
Training of Prospective Teachers of Foreign Language to Work in Inclusive Classes

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Abstract. The theoretical and methodological basis of training of prospective teachers of foreign language to work in inclusive classes is examined. The authors consider pedagogical conditions that promote the successful formation of inclusive competence of foreign language teachers in the process of professional training. Specific features of studying course “Methods of English Teaching in Inclusive Classes” are analyzed. Methodological principles, methods, forms, and techniques of teaching of foreign language in inclusive classes are discussed.

Keywords: *inclusive competence, training of prospective teachers of foreign language, inclusive education, pedagogical conditions, methods of English teaching in inclusive classes.*

Introduction

The democratic changes in Ukraine, the process of entering into the world economic community led to changes in the attitude of society to problems of people with disabilities and to the necessity of their wider integration with society.

In Ukrainian school education, conceptual principles that create conditions for obtaining different degrees of the educational standard by children with special needs are developed. The approach “school for all” was laid out in the Salamanca Declaration, which was adopted in 1994, by 92 countries, including Ukraine. In this document, the creation of inclusive education was proclaimed as the priority task of education policy.

At that period in the world educational practice, the term “integration” was replaced by the term “inclusion” (D. Agnes, T. But, M. King-Sears, T. Mittler, D. Rosa, and other scholars). If the integration involves the child’s adaptation to the requirements of the system, then the inclusion is to adapt the system to the needs of the child.

The Concept of Inclusive Education in Ukraine proclaims that inclusive education is a complex process of ensuring equal access to qualitative education for children with special educational needs by organizing their training in secondary schools on the basis of student-oriented teaching methods, taking into consideration individual peculiarities of educational and cognitive activities of these children. This document points out that inclusive education in Ukraine is implemented starting from preschool (Kontseptsia, 2010).

Due to the intensification of the process of implementation of integrated and inclusive education in Ukraine, the Cabinet of Ministers of Ukraine adopted the resolution no. 872 (15 September 2011) “On Approval of the Procedure of Organization of Inclusive Education in Comprehensive Educational Institutions”. The Classifier of Professions is supplemented by new position – an Assistant Teacher of Inclusive Education. The qualification characteristics and basic functional responsibilities of social educators in conditions of inclusive education are developed. The functions and powers of specialists of psychological services in the context of providing psychological and social support for all participants in the educational process in conditions of inclusive education are defined. Since 01.10.2015 in the Classifier of Professions the position – an Assistant of Preschool Teacher (Order of the Ministry of Economic Development, 02.09.2015, No. 1084) has appeared.

The widespread implementation of ideas of integration and inclusion in secondary schools of Ukraine requires changes in the training of prospective teachers.

Problem Statement

Inclusive education imposes new requirements for the secondary school teacher. The teacher should be able to prioritize corrective, training and educational objectives, ways of their realization; develop individual corrective and compensatory work plan for each child taking into account the nosology; adapt curricula, program material, methods, forms of training and education to the individual educational needs of the children; focus on social experiences, educational opportunities to every child; develop a variety of techniques and tools to promote the overall development of children; create the conditions for the social adaptation of children with special needs and healthy children, their acquiring of social skills.

Implementation of this strategic goal depends on the quality of training of the prospective teacher to the performance of their professional duties. That is why one of the most urgent present problems is to update content, forms, methods, means, and technologies of training and education of students of higher pedagogical educational institutions, taking into account the trends of educational inclusion.

Today all over the world, special attention is paid to the purposeful search for the most effective strategic directions of education. L. Vygotskyi defines the student's activity as the basis of the educational process and states that teacher's art should be directed to guide and regulate this activity. "The school should wrap the child by thousands of social relations that can help to develop moral character" (Vyhotskyi, 1991).

In modern conditions, it is dominant to train an educator, who is able to transcend own subject, make interdisciplinary connections, and understand professional knowledge in the system of culture. It is important to have an ability to organize the educational process as social interaction, engage the personal resources of students to meet challenges of life creativity.

Implementing the humanitarian nature of the profession, the teacher as an educator and an organizer of the educational process is not limited by assessment and control of students' training but stimulate their personal achievements and share responsibility for the results of cooperation with them.

In our society, there are different opinions concerning problems of inclusive education. If the parent community initiates integrated learning, admits joint training as a need, then the educational community is more restrained in initiatives and recognizes this form of training as a necessity. Educators understand and recognize the complexity of this new and unconventional approach to education. Hence the nature and content of main directions of school work school are changed and filled with the atmosphere of cooperation and interaction between all participants in the educational process (work with the teaching staff, students, and parents). As a result, properly organized co-education changes all participants of the process.

Work with the educational community is a leading element in the creation of inclusive education. Without creating the alliance of adherent people in school, it is problematic to realize the idea of collaborative learning. This process should be preceded by preparatory work: idea adoption, the creation of the adaptive environment, explanation of all tasks of coeducation to all teachers of the school, the formation of positive public opinion, didactic software, and recruitment providing for these classes.

