

## **Practical Implementation of the Paradigm of Teachers' Inclusive Competence in the System of Preschool and Secondary Education**

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### **Abstract**

*The article highlights and substantiates the importance of the practical application of inclusive teacher competence in the system of preschool and secondary education. Modern aspects of professional education of future teachers in the system of preschool and school education in Ukraine and abroad are analyzed. The importance of the inclusive competence of a teacher in the system of preschool and secondary education is revealed. Ways to optimize the professional education of teachers in the system of preschool and inclusive education are proposed.*

**Key-words:** Competence, Inclusive Competence, Inclusive Education, Preschool Education, Professional Education, Secondary Education.

### **1. Introduction**

Today, the system of preschool and general education is at the intersection between the traditional system (traditional values, attitudes, habits) and the modernized system, which began its formation and aims to provide optimal conditions for the education of all members of society. We explain this by the emergence of changes in the structure of professional competence of teachers in the system of preschool and secondary education due to the desire of Ukraine to integrate into the European space. Given these conditions, educational institutions, especially preschool and general secondary education institutions, should expand their functions and become compulsory for children

to attend. Of particular note is the need to improve the system of secondary education, in particular, taking into account the opportunities for socialization of children with disabilities [13].

The concepts of "competence", "competence", "competent", "key competencies", etc., according to Ukrainian scientists [8], appeared in the domestic pedagogical lexicon not as a result of self-development, but borrowed from foreign pedagogy. Based on various competencies of education (competence - based education - CEE), began to take shape in the United States in the 70s of last century, in particular in the field of business. This was due to the problem of determining the qualities of the future employee, which later became known as competencies. They were considered as independent universal components of any professional activity influencing its successful realization [6; 7]. And from the late 80's - early 90 years of XX century, first in the United States and later in other countries, the study of best practices of teachers began to be associated with the definition of competence as a specific educational outcome. [10; 18; 22; 23].

Ukrainian and foreign scientists study the problem in different directions: interpretation of the concept of "professional competence" as a complex multidimensional phenomenon (V. Adolf, A. Aleksyuk, O. Belkin, M. Voloshin, I. Zyazyun, B. Elkonin, N. Nychkalo, G. Tereshchuk); determination of professional and pedagogical competence of a teacher (O. Kozyrev, N. Kuzmin, V. Lozova, A. Markov, R. Pakhomov); modeling of the process of its formation (O. Dakhin, N. Kuzmina, V. Serikov, M. Choshanov, O. Shiyan); disclosure of its content (V. Bondar, V. Bezdukhov, A. Markova, J. Kodlyuk, Y. Tatur) [21].

The issue of introducing inclusive education in Ukraine has become relevant for many researchers in recent years. In particular, the following problems are studied: general aspects of the organization of inclusive educational space (V. Zasenka, A. Kolupaeva, T. Sak, N. Slobodyanyuk, N. Sofiy) preschool inclusion (I. Biletska, L. Biletska, O. Zavalnyuk); some aspects of preparation of the future primary school teacher to work with students with special needs (V. Bondar, L. Grechko, M. Matveeva, S. Mironova, N. Nazarova, V. Sinyova, L. Shipitsyna); professional training of teachers to work in an inclusive education (I. Demchenko, E. Yusupova); organization of educational and correctional support in an inclusive classroom (O. Kulyk, S. Litovchenko, Y. Naida, I. Suprun, O. Taranchenko, V. Schneider, G. Finko,) and others.

The concept "competence" (*lat.* *competens* – appropriate, capable) is seen as the acquisition of knowledge in a particular professional field. Under the professional competence of a teacher of preschool and secondary education, we understand the system of personal capabilities of the teacher, which allow you to independently and effectively perform professional activities [14]. That is why

the application of the acquired theoretical knowledge in practice is mandatory for the inclusive competence of the teacher in the preschool and general secondary education system .

We distinguish, in accordance with the definition of "competence", that the phenomenon we describe determines the level of professionalism of teachers in preschool and secondary education, and he in turn acquires the acquired competencies, which is the purpose of teacher training [2].

Professional competence of a special teacher in the field of inclusive education of children with special educational needs – a dynamic combination of knowledge, skills, thinking, attitudes, values, other personal qualities, which determines the ability of a specialist to successfully carry out professional activities in an inclusive educational environment; integrated concept, covering: worldview of the teacher as a basis for the development of all components of professionalism, deep awareness and practical skills in the field of inclusive education of children with special educational needs, developed professionally significant qualities [12].

