

DEVELOPMENT OF INCLUSIVE COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

The article outlines the development of inclusive competence in future teachers. The article proposes practical ways to form the inclusive competence of a future teacher of the basics of health in the conditions of professional and pedagogical training and presents the results of an experimental verification of the effectiveness of their implementation.

KEYWORDS: *Inclusive Education, Inclusive Competence, Scientific And Methodological Model.*

INTRODUCTION

The process of forming the inclusive competence of future teachers includes mastering the basic methods of diagnostic and correctional and developmental work with children, aimed at the comprehensive development and socialization of children.

Solving a wide range of new tasks of inclusive education requires restructuring and changing the entire system of training specialists for the education sector. At present, for the higher pedagogical school, the issue of training a specialist who, through mastering the methods of preserving, strengthening and reproducing health, could form the conditions and motivation for health in the future generation is relevant. It is the valueological activity of a teacher of the basics of health that is aimed at overcoming the problems associated with the health of young people, which can only be solved by a person with certain individual traits of a humanistic direction. The teacher of the basics of health forms in students not only the motivation for a healthy lifestyle, but also the valueological consciousness of the individual. Therefore, the widespread introduction of the idea of inclusion in general education schools largely depends on the qualifications of personnel and requires the introduction of appropriate changes in the process of training future teachers of the basics of health. And in this perspective, the problem of forming the inclusive competence of future teachers of the basics of health is of particular importance.

The inclusive competence of a future teacher of the basics of health is an integrative-personal education that determines the ability to perform professional functions in the process of inclusive education, taking into account the various educational needs of students with disabilities, ensuring their inclusion in the general educational learning environment, creating conditions for their development and self-development, full-fledged socialization through direct mastery of health-saving technologies [1; 3].

An important means of organizing and improving the process of forming the inclusive competence of future teachers of the basics of health is the development of an appropriate scientific and methodological model.

The formation of the inclusive competence of a future teacher is a long, complex and holistic process. The scientific and methodological model developed by us for the formation of the inclusive competence of a future teacher of the basics of health in the process of professional training includes four stages.

Thus, the preparatory stage of the implementation of the model is aimed at designing and developing scientific and methodological support for the process of forming the inclusive competence of the future teacher of the basics of health.

The tasks of the second (cognitive) stage of the process of forming the inclusive competence of a future teacher of the basics of health are determined: the development and deepening of interest and value attitude to the inclusive education of children with disabilities in a general education school, the formation of the basic qualities of an inclusive-competent teacher of the basics of health. Education at this stage is focused on the formation of the future teacher of the basics of health, primarily the motivational-value structural component of inclusive competence.

The awareness of the importance of inclusive competence, positive attitude and sustained interest in the issues of inclusion among the students of the experimental group was facilitated by: attraction to the educational material of interesting facts from the history of the emergence of inclusive education, the experience of its implementation in schools of foreign countries and the experience of preparing a future teacher for professional activities in conditions of inclusive education; familiarization of students with the most important problems of inclusion, inclusive education, inclusive school, inclusive class, inclusive teacher and ways to overcome them; demonstration of fiction and popular science films, etc. Problem solving was also achieved by working with key terms, compiling a list of pros/cons, etc.

Strengthening the interest of future teachers of the basics of health in inclusive problems and the formation of basic personal and professional significant qualities was facilitated by: excursions to specialized educational institutions and general educational institutions with the introduction of inclusive education; volunteer activities of students in regional public organizations for the disabled and city rehabilitation centers for disabled children; participation of students in holding valeological actions, charity auctions of creative works of children with disabilities, concerts and performances with their participation in close collaboration with healthy peers, in the work of a circle of interests for children with disabilities, a public organization of their parents; attending lessons on the subject of "fundamentals of health" in inclusive classes, meetings and conversations with correctional teachers, speech therapists, defectologists, teachers-practitioners of the subject "fundamentals of health" in schools where the model of inclusive education is being introduced.

The purpose of the third (practical) stage is the development of the cognitive-operational structural component.

The main means of achieving the goal at the third stage are lectures and seminars held within the framework of the courses "General and Pedagogical Valeology", "Fundamentals of Valeological Monitoring and Valeodiagnostics", "Health-Saving Pedagogical Technologies", "Vale

Philosophy and Culture of Health", "Psychovaleology", "Correctional Pedagogy", at 1-courses of study, providing for active teaching methods.

