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SCIENTIFIC AND METHODOLOGICAL SUPPORT FOR TEACHER PROFESSIONAL TRAINING FOR WORK WITH STUDENTS HAVING SPECIAL NEEDS PROVIDES

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The development of integrated learning and upbringing and in the near future of inclusive education in the Republic of Belarus necessitates staffing of not only special education teachers, but also of elementary school teachers and teachers who teach individual subjects, who are prepared to work with students having special needs. Consequently, it is necessary to create both scientific and methodological support for professional training of teachers to perform the relevant professional functions, and the assessment of its quality in their reference.

As part of the research work „Theoretical, methodological and procedural foundations for provision and assessment of the quality of teacher training for work in the context of integrated education and upbringing, inclusive education”, a professional competence model of teachers of general secondary education institutions, who organizes training and education of children having special needs in the context of educational integration and inclusive education (hereinafter referred to as the teacher’s professional competence model), which includes the structure and the content of universal, basic professional and specialized competencies of teachers required for performance of their functions under these circumstances [1]. The immediate task is to reflect the competences defined in the study in the educational standards of higher education.

The formation of these competencies is even now stipulated when updating of the existing, development of new learning-teaching and learning-methodological documentation (including for magistracy specialties), creation of educational publications for students of advanced training and retraining. In particular, performers of the assignment on the above-mentioned subject of the research work or with their participation in recent years have developed a number of educational and methodical materials [2; 3; etc.], the content of which is determined, respectively, on a competence-based basis and provides the procedural component of vocational training. These materials can be used not only by students, but also by teachers who are students of advanced training and retraining.

To solve the issues of ensuring the quality of professional training of teachers for work with students having special needs (hereinafter referred to as professional train-

ing of teachers), it is necessary to have information on its effectiveness. Therefore, the teacher’s professional competence model has a control and evaluation unit, in which forms and means of assessment and control are specified.

Training programs and educational and methodical materials for individual academic disciplines (including the academic discipline „Theory and Practice of Special Education”, which is currently studied by students with a specialization in A-Pedagogy profile) provide the discovery at students of readiness for work with students having special needs in classes of integrated training and education, inclusive education based on the possession of forming competencies. However, the assessment of the quality of professional training of both future teachers and teachers who are students of advanced training and retraining is not limited only to the assessment of competencies that are formed in the framework of individual academic disciplines. It is conceptually determined that conditions, process and, most importantly, the overall results are subject to assessment [4]. If the results of professional training of teachers fail to meet requirements for their professional activities, then it is necessary to solve the problem of adjusting conditions and (or) of the process.

The satisfaction of customers of staffing is one of the criteria for assessment of results of the implementation of educational programs that implement the tasks of teacher professional training. However, in turn, satisfaction of customers with the work of specialists depends on their professional readiness, the state of which we consider as the main criterion.

For its assessment the following can be used: questionnaire methods – conversation, interview, questioning; study of artifacts of students (teachers); pedagogical testing, expert assessment and other means (tools).

Among them, control (qualification) practical tasks shall be highlighted. Among them, we propose the development of calendar plan fragments, development of adapted didactic materials, definition of methods for implementing a differentiated and individual approach to students having special needs, development of fragments or plans of academic studies classes in the classroom of

integrated training and education (inclusive education), creation of plans for preparing and conducting out-of-school activities in these classes, written analysis of video records of academic studies (out-of-school activities), and so on [5].

Thus, ensuring of scientific and methodological support for teacher professional training for work with students having special needs provides a comprehensive solution of issues concerning the development of its content, process and result assessment.



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