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PERSONAL COMPETENCE OF A SPECIAL TEACHER IN AN INCLUSIVE ENVIRONMENT

Abstract

The article is devoted to the problem of developing professional competencies among special teachers who support children with multiple developmental disorders in general education organizations. Researchers convincingly prove the need to make inclusively oriented changes in the training of special teachers, as well as to revise and supplement the qualification requirements for the competencies of special teachers. The introduction of these changes is due to the fact of the active inclusion of children with disabilities in the general education system, while the most important condition for the effective inclusion of children is the support of their learning process by competent special teachers. In the process of a specially conducted study, the purpose of which was to establish the significance of certain professional, including personal, competencies among special teachers working in inclusive conditions, the state of knowledge of the problem in theory was determined. Based on a generalization of various points of view of leading foreign and domestic scientists on this issue, as well as on the basis of a comprehensive analysis of a number of difficulties encountered in practice by special teachers, the authors identified the basic requirements for their professional personal competencies for organizing special support for children in inclusive kindergartens and schools. The necessary inclusive professional competencies may include the ability of a specialist to assess, advise, and ultimately create an accessible, equitable educational environment that takes into account the characteristics of all children. Another important skill for a support specialist is the ability to build and provide an individual educational route for each child with developmental disabilities, adapting and adjusting the entire educational process for this purpose, as well as actively including all participants in the educational process. For the effective development of these professional skills among special teachers, according to the authors, systemic transformations are necessary regarding the introduction of additional, inclusive, professional competencies into the qualification requirements for a special teacher, into the card of this profession, available in the annex to the professional standard "Teacher" and other regulatory documents. This will make it possible to make appropriate changes in the process of training these specialists at the university, developing in them the inclusive skills necessary for professional work with children with various developmental disorders in general educational organizations of preschool and school education. The additions to the profession card proposed by the authors can be a new and effective way to establish and streamline the functions of a special teacher in inclusive organizations. As a result of the empirical research, some pedagogical recommendations were developed and proposed for modernizing the learning process in universities for future special teachers, including changing their own worldview and understanding of inclusive philosophy, filling educational programs with "inclusive" content, including new areas of training in the form of specializations, aimed at working in general education organizations, and much more.

Key words: *special teacher, defectologist, specialist training, competence, professional standard, special education, inclusive education.*

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ИНКЛЮЗИВТІ ЖАҒДАЙЛАРДА АРНАЙЫ ПЕДАГОГТЫҢ ЖЕКЕ ҚҰЗЫРЕТТІЛІГІ

Аңдатпа

Мақала жалпы білім беру ұйымдарында әртүрлі даму кемістігі бар балаларды сүйемелдеуді жүзеге асыратын арнайы мұғалімдердің кәсіби құзыреттіліктерін дамыту мәселесіне арналған. Зерттеушілер арнайы педагогтарды даярлауға инклюзивті бағдарланған өзгерістер енгізу, сондай-ақ арнайы педагогтардың құзыреттеріне қойылатын біліктілік талаптарын қайта қарау және толықтыру қажеттігін дәлелдейді. Бұл өзгерістерді енгізу мүмкіндігі шектеулі балаларды жалпы білім беру жүйесіне белсенді қосу фактісіне байланысты, бұл ретте балаларды тиімді қосудың маңызды шарты оларды құзыретті арнайы педагогтардың оқыту процесін сүйемелдеу болып табылады. Инклюзивті жағдайда жұмыс істейтін арнайы мұғалімдердің белгілі бір кәсіби, оның ішінде жеке құзыреттіліктерінің маңыздылығын анықтауға бағытталған арнайы зерттеу барысында проблеманы теорияда зерттеу жағдайы анықталды. Осы мәселе бойынша жетекші шетелдік және отандық ғалымдардың әртүрлі көзқарастарын жалпылау негізінде, сондай-ақ арнайы педагогтардың тәжірибесінде туындайтын бірқатар қиындықтарды жан-жақты талдау негізінде авторлар инклюзивті балабақшалар мен мектептерде балаларды арнайы сүйемелдеуді ұйымдастыру үшін олардың кәсіби жеке құзыреттеріне қойылатын негізгі талаптарды анықтады. Қажетті инклюзивті кәсіби құзыреттердің қатарына маманның барлық балалардың қол жетімді, тең және ерекшеліктерін ескеретін білім беру ортасын бағалау, кеңес беру және құру қабілеті кіруі мүмкін. Сүйемелдеу маманы үшін тағы бір маңызды дағды-дамуы бұзылған әрбір бала үшін жеке білім беру маршрутын құру және қамтамасыз ету, оған бүкіл оқу процесін бейімдеу және бейімдеу, сондай-ақ оған білім беру процесінің барлық қатысушыларын белсенді қосу. Авторлардың пікірінше, арнайы педагогтардың осы кәсіби дағдылары мен дағдыларын тиімді дамыту үшін арнайы педагогқа қойылатын біліктілік талаптарына, "Педагог" кәсіби стандартына қосымшада бар осы кәсіптің карточкасына қосымша, инклюзивті, кәсіби құзыреттіліктерді енгізуге қатысты жүйелі трансформациялар және басқа да нормативтік құжаттар қажет. Бұл ЖОО-да осы мамандарды даярлау процесіне тиісті өзгерістер енгізуге мүмкіндік береді, оларда мектепке дейінгі және мектептегі білім берудің жалпы білім беру ұйымдарында дамуында әртүрлі кемістігі бар балалармен кәсіби қызмет үшін қажетті инклюзивті дағдыларды қалыптастырады. Авторлар ұсынған мамандық карточкасына толықтырулар инклюзивті ұйымдарда арнайы педагогтың функцияларын белгілеудің және ретке келтірудің жаңа және тиімді әдісі бола алады. Жүргізілген эмпирикалық зерттеу нәтижесінде Болашақ арнайы педагогтардың жоғары оқу орындарында оқу процесін жаңғырту бойынша кейбір педагогикалық ұсынымдар әзірленді және ұсынылды, оның ішінде өздерінің дүниетанымын өзгерту және инклюзивті философияны түсіну, Білім беру бағдарламаларының "инклюзивті" мазмұнымен толтыру, жалпы білім беру ұйымдарында жұмыс істеуге бағытталған мамандандыру түріндегі дайындықтың жаңа бағыттарын енгізу және т. б басқа.

