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**A SYSTEM OF TRAINING TEACHERS FOR WORK WITH CHILDREN WITH DISABILITIES
IN THE CONTEXT OF INCLUSIVE EDUCATION**

Ph. D. (c) Irina Vladimirovna Artsimovich

Armavir State Pedagogical University, Russia

ORCID: 0000-0002-0690-3038

art-94@mail.ru

Ph. D. (c) Anna Meliksovna Dokhoyan

Armavir State Pedagogical University, Russia

ORCID: 0000-0002-7469-6958

d.a.m@mail.ru

Lic. Irina Aleksandrovna Maslova

Armavir State Pedagogical University, Russia

ORCID: 0000-0003-2508-4610

maslova_ia@mail.ru

Ph. D. (c) Tatiana Ivanovna Oleshko

Armavir State Pedagogical University, Russia

ORCID: 0000-0002-2677-1095

oleshko_69@mail.ru

Ph. D. (c) Natalya Vladimirovna Skiba

Armavir State Pedagogical University, Russia

ORCID: 0000-0002-8066-1292

d.a.m@mail.ru

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Abstract

The article represents the analysis of scientific research on a given problem; an author's model of a system of training teachers for work with children with disabilities in the context of inclusive education is provided by the example of teaching psychological disciplines in Armavir State Pedagogical University. A model of psychological training for future teachers, including in the framework of inclusive education, is presented. The authors note the shortcomings of inclusive education, in particular the lack of public readiness for the acceptance of a person with disabilities, the imperfection of the system of social support and provision of such persons and disabled people, the professional failure of teachers to work with this contingent of students.

Keywords

Inclusive education – Children with disabilities – Teacher training – Pedagogical competencies

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Introduction

In recent years, there have been significant changes in the system of Russian education. These changes include the adoption and implementation of Federal Law FZ No. 273 of December 29, 2012 "On Education in the Russian Federation"; the introduction of federal state educational standards (FSES) at different levels of education, FSES of primary general education for children with disabilities, the professional standard of the teacher; the introduction of corrective and inclusive education for children, etc.¹

In the system of school education new forms of test works (regional diagnostic tests, all-Russian tests, etc.) have been used; the following forms of work have been introduced: extracurricular children's activities, the unified state examination and basic state examination procedures, digital educational platforms, etc. At the same time, in the Statistical Bulletin of 2018² it was noted that along with a decrease in certain types of diseases in children (infectious diseases, gastrointestinal tract diseases, skin diseases, etc.), the number of children suffering from maladies leading to disability is increasing (oncological diseases and endocrinological problems, mental and behavioral disorders, HIV, etc.). There is an increase in the number of children with congenital malformation and chromosomal abnormalities.

More than 70% of school graduates suffer from various chronic diseases, quite a lot of children with disabilities go to school, and the number of diseases acquired at schools constantly growing. These problems determined the specifics of modern state policy of Russia in the field of education. The Ministry of Education and Science of the Russian Federation proposes the widespread and immediate implementation of inclusive education, the use of health-saving technologies in the teacher's activities, the formation of a healthy lifestyle in children, the prevention of addictions (psychoactive substances, the Internet, HIV infections, etc.). The Federal Program for the Development of Education until 2025 provides for the solution of the problems of teaching physically weakened children and children with chronic conditions, including children with disabilities³.

¹ Federal Law FZ-273 "On Education in the Russian Federation". December 29, 2012. Retrieved from: <https://rg.ru/2012/12/30/obrazovanie-dok.html>; Federal Law FZ-181 "On Social Protection of Persons with Disabilities in the Russian Federation". November 24, 1995. Retrieved from: <https://rg.ru/2019/07/22/sozzashita-dok.html>; Federal State Educational Standard of Primary General Education for Children with Disabilities. 2013. Retrieved from: https://minobr.gov-murman.ru/files/Lows/Gener_edu/OVZ/Cons_FGOS_OVZ.pdf; Order of the Ministry of Education and Science of the Russian Federation of December 19, 2014 No. 1598 "On Approval of Federal State Educational Standard of primary general education for children with disabilities". Retrieved from: <https://docs.edu.gov.ru/document/b903f8ab3dee1dc5e0835ee9f10b59a9/>; Order of the Ministry of Education and Science of the Russian Federation No. 1598 "On Approval of Federal State Educational Standard of primary general education for children with disabilities". December 19, 2014. Retrieved from: <https://legalacts.ru/doc/prikaz-minobrnauki-rossii-ot-19122014-n-1598/> y Letter of the Ministry of Education and Science of the Russian Federation No. IR-535/17 "On Corrective and Inclusive Education of Children". June 7, 2013. Retrieved from: http://www.consultant.ru/document/cons_doc_LAW_157999/

² V. V. Rubtsov; S. V. Alekhina y A. V. Khaustov, "Continuity of inclusive education and psychological-pedagogical support for persons with special educational needs", Psychological-Pedagogical Research Vol: 11 num 3 (2019): 1-11.

