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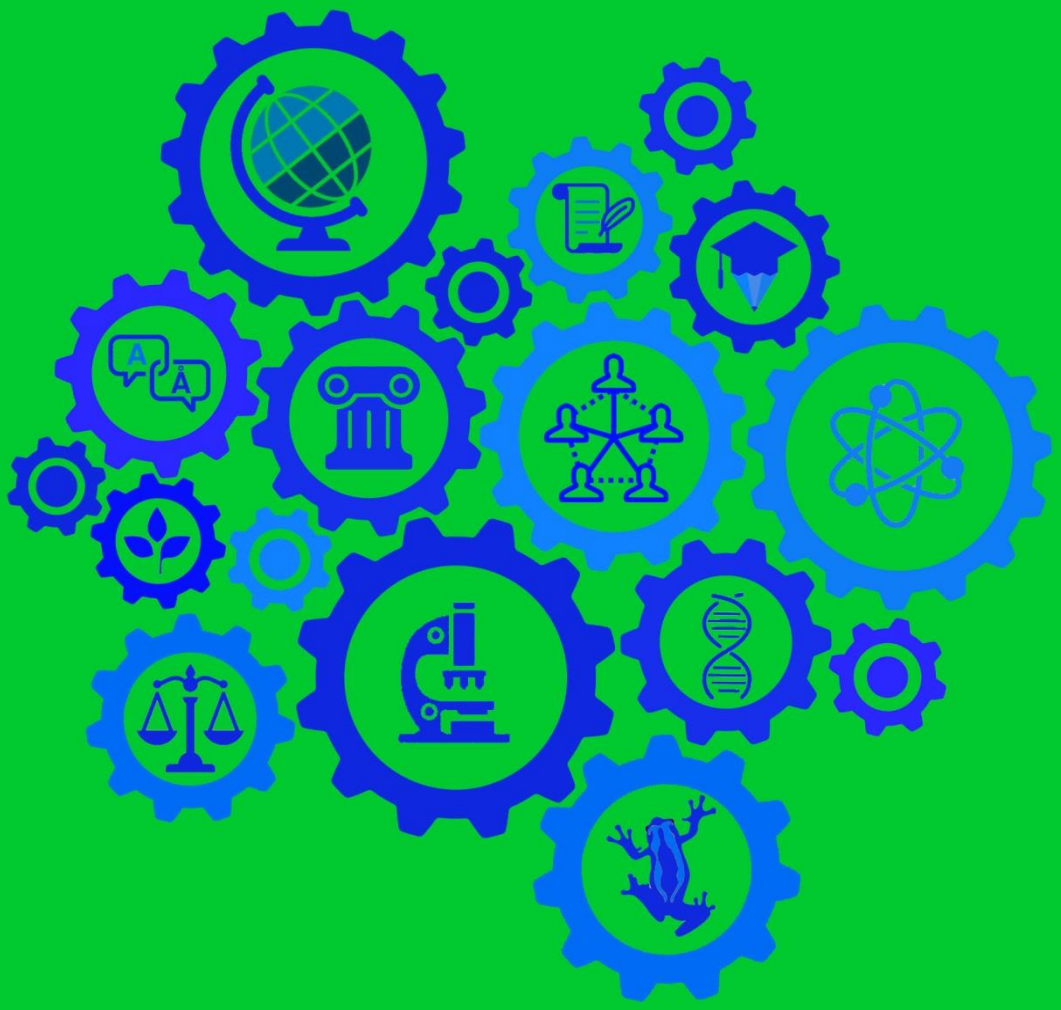

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The development of students' professional competence as a prerequisite for implementing inclusive practices

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Abstract: The article examines the implementation of inclusive education for children with special educational needs in comprehensive schools and identifies critical areas for improving professional competencies among students.

Keywords: professional competences, inclusive practices, pupils with disabilities, educational standards, staffing.

Inclusive education is the first innovation in educational practice, undertaken by the parents of children with disabilities [1, p. 71].

