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досягнення педагогічних цілей, здатності до творчості і рефлексії). Це важливий компонент професійної готовності, передумова ефективної діяльності педагога, максимальної реалізації його можливостей, розкриття творчого потенціалу [5, с. 19].

Готовність педагога до інноваційної діяльності визначається за такими показниками: усвідомлення потреби запровадження педагогічних інновацій у власній педагогічній практиці; інформованість про новітні педагогічні технології, зорієнтованість на створення власних творчих завдань, методик; готовність до подолання труднощів; володіння практичними навичками освоєння педагогічних інновацій та розроблення нових [5, с. 21].

Таким чином, доходимо до висновку, що залучення інноваційних технологій до освітнього процесу у першу чергу, на жаль, гальмується самими педагогами у зв'язку з низкою факторів. Тому докорінні зміни слід починати викладачам із себе. Недаремно американський професор О. Тоффлер стверджував: «Технології завтрашнього дня потребують не мільйонів... людей, готових працювати в унісон на нескінченно монотонних роботах, не людей, котрі виконують накази, не зморгнувши оком... а людей, котрі можуть приймати критичні рішення, котрі можуть знаходити свій шлях у новому оточенні, котрі достатньо швидко встановлюють нові стосунки в реальності, що швидко змінюється».

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TRENDS IN THE EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN UKRAINE: INCLUSIVE COMPETENCE OF TEACHERS

Abstract. The article substantiates the peculiarities of the introduction of inclusive education in secondary schools of Ukraine and the dependence of the result of

implementation on the training of future teachers. The organizational-pedagogical conditions for the creation of an inclusive educational environment in a general educational institution and the peculiarities of the professional training of future teachers for the inclusive education of children with special educational needs at the present stage of education development in Ukraine are analysed. The structure of psychological and pedagogical readiness of teachers for work in the system of inclusive education, which is described through a combination of motivational, personal, emotional-volitional and cognitive components, is outlined. In our opinion, the problem of formation of inclusive competence of future teachers becomes a part of their professional competence. The methodological and diagnostic approach to the formation of psychological and pedagogical inclusive competence of future teachers is substantiated, which will allow us to determine the levels of readiness and means of forming the identified competence of future teachers of elementary school.

Key words: children with special educational needs; inclusive education; psychological and pedagogical readiness of teachers; components of readiness; inclusive competence of future teachers.

Introduction

The reform of education in Ukraine has a humanist orientation and, therefore, it is the education of people with special educational needs (SEN) that occupy a special place in it. The process of positive inclusion of people with special educational needs into society and for them is a complex stage of socialization as well. Despite the positive changes in the educational policy of Ukraine, the problem of teaching these children remains difficult. The priority direction of the state in teaching children with special educational needs is the introduction of inclusive education, which involves the availability of education for all, subject to the adaptation of educational technologies to the various needs of all children (Electronic resource, 2017). The complex of tasks related to the education of children of this category includes the task of preparing a teacher to work with students in the context of inclusive education. The relevance of our research is determined by the social orders of the society for the training of primary school teachers for their professional activity in an inclusive educational environment, which acquires certain professional and personal qualities necessary for working with children. An important factor in the training of future teachers to work in an inclusive educational environment is the matching of his personal qualities with the requirements of the school with inclusive education. Purpose of the article: to substantiate and test the readiness of primary school teachers for their professional activity under the conditions of inclusive education on the basis of formation of the inclusive competence of the teacher.

Discussion

Inclusive education, which is intensively introduced into the practice of a new Ukrainian school, puts a number of challenging and new tasks in front of it. The foreign practice of inclusive education has its multifaceted experience. In Western countries, the system of inclusive education at a much higher level and has the theoretically well-grounded provision. It is important to note such foreign studies as «Improving Education. The Promise of Inclusive Schools» National Institute for the Improvement of Municipal Education in the United States, Sue Stubbs «Inclusive Education: Where there are few resources», 2008, etc. In Ukraine, the problems of inclusive education and the creation of an inclusive educational space have been reflected in the studies of V. Bondar, L. Budyak, E.

