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THE DEVELOPMENT OF INCLUSIVE COMPETENCE IN THE SYSTEM OF POSTGRADUATE EDUCATION: THEORETICAL, METHODOLOGICAL AND PRACTICAL ASPECTS

Abstract. The relevance of the study is determined by the need to develop teachers' inclusive competence in the system of postgraduate education. The article analyzes inclusive competence as a component of the professionalism of a modern teacher. The main attention is focused on the analysis of the peculiarities of the organization of the educational process at the Postgraduate Education Centre in the scope of formation of teachers' inclusive competence. The content of educational programs has been revealed. The effectiveness of the implementation of the acmeological approach in the formation of inclusive competence of students of advanced training courses has been proved. In the practical section of the research it has been established that the developed educational programs not only contribute to the formation of inclusive competence, but also stimulate self-educational activities.

Key words: inclusive competence; postgraduate education; self-education; acmeological approach; organization of students' training.

Introduction

The active movement towards European integration has led to the importance of professionalism of specialists in all areas of specialization. Training a competent teacher capable of being innovative and productive at work is the key to the renewal of education. Only motivated teachers who are able to work effectively under the conditions of distance and blended learning can provide quality educational services. The professional development of a teacher cannot be stopped and cannot end with study in a higher education institution. Education should be continuous and should be based on the acmeological principles of self-education (Kalaur, S., & Soroka, O., 2020).

In our vision, high efficiency of continuous professional development of teachers is provided in the system of postgraduate education. During the years 2019-2022, to ensure quality postgraduate education, the Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University received 17 licenses for the right to carry out educational activities in the field of advanced training. This has allowed teachers to develop more than 70 educational programs. Among the list of all educational programs, special attention is paid to those programs that are aimed at the formation of inclusive competence.

Analysis of the scientific researches and publications

The analysis of the scientific literature shows the growing interest of scientists and practitioners in the problem of inclusion and inclusive approach in education. Especially in recent years, this topic is an undisputed leader in scientific publications. Thus, the possibilities of socialization and integration of people with special educational needs into the education system are being actively studied. Scholars emphasize the necessity to review and rethink traditional paradigms of the educational process. The introduction of new concepts, modern approaches, innovative technologies into the context of inclusive educational practices is actively promoted. In particular, the issue of socialization of people with special educational needs is reflected in the works of A. Adler, L. Bozhovych, L. Zdanevych, O. Kononko, O. Sukhomlynska et al. The introduction of an inclusive approach into the system of general secondary education was the subject of scientific research of G. Boyko, I. Demchenko, I. Martynenko, S. Mironova, D. Shulzhenko et al. Yu. Boychuk, G. Davydenko, L. Kozibroda, N. Pakhomava, Z. Shevtsiv et al. investigated methodological and practical issues of formation of professional competence of teachers in an inclusive educational environment.

In particular, researchers emphasize the need to design a culture of the school environment for establishing effective educational work with children with special educational needs in an aggressive student environment (Chupakhina, 2020). An interesting research was carried out by G. Leshchuk who presented the terminological analysis of inclusive communication in correlation with inclusive culture (Leshchuk, 2021). The ideas of foreign experts on the practical mechanisms of socialization of people with special educational needs in society are also interesting. Thus, the significance of group interaction and the use of game forms has been highlighted (Robinson, 1995). It has been proved that the strategy of the teacher's work in an inclusive educational environment should be based on the principles of:

- discussions and dialogues without imposing goals;
- the development of critical thinking, not mechanical memorization;
- the use of reflexive rather than critical feedback.

On the basis of foreign and domestic literature, we can state that the most effective strategies of inclusive learning are strategies of mentoring and teaching social skills (Horishna, 2021; Mattson, 2009; Oliver, 1998; Ravaud, 2006; Robinson, 1995).

However, it should be emphasized that the issue of forming inclusive competence in the system of postgraduate education on the basis of the acmeological approach has not yet been the subject of a thorough scientific research. Thus, **the purpose** of the article is to present a terminological analysis of inclusive competence and its formation in the system of postgraduate education on the basis of the acmeological approach. **Tasks:** 1) to explore inclusive competence as a component of professionalism of a modern teacher; 2) to analyze the peculiarities of the organization of the educational process at the Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University in the field of formation of inclusive competence of teachers; 3) to outline the potential of the acmeological approach and self-educational activities during the formation of inclusive competence of students of advanced training courses.

