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THEORETICAL AND PRACTICAL ANALYSIS OF THE PREPARATION OF PHYSICAL CULTURE BACHELORS FOR INCLUSIVE EDUCATION IN MODERN EDUCATIONAL INSTITUTIONS

Annotation. Pedagogical training of future specialists is closely related to pedagogical conditions. In order to determine the pedagogical conditions aimed at the preparation of bachelors of physical education for pedagogical activities in the conditions of inclusive education, it is necessary to define the very concept of "pedagogical conditions". In the definition of V. Muravyov, the concept of "conditions" is given a pedagogical orientation. In connection with this, conditions are understood as requirements and recommendations for the organization of pedagogical activity, subject to the general principles of the pedagogical process. The study was based on the definition of Yu. K. Babansky, who defines pedagogical conditions as an environment where the components of the educational process are presented in the best interaction and which enables the teacher to work fruitfully, manage the educational process, and the students to work successfully

Key words: *inclusive education, professional training, physic*

Statement of the problem in a general form. Today, the development of education puts the training of teachers in various fields as one of the important state priorities. The professional training of future specialists is at the basis of the modernization of modern education, therefore the higher school has before itself the task of fundamentally improving the quality of specialist training. One of the important steps on the path of reforming education is the introduction of an inclusive form of education. Now, children with special educational needs can be students of general secondary education institutions. According to the Law of Ukraine "On Education", a child with disabilities is "a person who needs additional permanent or temporary support in the educational process in order to ensure his right to education." Inclusive education enables children with disabilities to receive additional educational services. These include corrective and developmental tasks, including speech development, social and everyday orientation, behavior correction, socialization, sensory integration, physical therapy, etc. Such classes are conducted by a speech therapist, a defectologist, an ABA therapist, and a psychologist. Physical therapy classes are important in the physical development of children with disabilities. Therefore, the professional training of highly qualified specialists with a sufficient level of knowledge and mastery of the forms and methods of work in an inclusive educational environment occupies an important place.

Analysis of basic research and publications. In the studies of E. Danilavichyutye, A. Kolupaeva, S. Lytovchenko, the methodical basis for the implementation of the integrated education system and the didactic foundation of correctional pedagogy were developed. In his writings, Tim Lorman described the benefits of inclusive education in the "diversity is a value" paradigm. Z. Shevtsiv chose the training of future primary school teachers to work in an inclusive environment as a subject of scientific interest. N. Kichuk focused her research on the concept of "inclusive culture", and G. Belenka, T. Zubareva, N. Kalinichenko, I. Kuzava, V. Shishenko - on the definition of "inclusive educational environment". In the studies of M. Malik, the subject of scientific research was the specificity of the functioning of a modern general educational institution in the conditions of inclusion. Work with children with disabilities, their educational activities were also outlined by foreign scientists. Scientists such as Wayne Sailor, Keith J. Topping, Sheelagh Maloney, Harry Daniels, Philip Garner, Jonathan Rix, Melanie Nind, Kieron Sheehy have published a number of educational and methodological publications on the problem of filling inclusive policies in education in the USA, Canada, Australia and European countries union.

Presenting main material. At the current stage of the formation of the higher education system in Ukraine, the training of bachelors of physical culture, education and sports is carried out in three specialties: 014 Secondary education (Physical culture); 017 Physical culture and sports; 016 Special education.

We will give an example of the "basic" list of specialties of a pedagogical institution of higher education. Yes, the Poltava Korolenko National Pedagogical University, specialists are trained in the specialty — 017 Physical culture and sports. During the course of study, graduates of this educational program receive a bachelor's degree and a professional qualification of "Physical Culture and Sports Specialist" specializing in "Coaching in the chosen sport" or "Fitness and Recreation". Specialists who have a bachelor's degree can enter the master's program in the specialty 017 Physical culture and sports. Under the conditions of study under the master's program (1 year and 4 months), graduates will receive a master's degree and the qualification: "Coach-teacher of the chosen sport. Teacher of physical education". Also, recruitment is carried out in the specialty 014.11 Secondary education (Physical culture), where applicants receive the professional qualification of bachelor of secondary education (Physical culture) - physical culture teacher. Specialists with a bachelor's degree can enroll in a master's program in the specialty: 014.11 Secondary education (Physical culture) and receive a master's degree and the qualification: "Teacher of physical education. Teacher of physical education".

