Proceedings on Engineering Sciences

COMPETENCY PROFILE OF PARENTS IN THE SYSTEM OF ASSESSMENT OF THE INCLUSIVE POTENTIAL OF A FAMILY

Vladimir A. Kudryavtsev [1]
Svetlana N. Kashtanova

A B S T R A C T

The issue of the consideration of the sociocultural aspect of inclusion is among the top-priority initiatives of modern society. In the process of the integration of people with disabilities into society, the role of culture and, in particular, culture of inclusion is defined as a separate socio-psychological phenomenon. The necessity of actualising the inclusive potential of the family of a child with disabilities predetermined the essence of the scientific discourse in the aspect of studying the competencies of parents and creating a family profile. The study of criteria basis, which includes indicators of the functionality of parents of children with disabilities and markers of competence has a practical sense and involves the movement toward the competency profile of the family as a predictor of the inclusive potential.

The goal of this paper lies in generalisation and scientific analysis of scientific thoughts on understanding the competence of a family, which is the key to unlocking the inclusive potential.

1. INTRODUCTION

According to the report by the International Disability Alliance, successful implementation of accessible and continuous inclusive education of people with disabilities and handicapped people is possible only when strategies of inclusive policy and practice take into account international obligations according to Article 24 of the UN Disability Convention. Given the agenda of sustainable development for the period until 2030 (Sustainable Development Goals (SDGs)), adopted by the UN General Assembly on 25 September 2015, full support for the integration of people with disabilities and handicapped people, expansion of their rights and capabilities, and support for the prospects for their well-being are among the top-priority tasks of the international society (Global report on health equity for persons with disabilities, 2022).

The phenomenon of inclusive culture is the key factor in the success of implementing inclusive processes and the object of active scientific and social discussion. Very often, this notion was associated with the implementation of the inclusive approach in education and the issue of ensuring special conditions for people with disabilities. Bringing inclusion down only to the freedom of choice,

---

[1] Corresponding author: Vladimir A. Kudryavtsev
Email: kudvol@yandex.ru

place and means of education of children with disabilities and their parents actualised objective difficulties, connected with the absence or very low level of special professional and social & communicative competencies of pedagogical personnel, the moral and psychological unpreparedness of the subjects of the educational space, and absence of sustainable systemic mechanism and means of a constructive interaction with family and close surroundings of the child with disabilities (Kashinskaya, 2017).

The issues of habilitation, rehabilitation, and social integration of people with disabilities have long been strongly connected with the notion of "inclusive culture". Very often, this term is linked with the implementation of an inclusive approach in education and, sometimes, was brought down to the problem of ensuring special conditions for handicapped people and people with disabilities. Being a rather wide and complex phenomenon, inclusive culture predetermines the axiological components in the form of a certain value paradigm and reflects applied and technological aspects of barrier-free and open interaction (Gokh et al., 2019). Speaking of the value paradigm, we turn to the ideas of equality and recognition of a person, regardless of their specific features, as the exclusive value for the society and self-goal of public development.

Potential capabilities of the family in the process of educating, teaching, and socialising a child with disabilities directly correlated with the level of parent competence, which includes parents' readiness and ability for effective execution of parent responsibility, protection of the rights of family members, and adequate assessment of the efficiency of educational actions and family lifestyle. Very often, it is an increase in the level of parent competence in the issues of family relations and interaction with various organisations and services, psychological and pedagogical aspects of the development and socialisation that is considered the main strategic goal of support for families that have children with disabilities (Molchanova, 2020).

Focusing on the existing resources of social environments, relations, and internal reserves of people with disabilities and members of their families as actors of social development, it is expedient to actualise the content of the inclusive potential of the family, which defines the general level of functionality of parent effectiveness in the processes of inclusion of a child with disabilities in various educational and socio-cultural spaces. Systematisation of separate competencies, their distribution into groups, and correlation with the indicators of functional effectiveness allows setting a content contour of the competency profile of the family of a child with disabilities as a multilevel characteristic of the family's inclusive potential.

2. CASE STUDY

Treating inclusion as the active involvement of humans in all sociocultural spaces, types of activities, and forms of public life, regardless of the specifics of psychophysical development, mental differences, and other forms of personal individuality, it is important to differentiate the categories of educational and social inclusion. While the educational aspect of inclusive policy is connected mainly with the processes of inclusion of people with disabilities in educational spaces, the social aspect of inclusion considers the continuous process of comprehensive support for the full participation of people with various forms of personal individuality in the economic, social, and cultural life of society at the regulatory level of successfulness and well-being (Schwab and Alnahdi, 2020).

