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**EDUCATIONAL WORKERS METHODOLOGICAL COMPETENCE  
FORMATION IN THE CONDITIONS OF INCLUSIVE LEARNING**

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*The article analyzes the scientific achievements on the problem of educators' methodological competence forming in the context of SEI inclusive education. The definitions of the concepts "inclusive education", "inclusive learning", "Methodical competence of a teacher" have been clarified. It is clarified that inclusive education means that all students receive a quality education in a general secondary education institution, each student is unique, has different abilities and has a different level of knowledge that a teacher helps him develop, receives individual assistance from a teacher and an educational institution in general, he is a personality being developed throughout life.*

*Among the main advantages of inclusive education are: the development of individual strengths and talents of the student; admission of all children without exception into the general school system and society as a whole; active involvement of parents in the learning process and school life; development of personality culture in all its manifestations; development of the student's ability to learn throughout life and the*

*formation of a sense of respect for the various abilities and talents of peers; ability to create friendly relationships with peers.*

*Key words: competence, methodical competence, educational institution, pedagogical workers, inclusive education.*

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*У статті здійснено аналіз наукових здобутків з проблеми формування методичної компетентності працівників освіти в умовах інклюзивного навчання ЗСО. Уточнено дефініції понять «інклюзивна освіта», «інклюзивне навчання», «Методична компетентність педагога». Уточнено, що інклюзивне навчання означає, що всі учні отримують якісну освіту в умовах закладу загальної середньої освіти, кожен учень унікальний по своєму, має різні здібності та володіє різним рівнем знань, які йому допомагає розвивати педагог, отримує індивідуальну допомогу від педагога та закладу освіти в цілому, становить особистість, яка розвивається упродовж життя.*

*Серед основних переваг інклюзивного навчання виділено: розвиток індивідуальних сильних сторін та талантів учня; прийняття всіх дітей без виключення в загальноосвітню шкільну систему і суспільство в цілому; активне залучення батьків в процес навчання і життя школи; розвиток культуру особистості в усіх її проявах; розвиток вміння учня навчатися упродовж життя та формування почуття поваги до різних здібностей й талантів однолітків; вміння створювати дружні стосунки з однолітками.*

*Ключові слова: компетентність, методична компетентність, заклад освіти, педагогічні працівники, інклюзивне навчання.*

**Introduction.** At the present stage of the education development in world and domestic pedagogy the problems of inclusive education are increasingly addressing, which implies access to education for everyone, including people with special educational needs. Supporting the idea of inclusive education, implementing inclusive practices the educational institutions must operate innovations.

According to the order of the Ministry of Economy, Trade and Agriculture of Ukraine № 2736 from 32.12.2021 “On approval of the professional standard for the professions “A primary school teacher of general secondary education”, “A teacher of general secondary education”, “A primary education teacher (with a diploma of a junior specialist)” states that “the purpose of a teacher's professional activity is to organize training and education of students during their full general secondary education by forming their key competencies and worldview on the basis of universal and national values” [15]. This requirement entails the expansion of functional responsibilities of teachers, changing of professionally significant and personal characteristics and competencies which is also stated in the new professional standard of teachers. In particular, the document defines general (civic, social, cultural, leadership and business) and professional competencies of the teachers (linguistic-communicative, subject-methodical, information-digital, psychological, emotional-ethical; pedagogical partnership, inclusive, health-preserving, design, prognostic, organizational, evaluative-analytical, innovative, reflective, ability to learn throughout life” [15], which significantly affects not only the professional development of the teacher, but also the knowledge quality of students.

It is well known that the professional development is a necessary condition for the growth of professionalism of teachers. That is why there is a need for constant growth and self-improvement in the process of

pedagogical activity, training in the system of postgraduate pedagogical education and self-education.

The theoretical and methodological basis of this article are the works of domestic and foreign researchers on the formation of various competencies. Peculiarities of formation and measurement of competencies are considered in the works of T. Burlaenko, N. Bakhmat, N. Bryzhak, O. Dubinina, T. Gylova, T. Yershova, O. Myronova, V. Oliynyk, O. Chulanova, O. Sharipova, research of professional teacher development is carried out in the works of O. Dubaseniuk, L. Pukhovskaya, V. Simichenko, E. Villegas-Reimers, and others.

