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# Professional Training of Teachers in Inclusive Education: Competences and Integration

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**Abstract:** The article analyzes the fact that the professional training of teachers in inclusive education should include not only pedagogical knowledge, but also moral qualities and personal abilities. Also, special attention is paid to the mutual integration of professional knowledge, skills and personal qualities in the formation of the inclusive competence of a teacher.

**Keywords:** Inclusive competence, socio-pedagogical activity, professional training of a teacher, psychological and pedagogical diagnostics, pedagogical diagnostics, inclusive education, competency models, experimental research, methodology.

**Introduction:** Inclusive competence of teachers of a general education institution is a synthesis of knowledge, skills and qualifications necessary for the successful implementation of socio-pedagogical activities.

This convincingly proves that the preparation of a teacher for an inclusive environment should be aimed not only at mastering the necessary knowledge and skills, but also at cultivating high moral qualities, forming the ability to act adequately in appropriate situations, and taking responsibility for one's own activities.

Having analyzed the literature devoted to the study of the problem of inclusive competence of a teacher, we came to the conclusion that inclusive competence of teachers is an integrated indicator, a personal characteristic that includes professional theoretical and practical knowledge, abilities and skills. There are also a number of professionally important and personal qualities that determine the readiness and ability to

carry out professional activities.

Its components form professional competence. However, scientists do not have a single approach to distinguishing the components of professional competence and their content.

The model of professional competence of a teacher was presented by O. Bilyakovskaya and defined by the scientist as an imaginary model of the components that form an ideal specialist, embodying social needs and requirements, reflecting the requirements for a modern school teacher. It includes general cultural, cooperative, valueological, managerial, information-technological, autopsychological, predictive-reflective, psychological-pedagogical, social, communicative-situational, methodological, cognitive-technological competencies.

Socio-pedagogical competence is a holistic indicator of personal development, characterized by a synthesis of theoretical socio-inclusive knowledge, practical skills and qualifications, personally significant and professionally important qualities necessary for the successful implementation of socio-pedagogical activities, the ability to use them to solve standard and non-standard socio-pedagogical situations and problems associated with the education of various children in the inclusive environment of a comprehensive educational institution. However, based on the foundations of the previous section of the essence of the socio-pedagogical activity of a teacher of general secondary educational institutions, we consider the socio-pedagogical competence of teachers' professional activities in inclusive education to be their ability to use professional knowledge, skills and abilities to solve standard and non-standard problems. Standard pedagogical tasks and problems associated with the joint education of children with different levels of psychophysical development are a set of professional, methodological and psychological abilities to implement multifunctional activities in inclusive education.

We define the content of the socio-pedagogical competence of teachers of inclusive classes of a general education institution as professional competence and consider it as the acquisition of knowledge on the following issues:

- state approaches to organizing the education of children with health-related disabilities;
- the main categories of general, special and correctional pedagogy, general and special psychology;
- features of the psychophysical development of various categories of individuals under the influence of congenital or acquired factors;

- psychological and pedagogical learning methods;

- individualization and differentiation of education to ensure the educational needs and capabilities of each student;

- methods and forms of working with parents of students, etc.

We also concluded that teachers in an inclusive environment should have the following skills:

- diagnose individual indicators of various properties and qualities of different students, dynamically measure them;

- introduce general pedagogical and corrective and developmental educational technologies;

- identify deviations in the development of younger schoolchildren and participate in their psychological and pedagogical support;

- implementing an individual and differentiated approach to influence each member of the diverse school community;

- forming the interest of students with general development in positive interactions with their peers with special educational needs;

- organizing various forms of pedagogical training aimed at developing the knowledge of parents on the implementation of inclusive education.

Taking into account the above analysis, we conclude that the professional preparation of teachers of general secondary educational institutions for work in the inclusive environment of a comprehensive educational institution requires the formation of the skills and socio-pedagogical competences given to them.

A set of scientific and pedagogical research methods was used to diagnose the results of professional preparation of teachers of general secondary educational institutions for work in the inclusive environment of a comprehensive educational institution, among which the most relevant are:

1. Empirical methods of pedagogical research: studying the products of students' activities or individual achievements of students in a certain period of study as a method of recording, accumulating and evaluating them; rating method as a method of determining the personal qualities of a teacher of an inclusive general educational school; psychological and pedagogical testing method; survey method.

2. Theoretical methods of pedagogical research: analysis and synthesis; induction and deduction; comparison and classification; generalization and systematization.

3. Mathematical and statistical methods of pedagogical

experimentation: modeling method; rating method; registration procedure; measurement method.

Determining the level of formation of socio-pedagogical competence of teachers of an inclusive general secondary educational institution is carried out using diagnostic tools as a product of professional training in a general educational institution of higher pedagogical education. This, in turn, provides a wide range of indicators characterizing the state of knowledge acquisition of students.

