

THE FEATURES OF THE PROSPECTIVE PRIMARY SCHOOL TEACHERS TRAINING FOR PROFESSIONAL ACTIVITY IN INCLUSIVE EDUCATION

Summary. The article deals with the peculiarities of the primary school teachers preparation for professional activity. It is emphasized that teachers working with children with special educational needs must adopt a new system of values, creatively implement new learning technologies, be able to solve problems related to the process of socialization of such children. Such specialists should be able to make psychological and pedagogical diagnostics, strive for significant results in their professional activities, know the specifics of educational programs, and possess methods and technologies for teaching children with special educational needs. For qualified staff it's essential to have training and retraining courses that will give necessary skills for work with children who have special educational needs. The article also covers the concepts of "training", "inclusion" and "inclusive education".

Keywords: training, inclusive education, primary school teacher, professional activity, children with special educational needs.

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ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО РОБОТИ В СИСТЕМІ ІНКЛЮЗИВНОЇ ОСВІТИ

Анотація. У статті розглядаються особливості підготовки вчителів початкових класів до професійної діяльності. Наголошується, що професійна підготовка вчителя залежить від формування високого рівня готовності виконувати всі функції професійної діяльності в умовах інклюзії. З появою інклюзивних класів у вчителів початкових класів з'являються нові функції. Саме тому зараз дуже важлива якість підготовки вчителів початкових класів, адже від цього залежить процес адаптації та набуття нових навичок у дітей. Підкреслюється, що вчителі, які працюють з дітьми з особливими освітніми потребами, повинні прийняти нову систему цінностей, творчо впроваджувати нові технології навчання, вміти вирішувати проблеми, пов'язані з процесом соціалізації таких дітей. Такі спеціалісти повинні вміти проводити психолого-педагогічну діагностику, прагнути до значних результатів у своїй професійній діяльності, знати специфіку освітніх програм, володіти методами та технологіями навчання дітей з особливими освітніми потребами. У статті розглядається термін «підготовка» взагалі, та «професійна підготовка вчителів» зокрема. Також наводяться думки вчених, які детально досліджували ці важливі питання. На думку цих вчених, професійна підготовка майбутніх учителів початкових класів є складною, суб'єктивно орієнтованою та інтегрованою системою. Науковці окреслили етапи формування педагогічної концепції, та детально їх описали. Також виокремлюються та розглядаються усі компоненти які необхідні для професійної підготовки майбутнього вчителя, особливо в сучасному світі. Окремо у статті розглянуті усі функції підготовки вчителів початкових класів. З появою інклюзивних класів у вчителів початкових класів з'являються нові функції. Також у статті детально розглянуті поняття «інклюзія», та «інклюзивна освіта». Зазначається, що провідною ідеєю підготовки майбутніх учителів початкових класів має бути залучення їх до роботи в умовах інклюзивної освіти, яка б дозволила відповідно до цілей, методичних та навчальних процедур забезпечити якість та ефективність навчально-виховного процесу в середній школі.

Ключові слова: підготовка, інклюзивна освіта, вчитель початкових класів, професійна діяльність, діти з особливими освітніми потребами.

Formulation of the problem. At the current stage of development of education, the question of the specialists' training arose. They could fulfill all the functions imposed on them in the conditions of inclusion. The increase in the number of children with behavior that does not meet the established norms should be studied. Such children need social adaptation, correctional and rehabilitation assistance. The creation of the educational trajectory is important from the first year of studying where the pupil of elementary school plays a key role. Therefore, the quality of its professional training depends on the formation of high readiness to perform the functions of professional activity in the conditions of inclusion.

That is, the teacher must be prepared for a new professional role. This is precisely what the study of the preparation of the teacher of elementary school work in the inclusive education system has caused.

Analysis of recent research and publications

Recently, many studies have appeared that reflect the various aspects of the training of future teachers (Abdullina O., Volkova N., Voskoboynikova G., Denchenko I., Evdokimov V., Ziaziun I., Koval I., Lutskenko V., Otich O., Pokroieva L., Ponomariova G., Radko L., Sokolova I., Tanko T., Filipchuk G.). There are many scientists who examined the preparation of elementary school teachers to work in inclusive classes. (Amrhein B., Black-Hawkins C., Ineland Y., Eason K., Materchera E. K., McKay L., Mugambi M., Stepaniuk I., Schlessinger S.L., Yaschysyn E.). At the same time, as the analysis of scientific works shows, the problem of preparing future teachers of primary classes for work in the inclusive system is not sufficiently investigated.

Selection of previously unsettled parts of the general problem. From the first year of study

children with certain problems in the school in creating their educational trajectory, the primary school teacher plays a leading role. Because of this the teacher's professional training depends on the formation of a high degree of readiness to perform all functions of professional activity in the conditions of inclusion. That is, the teacher must be prepared for a new professional role.