Түйін сөздер: арнайы педагог, дефектолог, мамандар даярлау, құзыреттілік, кәсіби стандарт, арнайы білім, инклюзивті білім.

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ЛИЧНОСТНЫЕ КОМПЕТЕНЦИИ СПЕЦИАЛЬНОГО ПЕДАГОГА В ИНКЛЮЗИВНЫХ УСЛОВИЯХ

Аннотация

Статья посвящена проблеме развития профессиональных компетенций у специальных педагогов, реализующих сопровождение детей с многообразными нарушениями развития в общеобразовательных организациях. Исследователями убедительно доказывается необходимость внесения инклюзивно ориентированных изменений в подготовку специальных педагогов, а также пересмотра и дополнения квалификационных требований к компетенциям специальных педагогов. Внесение данных изменений обусловлено фактом активного включения детей с ограниченными возможностями в систему общего образования, при этом важнейшим условием эффективного включения детей является сопровождение процесса их обучения компетентными специальными педагогами. В процессе специально проведенного исследования, цель которого заключалась в установлении значения тех или иных профессиональных, в том числе и личностных, компетенций у специальных педагогов, работающих в инклюзивных условиях, определялось состояние изученности проблемы в теории. На основе обобщения различных точек зрения ведущих зарубежных и отечественных ученых по данному вопросу, а также на основе всестороннего анализа целого ряда возникающих на практике у специальных педагогов трудностей, авторами определены основные требования к их профессиональным личностным компетенциям для организации специального сопровождения детей в инклюзивных детских садах и школах. К числу необходимых инклюзивных профессиональных компетенций может быть отнесено умение специалиста оценивать, консультировать и создавать в итоге доступную, равноправную и учитывающую особенности всех детей образовательную среду. Другим важным умением для специалиста сопровождения является умение построить и обеспечить для каждого ребенка с нарушенным развитием индивидуальный образовательный маршрут, адаптируя и подстраивая для этого весь учебный процесс, а также активно включая в него всех участников образовательного процесса. Для эффективного развития у специальных педагогов указанных профессиональных умений и навыков, по мнению авторов, необходимы системные трансформации, касающиеся внесения дополнительных, инклюзивных, профессиональных компетенций в квалификационные требования к специальному педагогу, в карточку данной профессии, имеющейся в приложении к профессиональному стандарту «Педагог» и другие нормативные документы. Это позволит внести соответствующие изменения в процесс подготовки данных специалистов в вузе, формируя у них инклюзивные навыки, необходимые для профессиональной деятельности с детьми с различными нарушениями развития в общеобразовательных организациях дошкольного и школьного образования. Предложенные авторами дополнения в карточку профессии могут явиться новым и эффективным способом установления и упорядочения функций специального педагога в инклюзивных организациях. В результате проведенного эмпирического исследования были разработаны и предложены некоторые педагогические

рекомендации по модернизации процесса обучения в вузах будущих специальных педагогов, включающей в себя изменение их собственного мировоззрения и понимания инклюзивной философии, наполнения «инклюзивным» содержанием образовательных программ, включение новых направлений подготовки в виде специализаций, нацеленных на работу в организациях общего образования, и многое другое.