³ T. O. Archakova, "Inclusion: goals for teachers", Collection of the portal of psychological publications PsyJournals.ru, Vol: 1 (2009). Retrieved from: http://psyjournals.ru/pj/2009_1/Archakova.shtml.

The health (physical, psychological and social) of children, the protection of their rights and interests, psychological and pedagogical support, including the support for children with disabilities within inclusive education, are considered as one of the priority tasks of the educational system in the Russian Federation nowadays. Any child has the right to social adaptation and habilitation, training and education, development and self-realization⁴.

Research methods

Many educational institutions in the Russian Federation have created material living conditions in order to implement inclusive education. However, it should be noted that the disadvantages of inclusive education include the psychological unpreparedness of our society for accepting a person with disabilities, the imperfection of the system of social support for persons with disabilities and the professional failure of teachers in the work with such schoolchildren.

In a study conducted by O.A. Us⁵ and A.A. Privilina⁶, it was noted that 47% of respondents believe that teachers are not ready to implement inclusive education; 35% of respondents indicate a lack of knowledge about the characteristics of psychological, methodological, pedagogical work with such children. To solve the problem of overcoming the incompetence of teachers to work with children with disabilities through advanced training only is not enough. It is significant to form a set of competencies in future teachers while they are still at university to enable them to successfully work with this group of children.

According to S.I. Sabelnikova⁷, the successful implementation of inclusive education requires teachers to have a certain set of knowledge about the essence of inclusive education, its principles, content and implementation features in an educational institution, its specifics and laws. Teachers should also know the specifics of the development of children with disabilities and their difference from normal development, means and methods of training to work with this contingent of students. It is essential to know how to design a pedagogical process for students with different levels of development, how to interact with all participants of the educational process.

I.A. Makarova⁸ paid special attention to improving the qualifications of teachers in their work with students with special needs. The author describes the psychological characteristics of educators who are ready to work within inclusive education.

⁴ Federal Law FZ-273 "On Education in the Russian Federation". December 29, 2012. Retrieved from: <https://rg.ru/2012/12/30/obrazovanie-dok.html>

⁵ O. A. Us y A. A. Privilina, "Training teachers for work with children with disabilities in inclusive education", Scientific-Methodological Electronic Journal "Concept" Vol: 29 (2016): 111-111.

⁶ S. I. Sabelnikova, "On the criteria for the readiness of an educational institution to implement federal state educational standards (FSES)", Education Administrator, Vol: 9 (2011): 83-86.

⁷ Statistical compilation of the Ministry of Healthcare of the Russian Federation 2018. Retrieved from: <https://minzdrav.gov.ru/ministry/61/22/stranitsa-979/statisticheskie-i-informatsionnye-materialy/statisticheskiy-sbornik-2018-god>

⁸ I. A. Makarova, Psychological characteristics of teachers who are ready to work in an inclusive educational space. Inclusive Education: Problems, Searches, Solutions. International Scientific and Practical Conference Proceedings (Yakutsk, 2011); I. A. Makarova, "Inclusive vocational education: the experience of implementation in terms of the Amur Teachers College", Psihologicheskaja nauka

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O. A. Us⁹ and A. A. Privilina¹⁰ having analyzed some scientific works on this topic presented the following set of pedagogical competencies necessary for employees within inclusive education.

Name of a competency	Type of a competency	Компоненты компетенции
professional	cognitive	teacher's meta-knowledge; knowledge of documents regulating the rights of normal children and children with disabilities; the ability to effectively work with information; knowledge and mastering of health-saving educational technologies; knowledge of theoretical, methodological and technological features of organizing inclusive education; knowledge of physiological, psychological, personal and age-related characteristics of the development of children with disabilities.
	design	the ability to correctly build a pedagogical route; the ability to choose correct methods that are most effective in a particular educational situation.
	constructive	the ability to correctly draw up lesson plans that will help to achieve a pedagogical task.
	organizational	the ability to effectively organize one's own work as well as the work of the entire class; the ability to find affordable methods for rallying and motivating students.
personal	communicative	the ability to find ways to interact with any student within educational activities; the ability to clearly convey one's thoughts, not only through speech but also through non-verbal communication (facial expressions and pantomimics); teacher's suggestive techniques.
	reflective-perceptive	the ability to understand the internal state of a student, to penetrate into his inner world; the ability to reflect on one's work; psychological and pedagogical observation.
	forecasting	the ability to predict the development of necessary personal qualities in a child (educational design of the child's personality).

Table 1

Competencies necessary for teachers to work with children with disabilities

Let us introduce a model of psychological training for future teachers, within inclusive education as well, which has been established at Armavir State Pedagogical University (the direction of training – "Pedagogical Education", level of education – bachelor).

i obrazovanie num 1(2014): 62–72 y N. V. Kuzmina y T. V. Nescheret, Inclusive education as creative activity in the light of the subject of fundamental acmeology. Defectology as a Basis for Inclusion: International Scientific and Practical Conference Proceedings. Saint-Petersburg: Smolny Institute. 2016. Retrieved from: <http://smun.spb.ru/sites/default/files/9%20%D0%BC%D0%B0%D1%8F%20%D0%A1%D0%91%D0%9E%D0%A0%D0%9D%D0%98%D0%9A%20%20%D0%A2%D0%9E%D0%9C.pdf>

⁹ O. A. Us y A. A. Privilina, "Training teachers..."

