



Retraining of Teachers of Primary School for Working with Children with Disabilities of Health in the Conditions of Inclusive Education

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Abstract

In the article the authors reveal the peculiarities of retraining of primary school teachers for work with children who have limited health opportunities, such as visual, hearing, cerebral palsy, autism and others. The authors attempted to disclose the necessary conditions and content for the retraining of primary school teachers for joint education and upbringing of children with disabilities in conditions of inclusive education, taking into account their specific characteristics. Retraining of teachers of primary classes should be carried out on a permanent basis, and the content of the study itself varies depending on the categories of children with disabilities who have entered the school. In the article the authors prove the necessity of training primary school teachers to apply various technical training aids (assistive technologies), done for children with disabilities. This requires that teachers of primary classes should master, both their technical content, and the methods of their application in different lessons.

Keywords: inclusive education, retraining, children with disabilities, assistive technologies, writing devices for L. Braille system, cochlear implantation, blind, visually impaired, deaf, hard of hearing, autism, infantile cerebral palsy.

1. INTRODUCTION

The problem is relevant because after many years, when the system of special and differential education of children with disabilities prevailed in Russia, it is difficult for all teachers of both systems to be reconstructed on the fact that all children, despite their defects, can and should be trained in a common environment with all children together [1]. The implementation of the policy of inclusive education of children with disabilities in Russia can not be carried out successfully if primary school teachers are not ready to teach these children. Adopting the situation when "special" classes are taught in the classroom with ordinary children, requiring not just simple attention, but knowing of their specific problems, perspectives, ways of perception, the characteristics of teaching and upbringing, is not just for the ordinary teacher [2,3,4,5,6,7]. An untrained primary

school teacher may be helpless in a given situation, both in the process of teaching children with disabilities and in the process of interacting with them [5].

The purpose of our article is to disclose the directions of work on retraining of primary school teachers to the implementation of inclusive education in school without conflicts, and without problems.

The object of the research is the process of retraining primary school teachers for the adoption of the situation of inclusive education of children with disabilities: visually impaired, hard-of-hearing after cochlear implantation, autistic, and children with cerebral palsy.

The subject of the research are the conditions, specific methods that primary school teachers should adopt to the situation of inclusive education.

2. COMPARISON OF EXISTING SYSTEMS FOR EDUCATION OF CHILDREN WITH DISABILITIES.

Retraining of primary school teachers for a system of inclusive education is very important. The importance of this is that now all primary school teachers should be aware of the specific features of the development, education and upbringing of children with disabilities. Knowledge of these foundations of primary school teachers can be obtained by listening to special courses on psychology and specific features of children with disabilities. Among children with disabilities may be visually impaired, blind, deaf, hard of hearing, children with musculoskeletal disorders, autism and others [1].

In Russia and abroad there are several variants for training children with disabilities. Firstly, it is a differentiated education system, when children with disabilities are educated in special institutions alongside the ordinary children, and education is provided through their own programs. They work with narrow specialists: dialectologists, psychologists, speech therapists, instructors of therapeutic physical training. In these institutions, there are special assistive (accessory devices, devices) technology, with which they form the same images that ordinary children have [2,3,4]. However, the education system itself is constructed in such a way that a child with various disabilities: with visual, hearing, musculoskeletal and other impairments, is away from home and parents at a early age. They are isolated from their relatives and schoolmates being in special boarding schools. This causes tremendous harm to their mentality. Therefore, many countries refused it. But, in such special boarding schools, children with the most severe disabilities can be kept when they need constant care and guardianship [6].

A key strategy in the development of education for children with disabilities was inclusive education, in which additional special conditions, help and support are included in the educational process for children [6].

"Integrative" education presupposes the creation of correctional classes in educational organizations or correctional groups in pre-school educational organizations. This is the first step from the classical system of special education in Russia (assuming complete segregation or isolation of "special" and "normal" children) towards the education that recognizes the difference between people as a value and understanding of each person as a full participant in the educational process [5].