Despite the study of this problem, the issues of building an effective system of inclusive education remain unresolved.

Purpose of the article. The purpose of this study is to find out the features of the preparation of primary school teachers for work in inclusion.

Presenting main material. The main task of learning in a general education institution for both ordinary children and children with special educational needs is to acquire new knowledge and skills. A peculiar curator in this educational process is the teacher. That is why the quality of training primary school teachers is attracting attention now, because it depends on how the process of adaptation and acquisition of new skills will take place.

The term "training" is considered in the context of the stock of knowledge, skills and experience gained during training or practical activities [2]. Also, this term covers both the formation and enrichment of instruction, as well as the knowledge and skills that are necessary for the individual to adequately perform specific tasks. That is, in the process of preparation, the key is the experience, as well as the formation of relevant knowledge and skills that help to fully accomplish the tasks.

Teacher's professional training includes all the components that constitute integrity, characterized by a common goal, general principles, a single internal organization, characterized by the interconnection and interdependence of various structural elements and actively interacts with the external environment [1].

Scientist M. Skatkin argues that the preparation consists of the process of implementing the goal of education, the formation of competences and the use of acquired social experience [8]. Considering the problem of preparation of pupils, we need to distinguish it as a process and result that ensure together the approximation of education to the immediate solution of the tasks of real social-oriented and individual-meaningful activities. It is expedient to correlate education with the training of specialists at the level of transformation of the potential of education into the resource of readiness for implementation of practical actions.

According to L. Tkachenko, vocational training must certainly include a complex of educational disciplines, their content components and a set of psychological and pedagogical activities aimed at developing future readiness for professional activities [10]. I. Sokolov considers the teacher's professional training in the process-effective context as a continuous and managed process of acquiring the experience of pedagogical activities by future teachers, which enables them to systematically, comprehensively perceive activities and act on the basis of humanistic value orientations [9]. Consequently, the professional training of a teacher includes the process of studying the relevant disciplines and psychological and pedagogical measures that help to carry out professional activities.

The problem of preparing a future teacher is considered as a dynamic pedagogical system (process) which involves organized and supervised methods of teaching. This system consists of the unity of theoretical, methodological, and practical training of students for the future profession. In turn, V. Evdokimov describes this problem as the inseparability of the content, structure and objectives of the educational process and the upbringing of students, how to use the acquired knowledge, skills and abilities while working with students [5]. As a result, the preparation of the future teacher of primary school depends on how the training of future graduates is organized in an educational institution.

According to I. Ziaziun, G. Filipchuk and O. Otych, the structure of teacher training is composed of the following components: goals (objective, functional, personal), fundamental training, teaching methods, forms of training. The general meaning affects the goals and objectives of the educational process. Special knowledge is an object they will teach [6].

In the functional approach, O. Abdullina considers the teacher's professional training as a process of forming and enriching the teaching, knowledge and skills necessary for the proper performance of specific tasks of the educational process [1]. That is, without at least one component it is impossible to carry out a fully-fledged professional activity of the teacher.

N. Volkova in his studies highlights the professional training of a teacher as a mastery of a complex of professional knowledge that forms diverse knowledge, namely, general cultural, psychological, pedagogical and knowledge of the methodology of teaching subjects, educational work, didactics, knowledge of pedagogical techniques [3]. Psychological knowledge presupposes the general characteristics of the individual. The scientist pays attention to the peculiarities of mastering the educational material in accordance with individual and age characteristics, the ability to apply acquired knowledge in pedagogical activities.

Common cultural knowledge includes knowledge of a person, its formation, and development. N. Volkova's pedagogical knowledge includes the knowledge of the basic theories of formation and development of the individual, the principles of pedagogy and psychology, the construction of the educational and psychological process; development of pedagogical and psychological science, professional training, positive and negative aspects of professional activity [3].

For researchers B. Evdokimov, G. Ponomarev, L. Pokroieva and V. Lutsenko, the functional aspect represents an interest in professional training. In their opinion, it includes five key functions: social and humanitarian, psychological and pedagogical, professional, personally oriented, practical [5].

The socio-humanitarian function means mastering-knowledge of different content. Psycho-pedagogical function involves the functional self-determination of a teacher in the educational process, a clear pedagogical position, possession of a certain level of spiritual culture. It includes knowledge about goals, tasks, requirements, methods, forms of pedagogical actions, all interactions of the educational process, and pedagogical abilities.

The professional function helps to solve the question of obtaining theoretical knowledge of the chosen specialty. It can facilitate the development of practical skills and those that are necessary for vocational and pedagogical activities. A personally oriented function involves overcoming the problems of development of personal and professional abilities and students' qualities.