We consider that it is necessary to attract experienced, creative, balanced, with a democratic style of management teachers who are ready to work in inclusive classes. Authoritarian teachers tend to complicate the process of integration. It has more negative effects than positive. Success and development of the pupil with special needs depend on the degree of teacher's awareness of collaborative learning ideas, and the depth of understanding of the problems of the child. The teacher also requires assistance in the understanding of pupil's educational problems and in the choice of pedagogical mechanisms for cooperation with the pupil.

The most significant direction of teacher's work is to create the experience of social and evaluative relationships, interaction and communication of children with different educational opportunities. The role of the teacher is not only to teach himself how to

accept each child and recognize child's uniqueness and value but also to teach all pupils to do it. It is especially important to teach others to interact, to provide the necessary assistance and support, to identify positive attitude (Dmitrenko, 2012).

The pupils with special needs should be assisted in mastering the general educational abilities, skills, and means of educational activities. A positive result of the work can be considered as the moment when pupils need less of individual assistance. The degree of autonomy of the child grows, and his/her maintenance is reduced to a minimum of all interacting structures. The result is always individual and in each case it depends on the potential opportunities for pupils, developing in the process of training.

At the same time, inclusive education is a creative process; it gives the teacher the unlimited possibilities for the realization of their creative potential. Such training, as a new form, requires different approaches, interactive teaching methods, collective forms of work that are based on active cooperation between all its participants.

Thus, the realization of the strategic goal of implementing of inclusive education in Ukraine depends on the quality of training of prospective teachers to the performance of their professional duties.

The aim of this article is to substantiate and verify experimentally the effectiveness of the model of training of prospective teachers of foreign language to work with students in conditions of inclusive education.

In accordance with the aim of the study, the following tasks have been solved consequently:

- to define the theoretical and methodological basis for training of prospective teachers of foreign language to work in conditions of inclusive education;
- to develop a model of training of prospective teachers to work in conditions of inclusive education;
- to substantiate pedagogical conditions of professional training of students to work in conditions of inclusive education;
- to verify the effectiveness of pedagogical conditions the process of professional training of prospective teachers of foreign language to work in conditions of inclusive education.

For solving the tasks of the research, the following research **methods** were used: theoretical analysis of scientific literature, legislative documents due to inclusive education; empirical methods (observation of students' activities in the classroom, questioning (Rokeach Value Survey); the study of students' essays); pedagogical experiment, methods of mathematical statistics.

The methodological basis of the study consists of: the position of the theory of interaction of learning and development processes (L. Vyhotskyi, V. Davydov, D. Elkonin, C. Maksymenko and etc.); the position of social orientation of teaching children with special needs (U. Bronfenbrenner, I. Yeremenko, V. Zasenka, A. Kolupayeva, M. Suprun, M. Tarasevych, M. Yaremchenko); conceptual foundations of inclusive education of children

with special educational needs (T. Booth, T. Lorman, J. Lupart, J. Lane, A. Mainscow and etc.); modern scientific views on features of support children with special educational needs (V. Kobylchenko, S. Kulbida, T. Sak, T. Skrypnyk, O. Taranchenko, O. Fedorenko and etc.); the conceptual basis of development of professional cooperation (E. Bern, G. Bloomer, A. Zhuravliev, J. Mead); legal and legislative documents, modern scientific concepts in the field of education of children with special educational needs.

The object of our study is the process of training of prospective teachers of foreign language to work in inclusive classes.

Due to analyses of theoretical studies and own experience, the high level of inclusive competence of teachers of foreign language is defined by: a high degree of awareness of the importance and needs the implementation of educational activities in conditions of inclusive educational environment; highly developed knowledge, abilities and skills that are the indices of the cognitive and operational criteria of professional competence of teachers foreign language; the ability to monitor and evaluate their own activities with further correction, to exercise creativity and initiative in different learning environments. The characteristic features of high level is also the ability to choose the most appropriate style of communicating with children with specific needs, possession of tactics and methods of impact on students in conditions of different learning situations, awareness of the strengths and weaknesses of their actions. A teacher of foreign language with this level of professional competence demonstrates confidence and ability to combine exactingness with democracy, which is manifested in providing initiative and autonomy of learners with special needs; able to establish emotional contact, to form relationships of mutual sympathy and trust, to show goodwill and tact in dealing with students with special educational needs, for whom it is important during the formation of their motives for learning foreign language (Kazachiner, 2016).

Mastering of the high level of inclusive competence is achieved by means of ensuring consistency and continuity in the formation of the inclusive readiness of prospective teacher of foreign language, achieving the effect of “pedagogical resonance” by means of variety of organizational forms, technologies, teaching methods, and extra-curricular activities as well that involve purposeful and complex formation of academic, professional, social and personal competencies that make up the foundation of inclusive readiness of prospective specialists.

