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CATEGORICAL APPARATUS OF THE PROBLEM OF PRIMARY SCHOOL TEACHERS TRAINING FOR THE PROFESSIONAL ACTIVITY IN THE CASE OF INCLUSIVE EDUCATION

***Анотація.** Автором визначено категоріальний апарат проблеми підготовки вчителів початкової школи для професійної діяльності у сфері інклюзивної освіти. Показано, що «підготовка вчителів початкових класів до професійної діяльності у випадку інклюзивної освіти» – це складна система взаємодії суб'єктів виховного процесу вищої школи, яка спрямована на освоєння студентами спеціальних знань, здібностей і навичок теорії та практики інклюзивної освіти, серед яких викладання, виховання та корекція розвитку учнів із та/або без спеціальних освітніх потреб, формування професійно значущих характеристик майбутнього педагога, який матиме особисту позитивну позицію щодо різних груп діти, залучені до інклюзивної освіти (гуманістичне лікування, любов, догляд, підтримка, допомога, співпраця, взаємна творча робота), що сприятиме ефективності навчання.*

Метою статті є визначення категоріального апарату проблеми підготовки вчителів початкової школи для професійної діяльності у сфері інклюзивної освіти.

Авторами визначено, що підготовка вчителів початкової школи до професійної діяльності у сфері інклюзивної освіти – це складна, багатопланова і багаторівнева особиста формація, яка забезпечує успішне виконання широкого кола функцій викладачів, пов'язаних з удосконаленням змісту та організації різні форми інклюзивної освіти та активне застосування спеціальних методів ефективної освіти, виховання та корекції розвитку учнів початкової школи із та/або без спеціальних освітніх потреб у разі реалізації інклюзивної освіти в початковій ланці закладу загальної середньої освіти.

Визначені у статті категорії представляють широкий спектр понять, що пов'язані з професіоналізацією, професійним становленням і професійною освітою. Установлено, що в процедурному аспекті вони включають формування й розвиток майбутнього фахівця, а в ефективному аспекті – освоєння професійного потенціалу, професійної корисності та професійної компетенції як невід'ємної частини готовності до професійної діяльності. З такої позиції представляється доцільним розглянути специфіку підготовки вчителів початкової школи для професійної діяльності у випадку інклюзивної освіти як системного явища.

***Ключові слова:** інклюзивна освіта; підготовка; вчитель початкової школи; професійна підготовка вчителя; професіоналізація; професійне становлення; категоріальний апарат; професійна діяльність.*

Introduction. In «National Strategy for the Development of Education in Ukraine for the period till 2021», the training and upbringing of pedagogical personnel which would be able to work on the basis of innovative approaches to the organization of teaching and educational process, child-centered education, and own continuous and creative professional development is considered as the forthcoming outcome. At the same time the theoretical foundations of the investigation of the problem of primary school teachers training for the professional activity in the case of inclusive education as well as the available empirical experience is leading to the following opinions:

- in the Ukrainian education system, the new stage of the organization of teaching and educational process of the children with disabilities has been initiated;
- content, forms, methods, techniques and tools of teaching, upbringing, development and correction of children with disabilities leaves the limits of traditional (special, defectological and correctional) approaches, which causes the training of multifunctional specialist who is able to work as part of the innovative educational, social and cultural environment.
- it is required to define and construct the ways of the implementation of such educational goal, which would be directed to the improvement of professional training of future pedagogue with taking into account the European and world tendencies of integration, benefits of the national systems of education and peculiarities of specific region.

Reasoning from the observations listed above it should be noted that the inclusive education is an important component of the system of actions aimed at the support of progressive functioning of society and state, which put the serious requirements to the quality of training of primary school teacher. First of all it is related to the support of the means of improvement of education system, search of the conditions of the reach of integrity and orderly of professional training at the system of higher education. It needs the reinterpretation of content of the term «training» as well as the reconsidering of related notions. In other terms, at the present moment the development of conceptual apparatus of the problem of training of primary school teachers to the professional activities in the case of inclusive education is very important.

Ukrainian and foreign pedagogical researches contain of the significant experience concerning the issues of the formation of the professional training of pedagogue (A. Bykov, I. Bekh, V. Bondar, A. Verbytsky, T. Danylova, N. Dementyeva, T. Ilyashenko, A. Kihichak, V. Kraevskyy, A. Panov, O. Khokhlina, T. Shulha etc.). But, the mentioned scientific and pedagogical problem still needs the specific research in the theory and practice of pedagogical science.

The purpose of the presented paper is the definition of the categorical apparatus of the problem of primary school teachers training for the professional activity in the case of inclusive education.

