

CONTINUOUS EDUCATION OF TEACHING STAFF IN THE CONTEXT OF THE IMPLEMENTATION OF THE PRINCIPLE OF INCLUSION IN EDUCATION

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The article presents the potential of additional adult education in the development of inclusive competence of teaching staff. The possibilities of educational programs for retraining and advanced training of managers and specialists in the formation of inclusive competence of teaching staff are revealed. The article reveals new trends in the transformation of the content of educational retraining standards for the implementation of the principle of inclusion in education based on continuity with educational standards of higher education, and also presents strategic directions for the development of training programs for advanced training of specialists in the field of inclusive education.

Key words: *lifelong education, inclusive competence, the principle of inclusion in education, educational programs for additional education of adults, advanced training, retraining, internship.*

Introduction

Modern global economic and social changes pose new objectives for the Republic of Belarus, including increasing national competitiveness and making the state more stable in the context of economic and social transformations. The decision of challenges impossible without new education and modern technologies, without creating innovational economy, significant institution of developing that is educational system.

The fundamental directions for the development of national education systems around the world are Sustainable Development Goals 2030 in educational field adopted by the United Nations, which include, among other things, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Additional education for adults become the main connecting link between the system of professional education and labor market, ensuring continuous adaptation of graduates of institutions to constantly changing socio-economic conditions. As well, at employment in many countries consider unformal education. Additional education for adults based on conception of module-saved system, project-module technology of education, forms and methods of quasi-professional activities, network interaction in the implementation of educational programs.

One of the important principles of government politics in educational field, is inclusive principle in education, ensuring equal access to education for all students, taking into account the diversity of special individual educational needs and individual capabilities of each student (gifted, talented, student whose individual needs are determined by his life situation, health condition, and other circumstances).

System of additional education for adults in the Belarus Republic is flexible, mobile and always increasing system, that works on advanced training for executives and education specialists. It is aimed on professional development of the personality of the student, trainee, satisfying their needs, and creating the competencies, necessary for realizing professional activities.

Content of education is considered as the most essential component of the educational system and accordingly the main aim of planned changes in that context of inclusive principle in

education. Structure of training educational content has given components, like knowledge, ways of activities (reproductive level), and experience in carrying out of activities (productive level), experience of emotional-value relationship to world and self-experience of teacher and listener.

Increasing qualification and retraining of pedagogical employees, that realizing educational process based on inclusive principle in education, always need improving and updating content and methods of realization. That means, the teacher with no experience and preparation, teaches listener, who has special individual educational needs, get in a new pedagogical and psychological space. Creating inclusive space and living in this space need always flexible reactions for necessary into account and satisfying special educational needs of educators. The Concept of Pedagogical Education Development in Belarus (2021–2025) emphasizes that the competencies "required for work in the context of implementing the principle of inclusion" are among those "demanded by society and employers." Teachers must be proficient in integrating all children into a unified educational process and facilitating peer interactions, regardless of their differences (psychophysical, gender, multicultural, etc.). The most significant for these competencies is the general humanistic orientation of the personality of the teaching staff, as well as personal and professional readiness to carry out professional activities in the context of implementing the principle of inclusion in the education of children with different educational needs, understanding the importance of joint learning for the successful socialization of children and improving their quality of life, a deep awareness of its humanistic potential, as well as possession of methodological tools that ensure effective teaching in one class (group) of different children [1, c.17-18]. In accordance with the Action Plan for the Implementation of the Concept of Pedagogical Education Development in Belarus (2021–2025), one of the priority directions is developing a new generation of educational standards for training pedagogical workers at various education levels, aimed at fostering professional competence in implementing the principle of inclusion [2].

The implementation of the principle of inclusion in the adult education system necessitates the modernization of the content of pedagogical staff retraining programs. The focus of training is placed on the development of specialized competencies among participants. During the retraining process, participants familiarize themselves with the diversity of individual special educational needs of children and develop psychological and pedagogical profiles of learners with special educational needs. Particular attention is given to practical training, enabling participants to form student groups within the framework of inclusive education. They explore the specifics of organizing educational activities and learn to design educational processes that account for the special educational needs of learners.

Materials and methods

The key sociocultural factors, conditioning the modernization of the content of pedagogical employees retraining in the context of the principle of inclusion are:

- a) lack of coherence of educational standards, educational programs and disciplines that revealing principle of inclusion in education at the levels of retraining and professional development for pedagogical workers;
- b) insufficient level of professional competence development of pedagogical workers for the effective organization of teaching and nurturing children with special educational needs;
- c) a narrow understanding of inclusion by educational leaders and specialists, often limited to the joint education and upbringing of children with psychophysical developmental differences alongside typically developing peers, while excluding other categories of children, such as gifted children, migrants, children in socially dangerous situations, national minorities, bilingual children, kids with attention of deficit disorder and hyperactivity and others.

