

**PREPARATION OF SOCIAL TEACHERS TO INCLUSIVE EDUCATION  
OF CHILDREN WITH THE SPECIAL NECESSITIES IN THE  
ENVIRONMENT OF GENERAL EDUCATIONAL INSTITUTIONS.**

The article is devoted to the question of professional preparation of social teachers to the inclusive studies of children with the special educational needs in the environment of general educational institutions.

The analysis of literary sources and systematic studies of domestic scientists (O. Vasylychenko, R. Vaynola, L. Drobot, V. Zasenko, T. Illyashenko, A. Kaps'ka, A. Kolupayeva, S. Lytvynenko, N. Miroshnychenko, H. Pershko, V. Polishchuk, T. Sak, V. Syn'ova, T. Skrypnyk, N. Stadnenko, O. Taranchenko, V. Tarasun, S. Kharchenko M. Chaykovs'kyi etc.) and own scientific explore services gave an opportunity to consider the components of professional readiness of future social teacher to work in the conditions of integration of children with features of psychophysical development.

With the aim to form students' professional competence in the field of development, education and upbringing of children with special needs, by us was made the scheme for preparing a specialist to work on the basis of analysis of the curriculum in the specialty "Social work", educational program "Social pedagogy".

Analyzing the plan, we have identified the normative and selective disciplines of the cycle of natural science and vocational training that provide mastering by students the system of knowledge about the anatomical and physiological features of children with developmental disabilities; perspective directions, modern technologies of social and pedagogical work, methods of correction and rehabilitation work with children who have features of psychophysical development; patterns of interpersonal communication, etc.

The emotional, motivational, cognitive and activity-practical criteria of the readiness of future social pedagogues to integrate children with features of psychophysical development in the environment of a comprehensive educational institution and their content characteristics are considered in the work.

An important component of the educational process is pedagogical practice, which prepares future specialists for practical activity. In order to determine the state of teachers' readiness for work, we conducted a survey among third year and fourth year students.

During the research we found out that students have a tolerant attitude towards children with psychophysical development, students treat them as special, such children can be sympathetic, often there is interest in them. It is worth noting that students who experience the above emotions can confidently develop in such children a belief in themselves, to open to children the joy of communication, teamwork, play, rest, to nurture a noble attitude towards others. The results showed that students experience excitement, sadness, embarrassment when they see children with disabilities. A small part of students admitted that experiencing a fear. None of the students feels guilty when they see a child with features of psychophysical development. We think that it's a positive thing, as this emotion may hinder the success of a social teacher's professional work.

Almost half of the students indicated that such children should study in general education institutions with their peers. No student believes that such children should be educated at home. Students understand that children with psychophysical developmental needs should study with healthy peers.

We were also interested in students' professional intentions to work with children who have features of psychophysical development in the future. Thus, most students consider the possibility of future professional activity with the children of this category and are fully aware of the role of social teacher in an inclusive school environment, which should create an atmosphere of benevolence, mutual assistance, creative cooperation, and interest in the children's collective. Almost a third of the respondents do not seek to work with children who have features of psychophysical development. Future specialists have not yet sufficiently formed ideas about the specific professional activity of a social teacher in an inclusive environment.

Educational social and pedagogical practice is a component of the educational process of higher education. The purpose of the practice is to familiarize students

with the peculiarities of the professional activity of social educator in general educational institutions. The value of the practice lies in the development of professional and personal qualities that are necessary for social educators for work in such institutions and forming skills of students to work with children who have features of psychophysical development.

Inclusive education in Ukraine is developing, the legal framework is being improved, the specificity of the activities of social and pedagogical specialists in schools with inclusive orientation requires continuous self-improvement, wide awareness, knowledge, erudition, deep special knowledge and practical skills.