Methods of scientific research

The study employed such theoretical methods as scientific literature review, analysis, synthesis, comparison and generalization. Information was searched in the electronic database Google Scholar, on the Ukrainian and foreign websites.

The organized methodological research involved the following practical actions: theoretical and methodological analysis of the content of scientific definitions «inclusive approach», «inclusive competence», «postgraduate education»; the scientific analysis of the practical potential of the Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University in the field of providing educational services to students has been presented; the ways of improving inclusive competence on the basis of stimulating self-education with the use of the acmeological approach have been highlighted.

Results and discussion

According to the UN, about 10% of the world's population are people with disabilities. In Ukraine, about 6.3% of the total population are people with disabilities (Luchik, 2020, p. 19). However, as a result of the Ukrainian-Russian war in 2022, these figures are increasing significantly. We emphasize that all educational institutions should be “comfortable” for students with special educational needs. Based on this, inclusive education should become a long-term strategy for our country. Therefore, the issues of implementing an inclusive approach, aimed at students with special needs, in the work of educational institutions are very important. Inclusive education is now seen as a «socio-pedagogical phenomenon that provides equal access to quality education and is based on the ideas of humanism, humanity, balance of intellectual, ethnic and physiological components» (Malyshevska, 2016, p. 208).

It has been established that “children with special educational needs” is a rather broad scientific definition, covering all children whose educational needs go beyond the generally accepted norm in society. Thus, researchers (Boldyreva, 2012; Sukhovienko, 2018) emphasize the need for quality organization of educational activities of children with certain deviations that do not allow them to use the «standard set of educational services». In this context, we mean children with disabilities, gifted children as well as children from socially vulnerable groups.

It should be noted that nowadays educational institutions of all levels of accreditation need a quality implementation of an inclusive approach to the educational process. In the psychological and pedagogical context, this approach is based on the theory of «zone of immediate development», when problems must be solved through cooperation with healthy peers. It has been established that based on inclusive approach children with disabilities will be able to become significant members of the educational community. Regardless of their state of health, physical or intellectual disability, every child has the right to a full life and education. We emphasize that the quality of education for children with special needs does not differ from the quality of education received by healthy children.

In inclusive education, segregation, which means separating children with special needs from other healthy children, is unacceptable. It should be highlighted that in the XXI century the main values of inclusive education include: 1) the child is the most important value, which implies mutual understanding; 2) patient treatment of children with various disabilities, based on tolerance; 3) the child is a part of society, which involves equality of opportunities; 4) every child is unique, so it is necessary to help them develop their abilities (individual approach and personality-oriented learning) (Borokhvina, 2018, p. 168).

It is important to note that an inclusive approach puts forward higher demands on all participants of the educational process. Thus, it requires from pupils and students with special educational needs the mobilization of psychological and physical strength, and from other healthy pupils and students it requires understanding, tolerance and willingness to provide all possible assistance to their peers; whereas teachers working in an inclusive educational environment have to be human and professional, they have to possess special knowledge, skills and abilities. We believe that only the coordinated activities of all participants of the educational process will provide a real opportunity for quality education for people with disabilities and ensure the implementation of an inclusive approach (Kalaur, 2017).

We share the position of scientists (Chupakhina, Lopatynska, Proskurniak, Shevchuk, Kozibroda, 2020) that «inclusive competence» has significant potential for work in the educational space. Postgraduate education plays an important role in the formation of the above-mentioned competence. It is through the organization of advanced training courses that teachers have the opportunity to extend their theoretical knowledge and improve their practical skills.

Given that in the system of continuing pedagogical education the teacher must work systematically on their personal and professional development, it is important that on advanced training courses teachers pay due attention to the formation of a safe inclusive educational environment and master practical skills and abilities needed to work with students with special needs. That is, teachers need not only to achieve a high level of skill, but also to develop inclusive competence. We consider this type of professional competence as an appropriate level of professionalism for quality work in an inclusive educational environment.

The Resolution of the Cabinet of Ministers of Ukraine of August 21, 2019 № 800 «Procedure for professional development of pedagogical and scientific-pedagogical workers» (paragraph 15) states that the main direction of professional development involves:

- ability to create a safe and inclusive educational environment;

- knowledge of the peculiarities of inclusive education;
- providing additional support to children with special educational needs.

