectives. Thus, according to the results of the study, the average level of readiness for teamwork among future special education teachers was identified. Thus, it is characterized by awareness of the values of teamwork, insufficiently formed motivation for working in a team within the limits of professional activity, the presence of general awareness of the content of teamwork and partial awareness of the team's activities.

![Fig. 13. Determining the level of development of ability to listen to others in future special education teachers.](image-url)
of the procedural aspect ensuring a team approach in the professional activity of a SET and a mechanism for implementing the work of a support team for children with SEN, the presence of partial teamwork skills and insufficiently formed ability to practically apply teamwork skills, as well as insufficiently formed emotional intelligence. The presence of communicative and organizational abilities and a partial ability to listen to others is also a necessary prerequisite for future special education teachers. Prospects for the further research include the analysis of formation of teamwork competence in future SETs at the stage of their professional training.

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