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PROFESSIONAL AND PSYCHOLOGICAL TRAINING OF FUTURE SPECIAL TEACHERS IN THE SYSTEM OF INCLUSIVE EDUCATION

Abstract.

The professional activities of the specialist teacher of inclusive education goes beyond the framework of traditional pedagogical activity. It is necessary for a special pedagogue to engage in socio-pedagogical, consultative-diagnostic, rehabilitation, psychotherapeutic and other types of "non-pedagogical" training. One of the main goals of inclusive education is to give students, with limited opportunities in life, to acquire education and adapt to society. Also, a special educator in a modern school, including the institutions of inclusive education, should use the technology of developing differentiated learning, to acquire a whole range of professional competencies. The article considers different aspects of the training problem of special educators to work in inclusive education conditions. This article highlights the importance, value of the profession of a specialist teacher and considers the model of joint integrative and organizational activities of the pedagogical department and the resource-methodical center of the university.

Key words: inclusion, inclusive education, inclusive competence, future inclusive specialist

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ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ БОЛАШАҚ АРНАЙЫ МҰҒАЛІМДЕРДІ КӘСІБИ-ПСИХОЛОГИЯЛЫҚ ДАЯРЛАУ

Аңдатпа.

Арнайы инклюзивті білім беру педагогының кәсіби қызметі дәстүрлі педагогикалық қызметтің шеңберінде болады. Арнайы педагог әлеуметтік-педагогикалық, консультативтік-диагностикалық, реабилитациялық, психотерапевтік және басқа да «педагогикалық емес» қызмет түрлерімен айналысуы қажет. Инклюзивті білім берудің негізгі мақсаттарының бірі – зиятында ақаулығы бар оқушылардың білім алуына және қоғамға бейімделуіне мүмкіндік беру. Сондай-ақ заманауи мектептегі, оның ішінде инклюзивті білім беру мекемелеріндегі арнайы мұғалім дамыта оқыту технологияларын қолдануы, бірқатар кәсіби құзыреттіліктерге ие болуы керек.

Мақалада инклюзивті білім беру жағдайында арнайы мұғалімдердің жұмыс істеуге дайындығы мәселесінің әртүрлі аспектілері қарастырылған. Бұл мақалада арнайы оқытушы мамандығының маңыздылығы, құндылығы ашылып, университеттің педагогикалық

кафедрасы мен ресурстық-әдістемелік орталығының бірлескен интеграциялық және ұйымдастырушылық қызметінің моделі қарастырылған.

Түйін сөздер: инклюзия, инклюзивті білім беру, инклюзивті құзыреттілік, болашақ инклюзивті профиль маманы

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ПРОФЕССИОНАЛЬНО-ПСИХОЛОГИЧЕСКАЯ ПОДГОТОВКА БУДУЩИХ СПЕЦИАЛЬНЫХ ПЕДАГОГОВ В СИСТЕМЕ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация

Профессиональная деятельность специального педагога инклюзивного образования выходит за рамки традиционной педагогической деятельности. Специальному педагогу необходимо заниматься социально-педагогической, консультативно-диагностической, реабилитационной, психотерапевтической и другими видами «непедагогической» деятельности. Одна из главных целей инклюзивного образования - дать ученикам с ограниченными интеллектуальными возможностями жизнедеятельности получить образование и адаптироваться в обществе. Также, специальный педагог в современной школе, в том числе в учреждениях инклюзивного образования, должен использовать технологии развивающего дифференцированного обучения, обладать целым рядом профессиональных компетентностей.

В статье рассматриваются разные аспекты проблемы готовности специальных педагогов к работе в условиях инклюзивного образования. В данной статье раскрыта важность, ценность профессии специального педагога и рассматривается модель совместной интегративно-организационной деятельности педагогической кафедры и ресурсно-методического центра университета.

Ключевые слова: инклюзия, инклюзивное образование, профессиональная подготовка, специальный педагог, образовательные технологии

INTRODUCTION

The current developments of inclusive education system has been informed as one of priorities of the educational policy of our state. This is also evidenced by an increase in its number of meetings on inclusive education held at the level of the line ministry. There is an active formation of a regulatory framework in the education of people with disabilities. The problem of mental changes in consciousness remains one of the urgent problems of preparing special teachers or educators. In this connection an educational institution or university has to work in an inclusive education environment.