The level of social inclusion of children with disabilities will be determined, to a large extent, by the system of relationships in the micro- and macro-social environment, attitude towards it, and the individuality of a person and their close surroundings, including parents, pedagogues, and other subjects of sociocultural spaces. Behavioural and psycho-emotional reactions to persons with various individualities of development and behaviour and attitude of the surrounding people toward them are predetermined by the personal qualities of the human and the level of general intellectual development and culture (Tleuzhanova, 2022).

Culture could be defined as a certain system of historically determined programmes of human activities, behaviour, and communication, which ensure reproduction and change in the life of society in all its main manifestations. From the position of the axiological approach, culture is disclosed through the system of values, certain senses, and ideals that determine the measure of "humanity" of the individual and society as a whole. In the activity approach, focus is made on understanding culture as a factor of regulation of the economic and socio-political activities and the mechanism of effective preservation and development of the entire society. In both aspects, culture is based on education, upbringing, development, and improvement of a human in his creative activities (Ulinova, 2019).

One of the ideological bases and a significant condition of the effectiveness of the inclusive processes is tolerance – as an inseparable part of the general culture of the personality (Ng et al., 2021). Tolerance includes the system of values, subjective views, settings, and stereotypes of perception that are based on unconditional recognition of the principle of equality and significance of another human – axiological aspect; ability to accept people with any differences in appearance, ideology, or way of life, readiness to interact with them based on understanding, respect, and

tolerant attitude – cognitive and activity aspect (Prikhodko, 2021).

A new reality of modern science and practice is the demand for the development of a content component of the culture and ethics inclusion as a complex multifactor and multisubjective process. The change of dominance in these phrases – "inclusive culture" and "culture inclusion" – conforms to the shift of the emphasis from formal features to functionality and subjectivity. Determining the connection between these two definitions, it is necessary to note that inclusive culture is only the fundamental basis for the creation of a culture of inclusive society, i.e., the culture of inclusion as a natural component of human community, which welcomes and supports the diversity of features and needs.

The culture of inclusion is not just a generally accessible and barrier-free space – it is a system-forming sociocultural phenomenon that ensures the formation of ideology, strategies, means, forms, and technologies for implementing the process of inclusion. Formation of the culture of inclusion involves mastering specific norms of behaviour that facilitate comfortable interaction of people with different levels of psychophysical development and life functioning. In this context, inclusion is not a goal in itself but a means of solving other private and general tasks. The contents and form of cultural strategies and separate inclusive practices will be defined by activities in which humans, not their specific features, are involved (Flier, 2023).

Mankind constantly implements certain cultural scenarios, which should be treated as certain template (exemplary) programmes of life activities, which, in turn, are defined by the existing social and environmental conditions, and society's knowledge, values, norms, and rules of behaviour (Melezhik, 2018). A special place among cultural scenarios belongs to scenarios of separate types of activities, for they predetermine, in the general form, the character, goals, and norms of behaviour and interaction of people in any sphere of life. Thus, scenario lines are built by the following components:
- Culture of labour;
- Culture of educational activities/culture of teaching;
- Culture of rest and leisure;
- Culture of game;
- Culture of negotiations;
- Culture of everyday life, etc. (Lurye, 2010).

Respectively, a separate cultural scenario of modern society is a culture of inclusion, as a certain ethical code that regulates the forms of non-discriminating communication; and, what is more important in this context, the bilateral process of respectful communication between people with disabilities and without disabilities (Krüger and David, 2020). Special emphasis must be made on the fact that people with disabilities, together with their family members, form and develop preconditions to successfully enter various sociocultural types of activities and forms of social activity, with observation of generally accepted norms of communication and interaction (Mirzaeva, 2019).

The culture of inclusion should be treated also as the quality of organisation of social and communicative spaces and environments, which guarantees all people – regardless of the specifics of their development – the possibility of effective communication, education, and work to achieve personal and group goals. The development of a culture of inclusion reduces the level of social burden and raises the resources and capabilities of rehabilitation processes (Sudakova, 2019).

Skills of cultural behaviour form in the conditions of the family. This defines the formation of the cultural behaviour of a child in society, as well as the child's adaptation and integration. The level of development of inclusive culture and competence of the family defines the possibility and effectiveness of habilitation and rehabilitation of the maturing personality (Tolmacheva, 2022).

