

PREPARATION OF TEACHERS FOR THE ESTABLISHMENT OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN PROFESSIONAL (VOCATIONAL AND TECHNICAL) EDUCATIONAL INSTITUTIONS

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Abstract. The article investigates the problem of training of teachers to create an inclusive educational environment in Vocational Education, systematizes legal documents that characterize the principles of inclusive education in the practice of Vocational Education, identifies its main components, the key elements of the organization and practical provision of teachers of Vocational Education Institutions with an effective inclusive educational environment are analyzed.

Key words: inclusion, inclusive educational environment, Professional (Vocational Education), professional development

Relevance of research. The rapidity and saturation of information flows, the need for daily solutions to atypical problems and the realities of modern life in general require a constant search for the most effective solutions and readiness for possible future scenarios and options for effective reflection in response to change. Under such circumstances, the requirements for each professional increase, regardless of the chosen field of activity. As a result, the demands on the teacher's personality are increasing. After all, despite the loss of his mission as the only source of knowledge, he performs other, no less important and extremely difficult tasks as a mentor, tutor, interpreter and navigator.

The teacher's personality determines how effective the learning environment will be, in which each participant in the educational process will have a unique chance to realize their natural potential, regardless of the peculiarities of their own development, which meets standard norms or has certain psychophysical disorders.

However, does the modern educational environment meet the demands of today? Is the right to education guaranteed by the Constitution guaranteed to everyone? These issues are especially relevant for people with disabilities, for those who have difficulty learning, for gifted students, for students who are in difficult life circumstances and found themselves outside the educational process.

Undoubtedly, the creation of an inclusive educational environment in vocational (technical) education institutions requires certain special conditions. This means high-quality training of teachers of vocational (technical) education, in particular at the stage of providing postgraduate pedagogical education and training.

In the scientific literature, the issue of creating an inclusive educational environment has been the subject of scientific research by a number of scientists. T. Bondar, L. Budyak, T. Kachalova, E. Danilovychyute, A. Kolupaeva, O. Martinchuk, T. Skrypnyk, A. Shevtsov and others are among them. However, the problem of training of teachers to create an inclusive educational environment in terms of vocational (technical) education has not yet received due consideration, despite the interest expressed by the scientific community. This determines the relevance of the issues raised and the choice of this research topic.

The purpose of the article is to systematize legal documents that characterize the principles of inclusive education in the practice of teachers of vocational (technical) education, identify the main components of inclusive education, analyze key elements of organization and practical support of inclusive education and identify important steps, necessary to ensure the training of teachers to create an inclusive educational environment in Vocational Education at a qualitatively new level.

Presenting main material.

Since 2009, the time of ratification of major international documents in the field of inclusion, and real steps towards inclusive education since 2017, when the Ukrainian government first allocated a targeted educational subvention for additional correctional and developmental classes, acquisition of teaching materials and remedies, Ukraine has made strong progress towards an inclusive society.

However, inclusive education was introduced in vocational (technical and technical), professional higher and higher education institutions only in the 2019-2020 academic year. According

to the Ministry of Education and Science of Ukraine, in the first year of implementation, such training covered 4,586 people with special educational needs. [1, c. 18].

In view of this, it can be concluded that today inclusion as a new philosophy of education is still at the starting point of realizing its potential. Although in the last few years, inclusion has become a real trend that is attracting close public attention. In addition, this is an indisputable fact.

However, even in such circumstances, there are a number of problems: there is still a lack of specialists in the field of special education - speech pathologists (speech therapists, typhlopedagogues, deaf educators, oligophrenic educators), the need to update regulations and improve the material and technical base. Equally important is the training of teachers (masters of industrial training and teachers) to create an inclusive educational environment in vocational (vocational) education at a fundamentally new level, including in the perspective of training.

What unites the concept of quality training of teachers to create an inclusive educational environment in vocational (technical) education institutions? First, it is a thorough knowledge of the basic provisions of the legal framework for the implementation of inclusive education. Accordingly, it is important to understand the essence of key definitions: inclusion, inclusive educational environment.