The experience of implementation of integrative programs in Russia and around the world led to the understanding that, on the one hand, the individual approach that is applied to children with disabilities is important for every child that is way the methods of teaching and upbringing open up new perspectives for children with normal development. On the other hand, it became obvious that the allocation of "special" classes in schools and groups in kindergartens often leads to the exclusion of "special" children from the social life of school and kindergarten, and creates certain barriers in the communication and interaction of children. Therefore, they began to move from the idea of integration to the idea of

inclusion co-education and education of children with different starting opportunities [6].

"Inclusive" education is the recognition of the value of the differences of all children and their approaches to learning, which is conducted in the way that is most suitable for this child. It is a flexible system that takes into account the needs of all children, not only with disabilities, but also of different ethnic groups, gender, age and a particular social group. The system of teaching adapts to the child, and not the child to the system. All children, not only special groups, are benefited from all the advantages, new approaches in learning, variation educational forms and methods of teaching and upbringing are used. Children with disabilities can be in the full or part time group, learning with support and according to the individual curriculum.

These features of the definition of inclusive education are due to the fact that this is a process that requires an individual approach to each particular group of children. The process aimed at finding new ways to meet the educational needs of each participant in the process, respectively, is determined in different ways, depending on the learning situation and the contingent of children.

Inclusive education is a promising, and at the same time, a challenging area in the direction of the modern work of educational organizations.

If the old Soviet principles were the isolation of groups of children with disabilities and special training in certain institutions, most often in boarding schools, or the unification of children according to their abilities and intellectual capabilities, bit modern practice is the opposite. This is development of the experience of the coexistence of children with different opportunities in a single social space.

3. RE-LEARNING SPECIFIC WORKING METHODS OF TEACHERS OF PRIMARY CLASSES IN CONDITIONS OF IMPLEMENTATION OF INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES.

As "inclusiveness" becomes a general principle of education, priorities in terms of retraining of primary school teachers should also be changed. Teachers should be ready to solve the tasks of selecting, summarizing, finalizing and translating technologies for inclusive education, looking for elements in communication that contact between children of different groups of possibilities, can be established and clearly differentiate the specific features of children with disabilities[7].

Inclusion of children with developmental peculiarities in the educational process is not just the dissolution of "special children" among healthy peers. This is their differentiation and connection. This tactic of combining the general and the various education provides a multi-factor structure of communication within the educational environment.

The idea of inclusive education as a pedagogical system, organically connecting special and general education with the purpose of creating conditions for overcoming the social consequences of genetic, biological development defects ("social dislocations") among children

belongs to L.S. Vygotsky, who in the 1930s was one of the first to substantiate the need for such an approach for the successful practice of social compensation for a child's with physical defect [1].

Retraining of a primary school teacher should not begin with the fact that he should simply recognize the fact of co-education of children of different levels and abilities. He must realize and acknowledge the necessity of his own development and increase his knowledge in the field of methods of teaching a particular discipline for this particular developmental disability. So, if in the classroom with ordinary children there is also a student who underwent eye surgery, that is, there are visual impairments, then the teacher, not knowing the peculiarities of visual perception of children with visual impairments, will not be able to understand and apply different methods of compensation. Or for example, if a student has a "cochlear implant" in his head, a good teacher should know what it is like, how his mechanism works, what techniques exist for teaching such a student. One can not remain indifferent to such children, it is necessary to accept the inclusion system not as a co-staying of children just for socialization, but to find ways of teaching, so that this child does not feel himself different from others.

The teacher is responsible both in mastering the knowledge of the specifics of teaching such children, and the ability to distribute time in the lesson between children. And, time to distribute so that was not at the expense of other children. The knowledge of the specifics of presenting the educational material, taking into account the capabilities and needs of each student, is the skill of the modern teacher.

Retraining of a primary school teacher should not only concern the study of methods of teaching or studying the program of children with disabilities, but first of all, you need to know their specific features and ways of responding in those or other situations. For example, for a visually impaired student, it is necessary to apply assistive technologies in the lessons to help with better visual perception of the teaching material. Or at the lesson, use special typhlo-technical devices done designed for tactile perception.