The theoretical and methodological basis for the training of prospective teachers of foreign language to work in conditions of inclusive education should be axiological, anthropological, holistic, student-centered, activity-based, differentiated, competency-based approaches.

The axiological approach is the methodological basis that defines the system of pedagogical views, which are based on understanding and strengthening of the value of human life, its preservation, and prevention of negative attitudes towards children with special needs. The axiological approach allows determining the position of values of the prospective teacher and opportunities of its impact on the position of pupil's values.

The anthropological approach allows introducing systematically the data of human sciences as the subject of inclusive education and considering them in the process of organization and implementation of inclusive activities. To the anthropological circles of sciences that can provide assistance for inclusive activities may be included: Anatomy, Physiology, Pathology, Philosophy, Logic, and Psychology.

The holistic approach focuses on integrative backbone connections of the educational system; on the study and the formation of sustainable and variable, principal and less important aspects of the system. It provides clarifying of the contribution of individual components to the processes of development of the personality. In this aspect, it is closely connected with the student-centered approach.

The student-centered approach takes into account the age and individual characteristics of children and creating conditions for their personal formation, promoting abilities and opportunities disclosing, the upbringing of volitional qualities, etc.

The activity-based approach serves as the theoretical-methodological strategy and allows to explore the content of the readiness of prospective teachers to work with pupils in conditions of inclusive education, to optimize the methods of its formation and development, and identify ways of practical improvement.

The differentiated approach in education is one of the ways of solving pedagogical problems taking into account the social and psychological features of students with special educational needs. The differentiated approach optimizes educational activities of the teacher, allows determining the content and forms of education for certain categories of students.

The competence approach of the teacher of inclusive education is represented by a system of academic, professional, social and personal competencies, which determine the ability and readiness for the successful implementation of the professional and pedagogical activities and achieving educational results, taking into account the needs of all participants of inclusive educational environment (Voloshyna, 2011).

Identification of the complex of competencies that makes up a functional model of the teacher of inclusive education is a guideline in determining the content of education and in the selection of appropriate methods and work techniques.

The authors have developed the model of training of prospective teachers to work in conditions of inclusive education (fig.).