The SWOT analysis showed the following achievements in the current content of retraining and professional development within the context of implementing the principle of inclusion in education:

1. Alignment of the competencies developed in learners with the qualification requirements for specialists in teaching and nurturing children with psychophysical developmental differences, as defined by the Unified Qualification Handbook.

2. Inclusion of the "Inclusive Educational Practice" course in retraining standards for specialties such as "Preschool Education", "Primary Education", "Social Pedagogy" and others, aimed at preparing participants for working with children with special psychophysical developmental needs (SPDN) in inclusive education settings.

3. Development of course and diploma work topics that explore the characteristics of the educational process in joint learning and upbringing settings for children with SPDN and their typically developing peers.

4. Creation of assessment tools to evaluate knowledge and skills in implementing the principle of inclusion in education (e.g., practical assignments for ongoing assessments and qualification tasks for state exams).

5. Development and placement of educational and methodological resources in the Moodle LMS, which support the formation of professional competencies for working with children with SPDN.

6. Inclusion of topics in professional development programs aimed at building competencies for joint education of children with SPDN and their typically developing peers.

7. Development of professional development programs based on requests from educational leaders and specialists in the education system.

8. Design of multi-level modular professional development programs for specialists working with children on the autism spectrum across various organizational settings, including joint learning and upbringing environments.

9. Delivery of retraining and professional development content by qualified faculty members, employing modern educational technologies that ensure high-quality educational services within a short timeframe.

At the same time, we have identified deficits and problematic areas in the implementation of the principle of inclusion in the educational process in educational institutions. These include:

1. The content of retraining programs is aimed at developing competencies in trainees for organizing the education and upbringing of children with special psychophysical development needs, without considering other categories of children with special educational needs.

2. Insufficient development of the content of multi-level modular training programs for professional development, which take into account the varying levels of preparedness of specialists for working in conditions of inclusive education implementation.

3. Teaching and methodological materials are focused on the specifics of activities based on the nosological groups of children, rather than identifying the specific individual educational needs of children and their varied application.

4. The insufficient continuity in the content of training, retraining, professional development programs, and internships for specialists working in inclusive educational settings complicates the design of individual professional development trajectories for educators.

5. The content of basic professional development programs in subject areas does not provide questions related to the psychology of human uniqueness, special educational needs, multi-level approaches to teaching, adaptation of the educational environment, and tolerance to dissimilarity.

Main part

The development of inclusive processes in institutions of higher and additional education of the Republic of Belarus largely depends on the level of inclusive competence of teachers, which determines changes in the content of retraining and advanced training of teachers. Inclusive competence of a teacher is considered by I.A. Turchenko as "a component of the professional competence of a teacher, including a set of interrelated value-semantic orientations, knowledge,

skills, methods and experience of activity and the ability to self-analyze one's own activities, necessary for the effective implementation of the educational process in the context of joint education of children with different educational needs" [4]

The structure of inclusive competence of a teacher includes the following components: motivational and value - the intention to carry out pedagogical activity in the context of implementing the principle of inclusion in; cognitive - a set of theoretical and methodological knowledge about the specifics of teaching in the context of implementing the principle of inclusion in education; activity-based – a set of practical skills (organizational and managerial, communicative, search and research) necessary for the successful implementation of training and education in the context of inclusion, and experience of professional activity; reflexive – the ability to self-analyze professional pedagogical activity and its results, adjust pedagogical activity in the context of implementing the principle of inclusion in education [5].

In order to study the assessment of the level of formation of inclusive competence by teaching staff, a survey was conducted on the following questions:

1. Do you consider the inclusive competence of a teaching staff a significant component of professional competence?

2. Assess the level of your inclusive competence (in points from 1 to 10).

3. What issues in the field of organizing the educational process with students based on the implementation of the principle of inclusion in education cause you the greatest difficulties?

4. When difficulties arise in resolving issues in the area of organizing the educational process with students based on the implementation of the principle of inclusion in education, what actions do you take, which specialists do you contact?

5. Do you consider it necessary to study issues of organizing the educational process with students based on the implementation of the principle of inclusion in education? If yes, then indicate under what conditions:

a) in the process of mastering the educational program for retraining of executives and specialists;

b) in the process of advanced training of executives and specialists according to a specially developed curriculum;

d) in the process of advanced training within the framework of individual topics;

e) in the process of mastering the curriculum for the internship of executives and specialists on issues of organizing the educational process with students based on the implementation of the principle of inclusion in education;

f) in the process of mastering the curriculum for the second stage of an institution of higher education (Master's degree);

g) in the process of methodological work in an educational institution;

h) in the process of self-education.

