

PRIMARY AND SECONDARY SCHOOL TEACHER EDUCATION AND INCLUSIVE EDUCATION

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Abstract: *inclusive education guarantees that all students have equal access to opportunities. At all levels, teacher education is critical. For the successful implementation of inclusive education, the teacher must have knowledge about the characteristics of children with disabilities, skills and abilities to work with such children. No less important are the teacher's readiness to unconditionally accept a child with developmental disabilities, a tolerant attitude towards his special educational and social needs.*

Keywords: *inclusionary education; educational stages; teacher training; unique needs; viewpoint are key phrases.*

Inclusive education is defined as an educational system in which all students, regardless of ability, culture, or economic status, have equal opportunities and options to actively participate in school activities, reducing the risk of exclusion and meeting educational objectives. Inclusion is the process of satisfying the needs of all students by increasing student participation in learning and modifying techniques and materials to make them more student-friendly [1].

School classrooms are now made up of varied groups with varying needs and students with varying skills, which educational institutions, especially teachers, must be able to appropriately handle [2]. Modern inclusive schools value all students equally, encourage active participation in the classroom by creating an environment in which no one is excluded, lowering barriers to learning for all students, not just those with special needs, and recognizing that inclusion in education is a reflection of an equitable society.

Pedagogical workers - a primary school teacher, a music teacher, a drawing teacher, a physical education teacher, a foreign language teacher, an adaptive physical education teacher, an educator, a pedagogical psychologist, a social pedagogue, an organizer teacher, an additional education teacher, a speech therapist - along with secondary or higher professional pedagogical education in the direction (profile, qualification) of training corresponding to the position held should have a document on advanced training or professional retraining in the field of inclusive education or professional retraining in the field of special education areas.

The basic psychological process that affects the effectiveness of the teacher's activity, implementing the inclusive education of a child with special needs, is his emotional acceptance.

However, emotional acceptance in pedagogical activity often has a professional "barrier": the teacher psychologically does not accept a child whose learning success is not certain. The teacher often does not know how to assess the individual achievements of a student with disabilities, what methods of testing knowledge to use. An important component of the psychological readiness of the teacher of inclusive education is the motivational and value characteristics of the individual, consisting in a positive attitude towards children with disabilities and interest in the implementation of inclusive education, in focusing on openness and cooperation in the process of interaction between subjects of inclusive education, in an effort to transform their own pedagogical experience with taking into account the value characteristics of inclusive education.

Characterizing the professional preparedness of teaching staff for the implementation of inclusive education, one can also single out the information and activity components of readiness. The information component implies that the teacher has knowledge in the field of special pedagogy and psychology, good awareness of innovative processes in special education, including awareness of inclusive education for children with disabilities. The activity readiness of a teacher is determined through the ability to identify special educational needs and potential opportunities for children with disabilities, possession of pedagogical technologies that allow the process of joint education of children with normal and impaired development, the ability to design a correctional and developmental environment in inclusive education and implement psychological and pedagogical support for the education of schoolchildren with developmental problems.

No less important in this regard are the formation of the ability to analyze the individual difficulties and problems of children with disabilities, the children's team as a whole, evaluate the effectiveness of correctional and developmental work and inclusive education in general, adequately assess their own professional activities, design and implement professional self-education in the field of inclusive education.

The development of the listed professional competencies of teachers of inclusive education should be given considerable attention in the course of professional retraining and advanced training of working teachers.

It seems to us that a relatively easy task is to form the information readiness of teachers: teachers can receive knowledge in the field of correctional pedagogy and special psychology within the framework of advanced

training and professional retraining programs. However, for the effective assimilation of this knowledge, it is necessary to have a sufficiently high level of motivation, to provide conditions for the application of the formed skills and abilities in practical pedagogical activity.

At the training sessions, conditions are created for the active involvement of students in the construction of their own knowledge. With such an organization of activities, the emphasis is on active independent work, which becomes a priority in the educational process. Summing up, it is necessary to outline the most significant problems of organizing inclusive education that require immediate solutions:

❖ *creation of a clear regulatory and methodological framework for the development of inclusive education;*

❖ *mandatory professional retraining of teachers, the creation of resource centers to support inclusive education using the experience of the domestic system of special education;*

❖ *formation of a positive public opinion and a tolerant attitude towards persons with developmental disabilities;*

❖ *development of psychological and pedagogical technologies to support the education of students with disabilities.*

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