On the basis of complete secondary education, training is carried out in the specialty 016.01 Special education. Speech therapy. After completing their studies, graduates receive a bachelor's degree and qualification: Bachelor of Special Education. Special education teacher. Educator of children with disorders of psychophysical development. Teacher's assistant with inclusive and integrated education. Practical psychologist (specialist). Specialists with a bachelor's degree can enter the master's program in specialty 016 "Special education" and receive a master's degree and the qualification: Master of special education Speech therapist. The teacher is a defectologist. Psychologist (specialist) of preschool, general education and rehabilitation institutions.

As you can see, physical education teacher training is carried out within the scope of specialty 014 Secondary education (physical education). However, the preparation of a teacher's assistant to work in an inclusive educational environment is also covered by specialty 016 Special education.

In our opinion, this situation was the result of non-systematic actions on the part of the State regarding the development of normative support for the professional activity of educators, who are entrusted with the main function of preserving the health of the young generation. This opinion can be confirmed by the fact that in various specialties the phrases "physical culture" and "physical education" are used in parallel, which leads to some confusion in terms of content: "physical culture teacher" and, at the same time, physical education teacher.

In order to reveal the essence of the training of bachelors of physical education, it is necessary to conduct analytical work on the analysis of the "training" category, because it is the training of future teachers of physical education that is the object of research. Since we are talking about the training of future specialists in institutions of higher education, the concept of "training" is sometimes legitimately added to the characteristic "professional".

The concept of "preparation" is most often interpreted as an action aimed at ensuring, carrying out, carrying out, performing something (N. Volkova, L. Trotsko, L. Khomych). In turn, the professional training of a teacher is a system of organizational and pedagogical measures that ensure the formation of a professional orientation in an individual, a system of knowledge, skills, abilities and value attitudes towards the profession (N. Kuzmina, V. Slastyonin).

Studying the research of Valentina Motorina (2010) it can be said that the functions of modern professional training of the future teacher are as follows: social-humanitarian, psychological-pedagogical, professional, personally-oriented, practical.

Scientists in various contexts investigate the problems of training future teachers of physical education and fix causal and generic relationships between concepts, subordinate them.

According to Anatoly Konokh, professional training of future bachelors should be considered as a complete system, which is built on the basis of the organic unity of the general, special and individual.

Preparation of future bachelors of physical culture to work with students in conditions of inclusion as a general component of professional training of future specialists in physical culture, sports and education; as special - it has its own specificity due to the peculiarities of the professional training of future physical education teachers; as individual - reflects the dependence of training effectiveness on the personal qualities of the future specialist, his psychological disposition to work in conditions of inclusion, the ability to use the arsenal of individualization and differentiation in physical education lessons.

In the context of optimizing the professional training of future bachelors of physical culture, sports and education, Oleksiy Tymoshenko carried out a study [136, p.425]. By the optimization of professional training, O. Tymoshenko understands the purposeful choice by teachers of the best version of the construction of the process, which provides the maximum result in a certain time, which meets the needs of society in relation to the training of specialists.

That is, the professional training of future physical education teachers can be improved (optimized) by supplementing it with elements of training for a specific type of activity - working with students by highlighting the inclusive content of professional training.

In 2004, Lyudmila Sushchenko carried out a fundamental study of the problem of professional training of future specialists in physical culture, sports and education. In the dissertation of L. Sushchenko, the future specialist in physical education and sports is considered as a person who purposefully acquires qualifications in higher educational institutions in accordance with a certain educational and qualification level in the process of specially organized educational and educational activities aimed at preparing for further professional activities to maintain the appropriate level physical culture of the population or achieving higher sports results in the Olympic, world or regional arenas in team or individual dimensions.