Theoretical and methodological principles of professional training for the educational field are developed in scientific works of domestic and foreign scientists: philosophy of education and ideology of anthropocentrism (V. Andrushchenko, I. Anosov, V. Kremen, V. Lutay, M. Romanenko V. Begey, T. Davydenko, V. Kurilo, O. Savchenko and others); theoretical foundations of professional education (O. Dubinina, I. Zyazyun, N. Nychkalo, V. Oliynyk, Y. Malovany, E. Chernyshova, L. Sergeeva, I. Smirnova, etc.); innovative strategies in education (V. Bezpalko, V. Bondar, N. Bakhmat, L. Danylenko, G. Dmitrenko, N. Klokar, V. Lugovyi, V. Palamarchuk, etc.).

Ukraine is actively introducing foreign experience in training teachers to implement inclusive education in the educational institutions (B. Cagran, J. Corbet, E. Nowicki, L. Florian, T. Loreman, S. Alekhina, I. Wozniak, I. Oralkanova, I. Hafizulina, S. Cherkasova, Yu. Shumilovska and others) and develop and test their own scientific approaches aimed at solving various aspects of this problem (Yu. Bystrova, V. Bondar, V. Gladush, I. Demchenko, I. Dmitrieva, V. Zasenka, V. Kovalenko, A. Kolupaeva, I. Kuzava, O. Martinchuk, M. Matveeva, S. Mironova, Y. Naida, L. Rudenko,

V. Sinyov, E. Sinyova, N. Sofiy, D. Suprun, V. Tarasun, A. Shevtsov, M. Sheremet, D. Shulzhenko, etc.).

Given the large array of scientific research, it follows that the problem of developing the formation of methodological competence of educators in the context of inclusive education of secondary education is relevant and is of great interest for further research.

**Aim and tasks.** To analyze scientific achievements in the field of the educators' methodical competence formation of the conditions of the SEI inclusive education. According to the purpose the following **tasks** of the article are defined:

- to carry out the analysis of scientific achievements on a problem of the educators' methodical competence formation in the conditions of SEI inclusive training;

- to clarify the definitions of "inclusive education", "inclusive learning", "Methodological competence of the teacher";

- to identify and substantiate the main components of methodological competence of educators in the context of SEI inclusive education.

**The theoretical backgrounds.** Analyzing the concept of "inclusive education", we turned to the Free Online Encyclopedia "Wikipedia" which states that "inclusive education (English inclusive education) – is the education of pupils or students with special needs by involving them in the general educational environment at their place of residence. Inclusive education is seen as an alternative to the boarding school system (when children with special needs are supported and taught separately from other children) and home schooling" [8].

According to the Concept of Inclusive Education "the inclusive education is a comprehensive process of ensuring equal access to the quality education for children with special educational needs by organizing their education in secondary schools based on the use of personality-

oriented teaching methods, taking into account individual characteristics of such children” [13]. Inclusive education means that all students can study in educational institutions at their place of residence, in general education classes, where, if necessary, they will be supported both in the educational process and in the redevelopment of schools, classes, programs and activities, so that students without exception can study and spend time together. According to the Concept for the Development of Inclusive Education, “the inclusive education: is based on human rights and the principles of equality; is directed to all children and adults, especially those who are excluded from the general education system; it is a process of removing barriers in the education and support system” [13].

The basis of inclusive education is that “... all students: can learn by different methods and at different time; have individual abilities and features; want to feel that they are understood and valued; have different origins and want their differences to be respected” [13].

According to the website of the Ministry of Education and Science of Ukraine, “inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, taking into account human diversity, effective involvement and inclusion of all participants in the educational process” [8].

Inclusive education is often considered an alternative to the boarding school system, where children with special educational needs study in special educational institutions and are forced to live there due to the problem of their territorial diversification.

Today, the slogan of educational policy in Ukraine is the vision *that no child should feel different and excluded from educational, cultural and social processes - this is the main task of inclusion* [8].

Thus, in our opinion, inclusive education means that all students receive a quality education in a general secondary education institution,

each student is unique in his own way, has different abilities and has a different level of knowledge that a teacher helps him to develop, receives individual assistance from teachers and educational institutions as a whole, is a personality that develops throughout life.

Among the advantages of inclusive education, we highlight the following:

- development of individual strengths and talents of the student;
- admission of all children without exception into the general school system and society as a whole;
- active involvement of parents in the learning process and school life;
- development of the personality culture in all its manifestations;
- development of the student's ability to learn throughout life and the formation of a sense of respect for the various abilities and talents of peers;
- ability to create friendly relations with peers.

Clarifying the concept of “inclusive education”, we turned to the interpretation of the phenomenon of “inclusion”.

Inclusion (from Inclusion - inclusion) - the process of increasing the degree of participation of all citizens in social life. It is a policy and process that enables all children to participate in all programs.