The interest in studying parent effectiveness in modern realities is connected with the acknowledgement of the deficit of competencies in most families that raise children with disabilities, which is connected with the presence of various factors. Many families experience a colossal deficit in the implementation of educational, rehabilitation, and socialising functions. This phenomenon complicates the organisation of psychological and pedagogical support for families and dictates the necessity for elaborating the concepts and practical tasks in the development of parent effectiveness as a product of mastering certain competencies.

The contents of parent competence include personal resources of parents that are based on psychological well-being in relationships of all family members, as well as awareness of the technologies and methods of working with children with disabilities, ideas of special conditions of education and upbringing and the need to create them (Semenova et al., 2022). Competence is traditionally considered through the adjusted level of formation of knowledge, possession of certain skills, and the presence of personal qualities that are necessary for the implementation of a certain type of activity. Very often it is the pedagogical competence of parents in the context of the effectiveness of their behaviour, ability and readiness to plan and ensure an emotionally comfortable, developing commonness with the child, which is oriented at the formation and development of a subjective life position (Korobkova, 2015).

The notion "parent competence" implies that the parent must have the knowledge and skills necessary for the

successful education of children; the indicators could be as follows:

- Level of realisation of the main goal – educating a spiritual & moral and socially active person;
- Level of ideas of the directions, forms, methods, and means of education and their experience in the context of certain educational tasks;
- Level of coordination of educational approaches and actions from family members, rationality and consistency of educational influences;
- Level and quality of the social activity of parents, measures of their involvement in public activities of their child;
- Quality of interaction with various institutes of civil society, including educational organisations (Belyaeva, 2016).

Active participation of parents in solving the tasks of socialisation of a child with disabilities actualises the necessity of forming inclusive competence (Zhigoreva and Kochetkova, 2017). This definition is considered to a larger extent in the professional competency profile of pedagogues and specialists of support for children with disabilities and is more related to the educational spaces and processes.

In the pedagogical context, the category "inclusive competence" is considered as a totality of value-semantic settings, knowledge, abilities, and skills, which predetermine readiness and ability for the realisation of professional-pedagogical activities in the conditions of inclusive educational and socio-cultural spaces. The inclusive competence of a family is treated as the totality of personal features, knowledge, abilities, and skills of all family members who participate in education and facilitate the real socialisation and integration of the child with disabilities in various spheres of life and types of public activities. In turn, the inclusive competence of parents is largely aimed at the involvement in various sociocultural spaces and assumes their active position in acquiring the necessary psychological and pedagogical knowledge and an increase in the parent culture (Korytova, 2016).

One of the inseparable parts of the parent culture of inclusion is the system of values, knowledge, practical abilities, and skills that facilitate the quick and efficient resolution of the tasks of education, socialisation, and integration of children with disabilities in society. The indicators that point to the high level of this parent culture of inclusion include the following:

- Unconditional acceptance of own child and his defect;
- Realisation of causes, structure, and possible consequences of the existing defect of the child;

- Parents' focus on the formation and development of the competencies that are necessary for active involvement in habilitation and rehabilitation processes;
- Ability to independently choose and implement various forms and means of correction and pedagogical influence;
- Readiness for the active partnership cooperation with specialists;
- Prosocial activity of the family, which reflects the ability to interact with various public organisations, including parent associations;
- Readiness for execution of the function of social advocacy (protection of one's own and the child's rights and freedoms).

Effective help to children with disabilities is possible only in case of a mutual and interactive alliance between the professional, child, and closest surroundings of the child. The indicators of the success of this cooperation are the following parameters: positive dynamics of the child's development; positive dynamics of the development of the parents and family relations, satisfaction of parents; involvement of family members in various social activities and the activities of thematic social groups; level of cooperation of parents and professionals; dynamics of an increase in parent competence in the issues of education and upbringing of children with disabilities. Family could be considered not only as a factor of favourable development but also as potential damage if the family ignores the proposed strategies of support and is not good with the strategy and practice of the complex support for people with disabilities and handicapped people. The activity aspect of unlocking the inclusive potential of the family will be disclosed through understanding what exactly, how and with what level of consistency and efficiency the family does for successful development, socialisation, and integration of a child with disabilities in various sociocultural spaces and spheres. Since, as was said above, the family's inclusive potential is based on the level of its functionality, its assessment will consist of the analysis of the competence of family members.