Professional training of future specialists in physical education and sports is considered by L. Sushchenko as a process that reflects scientifically and methodically based measures of higher educational institutions, aimed at forming during the period of study the level of professional competence of the individual, sufficient for the organization of physical education of different strata of the population of the region and successful work in all links of the sports movement, taking into account the modern requirements of the labor market. As we can see, as a result of training, L. Sushchenko chooses competence, not readiness or preparedness for activity.

According to O. Kotova, the result of training future teachers of physical education for specialized training is the readiness of students to implement a physical education program for students of 10-11 grades of a sports profile, which is ensured by the assimilation of theoretical and methodological knowledge by future teachers of physical education, the formation of motor skills, mastery design and career guidance skills.

In the dissertation of Z. Shevtsiv, it is determined that the professional training of future primary school teachers to work in the inclusive environment of a general educational institution can be interpreted as a purposeful, controlled process of specially organized training in a higher pedagogical educational institution, which takes place on the basis of systemic, acmeological, axiological, competence, activity approaches, requires an adequate selection of the socio-inclusive content of the educational material of the disciplines, the use of a complex of forms, methods, means and technologies, the final result of which is the formed socio-pedagogical competence of primary school teachers to work in an inclusive environment of a general educational institution.

The result of such training, according to Z. Shevtsiv, is readiness for professional activity, the development of a humanistic position, internal culture and professional behavior, which will provide them with the ability to perceive and understand a child with special educational needs and qualitatively build multi-functional activities in an inclusive environment of a general educational institution.

Therefore, we define the preparation of the future bachelor of physical culture to work with students in the conditions of inclusion as a pedagogical process, which is a structural component of the integral professional training of the future teacher, aimed at making future teachers aware of the importance and necessity of creating a barrier-free health-preserving environment in the future profession, forming knowledge, abilities and skills of individualization and differentiation in the physical education of children with special educational needs and the development of qualities that will contribute to the success of the teacher's implementation of an individual approach in the physical education of schoolchildren, taking into account the principles of the ideology of inclusion.

Pedagogical training of future specialists is closely related to pedagogical conditions. In order to determine the pedagogical conditions aimed at the preparation of bachelors of physical education for pedagogical activities in the conditions of inclusive education, it is necessary to define the very concept of "pedagogical conditions". In the definition of V. Muravyov, the concept of "conditions" is given a pedagogical orientation. In connection with this, conditions are understood as requirements and recommendations for the organization of pedagogical activity, subject to the general principles of the pedagogical process. The study was based on the definition of Yu.K. Babansky, who defines pedagogical conditions as an environment where the components of the educational process are presented in the best interaction and which enables the teacher to work fruitfully, manage the educational process, and the students to work successfully.

The theoretical analysis of psychological and pedagogical literature allowed us to formulate the following pedagogical conditions, which are aimed at preparing bachelors of physical education for pedagogical activity:

- 1) organization of trainings aimed at forming the personal qualities of the future teacher, necessary for work in the conditions of inclusive education;
- 2) building an educational process based on personally oriented learning;
- 3) formation of the motivational component of the educational environment, aimed at the emergence of permanent interest and the need for self-improvement in educational and professional activities;
- 4) building an educational process based on a close connection between theoretical material and practical activities.

Unlike an ordinary teacher, a teacher of inclusive education needs to have a number of qualities, among which tolerance, tact, empathy, responsibility, etc. can be highlighted.

Inclusive education, like no other, includes the professional humanistic orientation of the individual, which is manifested in the teacher's awareness of the humanistic values of professional activity, satisfaction with it.

Preparing a future teacher for professional activity is a complex issue for which there is no clear solution. Let's consider the experience of teacher-researchers during the training of graduates of pedagogical fields.