Ключевые слова: специальный педагог, дефектолог, подготовка специалистов, компетентность, профессиональный стандарт, специальное образование, инклюзивное образование

INTRODUCTION.

Due to the humanistic and democratic trends actively taking place in Kazakh society, there is an active spread of inclusive processes in domestic education, the essence of which is to provide opportunities for the integration of schoolchildren with special needs into learning with normally developing peers. The above transformations naturally led to a change in the requirements for teachers who organize, coordinate and are responsible for the quality of inclusion. Quite a lot has been done in this direction to date: the qualification characteristics and functional responsibilities of teachers of general education have been supplemented, inclusively oriented competencies have been added to the profession cards [1]. Thus, the list of professional competencies of a teacher, a teacher of a preschool educational organization, includes the skills "in cooperation with colleagues to rely on the pedagogical recommendations of specialists (psychologist, speech therapist, defectologist, etc.) in working with children experiencing difficulties in mastering the program, or having specific educational needs, knowledge of the basics of correctional pedagogy and special psychology", as well as knowledge of the peculiarities of the psychophysical development of children with various disabilities; methods and technologies for organizing the educational and rehabilitation inclusive process", providing pedagogical support to persons who have specific educational needs, etc. [1] However, to date, the issues of defining the activities of special teachers (defectologists) in inclusive and new types of organizations, transforming their functional responsibilities, revising the list of necessary professionally significant and personal qualities,. The need to improve and make changes in the process of training special teachers is due to the fact of the active inclusion of children with disabilities in the general education system, while the most important condition for the effective inclusion of children is the support of their learning process by competent special teachers. Accordingly, highly professional knowledge and skills are gradually becoming key landmarks of the modern system of training specially pedagogical personnel [2].

The serious focus of the country on the effective solution of the problem of the development of professional competence and professional training of all specialists naturally affected teachers. At the highest level, it is stated that universities must be responsible for the proper training of motivated and professionally well-trained personnel. The above applies fully to the training of special educators, especially in terms of training qualified and competent specialists to accompany children with diverse developmental disabilities in inclusive education. The widespread use of inclusive education has led to the need to reorient the training of special teachers to professional activities to ensure the integration of children with developmental disabilities into the environment of normally developing peers, rightly points out, "the challenges of modern educational paradigms put forward new tasks for their solution in theoretical research as a special, and especially inclusive pedagogy"[3].

The training of special teachers in inclusive conditions involves the formation of new professional competencies, which include the ability to rebuild, adapt and modify their professional activities depending on the type and nature of developmental disorders in children (speech, intelligence, hearing, vision, musculoskeletal system, behavior, etc.), age and type of educational, medical or a social organization where children are located.

The training of special teachers provides for the development of inclusive competencies to work with different categories of children and in different types of education, as well as the formation

of their professional skills to generate new ideas in the educational process, based on the capabilities of children, and to make the necessary adjustments to their own teaching activities in case of successes and failures of children.

Therefore, there is a need to define specific requirements for the professional competencies of a special teacher, which will allow us to develop a modern, inclusively oriented graduate model and will inevitably entail changes in educational programs in special pedagogy in Kazakhstani universities. In order for special teachers to effectively develop these professional skills, according to the authors, systemic transformations are necessary regarding the introduction of additional, inclusive, professional competencies into the qualification requirements for a special teacher, into the card of this profession, available in the appendix to the professional standard "Teacher" and other normative documents. In the Card of the profession "Special teacher" in the Professional standard "Teacher" it is necessary to describe in detail the list of personal and professional competencies necessary for the successful activity of a special teacher in inclusive education. These competencies should correlate and structurally correspond to the work functions performed by special teachers. In this regard, the expediency of the conducted research is due to the need to establish the importance of certain professional, including personal, competencies of special teachers working in inclusive organizations.

METHODS AND MATERIALS.