The inclusive competence of a parent as the subject of the educational process involves the adequate understanding of the performed functions and constructive possession of skills and knowledge in the sphere of sociocultural inclusion of children with disabilities. Therefore, during the assessment of the inclusive potential of the family of a child with disabilities, it is necessary to build on consideration of certain groups of competencies.

Being an open, to a certain extent, and self-organising social system, the family sets various emotional and information contacts, performing mutual exchange with the environment. All members of micro- and macro-social groups are in dynamic connections and mutual relationships, built on information exchange (Churkina,

2023). Thus, *information competence* is considered one of the initial aspects of the competency profile of a family.

In the evolutionary consciousness of mankind, there is a strongly rooted understanding of the necessity, importance, and value of information resources – as a kind of access to new opportunities in all public processes. In this regard, the rather influential factor of growth, development, and well-being is information competencies, which are treated as mastered and implemented means of search, receipt, processing, presentation, and transfer of information, generalisation, systematisation of various information and its transformation into actual knowledge, which is necessary for solving certain tasks (Galitsyna, 2015).

Specifics of inclusive information competencies will be caused by the specifics of the very family system, tasks of functioning and special needs of the family raising a child with disabilities. The indicators of the level of formation of this group of competencies are the following markers:

- Demonstration of knowledge from the sphere of special pedagogics and psychology, which covers the processes of teaching, raising, developing, and socialisation of children with disabilities (Tkacheva, 2023);
- Possession of information on the age specifics of children in the typical and deviating development;
- Possession of skills in search, receipt, and delivery of information to the communication partner;
- Information awareness on the current state of certain members of important social groups, situations, events, and processes that have objective or subjective value in the life of the human or society (Yakovleva and Zelenkova, 2022).
- The indicators of parent effectiveness in the implementation of information competencies are as follows:
- Accessibility and quality of channels of receipt of help;
- Awareness of parents.

Analysing and accessibility and quality of channels through which parents can expand the potential of obtained help and support, it is necessary to note the necessity of their involvement not only in psychological & pedagogical but also in medical support for the child, because recovery and expansion of the individual's functional capabilities have a central role in supporting health and well-being and is an inseparable condition for inclusion. Clinical forms of habilitation and rehabilitation must be integrated into the continuous process of complex support for all people with defects in functioning who face the limitations of life activities

and participation in social life (Rehabilitation Competency Framework, 2019).

The most significant component of the educational and habilitation & rehabilitation potential of the family is *communicative competence* – as the basis of the constructive process of communication and building comfortable and affluent relations with surrounding people. The ability to develop contacts and build positive relations with different categories of persons from the micro- and macro-social environments, forecast, prevent, or effectively solve conflict situations is in the list of significant life competencies of modern humans (Karamyshev, 2017).

In the context of parenthood, in the foreground of communicative skills, there is the adult's ability to develop communication and constructive interaction with the child given the child's age and individual typological qualities; the ability to form an environment that is favourable for harmonious development of the child (Kondratyeva and Inyavina, 2019). Unlocking the potential that is caused by the communicative competence of parents stimulates the optimisation of the interaction of the family and various social institutes in the resolution of actual educational and general developmental tasks (Chugaeva, 2017).

The indicators of the main manifestations of this component of parent competence are as follows:

- Perception and adequate understanding of the current state and mood of the child and other family members;
- Sustainable skills of empathy listening;
- Ability to give clear and understandable recommendations, comments, advice, or instructions for actions, which can be understood and are real for practical application;
- Possession of a wide range of the means of stimulating and motivating the child:
- Readiness and ability for firm but humanistic and environmentally-friendly regulation of the child's behaviour, limitation of the child's impulsive and destructive actions, skills of working with objection and opposition;
- Desire and ability to build constructive and friendly relationships with the social surroundings of the child includes peers and adults, e.g., specialists of various establishments the child attends;
- Possession of a wide range of communicative means and ways that allow establishing and supporting communication and interaction with any categories of citizens (Zotova, 2020).
- Indicators of parent effectiveness are as follows:
- Eco-friendliness of relations;
- Culture of social interaction;
- Interaction with pedagogues/specialists;

- Interaction with other parents of children with disabilities;
- Orientation in communicative means.

In particular, in the culture of social interaction, it is necessary to consider not only parent's readiness for wide and variational communication and possession of the skills of non-conflict communication but also to pay special attention to knowledge and observation of ethical norms of interaction in inclusive envrionments (Arakelyan, 2019).