Presentation of key material. Domestic model of professional and pedagogical training, which was directed on the transfer of the necessary knowledge, skills and abilities for future specialists, lost the perspective characteristics (I. Zyazyun). The scientist argues that now the necessity of the changing of strategic and global objectives of pedagogical education as well as the moving of emphasis from knowledge of specialist to his/her human and personal qualities arises [5]. Therefore, the process of professional training should be determined by the complex of external and internal factors and be realized on the basis of different psychological mechanisms. So it seems reasonable to consider the problem of professional training from the different points of view: as main condition of socialization and individualization, part of the path of life, specific form of professional development, one of the leading circumstances of the manifestation of activity of the individuality.

The significant number of papers devoted to adjoining branches, ascertain the complexity of the term «training» as well as width and multiplicity of its interpretations. So, now such category has been considered from pedagogical, psychological, historical, social, philosophical, and other points of view as well as on levels of person, function, and activity.

Traditionally in science and on the practice the process of the formation of the personality of teacher, development of its pedagogical skills and mastery, acquisition of knowledge, skills and abilities is generally described by the notion «training». In «Great Explaining Dictionary of Ukrainian Language» the meaning of this notion is interpreted as stock of knowledge and skills, experience received during the study and practice [2]. According

to the «Pedagogical dictionary» the training is the formation and improvement of regulations, knowledge and skills which is required for the person for an appropriate discharge of specific tasks [7]. In «Russian pedagogical encyclopedia» such term is considered as set of specific knowledge, skills and abilities, properties, labor experience and conduct norms, which provide the possibility of successful professional activities; and as the process of the message of related knowledge and skills [9]. According to «Ukrainian Soviet encyclopedic dictionary», the training is defined as set of knowledge received by some person. Such lexeme is came from the word «to train» which means the outcome of learning process which is treated as the process of providing of necessary knowledge for something and array of previous actions that makes easier the realization of some further actions or processes [12].

In the articles of well-known scientists and pedagogues M. Skatkin and V. Shadrikov, the term «training» is considered as the process of achievement of learning objectives, formation of competencies, and implementation of acquired social experience.

According to L. Serebrennikov, the training should be treated both as process and result which provide the approaching of education to immediate solving of the actual tasks of socially-directed and personally-significant activities. Therefore it is reasonable to bring into accord the training of future specialists on the level of transformation of educational potential into the resource of availability for performance of practical actions.

In such sense the meaning of the term «training» coincides with the meaning of the category «professional training» which in the Law of Ukraine «On Higher education» is treated as gaining of qualification accordingly to the some specialty. In reference literature this term is defined in the same way as acquisition by the subject of educational process the array of special knowledge, skills and abilities, properties of labor experience and conduct norms which provide the possibility of successful professional activities in the chosen branch. However, besides the procedural and effective aspect, it should be reasonable to consider «training» in the context of current trend, system structureness, content and functionality.

Professional training, as it is mentioned in works of N. Nychkalo, is oriented on the personal development and creative self-actualization of each citizen of Ukraine, formation of generations which have ability to life-long learning, develop the values of civil society and promote the consolidation of Ukrainian nation and its integration onto European and world space [6]. In specific dimension of pedagogy, for example, as L. Tkachenko argues, professional training should include the array of psychological and pedagogical steps aimed to development of future specialists' preparedness to professional activities [10].

Certainly, the professional training of teacher has place only in the higher education institutions of different levels of accreditation. Concerning the procedural and effective aspects, I. Sokolova treats the training as continuous and manageable process of acquisition of pedagogical experience which takes place for future teachers, that able to perceive the reality in the systemic and integral dimensions and act on the basis of humanistic values.

T. Tan'ko treats the professional training of teacher as the integral dynamic pedagogical system which foresees the specially organized and teacher-controlled learning activities of students that reflects the peculiarities of pedagogical work and typical occupational tasks which the pedagogical university graduates should solve. Such system links the theoretical, methodological and practical training of students to future professional activities. According to the beliefs of researcher from procedural and effective aspects the training is the system of organizational and pedagogical steps, which provides the formation of occupational trend of person, array of knowledge, skills, abilities and occupational preparedness that is defined as subjective state of individual to consider himself competent and prepared to discharge professional duties and filled with desire for doing it.

From the aspect of regulation V. Yevdokymov, V. Lutsenko, L. Pokroeva, G. Ponomaryova have mentioned that the professional training of teacher is the unity of

content, structure and objectives of learning and upbringing of students, ways of implementation of acquired knowledge, skills and abilities in the work with pupils. According to I. Zyazyun, G. Filipchuk, O. Otych the structure of professional training includes the following fundamental components: objectives (subject-directed, functional, and personal); fundamental training; professional training; personally-directed training; learning methods; forms of learning. Researchers link the general matter of professional training with the objectives and tasks of teaching and educational process in the secondary school, and special knowledge from major disciplines of teaching.

