

## METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF PEDAGOGICAL SKILLS IN AN INCLUSIVE ENVIRONMENT

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### Summary

The study is devoted to one of the most pressing problems of training personnel of educational institutions with inclusive education. In particular, the methodology of personnel training (methodological, synergistic, optimization of the educational process, selection of training content) is considered. Methodological approaches are highlighted as leading in the professional training of a special student-centered educational institution with inclusive education. The key concept of "system" is considered as an integral complex of elements interconnected in such a way that when one changes, the others change as well. Based on the new conceptual foundations of the modern social development, the ways of reforming the education system are outlined. The introduction of courses aimed at acquiring new professional skills and changing attitudes towards children with special educational needs is identified. The focus is on the initial ideas of the concept of training multidisciplinary specialists and outlines methodological approaches: axiological, systemic, integrative, student-centered to the training of special education specialists to work in an inclusive educational space, which determines the overall scientific strategy. The factors influencing the formation and development of inclusive education in Ukraine are described. The problems of special professional training of highly qualified teachers of inclusive education are covered in detail. Particular attention is paid to the importance of improving the system of the training of special education specialists. It is summarized that modern educational reforms require a change in approaches to the organization of the content of the inclusive education.

**Key words:** children with special educational needs, strategic directions in education, advanced modification of educational content, formation of professional competence of specialists.

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### 1. Introduction

Improving the system of special education on a democratic and humanistic basis is a feature of today's world and is taking place in the process of forming a pan-European space. Inclusive education is now a strategic concept of educational transformation in Ukraine.

In today's world, pedagogical specialists must be ready for change, meet the conditions of the times, possess a system of new pedagogical knowledge, constantly improve their professional competence, master the pedagogy of cooperation and the constant need to master the advanced modification of content in the direction of the development of inclusion.

All this requires training of specialists who are proficient in various modern methods of teaching, learning and upbringing; fluent in the modern system of approaches in education and their changes.

The scientific novelty of the problem lies in the theoretical substantiation of the essence, structure of the separate indicators and criteria of professional competence of training specialists to work in an inclusive environment.

The purpose of the study is determined by the scientific and methodological foundations of pedagogical conditions and ways of training specialists in higher education institutions who have a high level of professional competence in an inclusive space.

The research task is based on the development of conceptual approaches to the professional training of psychological and pedagogical specialists and the formation of their professional competence to work in an inclusive educational environment.

## **2. Identification of previously unresolved problems**

As a basis for developing a modern system of training personnel, namely special teachers, to work in an inclusive space, a number of methodological approaches have been identified that underlie the training of specialists in special education.

Motivation and value attitude to teaching were considered: E. Danilaviciute, T. Dehtarenko, V. Zasenko, A. Kolupaieva. In their works, the scientists considered the problems of self-realization in the process of mastering the spiritual heritage of mankind, involving the child in the values of existing experience. Thus, the training of a future teacher who is ready to implement inclusive education for children with special educational needs should be based on the development of the student in the cognitive, practical, emotional and value spheres. And these are the components of the axiological approach as a methodological guideline in the process of training specialists in special education. Philosophy considers axiology as a science of values and, in particular, the value of education and forms the components of relations in the structure of personality.

The methodological basis of pedagogy defines axiology as a system of pedagogical understanding of the individual and affirmation of the value of human life, upbringing and training, pedagogical activity and education.

## **3. Professional training**

In professional training, the system-activity approach is also used, and in many cases this approach is considered systemic.

The concept of "system" is considered as an integral complex of elements interconnected in such a way that when one changes, the others change as well. The application of this scientific approach reveals the connections and relationships of the object under study. This approach ensures the study of objects and phenomena as systemic objects in their development. By studying this approach (V. Bepalko, V. Syniov and others), the authors investigated the possibility of designing a system of competence-based and professionally oriented training of special education specialists.

The use of methodological approaches in the training of special education specialists should take into account the possibilities of interaction between participants of the pedagogical process, personalize the process of professional training with the selected methods and means to achieve the goal.

Scientists consider the personality-activity approach to be one of the leading approaches in the professional training of a special teacher of an educational institution with inclusive education.

**The integrative approach** is one of the most important.

In the second half of the twentieth century, new ideas about a child with special needs were defined. Professor Kolupaieva notes that it was during this period that public awareness of such children changed and the process of their integration into the general education space began. The scientific paradigm is changing, including the defectological one. According to scientists, paradigms not only change but also adapt to new social and intellectual manifestations.

At the same time, conceptual approaches to teaching, upbringing, and development of a child with special educational needs, as well as the integrative approach, are changing. Its use during the training of special education teachers ensures the study of problems in theoretical, methodological and research aspects. At this time, nosology-based approaches are being implemented. Therefore, in recent publications of Ukrainian scientists, changes in the educational paradigm (the introduction of inclusive education in Ukraine) have been emphasized, which lead to a change in the paradigm of specialist training (*Dehtiarenko, 2011*).

The introduction of a **student-centered approach** is a new direction in the educational process of professional training.