The survey involved 102 students mastering educational retraining programs in the specialties 1-08 01 71 "Pedagogical activity of specialists", 1-01 03 72 "Preschool education", 1-09 01 72 "Management of preschool, general secondary education, additional education of children and youth". Based on the analysis of the listeners' opinions, the following results were obtained:

100% of listeners consider the inclusive competence of a teaching staff member to be a component of professional competence.

67% of listeners assessed their level of competence in the field of organizing the educational process with students based on the implementation of the principle of inclusion in education in points from 1 to 5; 23% of listeners from 6 to 8 points.

79% of listeners experience certain difficulties in the field of organizing the educational process with students based on the implementation of the principle of inclusion in education.

When difficulties arise in resolving issues related to organizing the educational process with students based on the implementation of the principle of inclusion in education, 41% of

students seek clarification from the management of the educational institution, special education teachers, and educational psychologists.

However, the majority of students indicated the need and importance of special study of the content and technologies of organizing the educational process with students based on the implementation of the principle of inclusion in education in points (920%); in the process of improving the qualifications of executives and specialists according to a specially developed curriculum (97%); in the process of mastering the curriculum of the internship of executives and specialists on issues of organizing the educational process with students based on the implementation of the principle of inclusion in education (46%); in the process of mastering the educational program of the master's degree (23%); in the process of methodological work in the educational institution (87%); in the process of self-education (15%). The survey data confirmed the hypothesis about the need to plan and implement specially organized training aimed at forming and developing inclusive competence in teaching staff.

It should be noted that the analysis of the current educational standards for retraining of managers and specialists allows us to state the fact that certain steps have been taken to develop content aimed at forming professional competence in implementing the principle of inclusion in education in students within the framework of retraining.

The following approaches and principles were used as the basis for developing the content of new model curricula and educational standards: a competency-based approach that assumes a close relationship between retraining and professional activities, which is reflected in the transformation of competencies: from academic, social, personal and professional competencies (first generation standards) to basic professional and specialized competencies (2023); continuity of the goals and content of retraining with the goals and content of various levels (stages) of basic education in related specialties at the level of competencies and at the level of the content of disciplines.

For example, the main specialized competence being formed both by students studying the academic discipline "Fundamentals of Pedagogy of Inclusive and Special Education", included in the list of academic disciplines in the specialties "Surdopedagogy", "Typhlopädagogik", "Oligophrenopedagogy", and by students studying the academic discipline of the same name, is the competence "to implement, adapt, modify the content, methods, techniques and technologies of the processes of training and education, means of control and assessment of the level of development by individuals with special psychophysical developmental disabilities, taking into account their special individual educational needs and individual capabilities". When mastering the academic discipline, the following are considered: socio-pedagogical characteristics of individuals with special psychophysical developmental disabilities in historical retrospect; modern approaches to the classification of individuals with special psychophysical developmental disabilities; deficiencies, special educational needs and individual capabilities of students with special psychophysical developmental disabilities. Special attention in studying this academic discipline is paid to the value-target guidelines of education of persons with disabilities. The focus is on studying the education system of persons with disabilities in the Republic of Belarus and the specifics of organizing the educational process with students of various nosological groups in special groups, integrated education and upbringing groups, sanatorium special groups, sanatorium integrated education and upbringing groups.

The motivational and value component of inclusive competence of teaching staff is a significant component for achieving a positive result. Its formation requires separate targeted work in the context of changing the attitude of teaching staff towards students with special psychophysical development needs. The prevailing stereotypes among teachers of the attitude towards a child with special psychophysical development needs as a person with disorders requiring "correction", "correction", "alignment", determine the "viability" of the medical model of rehabilitation. In order to move to a social model of rehabilitation, it is necessary to pay special attention to the formation and development of a positive attitude towards children with special psychophysical development needs.

The model curricula and educational standards for retraining of executives and specialists in pedagogical and psychological fields in the following specialties: "Pre-school education", "Primary education", "Management of pre-school, general secondary education institutions, additional education for children and youth", "Teaching computer science", "Teaching mathematics", "Pedagogical activity of specialists", "Social pedagogy", "Physical education and health work in educational institutions", "Teaching a foreign language (indicating the language)", "Psychological support of pedagogical activity" include the academic discipline "Inclusive educational practice".

One of the specific characteristics of modern educational standards for the above specialties is the targeted preparation of students for the implementation of the educational process based on the principle of inclusion in education in practice. Mastering the content of this academic discipline is considered as targeted preparation of students for the implementation of the educational process based on the principle of inclusion in education not only in special education institutions, but also in pre-school education institutions, general secondary education institutions. The implementation of this principle is reflected in the inclusion of the academic discipline "Inclusive Educational Practice" in all model curricula for the retraining of executives and specialists.