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Danilavichyute, L. Danilenko, N. Dyatenko, S. Yefimova, V. Zosenko, N. Kirsta, A. Kolupayeva, S. Litovchenko, I. Lutsenko, S. Mironova, Y. Naida, N. Nazarova, T. Sak, T. Sophia, V. Sinova, O. Taranchenko, V. Tishchenko, S. Chupakhina, A. Shevtsova, M. Sheremeta and others. Scientists are focusing the public on the problems of involving children with special needs in education in general education, their rehabilitation and socialization. A tangent to the study we are experiencing is the work on the training of future primary school teachers for their professional activities in the context of inclusive education and the formation of their inclusive competence (S. Alexohin, Y. Boychuk, O. Borodina, O. Gluzman, O. Gordiychuk, I. Demchenko, O. Martinchuk, I. Hafizullin, etc.). Competent approach in higher education, as noted by N. Bibik, I. Zimnya, V. Kraevsky, A. Markova, L. Mitina, A. Savchenko, A. Khutorsky, L. Khoruzh and others. – is a methodological and organizational-pedagogical benchmark that emphasizes the purpose and results of professional training. However, as a result, not the quantity and quality of the acquired knowledge and the formed skills is considered, but the ability of the future specialist to adequately act in different (standard and non-standard) situations of professional activity and communication (Bibik, 2004). The effectiveness of the introduction of inclusive education in general education schools in Ukraine is largely dependent on the skills of the personnel, which requires some changes in the training of future teachers. Therefore, the problem of forming the inclusive competence of future teachers as a component of their professional competence is of particular importance. In our previous studies, organizational and pedagogical conditions for the creation of an inclusive educational environment in a general educational institution and the peculiarities of the professional training of future teachers for the inclusive education of children with special educational needs at the present stage of education development in Ukraine (Chupakhina, 2017). Tangent to our study we consider such an interpretation of the concept of «competence – a measure of responsibility of knowledge, skills and experience of persons of a certain socio-professional status real difficulty of their tasks and solved problems» (Chief editor Kremen, 2008). Therefore, readiness for professional activity, determined on the basis of a competent approach, involves the free possession of their profession and orientation in related fields of activity, competitiveness in the market.

The content of teacher's readiness for professional pedagogical activity includes theoretical and methodological knowledge, professional and applied-skills, positive attitude to pedagogical activity, ability to solve professional tasks, etc. The analysis of research on the problem of the professional competences of the elementary school teacher allowed us to conclude that there is no single approach to the definition of their species (Contributors: Gulo, et al., 2013). Given this approach, the structure of psychological and pedagogical readiness of teachers to work in the system of inclusive education can be described through a set of motivational, personal, emotional-volitional and cognitive components. Consider the components of the readiness of the elementary school teacher for professional activity in more detail (Fig. 1).

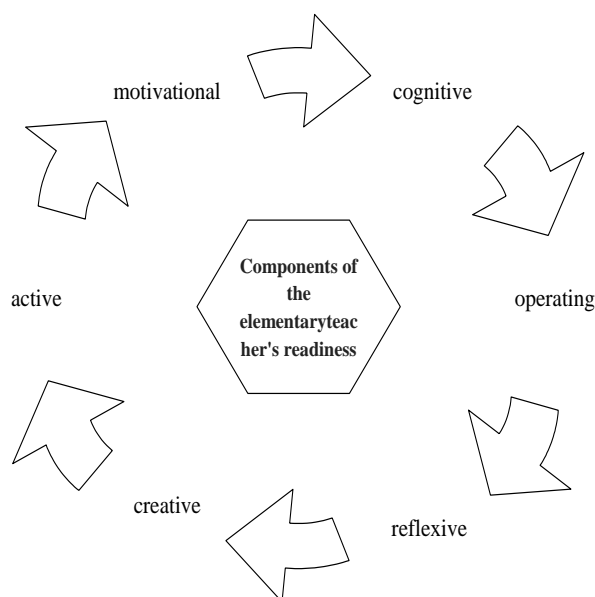


Fig. 1. Components of the elementary teacher's readiness for professional activity

The above components of teacher's readiness for work with junior pupils in an inclusive educational environment can be characterized as follows:

- motivational – a set of stable motives for activities in an inclusive educational environment, an orientation towards the introduction of an effective learning process, the recognition of each student by the subject of educational activities, the formation of internal readiness for the positive perception of students with special educational needs;

- cognitive – a system of knowledge and ideas about the problems of people with disabilities, especially the mental and physical development of children with special educational needs and peculiarities of the organization of the process of inclusive education;

- operational – mastering of methods and experience of solving specific professional tasks (formation of certain important competencies and development of students) in the process of teaching children in an inclusive educational environment;

- reflexive – the ability to reflect cognitive, professional activity in conditions of inclusive education.

- creative – reflects the creative activity and personality features of the teacher, allowing to create new material and spiritual values, as well as develop the potential of students with special educational needs, taking into account their capabilities;

- activity – consists of methods and techniques for the implementation of vocational and pedagogical skills in working with children with special educational needs and foresees the formation of appropriate professional competences for future teachers.

The higher component of the personality is professional competence. Professional competence refers to the integral characteristic of business and personal qualities of specialists, reflecting the level of knowledge, skills, skills and experience sufficient for decision-making activity (Contributors: Gulo, et al., 2013). The theoretical analysis of scientific sources concerning the readiness of primary school teachers to work in an inclusive educational environment indicated the need to take into account the individual characteristics of a teacher's personality in working with children with special educational needs. At the same time, in modern studies, scientists have argued the need for an integrated

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approach to the process of studying the formation of the personality of the future teacher (Kolupayeva, 2010). Integration of the above-mentioned components ensures personal orientation of teachers for interaction with all students of the class and promotes successful pedagogical activity in the conditions of an inclusive educational environment. Scientists have identified the professional qualities necessary for a teacher to work with children with special educational needs: tolerant attitude towards people, empathic adoption of a child with special educational needs, emotional stability, consciousness, optimism, etc. (Kolupayeva, 2010). The specificity of the readiness of teachers to work with children with special educational needs in the inclusive educational environment of the elementary school is revealed through the content of certain indicators (Fig. 2), which determine the motivational components.

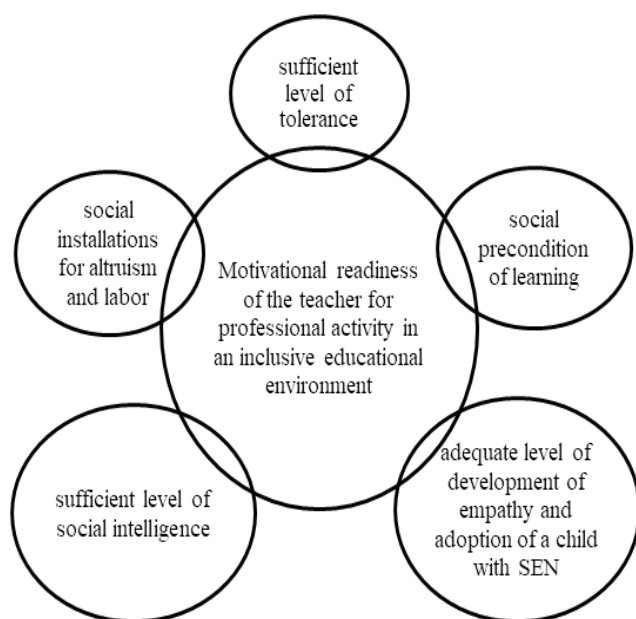


Fig. 2. Motivational readiness of the elementary school teacher for professional activity in an inclusive educational environment

Therefore, in our opinion, the formation of the psychological and pedagogical inclusive competence of future teachers should be ensured by a comprehensive step-by-step influence on the specified structural components of readiness: personal, emotional and volitional motivation (stage 1), cognitive (stage 2) and consolidation of all the qualities formed at the previous stages and their implementation during practice, taking into account the priority directions of psychological and pedagogical support of a child with special educational needs in the system of inclusive learning: work on adapting a child with special educational needs to school, working with parents, and interaction with other specialists involved in the psychological and pedagogical support of such a child (stage 3). Thus, the primary component of the model for the formation of inclusive competence of future teachers in the process of training based on contextual learning technology is the sequence of mutually agreed stages (Fig. 3).