We believe that the content of the disciplines should include information about alternative ways of getting education for people with disabilities, about inclusive processes both in their own country and abroad, about the features of organizing inclusive education. Students should understand that not only special teachers, speech therapists, defectologists, but also ordinary subject teachers may encounter students with disabilities in their professional activities. For example, in the study of the discipline "general and pedagogical valueology" for the formation of inclusive competence, the seminar "On the way from integration to inclusion" is effective. As part of the seminar, a round table was held on the topic "Problems of inclusive education for children with disabilities." The purpose of this event was to continue the formation of the motivational-value component and create conditions for the successful formation of the cognitive-operational structural component of the inclusive competence of future teachers of the basics of health. The content of the discipline "basics of valeological monitoring and valeological diagnostics" was supplemented by a number of inclusive questions, a seminar "Efficiency of inclusive education" was held. In order to ensure the inclusive orientation of the discipline "health-saving pedagogical technologies", lectures were included in the curriculum: "Conditions and mechanisms for improving the quality of inclusive education", "Dialogue is the basis for inclusive education", "Correctional and developmental technologies in a secondary school". The inclusive component of the discipline "valeophilosophy and health culture" is primarily related to the topics: "Inclusion and quality are two sides of the same coin", "Philosophical and cultural problems of inclusion", etc.

Inclusive issues were additionally included in the content of the discipline "prevention and correction of behavioral deviations" in the format of seminars: "Creating an inclusive educational environment for students with disabilities: worldview, technology, ethics", "Problems of children with disabilities in modern society".

Important for the training of future teachers of the basics of health in the context of inclusive education in the study of the discipline "Psychovaleology" are such topics as "Psychology of inclusive education and personal inclusion", "Inclusive education and children with disabilities in a regular school".

For the formation of inclusive competence, the possibilities of lectures and seminars of the course "Correctional Pedagogy" were used. So, for example, students at the seminar were offered the topic "Evolution and theoretical socio-social models of attitude towards persons with disabilities", revealing the evolution of the attitude of society and the state towards persons with disabilities. The discussion of the topic was held in the form of a discussion, and everyone had the opportunity to speak about the most effective, in his opinion, social models.

To intensify the activity of students at seminars, a form of work in small groups was used, which allows to form a cognitive-operational structural component of inclusive competence.

Reading and discussion by students of psychological and pedagogical literature on the problems of inclusive education, including the Memo of an inclusive class teacher, contributed to the qualitative mastery of theoretical and practical material to improve the stay and education of

students with disabilities in a general educational institution. The topics of the memos depended on the type of disorder in the psychophysical development of the child.

The formation of the inclusive competence of the future teacher of the basics of health was facilitated by the work of students in the educational project to create the newspaper "Inclusive Education of the Present". Students in microgroups prepared a special issue of the newspaper dedicated to the problems of ensuring the right to education for children with disabilities in general educational institutions.

The purpose of the fourth stage (analytical) is the further development of the structural components of inclusive competence, special attention is paid to the reflective-evaluative component. While inclusive education is not widespread enough in the practice of general educational institutions, this goal can be achieved by highlighting the relevant aspects in teaching practice in the 3rd and 4th years of study, working with parents, developing individual curricula, as well as organizing introductory pedagogical practice in special schools. In turn, the future teachers discussed the problems and successes of the child with the parents, together with the teachers they visited the family, helped to get expert advice and find possible sources of social support.

The future teacher of the basics of health should not only be ready to work with a child with disabilities, but also be able to realize that, relying on their strengths, it is possible to draw up an individual curriculum for maximum development and, in cooperation with specialists, ensure the formation of the student's life activity. Therefore, in order to apply the acquired knowledge on inclusion, the students were offered the business game "Development of an individual curriculum", for which, based on theoretical knowledge, students prepared and conducted a role-playing game to draw up an individual curriculum for a child with disabilities, involving also representatives of the department education, school director, head teacher, subject teachers, psychologist, defectologist, medical workers, parents, students.

After completing the task, the group discussed the event, which allowed the students to understand: the development of an appropriate individual curriculum will not only allow developing an individual educational trajectory for the student, but also repeatedly check and evaluate the level of their own inclusive knowledge, skills and abilities, and with the help of analysis and introspection, find out how the student is ready for professional activity in the conditions of inclusive education.

In the 4th year of study, students received a creative task for the individual design of the implementation of inclusive education in a particular general education institution. The project should include the formulation of the conditions that need to be created in this educational institution for effective inclusive education, a description of the features of the organization of educational and educational processes, the development of a program for the inclusion of a child (children) with disabilities in the school and class staff, ways to develop his personality, a forecast of performance own project.

Thus, the preparation of the future teacher of the basics of health for professional activities in the context of inclusive education makes it possible to solve a set of tasks for educating a comprehensively and harmoniously developed personality of the future teacher of the basics of health with a high level of formation of inclusive competence.

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