Thus, inclusive competence plays an important role in the professionalism of the teacher, so it should be properly represented in the system of postgraduate education. To this end, the Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University initiated the formation of inclusive competence under the licenses «011 Educational, Pedagogical Sciences» and «231 Social Work».

Four 30-hour programs have been proposed for students of advanced training courses within the framework of inclusive competence formation (Table 1). The authors of the educational programs are the teachers of the Department of Special and Inclusive Education of Ternopil Volodymyr Hnatiuk National Pedagogical University.

Table 1: Content of the educational programs for the formation of inclusive competence

Educational program 1 “Inclusive education in Ukraine”	Educational program 2 “Interdisciplinary and team interaction in the organization of inclusive education	Educational program 3 “Development of cognitive abilities and formation of special skills of children with special educational needs”	Educational program 4 “Development of educational abilities of children with special educational needs in an educational institution”
Philosophy of inclusion (9 hours)	Creating a correctional and developmental environment in an inclusive institution (6 hours)	Adaptation and socialization of children with special educational needs (6 hours)	Multidisciplinary approach to teaching children with special educational needs (6 hours)
Organization of inclusive education (9 hours)	Team of psychological and pedagogical support of a child with special educational needs (6 hours)	Strategies for overcoming unwanted behavior of children with special educational needs (6 hours)	Distance learning of children with special educational needs (6 hours)
Regulatory and legal support of inclusive education (6 hours)	Planning an individual program for the development of children with special educational needs (6 hours)	Development of social skills of children with special educational needs: games and exercises (6 hours)	Innovative technologies for teaching children with special educational needs (6 years)
Practice and seminar in the areas of training (6 hours)	Interaction of teachers, teacher’s assistants and parents in working with children with special educational needs (6 hours)	Exercises for the development of psychophysical functions of children with special educational needs (12 hours)	Features of assessment of academic achievement of children with special educational needs (6 hours)
	Interdisciplinary cooperation in the organization of inclusive education of children with special educational needs (6 hours)		Prevention of professional burnout of teachers (6 hours)

It should be underlined that all the programs are united by a common goal: the formation of professionalism for effective teamwork and interdisciplinary interaction of participants of social and pedagogical support in providing a quality inclusive educational environment for learning and socialization of children with special educational needs.

In developing the content of educational programs, the peculiarities of teachers' professional activity in an inclusive educational environment were considered. From the methodological point of view, the Concept of implementation of the state policy in the field of reforming general secondary education «New Ukrainian School», as well as the requirements for the competencies of pedagogical and scientific-pedagogical workers, was taken into account. During the development of the content of educational programs, the main emphasis was placed on practical orientation, which provided teachers with a real opportunity to master the theoretical, methodological and practical aspects of inclusive education in educational institutions of all levels of accreditation.

The educational programs are focused on teachers' mastering specific program results among which the most important are the following:

- knowledge and understanding of the tasks of the team of psychological and pedagogical support, the principles of interaction and functions of its members;

- understanding of the teacher's activity in the context of inclusive education; knowledge and understanding of the essence, tasks and process of comprehensive assessment of child development, the range of correctional and developmental services and the procedure for their provision;

- knowledge and skills needed for the observation of children with special educational needs and planning of goals and objectives of correctional and developmental work for achieving the planned changes;

- knowledge of the main components of the individual development program, the ability to develop it and review it regularly to make the necessary changes, to determine the strengths and weaknesses of the child.

The main professional competencies developed by teachers on advanced training courses include the following:

- understanding of the peculiarities of the organization of psychological and pedagogical assistance to a child with special educational needs;

- awareness of the range of correctional and development services and the procedure for their provision;

- ability to interact effectively with colleagues, children and their parents, members of the team of psychological and pedagogical support of a child with special educational needs.

It should be emphasized that a key role in developing educational programs for teachers at the Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University is given to self-educational activities. In particular, we took into consideration that an important prerequisite for self-improvement of the teacher is the inner awareness of the significance of independent work. That is, the formation of inclusive competence on advanced training courses occurred under the slogan: «Professional development of teachers is carried out through active self-education».