Currently, there are over 2 million children with special educational requirements in the Uzbekistan, constituting around 8% of the total kid population. Among them, over 700 thousand are children with disabilities, with more than half attending mainstream educational institutions. The necessity for families with a child with disabilities to train them in inclusive conditions is founded on various motives—ranging from the aspiration to provide the child with opportunities for adaptation, development, and socialization among typical peers to fulfilling personal desires that overlook the child's condition and capabilities, as well as the multifaceted developmental educational environment essential for their education [2, p. 64].

A student with disabilities is an individual who has physical and/or mental developmental impairments that hinder or obstruct their capacity to get an education without the establishment of special accommodations.

In the 2011-2012 academic year, about 239,000 children with special educational needs were enrolled in state and local educational institutions.

- V regular classes: 127.7 thousand students; - V correctional classes: 111.4 thousand youngsters.

To achieve the status of inclusive education, the following conditions must be implemented:

• Availability and execution within a nation possessing suitable legislation that enshrines inclusive education and guarantees its economic foundation;

• Systemic transformations of the educational process, including its organizational structures and value systems;

• Provision of an individualized support system and specialized educational conditions for children in need; • A well-established system for early comprehensive assistance;

• Availability of psychological and pedagogical consultations and support specialists, including tutors, in schools;

• Methodological support for mainstream teachers from corrective educators;

• Inclusive education can only achieve its objectives when implemented across all educational levels, from kindergarten to university [1, p. 74].

The need for inclusive education is undeniably increasing. In 2012, 94 comprehensive schools in Moscow were already using inclusive approaches.

In schools, the predominant conditions among pupils with disabilities are psychosomatic diseases (45%), followed by musculoskeletal problems, including cerebral palsy (16%), and speech abnormalities (12%).

Nearly 30% of the students who successfully completed the school commission were under the age of 10.

An analysis of the handicapped children who completed the Central PMPK from 2012 to 2014, categorized by nosological groups, reveals a general increase in the

population of impaired children, particularly in the domains of neurology and psychosomatic disorders. This is, in essence, analogous to the distribution by nosological groups, excluding speech pathology. An inclusive educational approach for children with impairments necessitates the resolution of several challenges, particularly with staff training. At now, there exists a deficiency in scientific and methodological resources for the advancement of inclusion, personnel assistance, and the organization of training, retraining, and professional development of professionals in psychological and pedagogical support for inclusive education.

The primary challenges schools face in adopting inclusive practices include a restricted legal framework, since there is no statutory provision for the instruction of children with disabilities in accordance with individualized educational plans.

• Absence of a framework for executing specialized educational provisions for instructing children with disabilities in mainstream educational establishments.

• Teachers' professional and psychological inadequacy in working with children with disabilities, characterized by a lack of understanding in specialized methods, strategies, and instructional aids, as well as inadequate academic preparation and psychological readiness.

• Psychological “barriers” related to public opinion (attitudes towards individuals with disabilities held by parents of children without impairments and the general populace).

• Inadequate provision of textbooks, instructional materials, methodological guides, and programs for engaging with children with disabilities.

• Lack of readiness in the architectural and material-technical environment of educational institutions [1, p. 78].

Consequently, within the framework of inclusive practice, the organizational and methodological support for educators—teachers, educators, and class instructors who

directly engage in the rearing and education of children with disabilities—is essential. At the initial stages of implementing inclusive education, the issue of general education teachers' unpreparedness—professionally, psychologically, and methodologically—to engage with children possessing special educational needs becomes pertinent. There is a noted deficiency in teachers' professional competencies for functioning within an inclusive environment, alongside the presence of psychological barriers and professional stereotypes among educators.

The primary psychological obstacle is the dread of the unknown and the worry of potential injury. The remaining participants face unfavorable attitudes and biases from other educators and parents, the teacher's professional uneasiness, resistance to change, and psychological unpreparedness to engage with "special" children. This presents significant problems not only to the psychological education community but also to methodological associations, and most crucially, to the leaders of educational institutions executing inclusive education. Educators need competent, thorough assistance from professionals in defect ology, special education, and educational psychology, as well as a knowledge of and execution of various methodologies. Individualized training for children with special educational needs primarily pertains to schoolchildren with disabilities. However, the most crucial skill for educators is the ability to establish a multifunctional, developmental educational environment tailored for these children’s learning [2, p. 62].

