

INCLUSIVE COMPETENCE AS A PART OF SOFT SKILLS OF FUTURE PRIMARY EDUCATION TEACHERS

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DOI: 10.32342/2522-4115-2020-1-19-27

Key words: inclusive competence, «soft skills», axiological, prognostic, innovative, socially communicative and acmeological components, children with special needs as a value.

The article is devoted to revealing the essence of the phenomenon of inclusive competence through the compound structure of «soft skills» of future primary school teachers. The definition of «soft skills» is given as a set of non-specialized professional «flexible competencies» that affect the successful fulfillment of the duties of professionals of any profile, including future primary school teachers. Based on this, the structure of inclusive competence is substantiated, the components of which are axiological, prognostic, innovative, socially communicative and acmeological ones.

It is emphasized that the axiological component of inclusive competence is characterized by the appreciative attitude of future teachers to inclusive education, conscious choice of profession, stable motivation to study, recognising children with special needs as a value.

It has been established that the predictive component of inclusive competence consists in predicting, designing educational outcomes, assessing current conditions of an inclusive educational environment, identifying the most likely course of action, predicting motivational, volitional, intellectual efforts, and certain outcomes.

It is proved that the innovative component is determined by the personal orientation to the exploring of the new, the willingness to change in the ways of activity, style of thinking; subjectivity of goal setting, goal realization and self-realization; awareness of the social importance of innovation, involvement in social creativity; ability to be creative in solving professional problems; a high level of professionalism, based on the understanding and improvement of their professional experience.

It is determined that the social-communicative component of inclusive competence ensures an existence of the teacher's ability to achieve partnerships with all subjects of the educational process, in particular with children with special educational needs and their parents, taking into account the values and goals of all participants of pedagogical interaction within the social community.

It is emphasized that the acmeological component combines inclusive readiness, personal maturity and acmeological position of the teacher with regard to inclusive education of children with special educational needs and reflects a person's ability to build their progressive development in various spheres of activity in the conditions of constant complication of tasks and increasing levels of achievements which require a constant use of subject's psychological resources.

Based on this analysis, the author's definition of the phenomenon of inclusive competence as an integral personal education, which is a part of «soft skills», integrates axiological, prognostic, innovative, social-communicative, acmeological components and determines the ability to perform professional functions in the process of inclusive learning, taking into account the different educational needs of children, ensuring their inclusion in the general education environment, creating conditions for their development and socialization.

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Одержано 15.11.2019.