We took into account that the teacher's self-education is based on conscious and systematic activities aimed at improving professional and personal qualities. We consider

self-education of a modern teacher in the system of postgraduate education as a key form of improving inclusive competence, which consists in acquiring, updating, disseminating and expanding knowledge, generalization of experience on the basis of purposeful self-improvement. Thus, from a practical point of view, each educational program has time for independent work. That is, for 10 hours out of 30, the teacher works independently on the investigation of the questions posed by the supervisor. The structure of self-educational activities consists of 4 stages:

- 1) becoming self-aware and making a decision on self-improvement;
- 2) planning and developing of the program of self-educational activity;
- 3) practical activities aimed at self-improving;
- 4) self-control and effective self-correction.

A significant role in self-education, aimed at the formation of inclusive competence, is given to the acmeological approach. We share the opinion of scientists that the active implementation of the acmeological approach helps teachers to identify promising ways of achieving the highest level of professionalism (Kirilenko, 2018). In our understanding, the professionalism of the teacher, in terms of acmeology, should include three aspects:

- effective implementation of the main types of pedagogical activities;
- humanistic pedagogical communication;
- maturity of the teacher's personality.

The essence of the acmeological approach lies in improving the motivational, theoretical, activity and reflective components of inclusive competence. This approach allows teachers to integrate teaching, developmental and educational tasks at advanced training courses. From a methodological point of view, the acmeological approach requires shifting the focus from the accumulation of knowledge, skills and abilities to the development of teachers' ability to act, apply skills and experience in professional situations in an inclusive educational environment.

In practical terms, the acmeological approach will allow teachers to act adequately in relevant professional situations on the basis of initiative and flexibility and will allow them to take responsibility for their own activities in an inclusive educational environment. The introduction of the acmeological approach in the process of the formation of inclusive competence focuses on stimulating teachers' inner need for professional development, motivates them to avoid failures, and promotes the formation of pedagogical skills (Gonczi, 1999).

During the formation of students' inclusive competence at the Postgraduate Education Centre of Ternopil National Pedagogical University, self-education is aimed at fulfilling such main tasks as:

- improving theoretical knowledge and purposeful mastering of innovative forms, methods, techniques and means of the organization of inclusive education;
- exploring and systematic implementation of innovative pedagogical experience, the latest technologies in the organization of education of children with special educational needs.

It should be noted that the main forms of self-education which are actively used at the Postgraduate Education Centre for the formation of inclusive competence are individual work and teamwork. The most important results of independent activity include: project; personal development program, preparation of manuals and electronic classes for students

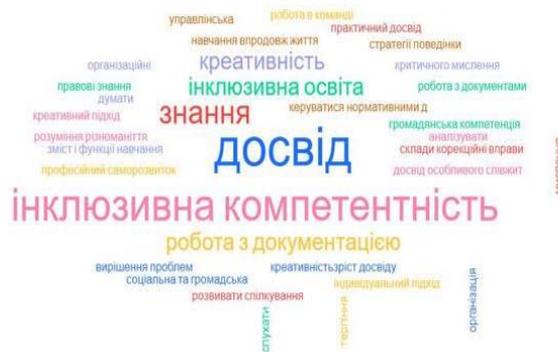
with special educational needs; development of a set of electronic tests; creation of a personal methodical or subject web-page; scientific and methodical development (methodical manual, article in the professional edition, conference abstracts); development of a methodical or diagnostic case for work in an inclusive educational environment.

Educational programs were presented by leading teachers of two departments of Ternopil Volodymyr Hnatiuk National Pedagogical University: the Department of Special and Inclusive Education and the Department of Pedagogy and Management of Education, as well as by practitioners (heads of the inclusive resource center, speech therapists, teacher's assistants). The professionalism of lecturers ensured the great popularity of educational programs both among educators of secondary education institutions and among scientific and pedagogical staff of institutions of higher education and vocational education. For instance, in the years 2020-2022, at the Postgraduate Education Centre more than 700 students improved their level of inclusive competence, having mastered the theoretical and practical aspects of working with students with special educational needs.

Evidence of the effectiveness of the educational process at the Postgraduate Education Centre is students' feedback on studying. In particular, having completed advanced training courses, at the final conference, based on the use of modern tools of formative assessment (Mentimeter), our students have the opportunity to demonstrate what competencies they have improved, as well as to declare the practical skills they have developed in the field of inclusive competence.