In the context of functional approach to the professional training of future teachers, O. Abdullina considers training as the process of formation and accumulation of regulations, knowledge and skills which are needed for future specialist in order to proper discharge of special tasks of teaching and educational process [1]. However, N. Volkova supposes that teacher professional training could be considered only as mastering of the system of professional knowledge which contains of the following items:

1) universal knowledge (knowledge related to human being, human formation, evolution, development in actual social environment, and special knowledge related to culture, sociology, ethics, aesthetics, economics, law);

2) psychology-related knowledge (information concerning characteristics of individuality: inclination, character, temperament, aptitudes etc.; peculiarities of course of psychological processes (thinking, memory, imagination etc.); methods of psychological research of the rules of learning and upbringing; peculiarities of learning with taking into account the individual and age-specific characteristics; abilities to use the acquired knowledge in pedagogical work;

3) pedagogical knowledge (information concerning the basic theories of formation and development of individuality, principles of pedagogy and psychology, organization of teaching and educational process; development of pedagogical and psychology sciences, professional training, positive and negative aspects of professional activities etc.);

4) knowledge related to applied methods of subject teaching, technique of the organization of educational process, didactics, and information concerning the pedagogical techniques [3].

V. Yevdokymov, G. Ponomaryova, I. Pokroeva, and V. Lutsenko demonstrate the wider interpretation of the functional aspect of professional training which, according to these authors, includes the five functions: social and humanitarian, psychological and pedagogical, professional, personally-directed and applied.

First of them foresees the acquisition of knowledge related to sciences about Ukraine, philosophical, political, social, historical, economical, ecological, cultural, ethical and aesthetical, linguistic disciplines, physical culture and religious concepts. Second of them is considered as the functional self-determination of teacher in teaching and educational process, precise pedagogical position, availability of developed spiritual culture, understanding of the limit of love to learner, consciousness of own person in the role of teacher; knowledge concerning the objectives, tasks, requirements, ways, methods, forms of pedagogical activities, interaction, teaching and educational process; pedagogical abilities as main indicator of pedagogical mastery; introspection of pedagogical steps on each stages of learning process. Third aspect is related to the solving of problem of acquisition of theoretical knowledge concerning the chosen specialty, development of applied skills and abilities which are required in order to realization of professional pedagogical activities (its content is determined by fundamental disciplines which are related to the applied techniques of teaching of school subjects). Forth aspect is related to the issue of development of students' personal and professional skills and abilities. Fifth aspect is related to extending of theoretical knowledge on the basis of active learning; development of future teacher skills and abilities of

practical work at the educational institutions; formation and development of professional skills and abilities; mastering of modern methods and forms of pedagogical activities, innovative technologies; formation of research approach to pedagogical work.

Therefore, it should be noted that term professional training' foresees the design of integral system of continuous learning, upbringing and development of individual which provides the training in the different spheres of learning according to educational needs of subjects of learning process. So, this category belongs to wider notion – «professionalization».

Russian scientist A. Turchynov considers the professionalization as social phenomenon is caused by the development of occupational activities in the society and content of this term reflects the process of formation of professional character of work (work professionalization), and process of receiving of profession (personal professionalization), as well as development of social institutions aimed to facilitation of professional formation of person (system of personnel professionalization) [11].

Therefore, the term «professionalization» includes both personal and social level. First of them describes how the person receives the occupation and specialties; and second of them describes the functioning of society, organizations, companies concerning the involvement of citizens to the sphere of professional types of work.

V. Kharlamenko and T. Olefirenko have considered the professionalization of teacher as integral and continuous process of the development of specialist personality which includes: choosing of profession of teacher with taking into account own abilities and skills; acquisition of the professional rules and norms; formation and consciousness of own person as professional; development of own personality by resources of own profession, research and transformation of environment; process of entering to the profession. Consequently, in such way the preparedness to pedagogical work is forming [13].

Concerning the teacher profession E. Gusinskiy and Yu. Turchaninova establish that professional development of teacher is more complicated and difficult than in the case of other trades, which seems reasonable. But it seems controversial that the main reason of such situation is the incapability of pedagogical education to provide of the future teachers by the worthy «launching pad» [4].

Actually, as S. Vitvitska mentions, one of the main task of the university teacher on each stages of student formation is the facilitation in the perception of own vocation. She argues that during the organization by the teacher of the influence on some object it is necessary to take into account that student doesn't born as a subject of educational work but becomes under the influence of education. Therefore the direct duty of academic staff of higher educational institutions is the facilitation to the student in the process of formation not only as future teacher but also as identity.

Professional formation of future pedagogue actually has some specific characteristics. According to S. Vershlovskiy, such peculiarities indicate on the system of continuous education, which is organically connected with the period of professional training in higher school. S. Maksymenko argues that this issue should be considered not only on the basis of existent weakness and miscounts of the system of the future teacher training at higher educational institutions, but, most of all, in the light of internal contradictions of this stage of professional formation. As S. Maksymenko argues, the meaning of professional formation is the following: individual choosing the professional role of the teacher just starts to acquire of functional content of professional educational work.