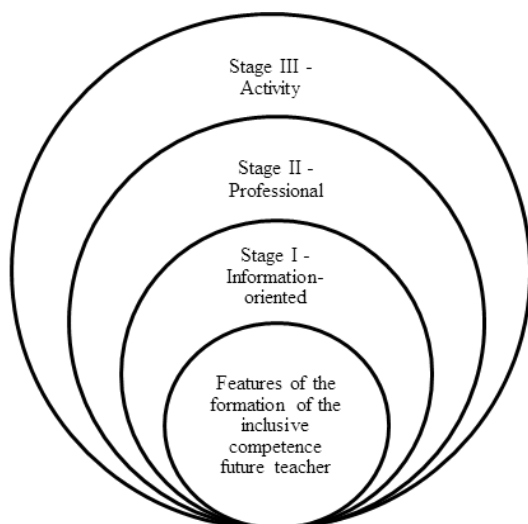


Fig. 3. Formation of inclusive competence of future primary school teachers

In order to realize the goal of our study, consider the above-mentioned stages in detail:

- the informational-orientation stage is aimed at forming a positive motivation for pedagogical activity in the conditions of inclusive education and acquiring the ability to think pedagogically on the basis of the knowledge system necessary for creation and work in an inclusive educational environment. At this stage, the formation of future teachers of motivational and cognitive components of inclusive competence;

- professional – the purpose of this stage is the experience of practical activities in conditions that simulate future professional activity in the process of inclusive education and analysis of their own educational and professional activities. It is characterized by the formation of mostly operational and reflexive components of the inclusive competence of future primary school teachers;

- the activity stage is aimed at the further development of the inclusive competence of future teachers in elementary school and application of the formed professional competences in practice.

Therefore, in our study, the problem of forming the inclusive competence of future primary school teachers as a component of their professional competence is becoming a problem.

Taking into account the aforementioned important place occupy active methods of training (business games, solving problem pedagogical problems, discussions, etc.).

Conclusion

The main task of our study was to determine the levels, description of the features and the nature of the readiness of primary school teachers to teach children in an inclusive educational environment. The planning and organization of the experiment were formed in accordance with the tasks of the study, which determined the next selection of the appropriate psychodiagnostic complex. During the study, during 2017, the pedagogical faculty of the specialty «Preschool education» was chosen as the specialization «Primary education» and «Primary education», the educational level of the «master» of full-time and part-time study forms. The total number of respondents was 80 primary school teachers. The experimental study consisted of several stages. At the first stage, we conducted a frontal survey of students who, in order to form a representative sample, were grouped according to:

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1) age: 52.5% (42 persons) studied from 21 to 26 years, 32.5% (26 persons) – from 27 to 34 years old, 15% (12 persons) – from 35 to 40 years;

2) length of service: 65% (52 persons) of subjects from 1 to 5 years; 23.75% (19 persons) – from 6 to 9 years old; 11,25% (9 persons) – 10 to 19 years old;

3) type of organization of training: general education class – 70% (56 persons), inclusive class – 20% (16 persons), special class – 10% (8 persons).

Methods were obtained for the individual study of teachers, taking into account their psychological peculiarities. We used psychological methods: observation, testing, questionnaires, survey methods. In the process of diagnosis, attention was drawn to external circumstances, namely: the emotional response of respondents to the problem of working with children with special educational needs and the need to increase the effectiveness of interaction. Diagnosis was conducted in the form of productive dialogue. Observations on the work of students during the production practice, conversations with methodologists and school teachers, with which the student students collaborated, focused our attention on studying the age characteristics of the respondents, the level of competencies, emotional manifestations, correctional and developmental work with students. To obtain greater validity of the results, we did a control record of observations, which were based on the analysis of the study.