Назвіть основні вміння, навички та компетенції, які у Вас вдосконалилися під час навчання

Mentimeter



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Picture 1. The results of the implementation of the acmeological approach I in the process of realization of the module «Inclusive education in Ukraine (inclusive competence)»

Thus, the conceptual basis of the acmeological approach in combination with self-educational activities at the Postgraduate Education Centre allows to increase the motivational, theoretical, activity and reflective components of inclusive competence of teachers. It is important that on advanced training courses students get a real opportunity for professional development – from simple reproduction of theoretical knowledge to practical application.

Conclusions

In conclusion, we should emphasize that in the modern Ukrainian educational space, the inclusive competence of teachers is gaining special importance. For the effective integration of people with special educational needs into the socio-cultural environment, high-quality pedagogical support from a specialist is needed. The Postgraduate Education Centre of Ternopil Volodymyr Hnatiuk National Pedagogical University is the entity that provides educational services to teachers in the system of postgraduate education. The Center provides systematic and purposeful formation of inclusive competence. On advanced training courses teachers have the opportunity to master the practical skills and abilities needed to work with students with special educational needs and to pay attention to the formation of a safe inclusive educational environment. Based on the use of the acmeological approach, educational programs which improve the theoretical, methodological and practical components of inclusive competence of students have been developed. An important role in the formation of inclusive competence is given to self-education.

Prospects for further research

Given the lack of systematic scientific research on this issue, we consider it appropriate to continue our research in the direction of developing practical mechanisms and means of forming inclusive competence of teachers in the system of postgraduate education at the personal and social levels. We intend to develop diagnostic tools to determine the level of formation of inclusive competence, as well as to adapt the content of educational programs to the level of the competence of the teacher.

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РОЗВИТОК ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ У СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ: ТЕОРЕТИЧНІ, МЕТОДИЧНІ ТА ПРАКТИЧНІ АСПЕКТИ

Світлана Калаур, доктор педагогічних наук, професор, кафедра соціальної педагогіки і соціальної роботи, керівник Центру післядипломної освіти, Тернопільський національний педагогічний університет імені Володимира Гнатюка, м. Тернопіль, Україна; kalaur@tnpu.edu.ua

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Анотація. Актуальність дослідження обумовлена потребою формування у педагогів інклюзивної компетентності у системі післядипломної освіти. Було враховано, що якість освіти для дітей з особливими потребами не має відрізнятися від якості освіти, яку здобувають здорові діти. З цієї точки зору саме інклюзивний підхід є нині пріоритетним під час організації навчання в освітніх закладах для дітей з особливими освітніми потребами.

Метою дослідження було проаналізувати потенціал Центру післядипломної освіти Тернопільського національного педагогічного університету імені Володимира Гнатюка у вдосконаленні інклюзивної компетентності педагогів та стимулюванні їхньої самоосвіти з використанням акмеологічного підходу. Об'єкт дослідження – особливості організації освітнього процесу у системі післядипломної освіти для розвитку інклюзивної компетентності педагогів.

У статті реалізовано такі дослідницькі завдання: 1) досліджено інклюзивну компетентність як складову професіоналізму сучасного педагога освітнього закладу; 2) проаналізовано особливості організації освітнього процесу у Центрі післядипломної освіти у площині формування у педагогів інклюзивної компетентності й висвітлено зміст освітніх програм; 3) доведено потенціал акмеологічного підходу під час формування у слухачів курсів підвищення кваліфікації інклюзивної компетентності. З метою вдосконалення теоретичної, методологічної на практичної складової інклюзивної компетентності слухачів

запропоновано авторські освітні програми. Освітні програми розроблені з урахуванням принципу наступності та на засадах акмеологічного підходу.

У дослідженні використані загальнонаукові методи, а саме: індуктивний, дедуктивний, аналітичний, порівняння та синтезу. У практичній частині статті доведено, що розроблені освітні програми не лише сприяють формуванню інклюзивної компетентності, а й стимулюють самоосвітню діяльність.

Ключові слова: інклюзивна компетентність; післядипломна освіта; самоосвіта; акмеологічний підхід; організація навчання.

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