A special place in the structure of a family's competency profile is assigned to *educational competence*. A large educational potential of parenthood is unlocked through the ability to precisely and fully recognise the needs of children and to ensure the maximum possible conditions for satisfying them from the position of forecasting favourable prospects for the development of the child, other family members, and the family system on the whole. The pedagogical competence of parents in the issues of family education reflects the level of parents' readiness for educational activities in a family (Gerasimovich, 2018).

Educational competencies are treated here as the ability to solve the tasks of raising and the spiritual and moral development; to use the capabilities of the environment to achieve educational results; to organise interaction, support and develop activity, initiative, independence, and creative abilities; facilitate the sociocultural development of the younger generation. The indicators reflecting this aspect of the competency field of family's inclusive potential are as follows:

- Ability to notice, support, and develop the child's achievements;
- Desire and ability to form and transform various "educational environments", objective and environmental surroundings, and events;
- Possession of a rather wide repertoire of forms and means of organisation and implementation of the leisure and recreational activities of the child and family on the whole;
- Desire and ability to organise joint activities with the attraction of all family members, including everyday activities, home improvement, and self-services;
- Ability to quickly and rationally react to problem situations of the personal character and ones connected with interpersonal relations, orienting the child at the search for independent solutions and the way out of the existing situation;
- Ability to assess, with an adequate share of criticism, the behaviour of the child and other family members;
- Readiness for top-priority setting of educational tasks and needs based on own, unique parent experience and existing resources and possibilities (Tkacheva, 2023).

- Among the indicators of parent effectiveness in the context of educational (psychological and pedagogical) competencies, the following should be distinguished:
- Rationality of educational strategies;
- Tutorship;
- Educational potential;
- Involvement in the educational process of the immediate surroundings;
- Adaptability of educational resources.

Value-semantic competence is disclosed in the family profile through the set of corresponding competencies, which are the ability to realise own social role and life purpose, adequately accept the surrounding reality, ability to adapt to the modern world, select value orientations and target and meaning settings for one's actions, and independently identify contradictions and make decisions. The value-semantic competencies can be rightly considered the basis and the guiding force of the development of all other types of competencies (Bicheva et al., 2022).

The demonstrative manifestations of the above aspects of parent competencies are as follows:

- Readiness and ability to accept the child (and other people as well) as the unconditional value, regardless of the specifics of development, behaviour, and appearance;
- Readiness and ability to accumulate, preserve, and translate value meanings, settings, and traditions;
- Ability to retain a friendly atmosphere in a family and the closest surroundings of the child with disabilities;
- Practical implementation of the main principles of family education given the specifics of the child's development;
- Rather high level of culture (general, parent, rehabilitation, and inclusive);
- Priority of moral & ethical and moral basis of behaviour;
- The presence of meaningful target settings for the period of systemic long inclusion in the development and implementation of the resource potential of the child, and readiness to overcome internal and external barriers and difficulties (Rozhkov and Ivanova, 2017).
- The main indicators of effectiveness in the competency field of the value and semantic component are as follows:
- Attitude to the "defect", is considered through the level of acceptance of the child's "defect" by all family members and immediate environment, the culture of mutual relations, distancing from the positions of social dependency and the ability to "dissociate" oneself and the child, the child and his specifics (Nolte-Odhiambo, 2016);

- Continuity of generations; this component is manifested by the absence of intractable inter-generation conflicts, the ability to preserve and translate traditional values, and the level of spiritual communication between all family members.

Personal competence is considered a certain integrative quality of the person that ensures the maximum possible development of the person's potential, productive life activities, effective functioning, and productive professional and social activity (Azarova, 2018). Traditionally, the category of personal competencies includes knowledge, skills, and individual features that predetermine the preservation of psychological and physical health, the need for self-discovery, self-development, self-actualisation, and self-realisation.

The level of the formation of these types of competencies is defined by the following indicators:

- Skills of productive and adaptive self-expression and self-development;
- High level of frustration tolerance, and resilience to deformations and stresses;
- Adequate level of claims and internal locus of control;
- Domination of sanogenic cognitive schemes, and absence of irrational settings (Dyachkova and Bayandina, 2021).