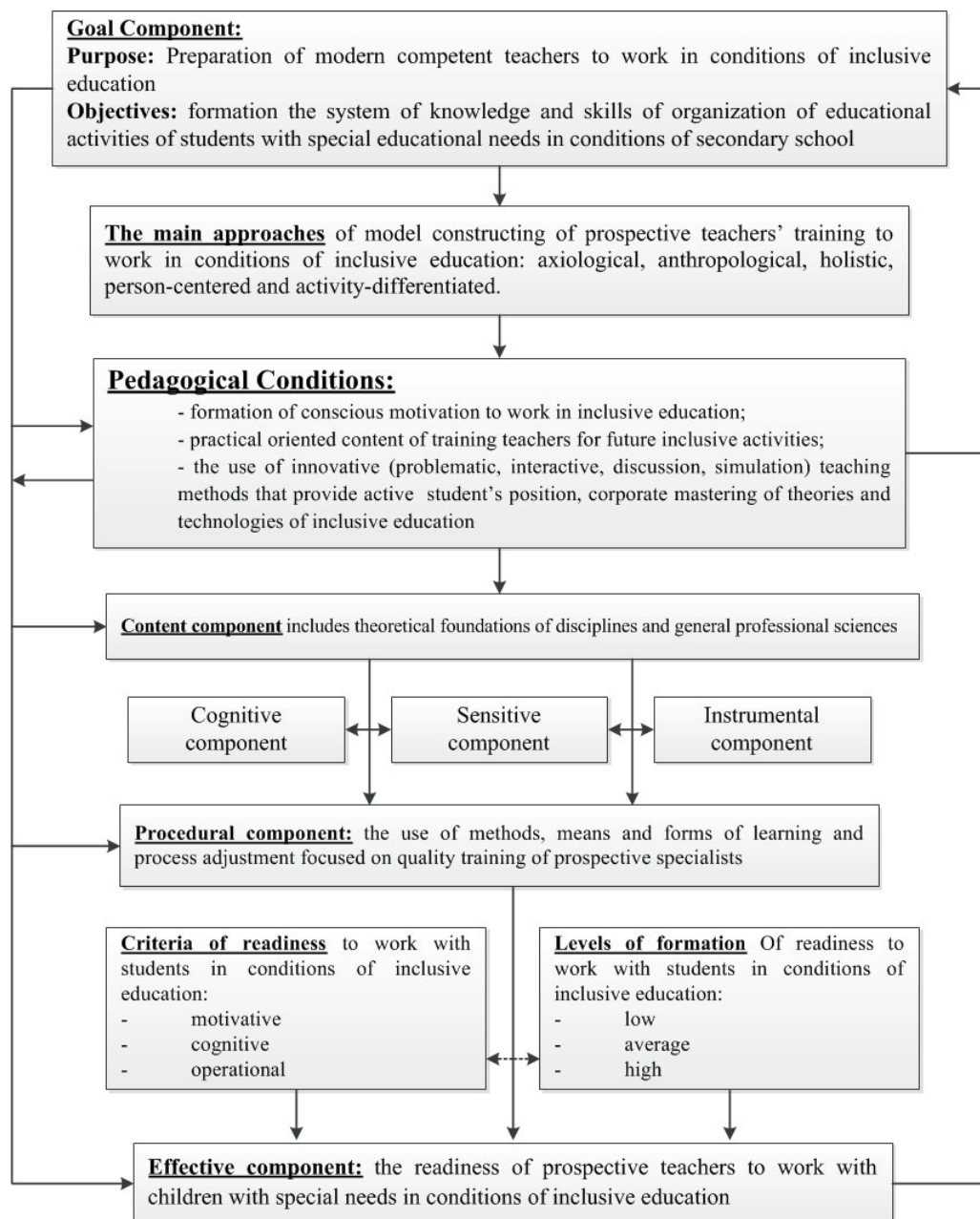


Fig. Model of training of future teachers of foreign language to work in conditions of inclusion

The functional model is presented by a goal, content, organizational and effective components. The goal component provides the formulation of the goals and objectives of the process of training of prospective specialist to work with the pupils in conditions of inclusive education. The content component includes the theoretical foundations of

educational disciplines: “Inclusive Education”, “Fundamentals of Correctional Pedagogy”, “Pedagogical Technologies of Inclusive Education”, professional sciences (Pedagogy, Psychology), methodologies (Methods of Teaching of certain subjects). The function of the organizational component is the organization of educational process in accordance with the logic of the content and aims. The process of training of prospective teachers to work with pupils in conditions of inclusive education involves the formation of the special culture of teachers in relation to individual characteristics of pupils, the ability to adapt the material taking into account their capabilities. The effectiveness of the process of training of prospective teachers to work with pupils in conditions of inclusive education is promoted by appropriate methodological tools, among them: lectures (introductory, review, summary, problem); methods of game: simulation, training, group discussions, brainstorming, analyzing of specific teaching situations, social and perceptual improvement. The effective component is characterized by indicators and levels of students’ readiness to future work taking into account the peculiarities of the organization of the educational process, the contingent of pupils.

The effectiveness of the process of professional training of prospective teachers to formation of investigating quality is ensured by the implementation of the pedagogical conditions, namely: use of the potential content of pedagogical disciplines to the formation of students’ tolerance, positive motivation to implementation of inclusive education; the practical orientation of the contents of training students to future inclusive activities, applying of contextual technology that allows to form a coherent structure of professional activities of prospective teachers in conditions of inclusive education; the use of innovative (problematic, interactive, discussion, simulation) methods that provide an active position of the student, corporate assimilation of theories and technologies of inclusive education.

Consider each of the distinguished pedagogical conditions.

Use of the potential content of pedagogical disciplines to the formation of students’ tolerance, positive motivation to the implementation of inclusive education.

In modern society the formation of emotionally valuable attitudes of students towards inclusive education is especially challenged, taking into account the peculiarities of modern students. The study of Ukrainian and foreign scholars emphasize the intrinsic restructuration of students’ value priorities, where material values, success, power, career, well-being are dominated. A lot of young people are characterized by infantilism and individualism. The low motivation, inferiority and the randomness of the choice of university, unwillingness to connect future with the teaching profession are those realities that cannot be ignored in the interaction with the students.

The problem of tolerance is particularly important due to the development of inclusive education, which includes children with special educational needs in general educational environment and adapts them. It is known that the main problem of the special child is the restriction on ties with the world, lack of contacts with children and adults, limitation on access to cultural values, quality education. Furthermore, one of the urgent problems

is the problem of the negative attitudes towards children with special needs, the presence of physical and mental barriers that impede to raise the quality of education of children with disabilities. The problem reinforces the fact that teachers sometimes behave themselves with such children intolerantly.

In this regard, one of the main tasks of the study of educational disciplines is forming of teaching tolerance, i.e. the ability to understand and accept the child as he/she is, despite the fact that this child is sometimes the carrier of the other values, logic thinking or behavior. Furthermore, in our opinion, teacher's tolerance concerning children with special needs, first of all, is the presence of strong teacher's belief in providing active assistance in the educational process.

The positive attitude to success is the key to a good result in any activity. The teacher is the authority for the student, who presents the public opinion, impacts on beliefs and subsequent behavior of children. Therefore, if the teacher has no preconceived attitude and negative social settings to the child with special educational needs and if the teacher positively relates to such schoolchild with disabilities among other schoolchildren and creates conditions for favorable social and psychological climate in a group, then the atmosphere has a positive impact on the attitudes of others toward such inclusive child.