Modern education system is characterized by its active involvement of teachers in innovative activities. In conditions of special importance is also attached by the state of professional activities. The competence level of special teachers needs to be improved by their qualifications who are striving for self-education and self-improvement. The process of introduction of new educational programs and modern technologies regulates up-to-date methods and techniques of their interaction with students. According to E. Garipova (2016) the professional competence is defined as the general abilities and skills of any teacher who mobilizes his knowledge and skills.

Consistency of high level of their professional competence can be gained through continuous education. What comes to fore is not formal belongings to the profession itself, but also the professional competence is considered as the specialist's compliance with modern requirements of his professional activities.

Fernandez Nicolas, Dory Valerie, SteMarie Louis-Georges, Chaput Monique, Charlin Bernard and Boucher Andree (2012) described that the professional pedagogical competence formation is a teaching process which is continued throughout the specialists' entire professional path. Professional acquisition requires appropriate desire, abilities and motives and readiness to constantly learning and improving one's skills. The concept of training the professionalism is not limited to its characteristics of highly skilled specialist. It is also one's special worldview as a personality. A necessary components of professionalism is described through his professional competence. *The professional competence* is a multifactorial phenomenon as it includes special system of teachers heoretical knowledge and application methods in specific pedagogical activities and situations. According to I.A. Zimnyaya (2003) the values of a professional teacher and his integrative indicators are decribed through his communication style, speech, attitudes towards his own activities which to related areas of training and knowledge. As stated by V.S. Lazarev and N.V. Konoplina (2000) , the professional competence can be understood as a set of personal and professional qualities that are necessary to carry out successful pedagogical activities. Other considerations also confirmed that professionally competent personality can be called a as professional teacher if he has sufficiently higher level to carry out pedagogical communication, pedagogical activities in the achievement of consistently higher results in personal development and education levele (V.S. Yelagina: 2009).

According to the definition of concepts of "professional competency", it is defined assessment of the professional competence level of teaching staff using three main criteria:

1. to possess of modern technologies of teaching and application in one's professional activities.
2. to be willing to solve subject professional objectives.
3. gaining abilities to control professional activities according to the accepted rules and regulations.

The important component of professional competency is personal ability to acquire new knowledge, abilities and skills independently and apply them in professional practice. Today's society is experiencing the most rapid profound and change in its development (V. Baydenko; 2004).

The most significant conditions for the integration; effectiveness is availabilities of competental system of psychological and pedagogical help. It consists of personal individual training, systematic observation, correction programs as important components for working in social environment where the students are integrated.

Psycho-pedagogical support, in accordance with the approach of Komarova, Yu.A. (2008) is defined as a holistic, systematically organized activity. During socio-psychological and pedagogical conditions are created for successful learning and psychological student development in an inclusive school environment. Within the framework of psychological, pedagogical support it is necessary to talk about several main subjects of inclusive practice.

The main subject of psychological, pedagogical support is a student with disabilities who needs to organize special educational conditions and develop an adapted educational program in all its components. The next most important subject of an inclusive educational space are students, who are not a homogeneous "collectivity subject" in relation to him (Ye.L. Yakovleva; 2015). In this heterogeneous interpersonal situation, it is extremely important to provide both an assessment of interpersonal relations in the students' team. It needs to develop a number of psychological and pedagogical measures. They admitted minimum negative relations and use of positive relations in creating favourable educational environment. However, the effectiveness of inclusive education

in positive relations can be created in the complex psychological and pedagogical supporting structure. The subjects of the inclusive educational space are also the parents of both the included child and other students of the class.

The need to resolve this problem is dictated by the role that teachers should play in popularizing the ideas of inclusion in the parent-child environment, in the surrounding society. Organizations of high professional education which implement educational programs in the areas of teaching should play a special role in understanding and accepting the idea of inclusion by teachers. Theoretical understanding of the essence of the ideas of inclusive education (Suntsova A.S.; 2013). The substantiation of the instruments for its implementation in the educational process is an objective of the scientific community. Consideration of various aspects of communicative competence in inclusive education is reflected in the works of Terentyeva, M.T. (2008), Borodina O. S. (2014), Kirillova, E. A. Ibragimov, G. I. (2016) and others.

The Department of Pedagogy and Education of KazNPU named after Abai has a base for the training of special teachers, speech pathologists. In parallel with this, the teachers of the department conduct active research activities aimed at analyzing foreign and domestic experience of joint education. They should get involved in scientific and methodological activities to develop methodological teaching materials for teachers of schools and organizations. The teachers of the department organize and conduct scientific and practical seminars, advanced courses for teachers and educators professional training and for the heads of educational organizations. An analysis of one's own activities in popularizing the ideas of inclusive education in the pedagogical environment allows us to highlight the current requirements for the organizational and content part of speeches to the pedagogical community.