¹⁰ S. I. Sabelnikova, "On the criteria..."

As we can see, special attention is paid to the training of future teachers within inclusive education. In the course of training, during studying the disciplines of the psychological cycle, a training model meeting the criteria of consistency, continuity, logic, adequacy, completeness, validity and reproducibility was introduced¹¹. The training model and the main content are presented in Table 2.

Semester	Name of a discipline	The main content
1	General and social psychology	<p>Introduction to general psychology. Psychology as a science. History and stages of the formation of psychology as a science. Basic psychological theories and directions. The subject, tasks, methods, structure of modern psychology</p> <p>Personality in activity and communication. Psychological activity theory. The psychology of personality. Personality in the social world. The psychology of groups, leadership and management. Communication and social cognition. Methods of influence and team management.</p> <p>Mental processes and conditions. Feeling and perception. Memory. Thinking, speech and imagination. Attention. The emotional-volitional sphere of human.</p> <p>Individual psychological properties (temperament, character, abilities).</p>
2	Developmental psychology	<p>General issues of developmental psychology. The subject, tasks and methods of developmental psychology. Problems and patterns of mental development. Periodization of human mental development.</p> <p>Psychological analysis of the age stages of development. Psychological features of the childhood period. Psychological characteristics of adolescence. Psychological characteristics of an adult (growing up, maturity, elderly and senile ages).</p>
3	Pedagogical psychology	<p>Introduction to pedagogical psychology. The subject, tasks and methods of pedagogical psychology</p> <p>The psychology of teaching and communication. The psychology of pedagogical activity. Pedagogical communication. Conflicts in pedagogical activity.</p> <p>The psychology of a teacher. The structure of professionally significant qualities of teacher's personality. The professional standard of a teacher: psychological content.</p> <p>Psychological foundations of personality development in the learning process.</p>

¹¹ O. V. Bonin, "On the problem of training teachers in inclusive education: the specifics of professional competence", Secondary Professional Education num 1 (2013): 49-51 y S. A. Zalygaeva; N. A. Pronina y K. S. Shalaginova, "Training future teachers to work with children with disabilities in a mass school", Scientific and methodological electronic journal "Concept" Vol: 4 (2019) 34-46.

		<p>The psychology of educational activities. Psychological support for the implementation of federal state educational standards. Educational motivation, diagnostics and formation. The psychological basis for different types of training. Psychological and pedagogical technologies of individualization in education. The psychology of upbringing. Relevant issues of the psychology of upbringing. Psychological mechanisms of personality formation in the process of upbringing. Diagnostics of upbringing. The psychological basis for working with “difficult” children and children at risk in an educational institution. The psychological basis for working with children with disabilities. Tutoring in educational practice.</p>
5	The psychology of upbringing	<p>The essence of upbringing and its place in the integrated structure of the process of personality formation. Driving forces and the logic of the educational process. Patterns and principles of upbringing. National specifics and paradigms of upbringing in Russia. Methods and techniques of schoolchildren’s upbringing. The psychological content of upbringing in a comprehensive school. Self-upbringing as a process and result of upbringing. Organization of upbringing in a general educational establishment.</p>
6	Teaching people with disabilities	<p>The theory of psychological and pedagogical support for children with disabilities Etiology of deviant development. Mental dysontogenesis as a “developmental disease” The specifics of the development, training and upbringing, diagnostics of children with developmental delays in a comprehensive school. The specifics of the development and upbringing of children with intellectual disabilities. Support for children with sensory impairments. Children with impaired speech and communicative behavior. The specifics of disorders of the musculoskeletal system and cerebral palsy. The specifics of the development of children with autism and complex disorders. Education and development of children with disabilities. The specifics of the development, training and upbringing, diagnostics of children with disorders in the emotional-volitional sphere. Compensation and correction of developmental deviations. Socialization of a child with developmental disabilities. Rehabilitation and habilitation of people with disabilities. Psychological-pedagogical assistance: applied aspects. Work with children with disabilities in an educational organization. Psychological-medical-pedagogical consultation (PMPC).</p>

Table 2

The training model and the main content of psychological disciplines in training teachers for work with children with disabilities

Conclusion

We believe that such a systematic approach allows forming a necessary set of competencies in teachers for their effective work within inclusive education.

Thus, the professional and personal readiness of the teacher to work with children with disabilities implies the formation of a whole set of qualities, which are based on personal resources. To identify the level of professionally significant qualities, it is necessary to use a set of diagnostic techniques to correlate the results of diagnosis with the requirements for the teacher working with children with disabilities, he directed his activity to correction, development, improvement of the components necessary for a competent teacher.

K.D. Ushinsky's assertion that the teacher lives as long as he learns takes on special significance in modern conditions. Life itself has put on the agenda the problem of continuous pedagogical education, the need for continuous improvement of the teacher through tireless work on oneself course.

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