It is still necessary to state that the concept of "inclusion" be often identified only with the education of persons with disabilities. This is evidenced by the results of a survey conducted by us among 82 respondents from 19 regions of Ukraine. The sample consisted of specialists working in the field of inclusion, speech pathologists, psychologists, teacher's assistants (educators), correctional teachers. 76.8% of respondents identified inclusion as affecting absolutely all participants in the educational process, while 20.7% said "only students with disabilities", the answers "students with disabilities" and "students who have difficulty learning" - respectively, 1.2% of respondents.

However, in international and domestic documents, inclusion is considered only in a broader sense. In particular, the Salan Declaration and the 1994 Framework for Action on the Education of Persons with Special Educational Needs [7] emphasize the need to build an inclusive society and promote education for all. It should be noted that there are no restrictions on the introduction of inclusion exclusively for people with disabilities in this document. This view is confirmed by the recommendations of the International Conference of Ministers of Education, held under the auspices of UNESCO in Geneva in 2008. Here are some aspects that are key to understanding inclusion. Among them are the following: inclusion is a process of continuous search for optimal ways to take into account the issues of diversity - coexistence with them and learning from them [2, c.12].

This understanding provides a positive motivation and incentive to learn for all participants in the educational process. For people with special educational needs, it is an understanding of the diversity of the world around them and social relations: the formation of skills of dialogue, finding compromise solutions, establishing interaction and mutual understanding in complex conflict situations. For normative people, it is the formation of the ability to tolerate, show empathy and, most importantly, see the personality, not a violation.

In addition, the recommendations of the International Conference of Ministers of Education emphasize the importance of directing inclusion to identify and eliminate barriers [2, p.12], creating special conditions for "presence, participation and achieving the highest possible results by all students" [2, p.16]. At the same time, the document emphasizes the increased attention to children who are at risk of exclusion or low performance.

In domestic law, inclusion is interpreted as a process of active inclusion in public relations of all citizens, regardless of physical, intellectual, cultural, linguistic, national and other characteristics [1, p. 6]. In view of this, the key is not the presence of disability or any disorder of psychophysical development, but the presence of a situation where a person is outside the social relations and coverage of learning, which provides the opportunity to realize the full potential of nature.

Confirmation of this view of inclusion is found in the Law of Ukraine "On Education" (2017). Here, an inclusive educational environment is defined as a set of conditions, methods and means of their implementation for joint learning, education and development of students, taking into account their needs and capabilities [9]. It should be borne in mind that each child has its own "unique characteristics, interests, abilities and learning needs" and "it is necessary to develop an education system and implement educational programs in such a way as to take into account the wide variety

of these characteristics and needs [7]. The same document states that the term "special educational needs" refers to a fairly wide category of children - those with physical, intellectual, social, emotional, speech and other characteristics - people with special educational needs, the homeless and children who working, children from remote areas or nomads, children belonging to linguistic, ethnic or cultural minorities and children from other, less favorable or marginalized areas or groups [7]. Depending on the interpretation, special needs may be specific to a person throughout his life or may be relevant only for a certain period.

The formation of such a broad understanding of inclusion in teachers of Vocational (Technical) Education will change the vector of the educational process, provide a more flexible approach to education, free of barriers associated with certain features and differences with others, creating optimal conditions to unleash the potential of each person, promote new values and understand the uniqueness of the role of education in reducing the unrealized person in the future. It should be noted that "Vocational Education can be critical not only in providing general secondary education to students with disabilities, but also in providing them with vocational training and further employment." [2, c.7].

Among the main documents, governing the organization of inclusive education in Vocational Education is the Resolution of the Cabinet of Ministers of Ukraine "On approval of the organization of inclusive education in Vocational Education." This document defines a number of terms, in particular, "applicants with special educational needs" and "inclusive group", as well as the fact that "admission of persons with special educational needs to study in Vocational Education Institutions, which are not contraindicated training in the chosen profession is carried out taking into account the rights and guarantees defined by law "[6].