Special teachers need to implement personally-oriented communicative technologies and be ready to manage the educational process flexibly. When highlighting the structural components of communicative competence. There is also no unified approach to this problem (Khutorskoy A.V. (2002), etc.). Based on the models of communicative competence proposed by I.A. Zimnyaya (2003). Based on their model we can differentiate the following components of the special teacher's communication competence:

- 1) motivational component is presented by professional interest as a part of the learning motivation. It includes the pedagogical activities and values, the readiness of a special for professional training and improvement. It is also reflected his interests for innovation and desire for self-improvement and self-realization of his needs for own professional growth;
- 2) cognitive component implies to awareness about the content and essence of communicative competence, the ability in solving the problems arise in the communication process;
- 3) operational-activity component is responsibility for the communication competence that needs a teacher in different situations. The ability for maintaining emotional balance and preventing and resolving conflicts in constructive ways. This teacher's ability is intended for personality-oriented focus that is reflected throughout educational process. They are oratorical skills, competency in oral and written speech, techniques of organization and strategies for interaction with other people. The special teachers have to organize their group activities in the achievement of certain socially important aims. These abilities are needed assessing the situations of social interaction between the objects of the educational process and in making predictions and justifying the results of the effective interaction.

All mentioned components are interconnected and interdependent with each other. A higher level of professional competence predicts the of all the above components development. Having analyzed the topical issues of training specialists in the field of inclusive education, we can note that development of communicative competence plays the key role. It is one of core components of social, professional and interpersonal competence.

Thus, the communicative competence of a speech therapist should include the culture of speech, the culture of using verbal and non-verbal means of communication. They are evolved in emotional (intonational-expressive) culture and the ability to find verbal and emotional contact with the student. The special teacher uses the intonation capabilities of speech, the sound speech

range, taking into account specific speech disorders in students. It is done in order to successfully solve correctional, developmental and communicative tasks in the course of professional activities. Here, the communicative competence is the core of a teacher's professionalism. The conditions for communicative competence are the fulfillment of certain rules and requirements.

METHODS AND METHODOLOGY

The qualitative research design and historical-descriptive analysis was implemented in the research. The literature overview of foreign scholars and domestic literature were applied to make analysis of terms 'professional competencies' and characteristics of future special pedagogues. The modelling methods was used to develop professional training of future special teachers in the system of inclusive education. The analysis of models of joint integrative and organizational activity of the pedagogical department and resource-methodical center of the university has been analyzed.

FINDINGS AND DISCUSSION

The *methodological or organizational competence* of a special teacher is designed to ensure a rational combination in the educational practice of teaching. It is the activities of a teacher and a student, regardless of the educational needs of the latter characteristics. Achieving a high level of competence in educational activities is the result of a teacher's self-education.

The presence in educational organizations of a holistic system of management actions aimed at increasing the professional development level of each member of teaching staff. Institutions for advanced teacher training play a significant role in this, and higher education organizations have a huge potential. It is one of conditions for a special teacher in being ready to work in inclusive education. One of the tasks of the latter is the development and implementation of a new model of the inclusive education. The implementation in a wide pedagogical practice would be able to optimize pedagogical interaction is possible in the context of inclusive education.

First of all we need to disclose the subcompetencies of the model of future special teachers' competencies. In the model of professionalism of a special teacher. S.A. Ignatieva identifies the following subcompetencies: *methodological, instrumental, integral and communicative*. In the following table we can see the contents of the model according to S.A. Ignatieva.

Table 1 – Model of future special teachers' competencies

Subcompetencies	Content
Methodological	understanding of scientific-theoretical foundations of the teaching, holistic visions of correctional and educational process
Instrumental	differentiated speech possession of technologies, methods and means of therapy, prevention, correction and speech disorder elimination among students.
Integral	the abilities of combining the speech therapy theory and practice. Adaptive ability to change conditions
Methodological	Implementation of modern and traditional methods and technologies in teaching process.

Let's make analysis of concept of "professional communicative competence". Among the subcompetencies professional competence, as stated by U.B. Zhaksenbayeva (2009), it is important for the work of a special pedagogue with students with disabilities and their parents.