3. CONCLUSION

The presented scientific discourse, which reflects the essential characteristics of the competency profile of parents who raise children with disabilities, is set in the strategy of family's overcoming the crisis of its competence. Effective parenthood, which is based on the formation of different groups of competencies, allows for a comprehensive approach to the development of a specific family's inclusive potential. The proposed decomposition of the main groups of competencies into the indicators of parent effectiveness with the following transformation of the indicators into value judgments is the basis for modelling the forms of self-assessment and expert analysis of the inclusive potential of families who raise children with disabilities.

References:

Arakelyan, S., Maciver, D., Rush, R., O'hare, A., & Forsyth, K. (2019). Family factors associated with the participation of children with disabilities: A systematic review. *Developmental Medicine & Child Neurology, 61*(5), 514-522. https://doi.org/10.1111/dmcn.14133

Azarova, L. N., & Lazareva, E. L. (2018). Pedagogical competence of parents: View of the structure. *Bulletin of the Institute of Pedagogy and Psychology of Education, (3),* 41-47.

Belyaeva, K. A. (2016). Parent competence: Levels and self-assessment of parents. *NovaInfo, (46),* 394-397.

Bicheva, I. B., Kovchegova, M. B., & Gorshenina, N. M. (2022). The role of a value-emotional and motivational component of the pedagogical competence of parents in the emotional development of young children. *Problems of Modern Pedagogical Education, 74*(3), 38-40.

Chugaeva, I. G. (2017). Communicative competence of a parent as the subject of education. *Bulletin of Chelyabinsk State Pedagogical University, (4),* 101-106.

Churkina, E. V. (2023). Information competence of adults as the condition of psychological security of the family. In *Psychologically secure educational environment: Problems of design and prospects for development* (pp. 267-270). Tula: Collection of the materials of the V International Scientific and Practical Conference.

Dyachkova, E. S., & Bayandina, T. V. (2021). Psychological features of mothers who raise children with disabilities and handicapped children. *Medical Psychology in Russia, 13*(3), 8. https://doi.org/10.24412/2219-8245-2021-3-8

Flier, A. Ya. (2023). Five strategies of culture as a system of survival. *Bulletin of Chelyabinsk State Academy of Culture and Arts, 1*(73), 27-32.

Galitsyna, A. M. (2015). Information competence and the problem of socialisation of personality in society. *Online Bulletin of Rostov Socio-Economic Institute, (3-4),* 545-552.

Gerasimovich, E. N. (2018). Pedagogical preparation of parents for family education in the context of the competence-based approach. *Scientific Works of the Republic Institute of Higher School: Historical and Psychological and Pedagogical Sciences, (18-3),* 201-208.

World Health Organization. (2022). *Global report on health equity for persons with disabilities*. Geneva: World Health Organization.

Gokh, A. F., Shestakova, N. N., & Yurkov, D. V. (2019). Inclusive culture: From the educational to sociocultural context. *Bulletin of Krasnoyarsk State Pedagogical University, 2*(48), 189-195.

Karamyshev, S. V. (2017). Theoretical foundations of the research on communicative competence of parents. In *Training and education: Methodologies and practice of the academic year 2016/2017* (pp. 6-13). Novosibirsk: Collection of the materials of the XXXV International Scientific and Practical Conference.

Kashinskaya, O. V. (2017). Comprehensive support for families raising children with disabilities and handicapped children, in the conditions of an inclusive educational organisation. *Bulletin of Science and Education, 5*(29), Vol. 2, 96-100.

Kondratyeva, N. P., & Inyavina, E. V. (2019). Development of the communicative component of the psychological and pedagogical competence of potential substituting parents. *Problems of Modern Education, (5),* 63-72. https://doi.org/10.31862/2218-8711-2019-5-63-72

Korobkova, V. V. (2015). Regularities of the development of the educational potential of a modern family in the open educational environment. *Humanitarian, Socio-Economic and Public Sciences, (1),* 220-224.

Korytova, E. A. (2016). The role of rehabilitation activity of the family in raising a child with health disabilities. In *Problems and prospects of the development of education: Materials of the VIII International Scientific Conference* (pp. 88-91). Krasnodar: Novatsiya.

Krüger, D., & David, A. (2020). Entrepreneurial education for persons with disabilities—A social innovation approach for inclusive ecosystems. *Frontiers in Education, 5*(3). https://doi.org/10.3389/feduc.2020.00003

Lurye, S. V. (2010). Generalised cultural scenario and the functioning of sociocultural systems. *Journal of Sociology and Social Anthropology, (2),* 152-167.