I. Demchenko, having considered such general concepts as "training" and "vocational training", notes that they belong to the wider categories of professionalization, professional formation and professional education, which in procedural terms include the formation and development of a future specialist [4]. As a result, vocational training involves a complex of skills and knowledge that provide a competent professional activity of a specialist.

We need to pay attention to the notion of "inclusion". Inclusion is a process of increasing the attractiveness of all members of society, and above all those with difficulties, to the development and implementation of specific strategic decisions that will enable everyone to participate in educational and social life. It should be emphasized that in order to obtain the expected result at inclusion, all interested parties should take an active part [7]. Consequently, inclusion implies relatively large activity of the society in solving problems, in particular the curriculum, people with special needs.

Interpretation of the notion of inclusive education also takes place in the context of the system of educational services. The basis of this system is the principle of ensuring the right of all children to education and the right to study at the place of residence. This system assumes that a child with special educational needs will study in a general education institution [7]. We can conclude that such an understanding of this concept is fully related to the process of conducting educational activities in educational institutions of different levels.

According to scientists' opinion, the professional training of future primary school teachers is a complex, subjectively oriented and integrated system. It functions effectively and fully when all factors interact: curricula, programs, teaching and methodological support, the system of individual work, awareness of personal social interests, awareness of the purpose of their own activities [10]. That is why, it is important to pay much attention to the above factors when it comes to the training of future teachers of primary school.

In the branch standard of higher education (specialty "Primary education"), in particular, the qualification characteristics of the primary school teacher, there is a lack of requirements for the inclusive competence of teacher of primary school. It states that the teacher must have knowledge, skills, methods of teaching all subjects of the initial cycle and skillfully use them during the implementation of teaching, educational and scientific and methodological tasks. Also, the specialist should carry out work related to the identification and development of children's abilities, promote the formation of the culture of oral and written speech, develop the necessary educational skills and abilities, all forms of thinking, educate the love of learning activities, involve younger students in various types of personal and social useful activity [4].

As I. Demchenko notes in relation to the branch standard of higher education, in particular, in the qualification characteristics of the teacher of primary classes, there is a lack of requirements for inclusive competence. Due to this, we need to pay attention to the problem of becoming ready for work in the context of inclusive education. This is due to the fact that the range of teacher functions is significantly expanding. Educational, didactic and developmental functions are added to diagnostic, educational, corrective, reflexive functions [4]. In this regard, it can be argued that the problem of educating teachers to work in the context of inclusive education deserves special attention, since the range of teacher functions is considerably expanding.

Educational function is to inform the public and parents about positive inclusions, diagnostic one – in learning the possibilities and needs of the child. In turn, the correction function understands the selection and implementation of psychological and pedagogical measures to eliminate or reduce the disadvantages of psychophysical development of children, their adaptation and the process of socialization. Reflexive function is the development of certain criteria and indicators that help to assess the educational achievements of students, to analyze the effectiveness of the educational process.

To perform these functions, the teacher must have a profound knowledge of specialized subjects, teaching methods for elementary school subjects. It matters the level of skill in the field of educational and developmental work with ordinary students as well as with the peculiarities in development. That is, teachers should receive not only general professional training, but also should be specialists in psychology and correctional pedagogy. Thus, the process of becoming ready for the future teacher of junior classes to work in an inclusive education becomes more and more relevant. Obviously, a modern teacher of an ordinary school should have a high level of professional, methodological and psychological training.

According to I. Demchenko, the concept of preparing a teacher for work in conditions of inclusive education as a process and a result, should be specified as a complex system of interaction of subjects of the educational process of higher education, which is aimed at mastering special knowledge, skills and skills from the theory and practice of inclusive education. These include, in particular, training in education and correction of the development of students with special educational needs and without them. It is important to create such professionally important qualities that will have a positive personal impact on the various categories of children involved in inclusive education, which will provide educational performance in terms of psychological, theoretical and practical readiness [4]. So, when preparing a teacher for work in an inclusive education, it is first and foremost to pay attention to the educational needs of children with special needs.

New principles of inclusive education require changes. Integration into the curriculum of future teachers of new educational modules, which includes special disciplines, provides readiness for broad partnership interaction and creative collaboration under conditions of inclusive education.

It is worth taking into account the systematic approach to the training of future teachers of inclusive

Conclusions and perspectives of further exploration. After examining the problem of preparing primary school teachers to work with children with special needs in scientific and pedagogical literature, we came to the conclusion that building an effective system of inclusive education is possible on the basis of the interaction of various factors. These include, first of all, the improvement of educational normative and legal provision, improvement of

the methodical provision of inclusive education, the creation of a staff base and a well-structured structure, the readiness of the primary school teachers work in an inclusive education.

That is why we see the prospects of our further scientific research in developing and introducing new effective methods for the work of primary school teachers with children with special educational needs.

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