M. Savchyn, analyzing the features of higher pedagogical education, emphasizes that it provides in-depth knowledge, mastery of educational technologies and the development of the personal potential of the prospective teacher. Its dominant feature is students' educational and creative training of professional activities: acquaintance with the advanced pedagogical experience, mastery of innovative technologies of obtaining knowledge and using it in own professional development; the formation of critical thinking; the development of the ability to organize research search and analyze significant pedagogical problems. The most important personal and professional feature of the teacher, according to the psychologist, is the love to children, the desire to work and communicate with them, self-improvement, and self-development. It is impossible to provide the effective pedagogical activities without this feature (Savchyn, 2007).

The need for special requirements to the teacher who works with children with disabilities, was emphasized by V. Sukhomlynskyi: "It is clear: if you teach them as well as you teach all other children, they inevitably will remain uneducated, unfortunate, unhappy people who will think all their lives: 'I'm not capable.' They must be constantly protected because they are vulnerable: the sphere of intellectual life in childhood is closely merged with the sphere of morality, and each failure in learning is perceived as the bitter disappointment" (Sukhomlynskyi, 1977). The outstanding educator stressed that upbringing of the person with special needs should be "in a hundred times tender, sensitive and more careful".

The practical orientation of the contents of training students to future inclusive activities, applying of contextual technology that allows forming a coherent structure of the professional activities of prospective teachers in conditions of inclusive education.

Professor A. Kolupaieva gives information that teachers (65%) do not obtain methods of work with children who have special educational needs. Furthermore, some teachers (up to 23%) are not familiar with special programs, have no precise and deep knowledge about the physiological peculiarities of this category (Kolupaieva, 2009). This information should be the matter of concern, as the teacher acts the most important part of the process of inclusive education.

The organization of lessons in inclusive education requires a deep methodological reflection and generalization of existing experience. Any child, including children with special educational needs, goes to school for knowledge and skills. If the teacher pays attention mainly to the child with disabilities, he “loses” class, and if the teacher gives priority to class, the “special” child doesn’t receive the necessary assistance. The basic form of organization of educational work during the tutorial is a combination of self-done, individual and collective forms of activities. This organization of lessons creates conditions in which all the pupils of the class are included in task-performing.

Today, in the process of European integration to the joint educational environment, the quality of teachers’ education is determined by the level of his/her professional competence. Hence, a new conceptual guidance for the development of modern education in the framework of the Bologna process is the application of competence that defines the orientation of the educational process on formation and development of the key (basic, core) and subject competences.

In our opinion, contextual technology is the most effective one in forming the inclusive readiness that involves the use of possibilities of training activities (tutorial and self-done work), educational and research work, practical training (pedagogical practices), and extracurricular activities of prospective teachers (participation in trainings, volunteer groups, information campaigns). This technology involves the transformation of the content of future professional and pedagogical activities in terms of inclusive education (external context) in the content of higher pedagogical education, reflected in the content of the subjects, and the formation of the internal context of education – professional and socio-personal competencies, that determine the inclusive readiness.

The contextual technology shifts stress from the accumulation of the regulatory defined knowledge, abilities and skills to the formation of the ability to practical activities and application of skills and experience of the successful operations in situations of professional activities and social practice.

The essential feature of the contextual technology is modeling the integral content of future educational activities by language disciplines. The means of knowledge formation are contours of professional activities. Therefore abstract teaching positions (knowledge, contradictions, regularities, principles) are drawing together with the realities of the chosen profession.

The basis for the formation of the inclusive readiness of prospective teachers of foreign language is the contextual challenges and situations. They reflect problems of interaction,

communication, sharing of social experience of subjects of inclusive educational environment, where the solution is a means of forming a complex of academic, professional, social and personal competencies that makes up the inclusive readiness of teacher. In this case, the nature of problematic tasks and situations is provided by the presence and subjective awareness of contradiction which need to solve by the prospective teacher (Voloshyna & Dmitrenko, 2016).

The publication by O. Efremova presents seven basic schemes for modeling of education activities in the process of teaching disciplines of pedagogical cycle: a) problem simulation; b) knowledge simulation; c) student position; d) teacher position; e) analysis of problem; f) result; g) interpretation (Efremova, 2004). We consider that it is necessary to focus on meaningful educational material, which determines ideas, values, and principles of inclusive education in the subject areas of all blocks of disciplines. This work should be carried out throughout the whole period of training of prospective teachers of foreign language: in the process of direct learning in the university, during the pedagogical practice and extracurricular educational events as well.

We share the opinion of M. Zhyhoreva that the efficiency of work with children who have complex disorders depends on the competence and professionalism of teachers. This teacher should be competent in almost all areas of special pedagogy (oligofrenopedagogy, speech therapy, tiflo- and surdopedagogy) and special psychology. In addition, the teacher should be well informed in certain issues of medical disciplines. It is the key to success in the context of the integrated approach to the education of children in this category. The basis of a deep understanding of their features, that is important for the development of variable models of the individual collection programs (Kazachiner, 2016).

