

ABSTRACTS

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REVISITING THE ISSUE OF PROFESSIONAL COMPETENCE FORMATION OF AN INCLUSIVE INSTITUTION TEACHER

The article reveals the essence of the concept of «institutionalization» and steps of inclusive learning **implementation** into special **education** system in Ukraine. It is an **innovative** kind of **educa-**tion that creates additional opportunities in socialization of children with mental and physical devel-
opment.

The authors emphasize that the Ukrainian scientists have carefully studied the experience of advanced countries on the implementation of inclusive learning for such a category of children and analyzed the first results of pedagogical experiment in Ukraine. The first changes in the public minds about the need for comprehensive educational needs of children with disabilities and adopting leg-
islation on the spread of inclusive education in all regions of Ukraine could be referred to positive changes. On the other hand, the organization of patronage by government agencies for this educa-
tional innovation, providing educational and methodological support of the educational process, etc. remain problematic.

The researchers note that in educational institutions more and more attention is paid to the ad-
aptation of curricula to work in inclusive educational institutions, namely, special courses are intro-
duced, training manuals are being developed, but at present this is not enough, because educators are left alone with existing problems. Everything mentioned above proves the urgent need to further
improve the professional competence of teachers in inclusive schools' system in postgraduate edu-
cation.

Key words: deinstitutionalization, inclusive education, children with psychophysical development problems, teachers, post-graduate education.