Inclusion (inclusive education) reflects a social model of understanding disability or special needs as opposed to integration, which reflects the medical model. The main difference is that the social model connects the difficulties of the child in the educational process not so much with disorders of its development, but with obstacles in the external environment. Inclusive education, first of all, ensures the right of every child to education, which is stated in all national documents (Constitution of Ukraine, Article 23 of the Law “On Education”, etc.), as well as in international documents ratified by Ukraine (Convention UN Convention on the Rights of the Child (Article 23), UN Convention on the Rights of Persons with Disabilities (Article 24).

Thus, “inclusion is seen as a process of recognizing and responding to the diversity of needs of all learners. It involves their active participation in the process of acquiring knowledge in cultural and social life. Inclusion reduces segregation in the education system. It requires changes and modifications to the content, approaches, structure and strategy of education, taking into account the needs of all children, guided by the belief that general education systems are obliged to teach all children” [6].

According to the definition provided by the International Renaissance Foundation and the global network of Open Society Foundations, “inclusive education is a component of the humanitarian policy of every modern country, which shows how well its society protects the inalienable human rights and which is gradually entering the educational process of Ukraine nowadays. Inclusive education is, first of all, the formation of public attention and respect for the diversity and uniqueness of each student, which, in turn, provides a better quality of education for all children” [7].

According to T. Loreman, inclusive education will contribute to:

- development of the child's abilities;
- recognition that normal development is not a generally accepted “norm”;
- to meet special needs;
- creation of a support system;
- functional approach to treatment and training;
- participation of parents in the treatment and education of their children [17].

According to A. Kolupaeva, “Inclusive education (inclusion) involves the creation of an educational environment that would meet the needs and capabilities of each person, regardless of the peculiarities of his psychophysical development” [10].



In her research, the scholar argues that “inclusive education is based on the principle of ensuring the basic right of children to education and the right to learn at home. Inclusive education, as a system of educational services, should be provided by an inclusive school - an educational institution that adapts curricula and plans, physical environment, methods and forms of learning, uses community resources, involves parents, specialists to provide special services according to the needs of each child, provides a favorable climate in the educational environment” [10].

Thus, we can say that *the term “inclusive education” is used to describe the learning process of children with special educational needs in secondary education (hereinafter - SEI). Taking into account the variety of special educational needs, the created system should be multivariate, flexible, adaptive, which requires significant changes in the organization of the educational process, the content of education and, accordingly, the preparation of teachers for these processes.*

Inclusive education should include the following components:

- recognition of equal value for society of all students and teachers;
- increasing the degree of student’s participation in the educational process and extracurricular activities and at the same time reducing the level of isolation of some students;
- changes in the policy of the institution, practice and school culture in order to bring them in line with the diverse needs of students enrolled in this institution;
- overcoming barriers to quality education and socialization of all students, not just students with disabilities and students with special educational needs;
- analysis and study of attempts to overcome barriers and improve the accessibility of educational institutions for certain categories of students. Carrying out reforms and changes aimed at the benefit of all students;

- recognition of children's rights to education in the SEI, located at the place of residence;
- development of partnerships between schools and local communities;
- recognition that inclusion in education is one of the aspects of inclusion in society.

Inclusive education should be based on the following principles:

- the value of man does not depend on his abilities and achievements;
- everyone is able to feel and think;
- everyone has the right to communicate and to be heard;
- adaptation of the system to the needs of the child, and not vice versa;
- real education can be carried out only in the context of real relationships;
- all people need the support and friendship of peers;
- meeting the individual educational needs of each child;
- recognition of the ability of each child to learn and, accordingly, the need for society to create appropriate conditions for this;
- involvement of parents in the educational process of children as equal partners and the first teachers of their children;
- team approach in the education and upbringing of children, which involves teachers, parents and professionals;
- the complexity of the tasks must correspond to the abilities of the child;
- equal access to education in secondary schools and quality education for every child;
- overcoming potential barriers to learning [6].

An important document that provides a common understanding of disability and is the basis of an interagency approach is the International Classification of Functioning, Restriction of Life and Health of Children and Adolescents (ICF - CA). It is used as a basis for the development of the

rehabilitation system, early intervention and inclusive education, for the development of public policy. [4; 11; 12].

As we noted above, the formation of inclusive education in domestic pedagogy poses a number of serious challenges for teachers. The professional standard of a teacher states that in the modern educational situation there is a new requirement for a teacher - willingness and ability to teach children regardless of their abilities, developmental disabilities, health limitations and objectively formed social situation. These transformations include the expansion of requirements for the organization of professional activities of teachers, the introduction of new functional responsibilities, the level of education of the position; changes in professionally significant and personal qualities of teachers.