To solve this problem, the study used a set of theoretical methods, including: analysis of normative legal acts and scientific sources on the problem of training special teachers in universities, analysis of difficulties encountered by specialists in inclusive organizations, comparison of current professional duties of special teachers and labor market requirements, interviewing, generalization of theoretical provisions and empirical data.

The methodology of the study was influenced by an understanding of the integrity and consistency of the process of training special teachers, which is largely due to various political and social conditions, and also depends on the level of development of the education system and many other factors determining the success of training [4].

The basis of the study was the concept of "readiness for professional activity", since the training of a special teacher is part of higher education. According to this concept, according to the famous Russian scientist V. Slavenin, any teacher, including a special one, should have certain personality qualities developed, intellectual activity formed at a sufficient level, a broad outlook, analytical and creative activities and much more, professional readiness includes professional psychological and pedagogical knowledge and skills, pedagogical positions and attitudes, personal qualities [5].

Important for solving the purpose of our research is the idea of the Russian researcher about the structure of professional activity, which highlights the motivation and responsibility of the teacher for completing the task; understanding the specifics, necessity and sequence of applying their knowledge in teaching; possession of various methods and techniques based on the knowledge formed; the ability to control and correct actions; the ability to adequately assess the level of their professional development and its compliance with the requirements of the professional environment.

According to research, the competence of a teacher is represented by three components, the first of which is an activity component, assuming the necessary pedagogical learning strategies for the successful implementation of the pedagogical process; a communicative component that promotes interaction and contacts with students, colleagues, etc.; a personal component is represented by the qualities of empathy, understanding, patience, acceptance, etc. .

Thus, the opinion of the majority of scientists on the problem of the development of pedagogical professional competencies consists in presenting them as a whole complex of certain knowledge, skills and abilities, the most important of which are personal qualities (A. Khutorskoy, E. Zeer, B.Gershunsky, etc.).

The analysis of foreign studies (Taruq A.M., Kaur A., Noman M., Awang-Hashim R.) allows us to determine that many authors agree on the expediency of changing the strategy of teacher training by developing a positive attitude towards inclusive processes. To some extent, this opinion

is shared by the Russian scientist I. Yakovleva, considering a whole range of professional and personal characteristics of a teacher, among which stands out the ability to understand and respect the diversity of students, the possession of confidence in the success of each student, etc. [6]. Other Russian scientists (R. Agavelyan and others) also agree on the need for a special teacher to have the ability to empathize, understand and accept any peculiarities [7].

Special attention should be paid to the research of A. Sergeeva, who examines the professional competencies of special teachers in accordance with modern challenges of education, including its inclusive orientation. The author justifiably notes the tendency to expand the scope and nature of the special teacher's activities [68].

A. Sergeeva introduces a new concept of inclusive-oriented training and attempts to define it in the form of special training of teachers for the conscious implementation of diverse tasks of inclusive education. Inclusive competence, in her opinion, which should eventually be formed, will contribute to the optimal readiness of a special teacher for inclusion. This competence presupposes the ability to organize and independently carry out activities to ensure an individual educational route for each child with impaired development, create conditions for maximum development of students, adjusting the entire educational process for this, as well as adequately assess the results of their work, focusing on the interests of other participants in the educational process [8].

The socio-psychological and personal aspects in the portrait of a special teacher are reflected in the works of Russian researchers E. Shumilova and N. Chernyshenko, who note the importance of formed professional and value orientations. A specialist needs to pay attention not only to academic success, but first of all he needs to promote the harmonious development of students, instill adequate social skills and cultural values, form respect for others, etc., which can be done through an individual approach, patience and great efforts to achieve results. [9].

The research of Kazakhstani scientists reflects some aspects of the preparation of special teachers for inclusive activities, the most important of which is the complexity of professional functions, involving the ability to work and apply various learning technologies for students with different nosological and individual characteristics. [10-]. The Russian researcher A. Duzelbaeva points out the need for a special teacher to develop the following skills and abilities: active participation in research activities, the ability to analyze and apply various areas and contents of the work of specialists based on foreign experience, the ability to develop educational and training programs taking into account the needs of each student with developmental disabilities. [11].

In the recommendations "Development of requirements for the professional competence of teachers working in an inclusive education environment", when training special teachers, it is recommended to use a competence-based approach [12], the result of which should be that a special teacher has a set of new academic knowledge, the ability to develop, apply and adapt various methods and technologies in practice, organize individual and group work, to own the complex personally- professional qualities of a teacher, which will contribute to successful work in an inclusive environment [13].

Thus, modern society, actively developing inclusive education, accordingly requires changes in the training of a special teacher.