We consider that it is appropriate to involve the discipline “Methods of Foreign Language Teaching to Children with Special Needs” in the educational process of prospective teachers of foreign language. In the process of studying of the specified discipline students solve the problem of choosing the pedagogical technology of teaching the foreign language to children with disabilities. Here are several issues that are appropriate to submit for discussion:

1) specificity of speech development and language acquisition of children with disabilities (the ability to perceive a limited amount of information (especially verbal); originality of generalization of obtained information; difficulties of applying of existing knowledge; difficulties of verbal mediation);

2) broken ratio of affect and intelligence (prevalence of affective component over intellectual component, that increases the importance of emotional incentives for children with disabilities), which stimulates the teacher to use encouragement, compensation and other means of emotional stimulation;

3) the benefits of foreign language learning for children with disabilities (positive impact on the development of mental functions; a stimulatory effect on the common speech abilities of a child; the educational and informational value of foreign language learning).

In the process of studying disciplines it should be emphasized the importance of applying the principles of inclusive education in foreign language lessons for children with disabilities, namely:

- to form lexical, grammatical and phonetic skills in the process of performing tasks that provide the memorization of new words and their application in communication;
- to use of information and communication technologies that enable “special” child to engage with pleasure in foreign language learning;
- to create favorable psychological climate and form situations of success at each lesson of foreign language;
- to apply health preserving technologies, the customized program based on the peculiarities of psychophysical development and abilities of children with special needs, illustrated and audio materials, interactive elementary tasks on CD (Vološyna & Dmitrenko, 2016).

Interdisciplinary ties of disciplines of training curriculum of prospective teachers of foreign language reflect essence and values of inclusive education and provide the implementation of the axiological function of education. It involves the integration of theoretical, methodological, psychological, pedagogical and specialized knowledge. It is necessary to ensure the sharing ideas of inclusive education and the formation of inclusive readiness of prospective teachers by consideration of specific issues of theory and practice of the inclusive process in the study of other disciplines (such as “Foreign Language” (selection of texts that reveal problems of discrimination in society and education, interaction in educational environment), “Philosophy” (issue of human life values; tolerance as a way of thinking, communication, interaction), “Economy” (education and employment of people with disabilities), “Sociology” (access to education for all people)). It is also advisable to provide pedagogical practice in secondary schools, where inclusive classes are functioned.

The use of innovative (problem, interactive, discussion, simulation) methods that provide an active position of the student, corporate assimilation of theories and technologies of inclusive education.

Some main directions of implementation of innovative technologies in the educational process of pedagogical subjects teaching are identified.

Visualized aspect. A lecture as the leading form of organization of the training process in the higher educational institution is considered to be diversified. Along with introductory, problematic, overview, binary, integrated lectures and lecture-conferences, lecture-dialogues, lecture-discussions, lecture-consultations, it should be preferred to present lecture-visualization. It helps to gain experience in the selection of material and the logical system of its presenting by using technical means and skills of the technological organization of the educational process.

Multimedia direction opens new opportunities for computer usage in the educational process, especially in the self-done work of students. This technology has great potential to store a significant amount of information. As different organizational forms of teaching (seminars, workshops, laboratories, practical sessions, tutorials, research and self-study work) are used in university, so multimedia tools allow to find, transfer, and process various information in short time, use information and reference systems of telecommunications actively and independently.

Development and implementation of *automated training systems* which are used not only as separate programs of disciplines, but as educational systems that present complex (demonstrative, theoretical, practical, and test materials) computer programs that control the process of learning. Components are electronic versions of educational and methodological materials: computer presentation of illustrative nature, electronic dictionaries, reference books and textbooks, laboratory workshops, simulations, test systems and models, computer slide films, computer programs that control the process of learning, programs of assessment. The widespread introduction in the educational process of the automated training systems will increase the productivity of students' learning and the effectiveness of university teachers' activities.

Interactive training. In the process of interactive learning, students have the opportunity to share thoughts, ideas, suggestions, and the teacher is an organizer of joint activities, business cooperation, creative search, creates an atmosphere of sincerity and respect. Technologies of collective and group training include the simultaneous collaboration of students.

Technologies of situational modeling include the participants of the educational process in the game (game simulation) during lessons. Under such circumstances, students are provided with the maximum freedom of intellectual activity that is limited only by the rules of the game. Prospective teachers choose the roles by themselves in the game, putting forward assumptions about the likely development course of events, searching for ways to solve the problem situation, taking responsibility for the chosen solution. The goal of the role-play is to determine attitudes towards particular life situation, gain experience, master certain skills. Students have the opportunity to analyze and use creatively their own experience to simulate events and actions.

The technology of study of debatable ideas. The discussion is regarded as the public dispute of the particular issue. Participation in discussion develops critical thinking, provides the opportunity to determine own position, and deepens the knowledge of the problem.

The socio-psychological training facilitates and accelerates the process of learning, effective social behavior, promotes communication skills required for the organization of productive interaction with other people in the practical activities and interpersonal relationships, creates opportunities for self-knowledge and self-determination.