Trends of the current stage of the education development in the conditions of inclusion in Ukraine require the need for formation and development of professional competencies of teachers in the field of inclusive education in the conditions of SEI, in particular the formation of methodological competence.

Clarifying the concept of “methodical competence of the teacher” in our study, we turned to the numerous works of leading scholars, in particular, according to T. Volobueva “methodical competence is the possession of various teaching methods, knowledge of didactic methods and techniques and the ability to apply them in teaching and knowledge of psychological mechanisms of knowledge and skills acquisition” [2]. According to G. Kashkarev, “methodological competence” is manifested through their mastery of forms, means, ways, methods and techniques of pedagogical influences, their effective use and differentiation; ability to apply the acquired theoretical professional knowledge in practice [9].

According to N. Tsyulyup, the methodological competence of a teacher is considered as a system of knowledge, skills, practical experience and

existing pedagogical abilities aimed at the implementation of professional activities with the simultaneous ability to continuous self-improvement [16].

T. Gushchyna believes that methodological competence is an integral multilevel professionally significant characteristic of the personality and activity of a pedagogical worker, which mediates his professional experience [3].

*Thus, the methodological competence of a teacher is an integrative component of the system of knowledge, skills, abilities acquired in a higher education institution and practical experience, which is directly improved during life, the ability to apply the acquired experience during professional activity.*

The components of methodological competence include the following:

- thorough knowledge of the theory and methods of the subject teaching;

- the formed system of didactic and methodical competences;

- possession of the technology of the educational process organization;

- didactic and creative abilities to solve various methodological tasks (both standard and problematic ones);

- experience of pedagogical activity, in particular, experience of solving educational methodical tasks;

- personal professional qualities of the teacher (critical thinking, responsibility, interest, ability to self-improvement and self-development, love for the profession, etc.).

Introducing new functions and increasing the requirements for the activities of teachers in an inclusive education lead to various difficulties. The practice of higher education organizations in the field of education of people with special educational needs shows that the educational process requires in-depth study, especially the content of its educational and methodological support, which significantly complicates the process of

implementing inclusive education technologies. It is necessary to develop scientific and methodological complexes, methodological and educational products, training programs for teachers to work in an inclusive education.

Improving the competence of teachers in the model of inclusive education in higher education is in demand, as only values, along with the emotional stability and the ability to solve professional problems in the field of education and assistance to people with special educational needs, provide innovative development of the educational process. One of the necessary components of the system of support for higher education of students with special educational needs is the methodical work [14].

The optimal inclusive model formation in the domestic higher school requires a teacher with a high level of professional, including methodological, competence in the design of educational space and educational products, ready for dynamic changes in the educational process.

*In our opinion, the methodological competence of educators in inclusive education is an integrative quality of personality aimed at the formation of pedagogical values, mastery of methodological knowledge, skills, methods of work in the field of inclusive education and is determined by the ability and willingness to carry out methodological activities in inclusive education considering special educational needs of the students.*

One of the key factors in the development of methodological competence of educators in the context of SEI inclusive education is a positive attitude of teachers to inclusive education combined with motivation to prepare and implement an inclusive educational process [1].

Let's analyze in detail the main components of the methodological competence of educators in the context of SEI inclusive education.

The teacher's acceptance of an inclusive educational environment and the value attitude towards students with special educational needs

determines the motivational and value component of the methodological competence of the teacher in the conditions of inclusive education.

Motivational and value component of the methodological competence of the educator has the following structure:

- understanding the humanistic significance and value of inclusive education;
- motives and interests of professional methodical activity aimed at the development of inclusive educational process;
- empathy, emotional readiness for the competent solving the work and communication difficulties arising in the educational process by students and their parents.

This component, in our opinion, also performs a regulatory function in the complex process of methodological competence development of educators in the context of the SEI inclusive education due to its crucial importance.

With the low level of the methodological competence motivational and value component development in SEI educators in the conditions of inclusive education (lack of motives, interests, emotionally positive mood, personal needs of methodical activity in inclusive educational environment in SEI) the development of other components will be formal, or it will be impossible at all.

The cognitive component of the methodological competence of the educator in the conditions of SEI inclusive education provides orientation of the basic professional knowledge necessary for teaching activity in SEI, on their application in inclusive educational process. The cognitive component of methodological competence reflects the awareness of SEI teachers about the nature and structure of methodological activities carried out in an inclusive environment; about the essence and structure of inclusive educational environment and factors of its development; on the

requirements for professional and, as its component, methodological competence of educators in terms of educational inclusion.