All researchers certainly prove that in modern conditions, a special teacher should differentially select correctional and developmental approaches to children with various developmental disabilities in general education organizations, flexibly respond to changes in the individual development of a child, organize and take on a leading and key role in interdisciplinary interaction, and much more.

The analysis of scientific sources, the study of foreign and Kazakhstani experience, as well as the results of a survey and interviewing of the teaching staff of M. Kozybayev North Kazakhstan University and employers in order to identify unresolved problems in the training of students in the educational program "Special Pedagogy", allowed us to formulate the following conclusions:

1. It is necessary to identify a set of consistently formed inclusive competencies for special teachers in accordance with the requests of inclusive organizations.

2. Students of special pedagogy should be more actively involved in inclusive practice (first in the form of assistants, teaching assistants, etc.).

3. It is advisable to review the content of educational programs and include disciplines aimed at the formation of inclusive core competencies: the interaction of a special teacher with other specialists, parents and schoolchildren; the development of individually developing programs in accordance with the educational needs and capabilities of this particular child, assessment of educational, cognitive, personal and other achievements of students with impaired development.

4. Stimulating and supporting scientific research in the field of inclusive education and putting their results into practice.

5. Constantly improve skills and work on self-improvement to master new tools in the field of inclusive education.

Conducting an analysis of leading social trends and educational factors, generalizing various points of view of leading foreign and domestic scientists on this issue, as well as based on a comprehensive analysis of a number of difficulties encountered in practice by special teachers, the need for inclusive changes in the training of special teachers, as well as revision and addition of qualification requirements for the competencies of special teachers was determined.

RESULTS AND DISCUSSION.

Results and discussion. The need to review the professional responsibilities of a special teacher accompanying children with disabilities has led to requirements for the revision of state standards and educational programs. It should be noted that the requirements for reviewing vocational training in order to best meet the requirements of employers and the labor market are relevant not only with regard to the training of special teachers, but are applicable to all professions.

The qualifications system makes it possible to coordinate the demand of the labor market for certain professions and the activities of higher and professional educational organizations to meet the demands of employers. It includes: industry qualifications frameworks; professional standards; educational programs; certification of specialist qualifications. Further, at the meeting on employment and labor, the Head of State K. Tokayev stated the need for professional standards and educational programs that meet modern challenges and rapid changes in the market in order for graduates to meet the requirements of the modern labor market. The above applies with good reason to the professional standard of a teacher, which consists of a Passport and profession cards [1].

Our special study, which included an analysis of regulatory and literary sources, the study and analysis of various aspects of the work of a special teacher in general education, identification of difficulties they encounter, conversations with the heads of inclusive organizations, etc., we prepared additions to the "Special Teacher" profession card, which included inclusively oriented knowledge, skills, and abilities, including those of a personal nature. When making additions, the requirements of the standard qualification characteristics of a special teacher (defectologist), the Industry qualification framework, the Profession Card "Teacher in the field of special education", etc. were taken into account. (Appendix 1 to the professional standard) [14,15].

At each level, the level of independence of the specialist was differentiated in the Card. So, at level 4 (4.1; 4.2 – a mid-level specialist), the level of independence of a special teacher is minimal, he can carry out all his activities only in accordance with the instructions of a more experienced teacher (mentor), or under his guidance [1]. A special level 5 teacher with an education in the form of an applied bachelor's degree can work independently in certain cases, in other cases – in a team with other colleagues, in more complex cases – only under the supervision of a more experienced colleague (mentor). A special teacher of the 6th level, that is, having a higher education (bachelor's degree) He already works almost completely independently, only occasionally seeking advice from a more experienced teacher (mentor) or using a variety of ready-made and recommended methodological recommendations and instructions, as well as in conditions of close interaction and collective activity with more experienced colleagues [1].

The functions of the work of a special teacher vary depending on the level of independence. Thus, the first labor function (educational), which involves proper training, the transfer of

necessary information to children and the education of the ability to independently seek and acquire educational knowledge, is differentiated at each level:

- at the fourth level – "in cooperation with colleagues, develops pedagogical recommendations for teachers (preschool teacher, primary school teacher, etc.) in working with children who have difficulties in mastering the program, or with children with disabilities" and knowledge of "the organization of educational and correctional development processes in special and inclusive educational organizations",

- at the fifth level, it assumes the ability to plan educational and correctional individual and group classes under the guidance of an experienced teacher–mentor, paying special attention to the integration of children with disabilities,

- at the sixth level, a special teacher is able to independently determine and develop the conditions necessary for each child to ensure accessibility and comfort for him in the course of educational activities in accordance with their nosological and individual characteristics and capabilities.