Project-based technology allows not only transfer a certain amount of knowledge to students but teaches how to acquire this knowledge individually and be able to use gained information for the solution of new educational cognitive and practical tasks.

In the context of *the methodological training* of prospective teachers of foreign language to work in inclusive classes it is appropriate to offer variable system of tasks, depending on the level of possibilities of mastering the material; adapt and modify educational material due to nosology of the child; involve prospective teachers to solve the professional and pedagogical situations, perform tasks during the teaching practice; participate in information campaigns of the positioning of the ideas of inclusive education; develop a professional portfolio of teacher of inclusive education.

Mastering of modern *communicative and gaming technologies* by prospective teachers of foreign languages in inclusive classes involves the use of special tasks, aimed at the development of perception, thinking operations, training of intelligent actions, the formation of child's personality, and it is a necessary component of methodical preparation. The purpose of application of modern communicative and gaming technologies is the communicative development of children, their ability to solve communicative tasks in different spheres and communicative situations by language means.

In the practical classes of the discipline "Methods of Foreign Language Teaching to Children with Special Needs", students should be taught how to apply effectively the specific forms, methods, and techniques of foreign language teaching the children with special educational needs. Among them: art therapy and its varieties: fairy-tale therapy, music therapy, drawing, the technology of quilling; logopedic rhythmic; work with the interactive books, bilingual method of teaching, work with the closed image. In addition, it should be reminded about the use of new information technologies in teaching, non-verbal means of communication, the use of visual, verbal and practical methods of foreign language teaching, different kinds of didactic games (including communicative games and role plays), unconventional lessons, etc. However, it should be noted that education and development of this category of students should be carried out on the basis of the compilation of individual plans and programs (Kazachiner, 2009).

In our opinion, it is important to use such forms of work that allow to form students' competences of group activities, accept and implement solutions in the multi-subject educational environment (case technology, problem-based learning, project method, etc.). Information and communication technologies are used to apply elements of distance learning and diversify methods and techniques during the lesson of foreign language depending on the nosology of the child.

Results

At the beginning of the study, the authors have investigated the attitude of students to the challenges and benefits of inclusive education. The students were offered to write the essay and justify why they want or do not want to work in inclusive classes.

10% of prospective teachers do not want to work in inclusive classes and do not see the benefits of inclusive education. 90% of respondents indicated that if it was necessary, they would agree to be the teacher of the class, where there were children with special needs. Among motives of such choice were: “the opportunity to help children to adapt to life”, “the opportunity to bring up healthy children with compassion and duty to others”, “the opportunity to gain experience of work with different categories of pupils”, “the desire to ensure in self-strength”, “the desire to demonstrate the social activity”, “the ability to prepare children with disabilities to life in society”. The students explained that they did not want to separate healthy and sick children and tended to love all children the same way. They were confident that any child had the right to education and a decent life. The analysis of the essays indicated that respondents understood the social importance of inclusive education.

At the same time, even the positive-minded students considered that the work in inclusive classes is very difficult both physically and mentally. Respondents were not confident that they would have enough patience, responsibility, and strength of will. They realized that general idea about children with disabilities were not enough; they needed to master the technique of teaching such kind of children and methods of realization of the individual approach. Some students suggested that they would not be able to teach the children with disabilities because of compassion for them or could make the children harm due to lack of experience.

24% of prospective teachers thought that in inclusive classes, the children with disabilities could be offended; healthy children would be deprived of teacher’s attention as it would be aimed at the children with special needs; kids with disabilities could adversely affect the psyche of the teacher.

The obtained data indicate the need to train prospective teachers of English to work with pupils in conditions of inclusive education.

At the beginning of the study and after the implementation of the model in the educational process, with the purpose to determine the nature of value orientations of prospective teachers of foreign language, students were offered to rank the list of the terminal and instrumental values from Rokeach Value Survey.

The terminal values are “end result” values describing what the person wants to get out of life. The instrumental values are the ways the person seeks to accomplish the terminal values.

The results of Rokeach Value Survey demonstrated a hierarchy of values among prospective teachers of foreign language.

Analysis of the results showed that there were changes in the character of value orientations of prospective teachers. In particular, the hierarchy of values has changed. More students demonstrate their orientation to interact with children with disabilities that can be reflected in the need for tolerance and willingness to the positive relationship with them. The rank of places in the system of values has changed, i.e., what place in the system of values of prospective teachers is taken by tolerance, compassion, love, happiness of others, etc.

At the beginning of the study, the main prioritize values of students were values of personal happiness, in particular health and a happy family life, and self-confidence as well. After the implementing of special pedagogical conditions, the general hierarchy of values of prospective teachers has changed. In particular, the value of happiness of others moved from the 9th places to the 4th place. Compared with the state stage, some students put value "happiness of others" to the first place (6.3%).