Therefore it should be highlighted the interrelationship between the professional formation of person and process of development. In favor of this point of view the following thesis of N. Matolihina should be used: «Process of professional formation is the process of development of individual in the process of future occupation choosing, professionally-directed education and training, and efficient discharge of professional duties. When person

chooses the occupation and gains the professional peculiarities, professionally develops, his/her personality also changes: experience and competence are increasing; the properties which are important from the point of view of future occupation are developing».

T. Aleksyeyeva shows that the process of professional formation indicates on the process of individual life-long self-development, whose ranges define the formation of specific types of subject activity of individual on the basement of the development and structuring of the set of professionally-directed characteristics which provide the realization of cognitive functions, communication and regulation of specific kinds of activity in the different stages of professional way.

It should be noted that specificity of profession influences on the development of the individual. So the term «professional individuality» should be used. K. Chernetski argues that the meaning of such term is defined by the concretization of the category «individuality» which characterizes the person as the worker that has formed professional knowledge, skills and abilities, motivation, interests, capabilities, approaches and perception of own profession. According to O. Lazorko, the professional individuality is the array of psychological properties and characteristics, in other words the personal professional potential that forms in the process of professional development. In the structure of individuality the professional individuality should be described by the using of the unity of motivation and abilities and it is the determinant of professional practice, defines the professionalism of individuality and professional activities and on the personal level – professional qualification.

According to I. Pidlasyy and S. Trypol'ska, the determinative characteristic of pedagogue is professional potential. They argue that neither the creativity, preparedness, adaptation to the specific conditions separated from other properties, nor great number of other specific qualities, but only the potential itself which can be treated as ability of pedagogue to see, understand, formulate and solve the educational problems, is the principal characteristics. Professional potential of pedagogue is considered by these scientists as «array of interconnected natural and acquired properties, which define the professional ability to discharge own professional duties on the appropriate level» and as the basement of «pedagogical knowledge, skills connected with the developed abilities of pedagogue to think actively, create, act and implement own intentions and receive the planned results» [8, p. 6]. In the structure of this term we distinguish the following components: relationship between orientation which is considered as inclination to educational work and actual situation; teacher perception of educational work; ability to discharge own duties on the appropriate level which is determined by the professional training and personal understanding of the entity of pedagogical process; level of professionalism which means the system of acquired knowledge, skills, abilities, ways of thinking and action [8, p. 8].

Therefore, considering such general notions as «training» and «professional training» it was revealed the defined categories belongs to the wider categories of professionalization, professional formation and professional education, which in the procedural aspect include the formation and development of future specialist, and in effective aspect – the mastering of professional potential, professional usefulness and professional competence as integral parts of the preparedness to professional activity. In higher educational institution, the professional training combines the learning and educational activities which include the purposeful dynamic interaction of teacher and student and during such interaction the learning, upbringing and development of students takes place. From such position it seems reasonable to consider the specific of the primary school teachers training for the professional activity in the case of inclusive education as the systemic phenomenon.

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Abstract. DEMCHENKO I., ISHCHEENKO L. *Categorical apparatus of the problem of primary school teachers training for the professional activity in the case of inclusive education*

Introduction. In the paper the categorical apparatus of the problem of primary school teachers training for the professional activity in the case of inclusive education was defined.

The purpose of the presented paper is the definition of the categorical apparatus of the problem of primary school teachers training for the professional activity in the case of inclusive education.

Results. It was shown that «training of the primary school teachers for the professional activities in the case of inclusive education» is the complicated system of interaction of the subjects of educational process of higher school which is aimed to students mastering of special knowledge, abilities and skills of theory and practice of inclusive education, among them, teaching, upbringing and correction of the development of pupils with and/or without special educational needs, formation of professionally significant characteristics of future pedagogue which would have the personal positive position concerning the different groups of children involved to the inclusive education (humanistic treatment, love, care, support, assistance, collaboration, mutual creative work), which would promote the effectiveness of learning. «Training of the primary school teachers for the professional activities in the case of inclusive education» is the complicated, multifold, and multilevel personal formation, which provides the successful discharge of wide range of teachers' functions related to improvement of the content and organization of the different forms of inclusive education and active use of specific methods and techniques of efficient education, upbringing and correction of the development of primary school pupils with and/or without special educational needs in the case of implementation of inclusive education in primary school.

Conclusions. It was revealed the determined categories represent the wide range of notions related to professionalization, professional formation and professional education. It was found that in the procedural aspect they include formation and development of future specialist, and in effective aspect – the mastering of professional potential, professional usefulness and professional competence as integral parts of the preparedness to professional activity.

Key words: inclusive education; training; teacher professional training; professionalization; professional formation.

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