



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF INCLUSIVE EDUCATION

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Annotation. Inclusive education goes beyond physical accessibility. It recognizes that people have different learning styles, abilities, interests and cultural backgrounds. These changes, in turn, required changes in the activities of special teachers, transformation of their functional responsibilities and, accordingly, a revision of the list of necessary professionally significant and personal qualities. This article shows that by now the general and methodological issues of training special teachers to work with children with disabilities abroad have been studied quite well. By adapting teaching methods and curriculum to account for these differences, educators can ensure that every student can actively participate in the learning process.

Keywords: Special teachers, methodological approaches, methodological theories, professional competence, inclusive education

Inclusive education is a movement that seeks to remove barriers to learning, promote diversity and create a more inclusive and accepting society. The goal of inclusive education is to provide a supportive and empowering environment for all students, regardless of their background or individual needs. This means that teachers and educators must be equipped with the necessary skills and resources to teach students with varying abilities and disabilities. Inclusive learning promotes equal access to education and aims to enable all students to reach their full potential. To successfully conduct inclusive education, it is necessary to use the following approaches and methods of inclusive education:

1. Student diversity. Inclusive education recognizes and values the diversity of students, including students with disabilities, different learning styles, cultural backgrounds, and social or economic disadvantages.

2. Learner-centered approach. Inclusive education focuses on individual learning and strives to adapt learning methods and resources to meet the diverse needs of students, ensuring that every student can actively participate in the learning process.

3. Collaborative learning. In an inclusive classroom, teachers work together to support all students, sharing strategies and resources to ensure that each student receives the supports and accommodations they need. These





collaborations often involve special education teachers, support staff, and other professionals.

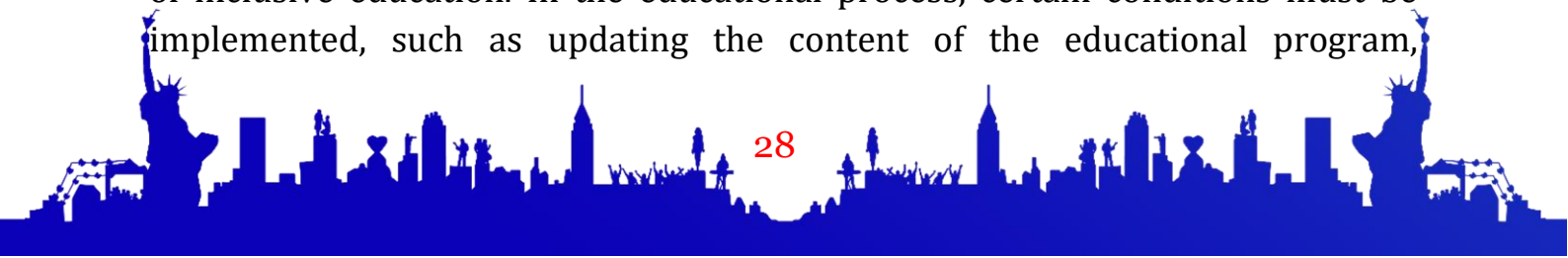
4. Universal learning design. Inclusive education incorporates the principles of Universal Design for Learning (UDL), which involves providing multiple means of presentation, expression, and interaction. This approach helps remove barriers to learning and allows students to access and participate in the curriculum in a way that suits their individual strengths and needs.

5. Positive and accepting environment. Inclusive education promotes a positive and accepting school environment in which all students feel valued and respected. This fosters a sense of belonging and encourages peer interaction, friendship and mutual support among students.

6. Removing obstacles. Inclusive education aims to identify and remove barriers that may prevent students from fully participating in the learning process. This may include physical barriers, behavioral barriers and educational barriers. By removing these barriers, schools can provide a more inclusive educational experience for all students.

For the preparation of a special teacher, the environmental approach in education is significant, the essence of which lies in the relationship between the development of the student's personality and the conditions of the educational environment created for this. It is worth noting that the formation and development of a special teacher as a professional occurs in an integral educational environment, functionally and spatially uniting all subjects of education, establishing diverse relationships between them. Another important one for solving the problem of our research is the competency-based approach, which determines the main results of training a special teacher at a university and describes the professional competencies of any teacher in the form of his ability to solve a variety of professional problems and tasks, the training of special teachers in new, inclusive conditions should include the formation of new professional competencies, presupposing that each graduate has the ability to rebuild, adapt and modify their professional activities depending on the type and nature of developmental disorders in children (hearing, vision, intelligence, musculoskeletal apparatus, speech, behavior, etc.), characteristics of age and type of educational, medical or social organization in which children are located.

Accordingly, the integration of the identified structural components is a fundamental factor in the preparation of special teachers to work in conditions of inclusive education. In the educational process, certain conditions must be implemented, such as updating the content of the educational program,





including new educational disciplines of a propaedeutic and basic nature, updating the entire educational and methodological complex with its reorientation towards the specific functions of a special teacher in the conditions of inclusive education, attracting students from the first years of study for active volunteer work, introducing students to research and experimental activities aimed at mastering diagnostic, correctional and developmental skills; creation of a practice-oriented learning environment at the university,

As mentioned above, fundamental in the preparation of special teachers to work in conditions of inclusive education is the personal component, which involves the formation of the following competencies in a special teacher:

- awareness of the social significance of one's own professional activities, the presence of appropriate personal qualities of a special teacher and motivation to carry out professional activities in the conditions of inclusive education;

- creative readiness of a special teacher to search for new alternative approaches to solving practical problems that arise in the conditions of inclusive education;

- understanding the trends and main directions of development of special and inclusive education in combination with spiritual, political, social and economic processes;

- a conscious and positive attitude of a special teacher to his activities in the context of inclusive education, readiness for continuous professional improvement, compliance with corporate culture and taking on leadership positions in the process of psychological and pedagogical support;

- ability for professional, interdisciplinary and social interaction and cooperation with all subjects of the inclusive educational process with strict adherence to ethical and social norms;

- the need and ability for self-education and social and professional mobility;

- stable and developing professionally significant personal qualities of a special teacher.

Inclusive education is not just about compliance with legal requirements; it is about embracing diversity, promoting equity, and creating opportunities for success for all students. By creating inclusive learning environments, could be reached results such as, empower people, break down barriers and build a more inclusive and prosperous society for all. Therefore, it is advisable to actively and





in the near future make a transition from the traditional direction of training special teachers for special schools and special kindergartens to inclusive-oriented education, since special teaching practitioners experience significant difficulties in organizing and implementing psychological and pedagogical support for children with disabilities.

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