The concept of "inclusion" is considered to be the process of increasing the degree of participation of all citizens in society (especially those who have certain disorders in psychological or physical terms); "Students with special needs" are students with mental or physical disabilities who need to take into account their characteristics in creating access to quality education [16].

It is important to note that the system of inclusive education is a modern trend, but it does not cancel the modern system of differentiated vocational education. Effective integration is possible only if the systems of vocational and inclusive education are constantly improved. The introduction of inclusive education should be carried out gradually, as appropriate socio-economic conditions are created, qualified teachers are trained and society's attitude towards children with disabilities changes [4; 9].

The goal of the modern education system is to ensure the availability of educational resources for preschool education and inclusive education. The formation and dissemination of a new philosophy of society continues – the creation of conditions for active participation in society, including people with various developmental disabilities, in accordance with international norms at the UN level. One of the difficult areas of deinstitutionalization of the education system is the inclusive education of children with special educational needs, the introduction of which is directly related to the level of inclusive competence of teachers of preschool and secondary schools [3].

In view of the above, it can be stated that the problem of implementing the paradigm of inclusive competence of teachers in the system of preschool and general secondary education is currently insufficiently studied. To solve this problem, it is necessary to coordinate the efforts of

representatives of various scientific groups, theorists and practitioners. The practice-oriented concept of the quality of professional training of future specialists in the field of preschool and inclusive education occupies an extremely important place in this today.

## **2. Analysis of the Research and Publications**

The success and effectiveness of the formation of inclusive competence of the teacher in the system of preschool and secondary education is the formation of socio-psychological, pedagogical, organizational, logistical and other conditions. These factors must constantly interact with each other, ie create a certain system of teacher training.

Analyzing the inclusive competence of the teacher in the system of preschool and general education, it is worth noting some countries, such as: Great Britain, Israel and Japan.

In the United Kingdom, teacher education involves specialized training: the study of special subjects and courses and compulsory pedagogical practice. Pedagogical practice can be carried out on the basis of schools of industrial practice, which are created at the departments of pedagogical training and on the basis of ordinary schools. The content of teacher education in the UK is characterized by the integration of theoretical courses in pedagogy and psychology. In pedagogical educational institutions of the country, these educational disciplines, depending on their orientation, are combined into blocks: professional-pedagogical, special and general education. A separate structure is the section "Pedagogical practice" [1].

One of the leading directions in the development of Israeli pedagogical education is the integration of teaching with practical activities, which is reflected in the increase in time for pedagogical practice, the introduction of various forms of organization of pedagogical activities during training and postgraduate training. The progressive trend of this country is the implementation of responsibility for professional and pedagogical training of specialists of all departments of higher education, not just schools or pedagogical faculties [1].

An important component of the pedagogical training of Japanese teachers is continuity of education, which includes mandatory self-study in the process of professional activity. Continuing education in the workplace fully reflects Japan's cultural commitment to professional self-improvement, and contains a response to unpredictable weaknesses in prior education. After all, more than two-thirds of Japanese teachers who agreed to the survey concluded that previous teacher training was insufficient. Studies conducted by prefectures and local education councils indicate the lack of requirements for teachers at the level of training in higher education. Therefore, the Ministry

of Education (Monbusho) requires a first-year teacher to complete at least 20 days of on-the-job training (practice) during that year.

Under the leadership of Monbusho, prefectures and municipal education departments of Japan, industrial training (practice) is carried out through the introduction of five forms: in school training; informal industrial training, which is carried out by teachers in research groups; trainings at the level of local education centers (prefectures or relevant municipal equivalents); training of Monbusho vice-directors and consultants in the national training center; annual training (for a period of two years) of several hundred teachers on the basis of three national enterprises and organizations established in 1978 to provide professional education for experienced teachers selected from all over the country [1].

Referring to international experience, it can be argued that teacher training acts in this context as a system of combining theory and practice, as inclusive competence is integrated, namely: combines professional knowledge, intellectual skills and abilities and ways to implement them in professional activities [22].

After analyzing the professional training of teachers in preschool and inclusive areas, we can conclude that under inclusive competence we consider a system of personality qualities that have a constant impact on each other. This influence is necessary for high-quality and successful professional pedagogical activity. We present inclusive competence as a way to master theoretical knowledge and apply it in practice. The analysis allows us to say that the inclusive competence of teachers is a system of scientific knowledge, intellectual and practical skills, personal qualities and formations. This system of knowledge with the help of motivation helps the teacher to achieve self-realization, self-preservation and self-improvement.