The labor function of special teacher No. 2 is of the nature of educational activity and is aimed at the formation of adequate social skills, adaptation and development of students with impaired development of an integral system of socially accepted values and moral concepts, the ability to interact with other children in an inclusive environment, etc.

The work function of the special teacher No. 3 is represented by methodological skills and abilities that allow the specialist to put his knowledge into practice:

- at the fourth level, a special teacher can, under the guidance of an experienced teacher (mentor), adapt educational materials in accordance with the individual, cognitive and nosological characteristics of children, as well as through teamwork in interaction with other colleagues, create a favorable learning environment that promotes not only the learning and development of children, but also socially adapts them,

- at the fifth level, a special teacher is able, with the help of experienced colleagues, to choose various methods, techniques and technologies suitable for children's age and nosological characteristics, as well as adapt the content and educational materials for each child.

- at the sixth level, a special teacher demonstrates independent skills in planning individual and group educational and correctional development classes based on a general education, adapted or special curriculum,

The work function of special teacher No. 4 is of a research nature and is aimed at diagnosing and evaluating the level of educational content that the child was able to master, as well as studying the educational environment in terms of its compliance with the tasks of accessibility, comfort, learning, development and social adaptation. So, at the sixth level, a special teacher demonstrates the ability to apply reflexive methods and techniques in a team with other specialists and colleagues, aimed primarily at ensuring a full-fledged process of integrating children with impaired development into the educational process, assessing the ongoing changes in the personality of each child.

The work function of special teacher No. 5, which is of a social and communicative nature, is aimed at professional cooperation and interaction with other participants in the educational environment, including with more experienced colleagues. So, at the fifth level, a special teacher needs professional knowledge of the basics of communication psychology and professional dialogue skills in order to cooperate with all participants in the educational process (other specialists, teachers, administration, parents and children), at the sixth level, a specialist should already be a motivator, initiator and coordinator of productive team and interdisciplinary cooperation and interaction, independently uniting all interested stakeholders in education (other specialists, teachers, managers, parents, children), actively involving various public organizations and associations, as well as professional associations in this process.

The specified labor functions in the profession card and the professional standard of the teacher correspond to those professional competencies that need to be developed at the university. These competencies represent certain abilities formed in the process of mastering educational knowledge

during training, as well as during the acquisition of practical experience gained during industrial and pedagogical practices. Therefore, professional competencies are a symbiosis of theoretical knowledge and practical skills, contributing to the consistent acquisition of work skills in specially pedagogical activities.

As a result of the analysis and generalization of some current difficulties in the work of special educators in inclusive education, certain conclusions and recommendations have been made that can improve the inclusive training of special educators:

1. The need to make inclusively oriented changes in the training of special teachers, as well as to review and supplement the qualification requirements for the competencies of special teachers is due to the ongoing reform processes in the field of education in our country.

2. It is advisable to develop professional competencies of special teachers who provide support for children with diverse developmental disabilities in general education organizations by including educational disciplines filled with inclusive content in the content of their entire professional training.

3. It is advisable for universities that train special teachers, when developing a graduate model, developing educational programs in "Special Pedagogy", it is advisable to focus on the draft Card of the profession "Special Teacher", which describes new competencies that subsequently ensure the possibility of successful work with children with diverse disabilities in inclusive organizations.

CONCLUSIONS.

Currently, active work is underway in the country to introduce inclusive processes at all levels, systematic training of teaching staff is underway to create a special educational environment for children with various disabilities, improve their qualifications and retraining in inclusive education for children, form a knowledge base about the activities of specialists in inclusive organizations, etc.

However, the implementation of this approach is accompanied by a number of difficulties associated with the insufficient inclusive competence of special educators, who often lack the practical skills to evaluate, advise and eventually create an accessible, equitable and inclusive educational environment for all children. It is not enough for support specialists to develop the ability to build and provide an individual educational route for each child with impaired development, adapting and adjusting the entire educational process for this, as well as actively including all participants in the educational process in it. They have insufficiently developed skills to involve parents, public organizations and other stakeholders in the inclusive process, insufficient effective tools, methods and means to support the process of integrating children with impaired development into general education, etc., due to the small number of inclusively oriented academic disciplines in higher education institutions.

Thus, our proposed additions to the profession card can establish and streamline the professional functions of a special teacher in inclusive organizations.

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