The collaborative efforts of general education and special education instructors represent the most successful approach to satisfying the needs of students with special educational requirements within an inclusive classroom environment. Various types of collaboration and co-teaching between general and special educators are necessary. The extensive expertise of correctional school educators serves as the foundation for methodological support for inclusion [2, p. 63]. To address the challenges that teachers may have while adopting inclusive practices in a comprehensive school, Togo must evaluate the resources established by the V

Professional Teacher Standard. A chapter titled "Professional Competencies of Teachers, Reflecting the Specifics of Work in Primary School" exists. The Standard fails to provide the criteria that define professional competences for teachers engaged in inclusive practice. Simultaneously, it (p. 4).3 Development) delineates the personal attributes and professional competencies requisite for a teacher to execute developmental actions. In specifically, 20 vacancies were specified, half of which were to abilities in the domain of correctional education. Additionally, specialized psychology entails the preparedness to embrace diverse youngsters, independent of their actual educational capabilities, behavioral characteristics, and mental and physical health conditions. Professional expertise in delivering assistance to children; the capacity to recognize various developmental issues in children using observational methods; the ability to provide targeted support.

The youngster, along with their educational methodologies, demonstrates a willingness to collaborate with other professionals within the context of a psychiatric, medical, and pedagogical council, among others. [3].

The enhancement of professional abilities for prospective teachers in correctional pedagogy may be achieved via the implementation of our proposed approaches across many domains:

1. Incorporation of a curriculum focused on correctional pedagogy into the variable component of basic professional educational program plans.

“Creation and execution of a personalized program for children with disabilities in primary education.”

"Technologies for facilitating an inclusive process in primary grades of a comprehensive school."

"Establishment of conditions for children with special educational needs from various nosological groups within an educational institution."

"Organizational and pedagogical security in inclusive education for primary grades of comprehensive schools," etc.

2. Students engage in industrial practice not just inside conventional educational institutions but also in SKOUs and schools that apply inclusive practices, including both their specialized fields and pre-graduation experiences. Creation of a specialized program for the completion of practical training, considering the inclusive process within the educational institution.

3. Integration of specific subjects from correctional pedagogy and special psychology into the curriculum of academic fields.

4. Modifications in the content of professional module programs - academic subjects pertaining to pedagogical approaches in primary education (incorporate cross-cutting topics such as “Characteristics of learning… in an inclusive classroom”).

In this context, practical training in the development of technologies and pedagogical approaches for many nosological categories of children with disabilities, including those with impairments, would be advantageous.

The Standard stipulates that "The teacher must be capable of planning and implementing corrective and developmental interventions for students with learning difficulties," as well as "possessing knowledge of the fundamentals of designing corrective and developmental strategies for children with learning difficulties."

5. Incorporation of psychological training into the variable component of the OPO, enabling students to cultivate communication skills not only with children with disabilities but also with their families, peers in the same class, and the parents of those peers, thereby engaging all participants in inclusive practice.

6. Coordination of network interactions with resource centers that provide psychological and pedagogical support for children with disabilities within inclusive

practices (including consultations, informational and methodological assistance for practitioners, and the study of specific subjects, among others).

Such models are present in the world.

7. This work is included in the professional module "Methodological Support of the Educational Process" inside the Standard.

Establishment of a permanent seminar-webinar for students and early-career professionals Concerning the challenges of executing inclusive practices in the schools of St. Petersburg.

Invite prominent dialectologists from universities and state budgetary institutions to participate in the CDC, alongside representatives from APPO and practicing professionals from SKOU SPb.

8. Incorporation of matters pertaining to the organization of education and parenting for children with disabilities in inclusive classrooms within the assessment tool funding and the state examination program. Develop course and diploma projects addressing the challenges of inclusive education.

Consequently, we assert that the efforts of university faculty in the specified domains will enable students, as future educators, to cultivate the professional competencies necessary for specialization and enhance their employability in the St. Petersburg lab our market. This is due to the continuous increase in the number of comprehensive schools adopting inclusive practices, thereby escalating the demand for educators skilled in inclusive technologies and methodologies, as well as psychologically equipped to fulfil the objectives of inclusive education—namely, the development and socialization of each child in alignment with their individual educational needs and capabilities.

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