The widespread introduction of inclusive education motivates the need to rethink the structure of professional competence to update its components.

### **3. Methods**

The purpose of the article is to highlight and justify the importance of practical application of professional competence of a specialist in the field of preschool and inclusive education.

Objectives of the study:

- 1) to analyze modern spheres of professional education of future teachers in the system of preschool and inclusive education in Ukraine and abroad;

- 2) to reveal the importance of professional competence of a specialist in the field of preschool and inclusive education to suggest ways to optimize their professional education.

To solve the tasks used general scientific methods:

- 1) method of analysis and synthesis (in order to reveal the conceptual and categorical apparatus of research and scientific substantiation of modern professional education of future teachers in preschool and inclusive education);
- 2) scientific abstraction, induction and deduction (during the generalization of domestic and foreign experience in the use of professional education of future teachers in preschool and inclusive education);
- 3) abstract-logical (for theoretical generalization of research results and formulation of conclusions);
- 4) systematization and differentiation, grouping, graphical expression of data.

#### **4. Results Analysis**

The inclusive competence of a specialist in preschool and secondary education characterizes his ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally significant qualities, among which the leading is love for children, combined with demanding, empathy and communication (Belenka G., 2012).

The essence of the concept of "inclusive competence" is interpreted in the works of S. Maksimyuk, N. Moiseyuk, T. Pyatakova, I. Khafizullina, M. Tchaikovsky. Inclusive competence is interpreted as the level of knowledge and skills required to perform professional functions in an inclusive learning environment [11]; as the necessary amount of knowledge and skills embodied in the ability to perform professional functions, taking into account the special needs of young people with disabilities, and integrate them into the environment of the educational institution, creating conditions for development and [5]; as an integral characteristic of the teacher (teacher, assistant), which affects the ability to solve professional problems in an inclusive approach to education [17]. Inclusive competence contains a set of interrelated components: motivational, cognitive, operational, reflexive [15]. I. Hafizullina distinguishes in the structure of inclusive competence semantic components, qualified as the ability to understand the content of professional activity in inclusive education and functional components that characterize the functional area and appear as a set of skills

that contribute to professional tasks in the educational process. Differentiate diagnostic, prognostic, constructive, organizational, communicative, technological, corrective and research skills [5]. The list of skills is not exhaustive and can be supplemented depending on the specific situation. To study the readiness of team members to implement inclusive education, criteria of inclusive competence are used, which reflect its content characteristics in terms of knowledge, skills and abilities in accordance with the characteristics of professional activity and degree of participation in inclusion [15].

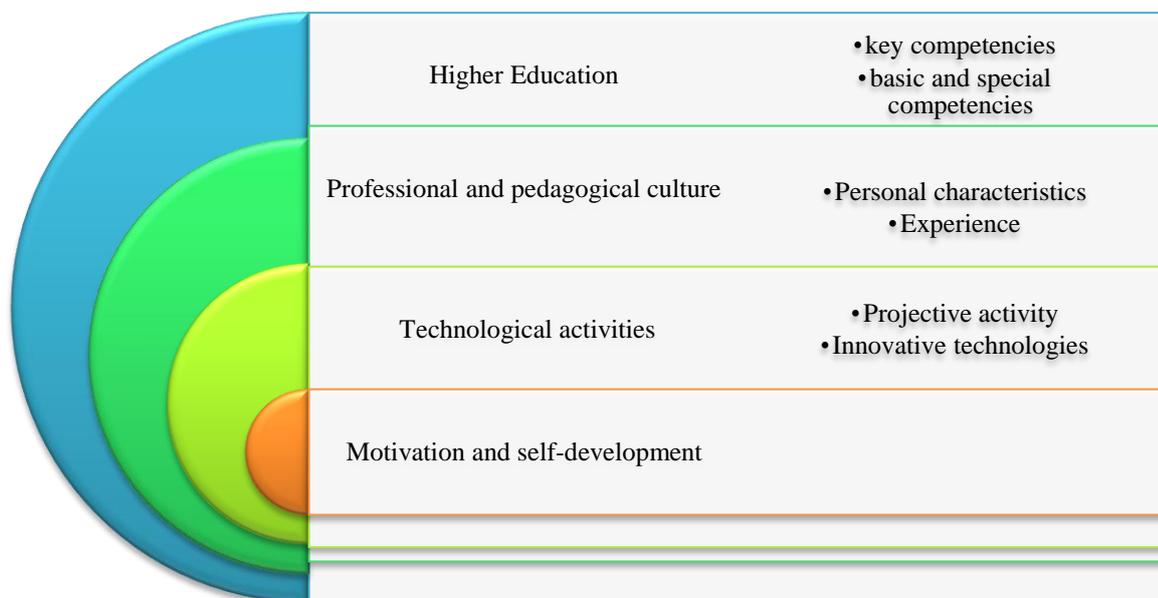
Thus, the inclusive competence of a teacher in the system of preschool and general secondary education is a basic characteristic of his activity as a specialist. This characteristic consists of certain components, such as: includes both professional knowledge and practical skills.