Melezhik, O. V. (2018). Main approaches of domestic and foreign scholars to defining the notion of "communicative culture." *Bulletin of TSU, (4) (174),* 108-115.

Mirzaeva, E. R. (2019). Culture inclusion as a strategic benchmark of the system of education. *No. 3*(39), 30-37.

Molchanova, L. N. (2020). The competency model of psychological and pedagogical support for families raising children with impaired hearing and assessment of its effectiveness. *Bulletin of Southwestern State University. Series: Linguistics and Pedagogics, 10*(1), 135-147.

Ng, D. X., Lin, P. K. F., Marsh, N. V., Chan, K. Q., & Ramsay, J. E. (2021). Associations between openness facets, prejudice, and tolerance: A scoping review with meta-analysis. *Frontiers in Psychology, 12.* https://doi.org/10.3389/fpsyg.2021.707652

Nolte-Odhiambo, C. (2016). Disidentifying with futurity: The unbecoming child and its discontents. In *Misfit children: An inquiry into childhood belongings* (pp. 143-158). New York, NY: Rowman & Littlefield.

Prikhodko, E. V. (2021). Genesis of tolerance to persons with health disabilities. *Bulletin of TvSu, Series "Pedagogics and Psychology," (4),* 108-114.

World Health Organization. (2020). *Rehabilitation competency framework.* Geneva: World Health Organization. https://apps.who.int/iris/bitstream/handle/10665/338782/9789240008281-eng.pdf

Rozhkov, M. I., & Ivanova, I. V. (2017). Support for self-development of children as the target function of additional education. *Yaroslavl Pedagogical Bulletin, (4),* 131-138.

Schwab, S., & Alnahdi, G. H. (2020). Teachers' judgments of students' school well-being, social inclusion, and academic self-concept: A multi-trait-multimethod analysis using the perception of inclusion questionnaire. *Frontiers in Psychology, 11.* https://doi.org/10.3389/fpsyg.2020.01498

Semenova, L. E., Bozhkova, E. D., & Koneva, I. A. (2022). Personal resources of the psychological well-being of mothers raising children with disabilities and handicapped children. *Bulletin of Minin University, 10*(1), 5.

Sudakova, N. E. (2019). *Phenomenon of inclusion in the environment of modern culture: Doctoral thesis.* Moscow.

Tkacheva, V. V. (2023). Competencies of parents in the sphere of special pedagogics and special psychology as the most important condition for raising, teaching, and socialising a child with health disabilities. *Nauka i Shkola, (3),* 87–95. https://doi.org/10.31862/1819-463X-2023-3-87-95

Tleuzhanova, G. K., Dzhangeldinova, S. B., & Dzhangeldinova, Z. B. (2022). Children with special educational needs in the world: Experience of foreign countries. *Young Scholar, 2*(397), 224-226.

Tolmacheva, N. G. (2022). Family with children with disabilities as a form of sub-culture. In N. A. Semenova (Ed.), *Children of the North: Health, Development, Education: Collection of Articles of Inter-University (with International Participation) Scientific and Practical Conference, Petrozavodsk, 13-14 December 2021* (pp. 132-140). Petrozavodsk: Petrozavodsk State University.

Ulinova, I. Kh. (2019). Activity and axiological approaches in studying traditional cultures: Nature of differences and crossing points. *Society: Philosophy, History, Culture, (12)*(68).

Yakovleva, E. N., & Zelenkova, T. V. (2022). On the path to the improvement of parent competencies: Problems, search, solutions. *Bulletin of State Humanitarian and Technological University, (4),* 160-168.

Zhigoreva, M. V., & Kochetkova, G. V. (2017). Theoretical approaches to unlocking the competence of inclusive education participants. *Correctional Pedagogics: Theory and Practice, (1)*(71), 93-104.

Zotova, I. V. (2020). The essence and characteristics of the notion "socio-communicative competence." *Problems of Modern Pedagogical Education, (67-1),* 111-115.

Vladimir A. Kudryavtsev
Minin Nizhny Novgorod State
Pedagogical University,
Nizhny Novgorod,
Russia
kudvol@yandex.ru
ORCID 0000-0003-2405-4946

Svetlana N. Kashtanova
Minin Nizhny Novgorod State
Pedagogical University,
Nizhny Novgorod,
Russia
kaslana@yandex.ru
ORCID 0000-0003-2405-4946