The same provision outlines the basic principles of organizing the educational process of students with special educational needs in vocational (vocational) education. This is the creation of an inclusive educational environment and providing psychological and pedagogical support to students with special educational needs [6]. The need to provide the educational institution with specialists in the field of inclusive education and special education, who will later be able to join the team of psychological and pedagogical support and guarantee quality educational and methodological support of the educational process, is undeniable. However, are effective steps being taken in practice to ensure such preparedness?

After all, at this stage it is important to understand the specifics of working with people with certain psychophysical disorders, the ability to effectively apply techniques, implementing the most optimal ways of organizing inclusive education.

Among other principles - bringing the territory of the institution of Vocational Education in line with the requirements of state building codes, standards and regulations. First, we are talking about a reasonable device, taking into account the basic principles of universal design. As well as providing students with special educational needs with the necessary special means of correction of psychophysical development in accordance with the standard list approved by the Ministry of Education and Science. This list includes equipment for the resource room, as well as general correctional facilities, computer programs, means of correction of play activities of persons with special educational needs of different ages and with various mental and physical disabilities, equipment for persons with musculoskeletal disorders and persons with a complex structure of disorders, corrective learning aids for people with sensory impairments, severe speech disorders, musculoskeletal disorders and people with intellectual disabilities, including autism spectrum disorders, etc. [10].

According to the main provisions of the document [6], the organization of the educational process of students with special educational needs provides a differentiated approach to the development of educational programs, assessment and quality control of knowledge of students with special educational needs. It is proposed to use in teaching methods and methods of communication acceptable to students with special educational needs and to ensure the availability of information in various formats.

Given the main provisions of this document, the inclusive group is formed in accordance with the order of the head of the institution of Vocational (Technical) Education on the basis of a written request of a student with special educational needs or one of his parents (or legal representatives).

The written application is accompanied by a conclusion on a comprehensive psychological and pedagogical assessment of personal development (provided by the inclusive resource center) and an individual rehabilitation program for a person with disabilities (if available).

Based on a comprehensive psychological and pedagogical assessment of personal development, which includes collecting and interpreting information about the peculiarities of personal development, determines its special educational needs and educational difficulties, contains recommendations on individual educational trajectory, modification or adaptation of educational program (subjects), organization of educational environment, features of the organization of psychological and pedagogical, correctional and developmental services [4], an individual development program is created. The team of psychological and pedagogical support makes such a document within two weeks from the beginning of training for a year. During this time, the individual development program is reviewed at least twice [5].

The team includes, first, pedagogical staff who work with students with special educational needs directly and, if necessary, other staff. Among the functions of the team of psychological and pedagogical support - cooperation with structural units of Vocational Education for inclusive education, providing psychological and pedagogical support of the educational process of students with special educational needs, development, monitoring and adjustment of individual curriculum.

The individual development program involves the adaptation and modification of educational material. The implementation of such a task is impossible without proper training, in particular in the perspective of taking into account the potential and needs of the child based on the characteristics of a particular disorder, personal characteristics, level of skills, motivation to learn. In particular, for students with intellectual disabilities within the adaptation it is important to prepare tasks with step-by-step and simplified instructions, provided that each of them is divided into simpler in content, reduce the number of tasks aimed at testing knowledge, skills and extra time or other work.

Adaptation is used not only in the field of education, changing the way the teacher communicates the material and the way students organize classes, but also the physical environment and involves adapting teaching materials and tools to the individual needs of students [2, c.81].

No less difficult to perform is the modification of educational material. On the one hand, at first glance, it would seem that there is nothing complicated in reducing the amount of material, reducing the number of topics, reducing the complexity of the task, repeating the algorithms and instructions. However, from another perspective, the implementation of such a task requires not only sound knowledge and skills, but also some experience. Because it should be borne in mind that Professional (Vocational) Education is aimed at "providing citizens with knowledge, skills and abilities in their chosen field of professional activity, development of competence and professionalism, education of general and professional culture." Therefore, such actions must be carefully considered and consistent with such requirements, aiming to prepare a certain level of qualification of the graduate.

Qualitative modification and adaptation of educational material requires from the teacher of vocational (professional and technical) education deep systemic knowledge within its discipline, ability to integrate knowledge from several sciences, thus ensuring the formation of the student's holistic view of the world as a system of relationships.