Based on the above, we state that the inclusive competence of a specialist in the field of preschool and inclusive education is a complex system consisting of theoretical knowledge, practical skills and personal characteristics.

The study suggests that the main ways to form the inclusive competence of a specialist in the field of preschool and secondary education in the system of preschool and secondary education are relevant (Fig. 1).

### Ways of forming inclusive competence of a specialist in the field of preschool and secondary education

Figure 1 - Ways of forming inclusive competence of a specialist in the field of preschool and secondary education



Source: developed by the authors

The importance of inclusive competence of a specialist in the field of preschool and general secondary education is determined by its functions, such as: pedagogical self-determination (this is the choice of profession taking into account individual personality traits); self-motivation (teacher in the field of preschool and inclusive education influences himself, rejecting external motivation); self-realization in pedagogical activity (professional knowledge, as basic teacher training, which consists of social, psychological-pedagogical, professional-special components); pedagogical self-rehabilitation (ability to help not only preschool children and children with disabilities, but also themselves).

Taking into account these functions in the process of forming the inclusive competence of a specialist in the field of preschool and general secondary education will ensure the successful solution of the goals and objectives of professional training of future teachers, in particular, the introduction of all its representatives.

## **5. Results and Discussions**

We consider it necessary to represent the main stages of formation of teacher's professional competence in the system of preschool and inclusive education. They are: adaptive-orientational, semantic-reflexive, practical-transformative (Belenka G., 2012).

Each of the stages has its own tasks and is characterized by the dominant cycles of interaction of all participants in the educational process, which are gradually becoming more complicated. At the first stage, methods of interaction are used, which ensure the introduction of the individual into educational activities, as well as the distribution of actions of the teacher and future teachers in the preschool and inclusive areas. In the second stage, the reproductive and teacher-supported actions of students are used. On the third stage, self-regulatory, self-motivating and self-organizing actions. This construction of the educational process determines the gradual use of methods: from explanatory-illustrative, reproductive in the first stage to the methods of problem statement, partial search in the second and research in the third [20].

Our research allows us to pay attention to the components of inclusive competence of a specialist in the field of preschool and general education, which we have divided into three main blocks, such as: theoretical, practical and empirical (Table 1).

Table 1 - Components of inclusive competence of a specialist in the field of preschool and general education

<b>Bloc</b>	<b>Skills</b>	<b>Description</b>
<b>Theoretical</b>	Pedagogical skills	consistent actions of the teacher, based on theoretical knowledge;
	Analytical skills	<ul style="list-style-type: none"> <li>• ability to analyze pedagogical phenomena;</li> <li>• comprehend the role of a single element in a single structure and interact with others;</li> </ul>
	Prognostic skills	<ul style="list-style-type: none"> <li>• a clear imagination in the minds of teachers, pedagogical forecasting of the results of their own pedagogical activities;</li> <li>• mastering prognostic methods;</li> <li>• management of the pedagogical process;</li> </ul>
	Projective skills	<ul style="list-style-type: none"> <li>• specification of the purposes of training and education;</li> <li>• their gradual implementation;</li> </ul>
	Reflexive skills	<ul style="list-style-type: none"> <li>• teacher's assessment of their own pedagogical activities;</li> <li>• analysis of own actions;</li> </ul>
<b>Practical</b>	Organizational skills	involvement of children in various activities and organization of collective activities;
	Mobilization skills	attracting children's attention and developing their sustainable interests in education, work and other activities;
	Information skills	related to the direct presentation of educational information, with the methods of its receipt and processing;
	Orienteering skills	<ul style="list-style-type: none"> <li>• formation of moral and value attitudes and scientific worldview in children;</li> <li>• organization of joint creative activity, which develops socially significant qualities of each child and teacher;</li> </ul>
<b>Empirical</b>	Developmental skills	development of individual students and the class as a whole;
	Communication skills	communication skills (verbal) and skills and abilities of pedagogical techniques;
<b>1</b>	<b>2</b>	<b>3</b>
	Perceptual skills	<ul style="list-style-type: none"> <li>• help to understand others (students, teachers, parents);</li> <li>• understanding the child's individuality;</li> <li>• determination of its value orientations, which are expressed in the ideals, needs, interests of the child;</li> </ul>
	Skills of pedagogical communication	distribution of attention and support to each child and the whole team;