4. PRINCIPLES OF RETRAINING OF TEACHERS OF PRIMARY CLASSES FOR IMPLEMENTATION OF INCLUSIVE EDUCATION

In the process of retraining primary school teachers, there should be a clear understanding that inclusive education is built on the following principles:

- The principle of understanding disability, which assumes that people's lives are determined not by violations, but by what prevents them from leading a full life. The social model is based on the concept of equal rights and different opportunities for all members of society and the concept of normalizing the life of a person with functional disabilities. This does not mean that a person with disabilities becomes normal, i.e. a man without violations. A person's life becomes normal.
- The principle of individual approach presupposes the choice of forms, methods and means of education and upbringing, taking into account the individual educational needs of each group of children. Individual programs for the development of the child are built on the results of diagnosing the functional state of the child and suggest the development of an individual development strategy for a particular child. Individual approach presupposes not only external attention to the needs of the child, but also provides the child himself the opportunity to realize his individuality[6].
- The principle of supporting the independent activity of the child. An important condition for the successful realization of inclusive implementation is the provision of conditions for independent activity of the child. The implementation of this principle solves the problem of the formation of a socially active person. Personality is the subject of its development and socially significant activity. When the activity is entirely on the side of adults who take care of the child, considering that his features do not allow him to realize his opportunities, "learned helplessness" is formed, a phenomenon when the child expects an external initiative, while remaining passive himself. It can also happen with the parents of children with disabilities. They can expect help or benefits from the state, ignoring their own opportunities to participate in social life.
- The principle of active inclusion in the educational process of all its participants implies the creation of conditions for understanding and acceptance of each other with the aim of achieving fruitful interaction on a humanistic basis. Inclusion - is the active involvement of children, parents and specialists in co-activities: co-planning, co-holding events, seminars, celebrations to create an inclusive community as a model of a real society.
- Principle of interdisciplinary approach. The diversity of individual characteristics of children requires an integrated, interdisciplinary approach to the definition and development of methods and means of education and training. Specialists (teacher / educator, speech therapist, psychologist, social pedagogue, defectologist) working in an educational institution regularly conduct diagnostics of children and during the discussion make the programs of development.
- The principle of variability in the organization of teaching and upbringing processes. Inclusion in an inclusive class / group of children with different characteristics in development assumes the existence of a variable developing environment, i.e. necessary in educational and didactic grants, teaching aids, "barrier-free environment", as well as a varied methodological bases for teaching and upbringing, and the ability of the teacher to use a variety of methods and means of work, both general and special pedagogy.
- The principle of partnership with the family. Efforts of teachers will be successful only if they are supported by the parents of the child with disabilities, are clear to them and meet the needs of the family. The task of the specialist is to establish trustful partner relations with parents, to pay attention to their request, to what they think is important and necessary for their child at the moment, to agree on collaboration actions aimed at supporting the family.

5. SUMMARY

The main goal of the educational organization in the process of developing inclusive practice is to provide conditions for co-education and education of children with different educational needs. The task of primary school teachers is to provide special conditions for the co-education and upbringing of children with disabilities. Retraining staff can form the images, competences, skills and abilities to work in conditions of inclusive education.

Retraining of primary school teachers should be carried out in the conditions of the university or the educational organizations themselves, with the involvement of resource centers, taking into account the specific features of the students' contingent of.

In the course of retraining primary school teachers should be prepared for the main directions of work according to the inclusive system:

- diagnosis of individual developmental features of each child;
- a comprehensive assessment of the resources and defects of the child for compiling an individual educational route and an individual educational program;
- planning the educational process taking into account individual images.
- organization of joint activities of children in an inclusive group;
- monitoring of inclusive educational process.

Thus, the retraining of primary school teachers, taking into account the changes taking place in the Russian education system, allows them to successfully implement inclusive practice in educational institutions in the future.

CONFLICT OF INTEREST

The authors confirm that the data do not contain any conflict of interest.

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