Training teachers to create an inclusive educational environment in Vocational Education Institutions is a complex process that involves the formation of a set of knowledge, skills and abilities, as well as value orientations and beliefs, in particular, understanding the value of learning together normative persons and students and psychophysical disorders development (for both categories it is an invaluable experience in developing skills of social interaction and tolerance).

The work of a teacher in an inclusive group is often accompanied by the need to solve complex problems. In particular, we are talking about manifestations of deviant behavior, aggression, harassment, additional difficulties in working with parents, in particular, with parents of students with normative development and requirements to remove the "uncomfortable" student from the group. Therefore, there is a need for work aimed at the formation of inclusive values and the organization of support for diversity in all, without exception, participants in the educational process - students and their parents.

Inclusive educational environment is often perceived solely as a physical space. Undoubtedly, the physical accessibility of the educational institution, safety when moving around and directly in

the building when receiving educational services are extremely important. However, inclusion is not just about ramps. The concept of an inclusive educational environment is not limited to the external component.

Ensuring a quality inclusive educational environment is legal support (updating the legal framework and legislative initiatives), logistics (arrangement of premises and adjacent territory of the educational institution, taking into account the principles of universal design), organizational and methodological support (availability of innovative methods of work with students with visual, hearing, musculoskeletal disorders, severe speech and intellectual disabilities, life-long learning opportunities), financial and economic support (adequate funding of educational institutions). To achieve this, the key role belongs to the teacher as the initiator and intensifier of change for innovation. All these components of an inclusive educational environment are closely linked. They are like reliable supports, although damage to one of them leads to loss of balance and stability.

In today's world, success stories are associated with strong teamwork. That is why the preparation of teachers to create an inclusive educational environment involves the development of teamwork skills, and thus readiness for supervision, discussion of problem situations and joint solution of complex problems, joint responsibility for learning outcomes, "exchange of critical considerations and experiences of daily practice» [2, c.92].

The process of preparing teachers for the creation of an inclusive educational environment involves several important components:

Theoretical readiness - knowledge of the basic provisions of regulatory and legal support for the implementation of inclusive education in the practice of vocational (vocational) education.

Practical readiness - mastering basic knowledge and modern approaches to learning and development of people with special educational needs.

Psychological readiness is the emotional acceptance of students with special educational needs, the formation of motivational and value attitudes to achieve the effectiveness of an inclusive educational environment.

Purposeful training of teachers to create an inclusive educational environment provides conditions for the development of positive motivation and value-based basis for professional activity.

Inclusive education in Ukraine today is actively developing. Much has been done over the last few years towards effective inclusive learning. This is facilitated by lawmaking, financial support from the state, and public support. However, in order to achieve effective results, the need to transform important postulates is still relevant: it is not the student who has difficulty learning, but the educational institution has difficulty teaching. Looking at the problem from another angle, we can not only understand it, but also solve it. In this case, the education system will take into account the needs and characteristics of each participant in the educational process, and not just make them certain requirements, given the established norms.

Conclusions. In 2020, Ukraine ranked only 46th in the Social Mobility Index of the World Economic Forum. Scoring 61.2 points out of 100 possible. Among the ten fundamental indicators that are taken into account in calculating this Index, the worst position of our country is the inclusiveness of institutions (79th place), access to technology (64th place) and lifelong learning (55th place) [8, p.5]. This only confirms the fact that inclusion in our country is currently at the beginning of its potential.

An inclusive educational environment is not only a space designed in accordance with the requirements of universal design, provided without any barriers to free movement, but, above all, human capital. Therefore, to ensure its flexibility and mobility, dynamism and readiness for change as needed, and the implementation of individual educational trajectories, it is important to provide easy access to lifelong learning, including supervision. Without purposeful, thorough, comprehensive training of teachers, it is impossible to ensure the effectiveness of an inclusive educational environment.

This study does not cover all aspects of the research topic. We see further scientific research in the development of methodological recommendations for the adaptation and modification of educational material in working with students of Vocational Education Institutions that need III and IV level of support.

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