This component has the following structure:

- knowledge of the basics of special pedagogy didactics, content, directions and forms of methodical work;
- knowledge of the basic principles of psychological and pedagogical training of persons with special educational needs;
- knowledge of modern educational technologies;
- knowledge of the peculiarities of inclusive education features of the documents development that project educational activities in an inclusive environment of higher education, as well as teaching materials;
- knowledge of the features of designing individual educational programs and routes for people with special educational needs in the context of inclusive education.

The cognitive component of the methodological competence of the educator is closely related to the organizational and practical component, as the mastery of the above knowledge by teachers is the basis for the development of practical methodological skills of teachers, without which theoretical knowledge loses meaning.

We believe that the organizational and practical component is the most important component of the educational process, the quality of which depends on the organization of educational activities of students with special educational needs.

The basis of the organizational and practical component of the methodological competence of educators in the context of SEI inclusive education are the work professional skills necessary for teachers to effectively solve the problems of methodical.

Thus, this component of methodological competence shows the level of practical readiness of the teacher to carry out methodical activities.

Organizational and practical component of the content of methodological competence of educators in the context of SEI inclusive education has the following structure:

- ability to use pedagogically-based forms and methods, to apply modern educational technologies taking into account special educational needs of students;

- ability to work in a team aimed at designing and implementing professional methodological activities in an inclusive education;

- the ability to objectively assess and self-assess ways to solve specific methodological tasks and the quality of methodological support and maintenance of educational programs in an inclusive education.

Mastering the organizational and practical component of the content of methodological competence allows each teacher to consciously and expediently operate the professional knowledge in the implementation of methodological activities in an inclusive education.

Thus, the structure of methodological competence of educators in the context of SEI inclusive education is represented by three main interrelated components: motivational and value (provides the development of general positive motivation and moral and psychological component of methodological competence), cognitive (aimed at developing the theoretical component of methodological competence) and organizational -practical (promotes the development of a practical component of methodological competence).

**Research results.** The conceptual approaches to the formation of methodological competence of educators in the conditions of inclusive education in SEI allowed us to develop and present the structure of methodical competence of educators in the conditions of inclusive education of SEI, which is represented by three main interrelated components: motivational-value, cognitive, organizational-practical.



This structure reflects the holistic nature and objective dialectical relationship of the components of the methodological competence of educators in the context of SEI inclusive education.

Thus, our theoretical study shows that the development of methodological competence of educators in the context of the SEI inclusive education should be a purposeful process, the effectiveness of which will ensure the successful transition of educational institutions to an inclusive educational environment as a key factor in inclusive education in our country.

Thus, the analysis of scientific achievements on the formation of methodological competence of educators in the conditions of the SEI inclusive education allowed us to draw certain conclusions, in particular: inclusive education means that all students receive quality education in general secondary education, each student is unique in his own way, has different abilities and a different level of knowledge that a teacher helps him to develop, receives individual assistance from the teacher and the educational institution as a whole, is a person who develops throughout life.

Among the main advantages of inclusive education, we have identified the following: the development of individual strengths and talents of the student; admission of all children without exception into the general school system and society as a whole; active involvement of parents in the learning process and school life; development of personality culture in all its manifestations; development of the student's ability to learn throughout life and the formation of a sense of respect for the various abilities and talents of peers; ability to create friendly relationships with peers.

According to the results of the study, it was clarified that the term "inclusive education" is used to describe the learning process of children with special educational needs in secondary education. Taking into account the variety of special educational needs, the created system should be

multivariate, flexible, adaptive, which requires significant changes in the organization of the educational process, the content of education and, accordingly, the preparation of teachers for these processes.

We also found that the methodological competence of educators in the context of the SEI inclusive education is an integrative quality of personality aimed at the formation of pedagogical values, mastery of methodological knowledge, skills, methods of work in the field of inclusive education and is determined by the ability and willingness to carry out methodological activities training taking into account the special educational needs of students.

It is determined and substantiated that the structure of methodical competence of educators in the conditions of inclusive education of SEI should be represented by three main interconnected components: motivational-value (provides development of general positive motivation and moral-psychological component of methodical competence), cognitive (aimed at the development of theoretical component of methodological competence) and organizational and practical (contributes to the development of the practical component of methodological competence).

The theoretical and practical aspects of the formation of methodological competence of educators in the conditions of inclusive education of the SEI create the conceptual basis for further theoretical study of this problem and development of the corresponding model.

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