Communicative professional competence allows professionals in the interaction with students in inclusive education and creates conditions for their further socialization. According to J. Kim (2011) it is considered meta-competence or central competence. Nowadays, the "communicative competence category" is considered very widely. Additionally, professional competency is

included in personal professional, social, interpersonal competence and links between these competencies. Its content is regularly expanding on modern research works. There are no unambiguous views on the meanings and definitions of this concept. The communicative competence is considered by many researchers (the list is given above) as (D. Z. Akhmetova, Z.G. Nigmatov, T.A. Chelnokova; 2014) as follows:

- internal resources system that is necessary building an effective communicative actions in certain ranges of interpersonal interaction situations;
- formation of interpersonal experience level, to learn to interact with other people. It is necessary for individuals to function in a given society successfully within the frameworks of complex abilities and social state;
- collective professional activity possession and professional communication methods on formation of social responsibilities for the outcomes of one's activities.

The competencies are as follows:

- the ability to effectively solve communication problems. It determines the individual psychological characteristics of the individual and ensures the effectiveness of her communication and interaction with other people;
- the ability of communicating effectively and forming communicative skills and knowledge of cultural norms, possessing of complex communication activities and abilities, knowing restrictions in communication, awareness of traditions, customs, etiquette observance of decency, good manners in communication process;
- communication competence in oral and written communication, dialogues, monologues, perception of the texts;
- the abilities of entering into communication, feeling easy to communicate with integral, holistic mental education, relatively stable, stability of representing a communicative properties system, gaining one's communicative potentials and communicative personality;
- Ability to direct, start and control communication process. observance of traditional, ritual etiquette and learning cross cultural communication causes. Experience of willingness to communicate in different social situations: experiencing satisfaction from communication.

Thus, communicative competence is understood an integrative, holistic, multicomponential mental activity that determines communication effectiveness.

A higher level of professional communicative competence allows the special teachers in optimizing learning process, simulating safe situations of communication process, transferring adequate, flexible variable models of communicative behaviors. The special teacher is required mastering the verbal and non-verbal communication techniques, abilities of creating socio-pedagogical situations where students try to practice to establish contacts with other students, learn for help, give advice, build the true communication.

The teachers have to master the techniques of "ecological communication". It is organizing communication process with students for special educational needs. Taking into account intellectual, speech activities and other capabilities, interests and life needs, the teacher involves students in special educational needs through dialogue communication through pair work group work while performing speech activities where they need to be successful.

Group work helps overcoming the problems in developing communication skills among students and the isolation and alienation of integrated students by organizing communication in teams. In the context of inclusive education, teacher's need to develop abilities for representing students with special educational needs who acquire a special.

In this connection, O. Shpek (2003) states that with who have different general educational and cultural levels parents heed special attention, but not only the correctional pedagogical assistance effectiveness. Thus, a special teacher working in the inclusive education system must have a sufficient level of professional communicative competence. The well-being of participants in the inclusive education process depends on the interpersonal interaction success, the ability of a teacher in engaging students in joint activities.

The pedagogical activity nature of a special teacher puts the speech in a communication situation constantly that required to demonstrate professional communicative competence from him. His skills depend on the development of the socio-psychological qualities level of an individual. Primarily it includes flexibility, reflexivity, empathy.

Table 2 –Qualities of psycho -pedagogical activity of special teacher

<i>Reflexivity</i>	is associated with the desire of the teacher to analyze, generalize, comprehend the experience of his work to evaluate it from the standpoint of social significance.
<i>Flexibility</i>	implies the ability of a teacher to quickly adapt to changing communication methods depending on age, individual characteristics, the degree of health limitations, and the level of education of students.
<i>Empathy</i>	is the ability of a teacher to put himself in the position of a student, to see difficulties through his eyes.

In general, professional competence is considered as an ability to carry out competent and productive pedagogical communication. Communicative activity includes: verbal and non-verbal exchange of information, interaction to achieve certain socially significant goals. In Figure 1 we can observe the main verbal and non-verbal means of communication.

