Current Problems of Training Pedagogical Staff for the Implementation of Inclusive Education

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ABSTRACT

Inclusion primarily involves the inclusion of all children in society, because children with disabilities most of all need a friendly educational environment, which at the same time would not be artificial. Programs specially developed for "special" children are implemented in the isolation of boarding schools. Correctional organizations create a closed world for the child, in which attention is focused on his "lack". An inclusive approach gives children the opportunity to become part of society and live a real life.

At present, the successful functioning of any educational institution becomes unthinkable without qualified correctional and developmental work. In this regard, the problem of preparing teachers to work with children with disabilities is of particular importance. The training and development of personnel in the field of inclusive education is an urgent problem that requires an integrated approach to its solution. This area requires a special approach to teaching teachers. It is necessary to develop and methodological programs aimed at comprehensive education based on understanding and helping children with certain disabilities.

An inclusive approach is a flexible approach that ensures that all children have equal access to education. Inclusion in translation from English means: "inclusion", "involvement". In other words, inclusive education involves joint (in the same team) education of children with special needs and their peers. In this system, equal attention is given to all children. Even now, in the second decade of the 21st century, many people do not understand why inclusion is so important, because there are separate educational institutions for children with special needs.

There are several key ideas on which inclusive education relies. They are called the eight principles of inclusion. The existence of these principles is due to the fact that joint education of "ordinary" children and children with special needs is possible only if certain conditions are met for building an inclusive educational process.

The first principle says that the value of any person is not measured by the size and quantity of his abilities and achievements. All people have equal rights, and each of them has

the right to respect for his human dignity, as well as the right to all-round development. A child is valuable not because he has succeeded in some activity, but simply because he is, first of all, a person.

The second principle recognizes for each person the ability to think and feel, thereby recognizing in him a self-sufficient personality and reinforcing the first principle.

According to the third principle, absolutely every person has the right to communicate and has the right to be heard and listened to. In other words, this principle denies the very possibility of isolating anyone from society for any reason.

In the system of inclusive education, each child can fully socialize, being in the company of their peers. But more importantly, no child is left behind.

The third principle is supported by the fourth, which states that all people need each other. And all people must remain in close connection with society. A good (and exaggerated) illustrative example of how much growing up outside of society affects a child can be considered " Mowgli children ", well-mannered animals. Statistics showed that practically none of these children could later fully adapt to human society, and many of them could not even survive.

The fifth principle, derived empirically, states that successful education can only be carried out in a "natural", close to real life environment, where the knowledge received by the child will be given to him in the context of human relationships. The requirement to stop the practice in which children with special needs are left out of society is the most basic requirement of inclusion.

Inclusive education tries to form a tolerant attitude towards people with special needs among all participants in the educational process. The sixth principle is derived from the laws of psychology. It states that every member of society needs the friendship and support of other members of society, especially peers and peers. Most of all, we want to be accepted in society, and the easiest way to communicate is with people of approximately the same age. The seventh principle correlates with the principle

of developmental learning. He argues that children can only make progress in their education if they "do what they can't." Solve not those tasks that are easy to solve, but those that are solved only after the application of some mental effort.

Being in specialized organizations, where everything around is adjusted to its characteristics, the child finds himself in an environment that does not prepare him for the real world. Inclusive education, putting surmountable obstacles in front of children, develops them. The eighth principle supports this belief by saying that diversity benefits all areas of human life, that is, inclusion offers new opportunities not only for those who are cut off from society, but for the whole society as a whole, which begins to activate more and more human resources.

Some of the main problems of inclusive education:

1. Training of personnel for inclusive education. At the moment, the solution of this issue is the least secure both organizationally and methodologically. The teacher does not have in the arsenal of methodological and didactic developments, pedagogical technologies that correspond to the tasks of inclusive education.

2. Another serious problem is the need to change the educational environment, which is directly related to funding problems.

Not all educational organizations can afford the creation of inclusive groups or classes, just because there is a need to purchase additional teaching aids, special equipment. These include special chairs with armrests, special tables, posture correctors, tactile panels, as well as the necessary means for organizing without a barrier environment, etc.

3. The process of including children with disabilities in education is very complex. It is necessary to create specific technologies for psychological and pedagogical support of inclusive processes in education, which will make this process adaptive and flexible.

One of the conditions for the implementation of inclusion itself is the training of personnel for the organization of inclusive education. Teaching children with disabilities requires separate methodological preparation -

the development, adaptation and implementation of special programs or pedagogical technologies. "Special" and "ordinary" children can participate in joint group work, while they can be assigned different learning tasks. A prerequisite for success is the acceptance of "special" children along with their characteristics and the willingness to help them achieve their goals. To form such a position, a humanistic worldview, energy and self-care skills are needed. Without the last condition, a teacher working in difficult conditions of inclusion runs the risk of being subjected to the so-called professional burnout. In addition, the introduction of an inclusive approach in an educational organization is impossible without the active support of the administration.

Methodological and explanatory work should be carried out with the team so that all employees stand on a single position and develop a single framework algorithm for how to act in difficult situations. A teacher working with children with disabilities should know who to contact for help.

Accompanying "special" children, establishing and maintaining contact between children and teachers, supporting teachers and parents, systematic work with children's society is carried out by employees of the psychological support service. The work of the "Service" is aimed at accepting and supporting "special" children, helping them in difficult situations, explaining why it is important that they study together with other children, why they sometimes behave strangely, what this can mean and how to help them correctly. In order to prevent emotional burnout of the teaching staff, it is necessary to organize an informal space where teachers working with children with "disabilities" can share both their difficulties and successes. The format of interactive seminars, clubs, community circles is well suited for this.

The main purpose of such events is psychological unloading, relieving anxiety and emotional stress. However, it must be understood that there are difficulties in the work of a teacher with an inclusive class or group, such as:

- Children with special needs may exhibit complex behaviors that disrupt the learning process. Sometimes they show aggression towards others, which is a danger to the health and well-being of other children.
- Other children may bully children by reacting to their behavior.
- Parents of normotypical children may demand immediate action, up to the removal of an inconvenient student from the children's society.
- The capabilities of children with disabilities may not allow them to master the curriculum to the required extent.

In order to cope with these difficult situations, it is important to understand that the implementation of an inclusive approach in any case requires the investment of various resources.

This is the adaptation of programs, the preparation of an individual curriculum and individual tasks, and the involvement of specialists to work with "special" children, and additional communication with the parent community. It is important to be prepared for this work and plan it correctly. Having assessed the possibilities of "special" children in learning, it is necessary to understand whether the child will study according to the general program or not. In the case of a negative answer, it is necessary to draw up an individual plan for his training with realistic goals, set the deadlines for their implementation and consistently implement the plan. Tutor should be attached to the child - an accompanying person who is constantly next to the child, helps him get involved in work, does not interfere with communicating with other children outside of class, but competently suppresses acute situations. Work with the parent community should be explanatory. It is important to tell what position the teaching staff takes regarding the joint education of different children and why this is correct from the point of view of education.

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