Firstly, pedagogical diagnostics, as a type of activity consisting in identifying and studying signs characterizing the state and results of the educational process, allows you to predict possible deviations in this process, determine ways to prevent them. It also provides adjustments to improve the quality of the educational process. Secondly, we will pay attention to psychological diagnostics as a means of identifying individual psychological qualities of a person.

Psychological and pedagogical diagnostics, in turn, involves determining the level of formation of the components of socio-pedagogical competence using a set of techniques that allow for the correct assessment of the educational needs of students, the development of mental qualities in future primary school teachers in an inclusive educational institution. We organize the diagnostic process as obtaining, studying and comparing information about the professional training of students, the past and present, determining the effectiveness of the introduction of teaching methods for students, and summarizing their state and development in the process of designing the future. In our opinion, pedagogical and psychological diagnostics act as interrelated and mutually reinforcing procedures.

In solving the problem of diagnosing the socio-pedagogical competence of teachers of a general educational institution working in an inclusive environment, we set ourselves the goal of choosing methods for comprehensively studying the cognitive, activity and personal professional components of

socio-pedagogical competence. Validity (from English valid - true, valid, appropriate) is a complex characteristic of the methodology, reflecting information about the scope of the phenomena being studied, as well as the level of representativeness of the research process. Didactic diagnostics is used to objectively assess knowledge, skills and competencies, timely identify errors and deficiencies in knowledge, determine the scope, level and quality of students' educational achievements. It provides control, verification and assessment of knowledge, skills and competencies. The reliability of diagnostics is ensured by the principles of planning, systematicity, objectivity, openness and transparency, taking into account the individual capabilities of students, and a differentiated assessment of students' academic success.

The quality of the formation of socio-pedagogical competence of future inclusive primary school teachers in a general education institution is characterized by quantitative and qualitative indicators determined during the assessment.

Assessment is defined as a quantitative indicator of the quality of the results of students' educational activities and is expressed in points according to the assessment system established in the higher pedagogical education institution, namely: a 100-point transfer-modular assessment system of knowledge; transparent, as it ensures constant monitoring of the educational process, which is then converted into an assessment at the national level. The development of knowledge assessment and, at the same time, the formation of socio-pedagogical competence in the process of professional training of teachers of general secondary education institutions for work in an inclusive environment of a general education institution is a single methodology for determining grades by the level of educational achievements (table 2.1). This methodology was used as a basis for assessing the success of mastering educational material in pedagogical disciplines (Appendices A. 1 - A. 6).

**Table 2.1**

**Teachers' educational achievement levels**

Levels	Evaluation criteria	National assessment	Rating points
Elementary	The teacher's answer is predetermined by the initial, fragmentary, initial thoughts of the topic being studied	Unsatisfactory	1-34
			35-59
Medium		Satisfactory	60-69

	The teacher repeats the main material, he can solve tasks according to the model, has elementary skills of educational activity.		70-74
Adequate	The teacher has mastered the important signs of concepts, phenomena, laws and the connections between them and independently applies knowledge in standard situations, has mental operations, knows how to draw conclusions and correct errors. The teacher's answer is complete, correct and logical, although there are no specific arguments, but it is justified. He is able to independently carry out the main types of educational activity	Good	75-84
			85-89
Advanced	The student's knowledge is deep, solid, generalized, systematic. He knows how to creatively apply knowledge, his educational activity has a research character, which is characterized by the ability to independently assess various life situations, phenomena and facts, determine and defend a personal position.	Excellent	90-100

To determine the quality of the implementation of experimental training aimed at the formation of socio-pedagogical competence of future teachers working in an inclusive environment of a general education institution, the use of contextual education and the comparison of learning outcomes with traditional methods of teaching subjects were used, using mathematical statistical methods, including arithmetic mean.

Thus, the most common methods of didactic diagnostics of the level of socio-pedagogical competence of future inclusive primary school teachers in a general education institution, in particular, knowledge, skills and qualifications (cognitive competence), are: oral (lecture, report, conversation, reading, etc.) and written (control work, pedagogical dictation, essay, term or diploma work) control, testing, practical (business games, exercises, laboratory work, etc.), graphic (drawing diagrams, drawings, tables) verification, self-control and self-assessment.

Psychological research methods were used to determine the socio-pedagogical competence of future teachers of inclusive education in a general education institution. The methodology for diagnosing the socio-pedagogical competence of a future teacher of the primary class of inclusive education in general education institutions was developed on the basis of well-known and authorial tasks. In particular, the questionnaire method was used to determine the level

of interest of teachers in socio-pedagogical activities in an inclusive environment and the level of formation of socio-pedagogical competence. This questionnaire is called "Questionnaire for determining the level of socio-pedagogical competence" and includes questions designed to study the readiness of teachers to work in an inclusive environment in a general education institution.

The questionnaire was used as one of the types of questionnaires, in which the respondent himself was required to fill out a special form to answer the questions. The answers to the questionnaire questions reflected the state of general pedagogical and socio-pedagogical knowledge (cognitive competence) and methodological abilities and skills (functional competence).

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