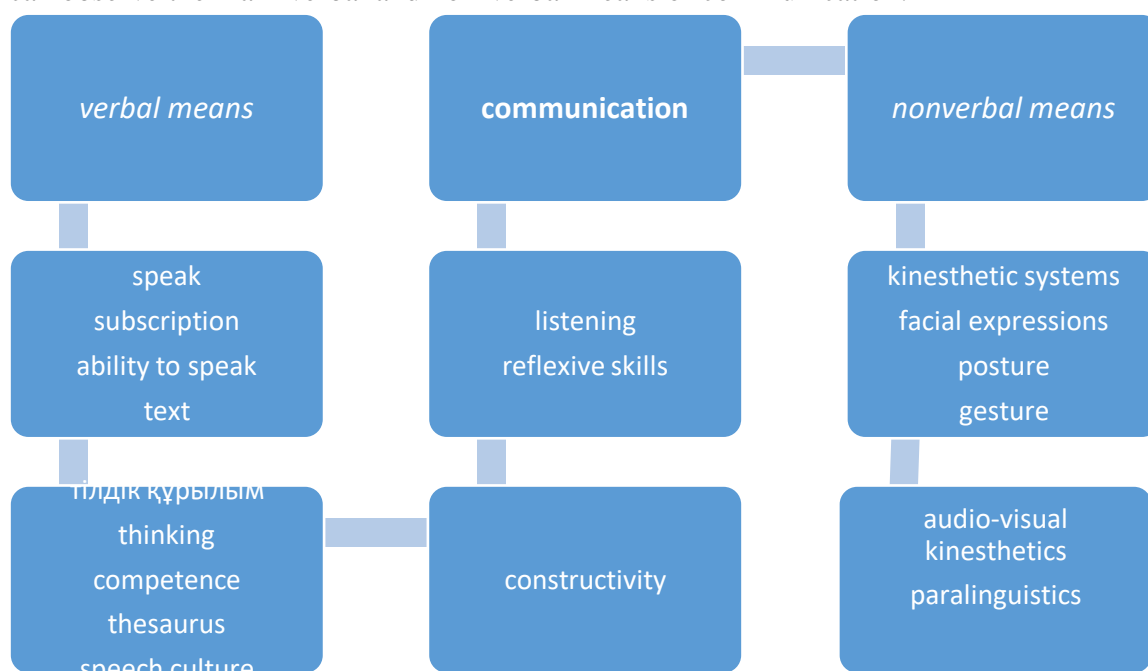


Figure 1- Verbal and non-verbal means of communication

When working with students with disabilities, an indicator of such professionalism is the language training of a special pedagogue. Without knowing the development and functioning of the language system in the norm. It is impossible to professionally competently deal with the correction of speech disorders of various types. Speech serves as the most important tool for the socialization of students with intellectual disabilities. It is of great importance for the formation of mental processes, the entire personality of the student, the formation of thinking and will. Therefore, the development of verbal communication in such students is one of the urgent problems of speech therapy and oligophrenopedagogy.

The basics for building a psychological and pedagogical support model was considered as fundamental principles of the adoption of philosophy of inclusive education by all participants in educational process. These are important principles:

1. humanistic approach that, involves respect for personality of each student and his personal development;
2. individual approach is based on choice of methods, forms and means of education process and upbringing as a whole, takes into account the individual needs of each student in group;
3. activity-based approach is carried out as a leading activity of the student-personality;
4. socio-psychological approach is based on teachers interaction with his students, conditions for creating atmosphere of security, trust and self-development;
5. active inclusion in the educational process of all its participants, which allows creating conditions for understanding and accepting each other and achieving fruitful interaction;
6. family partnership, which means the formation of a common educational ideas among the students that ensure the actions consistency between parents and teachers, the unity of requirements and attitudes towards the students, joint activities among teachers, students and parents.

Based on up-to-date requirements, we determines the main principles of professional competence development of a special teacher:



But all above methods can be effective if a special teacher does not realize the need to improve his professional communicative competence by himself. The professional competence development is a dynamic process with modernization and assimilation of professional experience. It leads to the individual professional qualities development, the professional experience accumulation that involves development and continuous self-improvement. We can single out the formation of professional competence stages, such as:

1. introspection and awareness of the teachingneeds;
2. planning for self-development (goal, objectives, outcomes);
3. analysis, self-manifestation, self-correction.

It is necessary to improve professionalism constantly, and the listed stages are repeated each time, but in a new sense. Speaking about the professional competence of a teacher. The professional competence formation is a cyclical process that includes the pedagogical activity process. One can

mention creation of portfolio should be carried out. *Portfolio* is reflective results of teachers' professional activities. It develops self-assessment and awareness of self-development. With help of teaching portfolio, the problem of teachers can be solved. Creating a portfolio is also motivational basis for the teacher's activities and his professional competence development. For creating a portfolio, a teacher needs positive results of work with students and his own achievements. Having a good portfolio, accelerates the process of teaching.

There are three components of the structure of competence can be distinguished: theoretical, practical and personal. They include professional competence components: intellectual pedagogical competence - abilities of applying one's acquired knowledge and experience in one's professional activities for training and education effectively.