At the same time, Ukraine is signing the Bologna Declaration, and the application of the Tuning project in higher education (Tuning educational structures in Europe, TUNING) provides new guidelines for developing ways to reform higher education.

Student-centered education is based on the idea of providing students with opportunities to gain employment in the labor market, increasing their "value," i.e., the formation of knowledge, skills, and abilities to solve various production situations, as well as the desire for continuous professional development.

I. Malyshevska believes that the initial ideas of the concept of training multidisciplinary specialists to work in an inclusive educational environment are the integrity, unity and mutual agreement of the education system.

The conceptual principles are divided into several groups:

- **methodological** (systematic, continuity and mutual agreement, purposefulness, democracy, humanity, advanced learning)
- **synergistic** (self-development, human-centeredness, value of professional cooperation, inclusive synergy);
- **optimization of the educational process** (integrity, fundamentality, integration, variability);
- **selection of learning content** (universality, scientificity, connection between theory and practice, predictability, complementarity, interactive interaction).

The list of conceptual principles outlines the relevant scientific approaches, a body of knowledge about the methods and means of organizing educational activities (*Malyshevska, 2017*).

There is a lot in common in the research of Ukrainian scientists on the use of methodological approaches and this makes it possible to identify the theoretical issues of personnel training for inclusive education.

Analyzing foreign and domestic experience and current trends in education, we can identify the factors influencing the formation and development of inclusive education in Ukraine, namely

- **value** – which influences the formation of humanistic and democratic orientations and the spiritual development of society, using the ideas of inclusion;
- **conceptual and terminological** – which performs an intersectoral function; it is distinguished by its direct influence on the formation of standards, principles, laws and patterns and

the innovative component of inclusion; it also affects the conceptual culture of society, and also allows to specify the purpose, tasks, trends of inclusive education; to determine the status of persons with special educational needs;

- **legislative** – these are legislative guarantees of the rights of persons with special educational needs; it improves the national legislative field, models it to the requirements of international conventions, regulates the state's obligations to people in this category;

- **regulatory and legal** – the formation of a system of means, rights, and norms; this includes the practice of state control over their observance;

- **financial and economic** – development of the necessary resources, stimulation and development of the scientific and technical process to ensure inclusive education;

- **human resources** – which provides the inclusive sector with highly qualified personnel; the inherent interagency function allows to perform the professional cooperation of interdisciplinary specialists who provide social, psychological, medical, scientific, methodological, correctional and educational support for children with special educational needs; it promotes professional education of personnel in inclusive education institutions;

- **educational, methodological, scientific and methodological** – contributes to the formation of own tools for inclusive education (development of methods, pedagogical technologies; implementation of didactic and methodological implementation)

- **moral and technical** – the use of advanced technologies, development of technology, inclusive innovations, improvement of means and forms of inclusive education; it also includes the adaptation of the architecture of educational institutions; creation of a number of resource centers, provision of transportation;

- **organizational** – implementation of management decisions, establishment of a system of any connections, administrative and organizational decisions and management at different levels; interaction of teaching and support personnel, organization of an inclusive educational environment

- **public** – which performs a regulatory and control function and influences the development and quality of inclusive education through public and parental associations and instructions, and protects the rights of children with special educational needs to education.

Over the past decade, there have been important changes in attitudes and understanding about providing children with special educational needs with quality education. This is happening not only in highly developed European countries, but also in Ukraine. We are comprehensively studying the experience of these countries in organizing inclusive education. Our state is trying to create a sufficiently high level of academic training of human resources, which will help to create a flexible system of reforming human resources policy in the national system of inclusive education (*Baranets Ya, 2022*).

Martynchuk O. V. also considers the professional training of students in higher education institutions, taking into account the initial methodological principles, choosing several methodological approaches: civilizational, synergistic, worldview, systemic, sociodynamic, which are the basis for both fundamental and applied research and systematic analysis of the determinants of modernization of training of special education specialists for activities in an inclusive educational environment (*Martynchuk, 2019*).

In his research, scientist Z. Leniv proposes to create a system of international internships at leading European universities, as well as for young scientists working on special and inclusive education. Domestic scientists believe that one of the main prerequisites for building an inclusive educational environment is the introduction of the position of teacher's assistant for the general educational institutions. They see the position of such a specialist as a significant

help to the teacher. This position can be held by a person who has a pedagogical education and has undergone retraining courses on working in an inclusive environment (Leniv, 2014).

The problem of today is the training of teacher assistants in pedagogical higher education institutions. In the context of inclusive schools, it should be noted that the functions of a teacher are constantly expanding and becoming more integrated. Children with special educational needs are not the same in their development and always need to use specific techniques, teaching methods, change technologies and use various forms of educational work.

#### 4. Conclusions

Modern educational reforms require a change in approaches to organizing the content of inclusive education. Using methodological approaches, it is possible to trace the historical process of Ukraine's civilizational identification and its place in the world, to study the experience of European civilization in providing quality educational services to children with special educational needs. This is the essence of reforming general secondary education in line with current global trends.

This study makes it possible to identify promising areas of the problem, namely the study of theoretical and methodological approaches of foreign and domestic experience in training personnel for full general education.

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