

Peculiarities of Retraining Specialists of the Republic of Belarus for Work in the Conditions of Inclusive Education

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Abstract

The publication presents the peculiarities of retraining of specialists of the Republic of Belarus in the Institute of Advanced Training and Retraining of the "Belarusian State University" for work in the conditions of inclusive education.

Keywords: retraining of specialists, inclusive education

Main Conference Topic: Education, Teaching and Learning

Introduction

In the Republic of Belarus, the possibility of children with special psychophysical development to be educated in the conditions of general education institutions is legislatively enshrined. This provides an opportunity for every child to satisfy his developmental needs and equal rights in obtaining an adequate level of education. Inclusive education, like education "for all", means ensuring the accessibility of the educational system in general and of each educational institution to the diversity of features and specificities of the educational needs of each child, including children with special psychophysical development.

The wide introduction of the idea of inclusion largely depends on the qualifications of specialists. And in this perspective, the problem of retraining specialists for working in conditions of inclusive education becomes especially important.

Related work

L.S. Vygotsky (1896-1934), a Soviet psychologist, pointed to the need to create a system of education in which a child with disabilities would not be excluded from the society of children with normal development. At the current stage, such scientists as V.V. Khitryuk, Doctor of Pedagogical Sciences, are engaged in the organization of inclusive education in the Republic of Belarus; V.V. Radygina, Candidate of Biological Sciences; S.N. Feklistova, candidate of pedagogical sciences; I.N. Loginova, Candidate of Pedagogical Sciences; A.M. Zmushko, Candidate of Pedagogical Sciences.

Implementation

The main conceptual idea is to develop new methodological, methodological and technological retraining approaches for effective professional activity in the context of inclusive education, the formation of a set of competencies that determine the content of inclusive readiness of specialists.

This task is solved on three levels: methodological, procedural (technological) and instrumental.

The methodological basis for the formation of inclusive readiness of specialists in the education system is the competence approach.

Training of specialists for work in the context of inclusive education should include:

- the motivational component of inclusive competence – the ability to motivate oneself on the performance of certain professional actions on the basis of a set of values, needs, motives adequate to the goals and objectives of inclusive education;

- the cognitive component – the ability to think on the basis of the system of knowledge and experience of cognitive activity necessary for the implementation of inclusive education, the ability to perceive, rework in consciousness, retain in memory and reproduce, at the right time, information important for solving the theoretical and practical problems of inclusive education;

- reflexive component – ability to reflect activity in conditions of retraining and implementation of inclusive education;

- operational component – the ability to perform specific professional tasks necessary for the successful implementation of inclusive education, the implementation of research and development activities [1], [2].

Theoretical and technological grounds for implementing the competence approach is contextual learning, which is based on the principles of problematic, game activity, dialogical communication, and joint collective activity. In the process of retraining specialists for working in conditions of inclusive education, the Institute for Advanced Studies and Retraining uses active and interactive teaching methods, methods aimed at organizing interaction ("Circle of acquaintances", "Alliteration of a name", "Name and gesture", "Square"). Practical methods of work are used such as modeling and solving pedagogical situations, problematic tasks, participation in business and role games, in debates; preparation of essays, presentations "Success Story"; drawing up plans for holding parental meetings (for example, "Different children are different people ...", "Joint learning: essence and advantages", "Children's friendship: what can parents ...", "Inclusive education: talents of each child"); organization of thematic discussions (for example: "Inclusion and integration: advantages and risks", "Inclusive education: teachers' readiness", "Inclusive education: resource provision") [3].

Theoretical and technological foundations for the implementation of the competence approach are contextual training, which is based on the following principles: problems; game activity; dialogical communication; joint collective activity, etc.

The solution of the tasks of the procedural (technological) level is ensured by the use of meta-subject technology, the purpose of which is to form an inclusive readiness of the specialist, in the conditions of the forthcoming professional activity determining the success of professional activity in the context of an inclusive educational space. The procedural level presupposes the development of a diagnostic toolkit that helps to track the state and development of inclusive preparedness.

The instrumental level includes the development, implementation and scientific and methodological support of educational disciplines, for example, such as "Integrated Learning and Education", "Foundations of Inclusive Education".

Training of specialists for work in the context of inclusive education is seen as the process of forming in them the ability to solve professional tasks.

Results

The result of this training is the formation of specialists' readiness and abilities:

- to select the best ways of organizing inclusive education, as well as to design an educational process for joint learning;

- to differentiate and individualize the educational activities of children, primarily at the level of content of individual subjects;
- to apply various methods of pedagogical interaction between all subjects of the correctional-educational process;
- create a corrective-developing environment in an inclusive educational environment and use the resources available to the educational organization for the development of all children;
- to carry out professional self-education on the issues of joint education of children with special psychophysical development and children with normative development.

Conclusion

The use of re-considered approaches, as well as the implementation of organizational and pedagogical conditions, contribute to the formation of inclusive competence of the specialists of the Republic of Belarus to work in conditions of inclusive education.

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