Communicative professional competence is considered as a significant professional quality that included teacher's listening skills, speech skills, empathy and extraversion as stated by I.A. Zimnyaya (2003). Informational competence is gaining amount of information by the teacher. *It needs from* a teacher managing his behavior, control of emotions, the abilities for reflection, stress resistance. The following competence types of have been distinguished:

1. Competence in conducting educational process. Deep knowledge of pedagogics, basic methods for educating and teaching with practical application of ,modern methods. Preparation in educational activities needs to have higher professional competence and constant search for new ways. By using various teaching methods, activities, technologies and materials helps to develop level of students in teaching process.

2. Competence basis for the student activities in organizing the information. Educational activities and its readiness makes a teacher to have higher ICT competence and constant search for a new information.

3. Competence is organizing the educational work. Recognition of students gives right to choose and showing respect for one's ideas, thoughts and judgments.

4. Competence is based on establishing contacts with students and parents, not only with teachers.

5. Competence is an individual educational route for students in building for organizing pedagogical activity that is focused on students' individual characteristics. It is the determination of individual goals for short and long terms. Possessing means of diagnostic analysis of individual characteristics of the group and students.

6. Competence is the implementation and development of educational programs.

7. Competence is mastering and gaining the modern educational methods and technologies.

8. Competence is professional personal improvement that provides creativity and constant growth in teaching and involves updating of one's continuous knowledge and skills, ensuring the needs for constant self-improvement and self-development.

9. A positive attitude for creating new ideas and desire to put them into practice. The competence manifestation is teacher's generalization and dissemination of pedagogical experiences.

10. Competence is defined also organization of health conditions in educational process. It will provide criteria for new qualities of education and creating conditions for maintaining all participants health in educational process.

11. Competence is way of creating subject-spatial environment. It allows organizing student communities stimulating the student self-regulation processes, providing them with time, place, materials, conditions and space for choosing, creating, planning one's own activities.

In modern times, a special teacher is a researcher who has qualities as psychological, scientific and pedagogical thinking, high levels of pedagogical skills, critical analysis, developed intuition, needs for professional self-improvement and reasonable use of advanced pedagogical experiences. It is called as developed innovative potentials. We can propose organization of work on the special teachers' professional competence development as follows.

Table 3 – Stages of work on professional competence of a special teacher

Stages	Activities
Identification the special teachers of professional competence level	-diagnosing, testing; -determination of ways to improve professional competence.
Mechanisms for the special teacher's professional competence development	-Education at advanced distance learning training courses. -Participation in various contests; -Working in creative groups, workshops, master classes. - Active participation in teachers' councils, seminars, conferences - Generalization and dissemination of experience -Participation in research work, creation of own publications
Analysis of the teacher's activity	- Development of recommendations for further improvement of the professional competence of teachers; - Generalization of experience - Self-analysis of activities. -Creative reports; - Certification; -Using modern methods, types, forms, teaching aids and new technologies. - Self-development.

The key means of teacher's professional growth is constant learning and desire to improve one's own skills. Professional competence is achieved by constant activities and work. Today, professional competence has taken a new meaning. The demand for professional competence is not new for educators. The teacher has not a functions of monitoring and studying the occurring changes rapidly in his professional sphere. But he needs to master modern pedagogical means and technologies. Teachers need to develop intrinsic motivation for being creative personalities who are focused on success, able to achieve a higher level of professionalism independently.

The last few years in domestic education are characterized by a revival of interest in the upbringing and educational space outside the classroom, in the free time of students, in the meaningful organization of their leisure.

CONCLUSION

The development of professional competencies, or the professionalization of a special teacher, is an integral continuous process of becoming a future special teacher's personality. The process of professionalization is only one of the directions of personality development. Within the framework of professionalism, a specific set of contradictions inherent in the socialization of the personality as a whole is resolved. From the moment of choosing a profession, the leading contradiction of professionalization becomes the degree of correspondence between the personality and the profession. It is the main condition for the high professional skill of any special teacher. Moreover, a personal competency can be favorable for one type of activity and completely unsuitable for another.

Thus, professional competence is professionalism that has special, psychological, methodical and pedagogical training synthesis. It is based on creativity, creativity of relationships, the optimal use of teaching methods, teaching means and techniques. Among the main subcompetencies or professional competency, there are communicative and methodological competencies that should be treated as important ones within joint integrative and organizational activities of pedagogical staff and the resource-methodical center of the university.

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