Analysis of instrumental values showed that the important values of social interaction began to occupy higher positions among students' priorities. In particular, the variety of views as the ability to understand someone else's point of view, respect the other tastes, customs, habits moved from the 7th place to the 4th one; tolerance for the views and opinions of others, the ability to forgive mistakes – from the 16th place got up the 9th; responsiveness – from the 17th to the 11th.

Summarizing the results, we obtained the following data: 29.5% of prospective teachers were classified as a group of high level, while at the beginning of the study this indicator was 16.2%. The average level of development of value orientations was found among 51.4% of the respondents (41.9% – at the beginning of the study). 19.1% of respondents of experimental group showed the low level.

The study revealed the positive changes in the forms of personal qualities of students. They have become more tolerant, and capable of the manifestation of empathy. They have acquired skills of psychological insight and regulation of own emotional states, and practical experience of work with children and youth with special needs.

These results confirm the effectiveness of the developed and implemented the model of training of prospective teachers of foreign language to work in conditions of inclusive education.

Conclusions

The conducted study, which results are presented in the article, leads to the following conclusions:

- The axiological, anthropological, holistic, student-centered, activity-based, differentiated, competency-based approaches are the theoretical and methodological basis for the training of prospective teachers of foreign language to work in conditions of inclusive education.

- The functional model of training of prospective teachers to work in conditions of inclusive education is presented by a goal, content, organizational and effective components and is a guideline in determining the content of education and in the selection of appropriate methods and work techniques.
- The effectiveness of the process of professional training of prospective teachers is ensured by the implementation of the pedagogical conditions, namely: use of the potential content of pedagogical disciplines to the formation of students' tolerance, positive motivation to implementation of inclusive education; the practical orientation of the contents of training students to future inclusive activities, applying of contextual technology that allows to form a coherent structure of professional activities of prospective teachers in conditions of inclusive education; the use of innovative (problematic, interactive, discussion, simulation) methods that provide an active position of the student, corporate assimilation of theories and technologies of inclusive education.
- The method of realization of grounded pedagogical conditions is provided by introduction of relevant content, forms and methods in the educational process, that are intended to ensure the organization of practical and theoretical activities of participants which take into consideration the regularities and features of professional training of prospective teachers of foreign language in higher pedagogical educational institutions.

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Būsimųjų užsienio kalbos mokytojų rengimas dirbti įtraukiojo ugdymo klasėse

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Straipsnyje nagrinėjama būsimųjų užsienio kalbos mokytojų rengimo dirbti įtraukiojo ugdymo klasėse problema. Autorės tyrinėja ir analizuoja norminius dokumentus apie įtraukijį ugdymą Ukrainos vidurinėje mokykloje ir nurodo mokytojo vaidmenį įtraukiojo ugdymo įgyvendinimo procese. Nustatyta, kad užsienio kalbos mokytojų teorinis ir metodologinis ugdymo pagrindas apima aksiologinę, antropologinę, holistinę, į studentus ir į veiklą orientuotą, diferencijuotą, kompetencijomis pagrįstą kryptis. Straipsnyje nagrinėjamas būsimųjų užsienio kalbos mokytojų rengimo modelis ir jo sudedamosios dalys. Tyrėjos nagrinėja pedagogines sąlygas, kurios lemia sėkmingą užsienio kalbos mokytojų įtraukiojo ugdymo kompetencijos plėtrą profesinių studijų metu. Tai apima pedagoginių disciplinų turinio pritaikymą plečiant studentų toleranciją ir norą

praktikoje vykdyti įtraukųjį ugdymą; teigiamą motyvą įtraukiojo ugdymo įgyvendinimui; studentų rengimo turinio praktinė orientacija į ateityje atliekamas įtraukiojo ugdymo veiklas pritaikant kontekstinę technologiją, leidžiančią sudaryti nuoseklią būsimųjų mokytojų profesinės veiklos struktūrą įtraukiojo ugdymo sąlygomis; novatoriškų (probleminių, interaktyvių, diskusijų, imitacinių) metodų taikymą, kurie užtikrina aktyvų mokinių vaidmenį, taip pat įtraukiojo ugdymo teorijų ir technologijų asimiliaciją. Analizuojami studijų dalyko „Užsienio kalbos mokymo metodai, skirti specialiųjų poreikių turintiems vaikams“ turinio ypatumai. Autorės aptaria metodologinių principų klausimą ir siūlo užsienio kalbos mokymo metodus, formas ir būdus, skirtus taikyti įtraukiojo ugdymo klasėse. Ypatingas dėmesys rengiant užsienio kalbos mokytojus dirbti įtraukiojo ugdymo klasėse skiriamas tarpdisciplininiais ryšiams palaikyti.

Esminiai žodžiai: *įtraukiojo ugdymo kompetencija, būsimųjų užsienio kalbos mokytojų rengimas, įtraukusis ugdymas, pedagoginės sąlygos, anglų kalbos mokymo metodai įtraukiojo ugdymo klasėse.*

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