At the initial stage of the experiment, we determined the diagnostic complex of studying the motives of psychological and pedagogical readiness based on the factors relevant to the work with children with special educational needs, characteristic of the activity. On the basis of the allocation of groups of motives was formed a set of selected methods. To study levels of motivation and cognitive readiness, we have developed a questionnaire that consists of 12 questions. Questions 1 to 9 aim at studying the level of teachers' knowledge of the peculiarities of developing children with special educational needs and the specifics of the organization of an inclusive educational environment, 10-12 questions - studying the acquisition of technologies and methods for working with children of the specified category. From the arsenal of psychodiagnostic studies, we used methods that were appropriately tested and consistent with the context of our research, namely, such methods as «Diagnosis of the structure of motives of work» (author – T. Badoev), «Motivation for success and fear of failure» (author – A. Rean), «Diagnosis of socio-psychological settings of personality in the motivational sphere» (author – O. Potomkina) (Ed. Golovey&Rybalko, 2002). In accordance with the methodology «Diagnosis of the structure of the motives of work» studied the satisfaction of labor in accordance with the prescribed instruction, teachers assessed their own attitude to factors that affect job satisfaction. As for the second method, «Motivation for Success and Fear of Failure» a questionnaire was proposed to teachers, consisting of 20 statements, and stressed that it was important to take into account professional activity in the context of inclusive education in the answer. The third method, «Diagnosis of the Socio-Psychological Institution of Personality in the Motivational Sphere», provided two different scales, in our case A and B. On the scale A «Detection of installations aimed at «altruism – selfishness» was determined by altruism, the desire to help people. Regarding the scale B «Detection of installations on the «process of activity» – «the result of activity», then they ascertained the subject's orientation to the process or the result of activities in pedagogical activities under the conditions of an inclusive educational environment. During the diagnosis, external circumstances became important, namely the emotional response of respondents to the problem of working with children with special educational needs and the need to increase

the effectiveness of interaction. The study of the level of readiness of teachers to work with children of the specified category has developed a specially organized experiment aimed at determining the psychosocial conditions of readiness for professional activity. We concluded that the development of the readiness of future primary school teachers to work in the inclusive educational environment is their awareness not only of the need to increase professional competence for the effectiveness of developmental interaction, but also the definition and awareness of ways to achieve a positive outcome. Therefore, the proposed methodological and diagnostic approach to the formation of the inclusive competence of the teacher will enable us to determine the levels of readiness and means of forming the identified competence of future teachers of elementary school.

Limitations and further research

According to the results of the analysis of scientific researches and according to the current views of scientists regarding the professional training of primary school teachers for their professional activities in the context of the inclusive educational environment, we have proposed and initiated research on the formation of inclusive competence of future educators. The methods, which have been tested, have been proposed and a questionnaire has been created for primary school teachers that cover the information-oriented stage of our study. In the following studies, we will describe in detail the results of this study and substantiate the views of primary school teachers on the problem of inclusive education.

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PEER COACHING: HISTORY & TYPES

Annotation. There are a variety of approaches to peer coaching. In peer coaching, the focus is on the teacher as learner. The language experts describe four aspects of the teacher as learner – technical, reflective, research, and collaborative – which are played out in a variety of coaching experiences. The forms peer coaching can take are limitless.

Peer coaching has nothing to do with evaluation. It is not intended as a remedial activity or strategy to “fix” teachers. Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Key words: peer coaching, to reflect, collaborative, teacher, different approaches, students, instruction, curriculum, new ideas, instructional strategies, evaluation.

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. Although peer coaching seems to be the most prominent label for this type of activity, a variety of other names are used in schools: peer support, consulting colleagues, peer sharing, and caring.

Regardless of how coaching relationships are labelled, they all focus on the collaborative development, refinement, and sharing of craft knowledge.

Peer coaching has nothing to do with evaluation. It is not intended as a remedial activity or strategy to “fix” teachers. Several school systems have supported peer coaching as a way to increase feedback about instruction and curriculum.

This approach conceptualizes teaching as a narrative act and provides a nonthreatening way for teachers to share pedagogical knowledge.

Other teachers have used the peer coaching process to conduct action research.

In this situation, a teacher formulates a set of hypotheses about classroom practices and develops a plan to test them by asking a colleague to observe and take notes. Later, the colleagues discuss and analyze the data. Some teachers have kept reflective journals of their findings over time.