The following is defined as a specialized professional competence: to select the content, forms, methods and means of teaching and education to include students with special individual educational needs (gifted and talented students, individuals with special psychophysical developmental needs, children in need of special educational conditions) in the educational process and interaction with peers. This discipline is aimed at forming knowledge about the special individual educational needs of students, strategies for taking them into account and satisfying them in the educational process; forming experience in the selection and application of methods, means and technologies of pedagogical interaction; creating conditions for mastering the skills to monitor and evaluate educational results taking into account the special educational needs of students; forming the skills to include students in various forms of educational interaction [6].

Also, the educational standards for retraining of executives and specialists include the discipline "Prevention and correction of problem behavior of students", which studies the following issues: the concept of "problem behavior"; etiopathogenesis of problem behavior, signs of problem behavior; features of prevention and correction of problem behavior based on the functional assessment of behavior; methods, techniques, means of prevention and warning of problem behavior in students and the formation of socially acceptable.

Results and discussions

Thus, the following mechanisms for implementing the modernized content of additional education for adults in the context of the principle of inclusion in education seem appropriate:

1. Legal mechanism: ensure the right to undergo training (retraining, advanced training, internship) taking into account educational requests and the needs of educational practice, and not according to the principle of distributing the contingent of students between educational institutions implementing additional education programs for adults.

2. Organizational and managerial mechanism: create and make freely available a single database of educational programs for retraining and advanced training of managers and specialists of the education system for the formation of inclusive competence of teachers, implemented by various educational institutions.

3. Personnel mechanism: ensure the participation in the implementation of the content of retraining and advanced training programs of teachers with academic degrees and academic titles, with experience in the system of additional education for adults, as well as the involvement of practical workers of educational institutions with the highest qualification category, teachers-methodologists in the educational process.

4. Scientific and methodological mechanism: develop multi-level modular programs for advanced training of specialists aimed at developing competencies in working with children with special educational needs.

5. Information mechanism:

a) develop and make freely available educational planning documentation, new generation educational and methodological materials that consider inclusion in a broad sense, and not only in relation to children with special psychophysical development needs;

b) create a modern digital learning and teaching environment in the implementation of educational programs for retraining and advanced training of executives and specialists, including in the form of distance education .

Conclusion

Thus, the retraining of teaching staff in the context of the principle of inclusion in education is characterized by accelerated terms of mastering a new profession, based on the relationship of the fundamental principles of professional education with new values, goals, content, forms, methods necessary for the implementation of new professional activity, and the personal experience of the subject of mastering the profession earlier. The system of additional education for adults implements the strategy of advanced learning, adequately to the new conditions of the developing society.

The essential features of the retraining of teaching staff in the context of the principle of inclusion in education are:

ensuring the acquisition of a new profession as mastering a new professionogram for the subject (new competencies);

change in the object of professional activity, interaction with which requires mastering a new educational trajectory in the relationship of new values, content, forms, educational technologies and personal experience of the listener;

multilevel training of specialists to carry out activities in the conditions of inclusion;

the leading principles of the educational process are integration, systematicity, continuity of personality development in the structure of new subject and subject-object relations, adaptability and individualization.

Sociocultural effects – formation of an inclusive culture in the educational institution and society as a whole.

Economic effects – attracting foreign citizens to study in educational programs for retraining, advanced training, internships; provision of high-quality educational services on a fee basis; career growth of a specialist.

Educational effects – improving the quality of retraining and advanced training of executives and education specialists; training a competitive specialist with a high level of formation of basic professional and specialized competencies in working with children with special educational needs.

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НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ ПЕДАГОГИЧЕСКИХ РАБОТНИКОВ В КОНТЕКСТЕ РЕАЛИЗАЦИИ ПРИНЦИПА ИНКЛЮЗИИ В ОБРАЗОВАНИИ

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В статье представлен потенциал дополнительного образования взрослых в развитии инклюзивной компетентности педагогических работников. Раскрыты возможности образовательных программ переподготовки и повышения квалификации руководящих работников и специалистов в формировании инклюзивной компетентности педагогических работников. В статье раскрываются новые тенденции трансформации содержания образовательных стандартов переподготовки на предмет реализации принципа инклюзии в образовании на основе преемственности с образовательными стандартами высшего образования, а также представлены стратегические направления развития учебных программ повышения квалификации специалистов в области инклюзивного образования.

Ключевые слова: непрерывное образование, инклюзивная компетентность, принцип инклюзии в образовании, образовательные программы дополнительного образования взрослых, повышение квалификации, переподготовка, стажировка.