Source: developed by the authors

Given the above, we emphasize the content of practical inclusive competence of teachers in the system of preschool and general education, which is implemented in subject skills, ie in their own pedagogical activities, which must be observed and must be analyzed.

The practical implementation of the paradigm of inclusive competence of the teacher in the system of preschool and general secondary education is associated with high-quality theoretical training of the educational process. For the successful practical implementation of the inclusive competence of the teacher in the system we study requires deep, theoretical knowledge in the specialty and the presence of interdisciplinary knowledge in related sciences, such as psychology, methodology, medicine and more.

The system of pedagogical education in Ukraine in different years during the century formed and reflected the real processes that took place in the state, society as a whole. Professional training of teachers in the fields of preschool and general secondary education involves the constant work of institutions of higher pedagogical education on the formation of inclusive competence in students. By the constant work of institutions of higher pedagogical education, we mean the constant influence of external and internal factors. External factors include, such as: political, social, economic, cultural; the internal factors include the system of professional training in a pedagogical institution of higher education.

Thus, the practical implementation of the paradigm of inclusive teacher competence in the system of preschool and secondary education is an important topic of science and modern society. At different periods of development of pedagogical science and society as a whole, this problem has always been relevant in both theoretical and practical terms. The development of inclusive competence of teachers will help to solve the problems of preschool and general educational institutions, such as: inability to work in an inclusive educational environment; lack of proper level of professional training of teachers; community unwillingness to integrate children with special needs into preschool and general education institutions.

## **6. Conclusions**

The study revealed that the essence of inclusive competence of a specialist in the field of preschool and secondary education is a system of content-pedagogical and organizational-methodical measures in higher education institutions. The effectiveness of this process is measured by the level of readiness of the future specialist for professional pedagogical activity in the inclusive sphere.

The analysis of scientific sources testified to the existence of unequal definitions of the essence of the concept of inclusive competence of a teacher in the system of preschool and general secondary education. This allows you to expand and deepen your understanding of the phenomenon under study. In addition, to characterize the practical component of inclusive teacher competence in the system of preschool and secondary education, the competence approach is widely used [19].

Analysis of modern inclusive education of future teachers in the system of preschool and general education in Ukraine and abroad suggests that the importance of practical implementation of inclusive competence of teachers in the system of preschool and secondary education. And so the main areas of implementation of this paradigm are the mastery of various sets of methodological, psychological, pedagogical and methodological skills. In turn, the acquired skills can be formed only through the involvement of specialists in the field of preschool and inclusive education in practical pedagogical activities aimed at increasing the level of their professional readiness for pedagogical activities.

The implementation of the practical paradigm of inclusive teacher competence in the system of preschool and general secondary education causes a contradiction between the requirements of modern society for preschool teachers and teachers in the system of inclusive education, and the quality of his pedagogical training in ZVO, which is formed by inclusive competence. The solution of this contradiction highlights the need for scientifically sound changes in the strategy and structure of pedagogical training and professional experience, in particular, the search for new content, innovative methods, forms and technologies of teaching in preschool and inclusive education.

Given the contradictions, it is important to identify ways to optimize the inclusive education of specialists in the field of preschool and inclusive education, such as: going beyond the traditional system of professional knowledge; intensification of practical-activity orientation of training; tracking the requirements of society to the modern teacher of preschool and inclusive education; the presence of constant self-motivation of the teacher to professional activity; possession of technology of self-presentation of personal achievements; ensuring the transition from the didactic stage of self-determination to the stage of professional self-realization in various pedagogical situations, etc.

The subject of further research is the study of the structure of inclusive competence of future teachers in the educational environment of higher education; outlining ways to train future teachers to achieve effective implementation of inclusive education in preschool and general education environment.

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