In the studies of the American scientist J.R. Kim analyzes the peculiarities of the modification of professional education programs in higher educational institutions. Thus, the author singles out three types of programs - combined, separate and general professional. It is worth noting that only in combined and separate programs are provided special blocks for learning the theory and practice of inclusion. While the separate type of programs is devoted to the study of general and special pedagogy within the framework of training on the course with a corrective focus, the combined type combines both of these courses. Research by scientists has confirmed that studying on a combined program contributes to the formation of not only a positive attitude towards inclusive education, but also contributes to a deeper assimilation of both theoretical knowledge and practical skills and abilities.

Supporting the variation of educational programs in higher education, K. Skorji recommends using an interactive complex of exercises in order to increase the level of training. This complex allows students to create and experience various real-life situations [1]. This technology opens up endless possibilities. This complex will be very useful for future teachers who act as parents of a disabled child, it will allow them to analyze specific situations and experience the physical and mental characteristics of children studying in the framework of inclusive education. Such a strategy of immersion in learning contributes to the acquisition of deep knowledge, as well as understanding of the problems of families raising a child with a disability, which in the future will ensure their support.

Domestic researchers of the problems of inclusive education A. Kolupaeva and N. Shchekotylna developed a model for training future teachers as a team that designs future professional activities within the framework of inclusion [2]. This model promotes the development of the ability to analyze one's practical skills, identify problems, find solutions, and reflect on one's activities. The authors of this technology argue their position by the fact that, despite the presence of a common team of teachers, they often work disjointedly. Most often, this causes difficulties for the child, because due to the inconsistency of the actions of different teachers, their efforts can be mutually equalizing.

Swedish scientists O.M. Mattson and A.M. Hansen devoted their research to the study of the role of mentors during the training of future teachers [Mattson E.-H., Hansen A.-M. Inclusive and exclusive education in Sweden: principals' opinions and experiences // European Journal of Special Needs Education. 2009. Vol. 24, №. 4.]. Scientists have noticed that a united pedagogical team, which focuses on inclusive education on the basis of mentoring, will easily solve the pedagogical problems that arise. In their opinion, educational institutions with a developed mentoring system show more flexibility during the transition to inclusive education than other schools.

In order to carry out high-quality training of future teachers for activities in the conditions of inclusion, L.Loshakova offers a technology for organizing an internship site. The main advantage of using this pedagogical technology is the development of design skills of future teachers. In the course of this internship, teachers learn to draw up inclusive lesson plans, develop individual educational routes for disabled children, and learn about differentiated approaches to teaching children with disabilities. This technology not only promotes the dissemination of experience in the field of inclusive education, but also carries out internal school monitoring.

Another method of training organization, which contributes to the development of professional training of physical culture bachelors for activities in conditions of inclusion, is a reflexive approach to training. A reflective approach creates a favorable learning environment, the future teacher goes from a simple recognition of the diversity of people to a firm conviction in the importance of an inclusive approach in education both for an individual and for society.

V.Wozniak emphasizes the emotional and intellectual motivation of educators for professional development. During the seminar, students together with the teacher watch fragments of films about the problems of people with disabilities, about the peculiarities of their education and adaptation, and getting to know the complex inner world. The discussion based on the results of the review, according to the author, contributes to emotional and personal immersion in the problem of inclusion, understanding and acceptance of the ideas of inclusive education, understanding the need to work in a team of specialists (specialists, psychologists, speech therapists, etc.) in active interaction with the parent community.

In her dissertation research, O. Kuzmina solves the problem of training future educators through the implementation of humanitarian technologies.

This technology is presented in the form of a set of technologies that contribute to the professional and personal development of the teacher and are aimed at forming a valuable attitude towards children with disabilities.

At the Poltava Korolenko National Pedagogical University training of bachelors of physical culture in the specialties 014.11 Secondary education (Physical culture) and 017 Physical culture and sport. According to the curriculum for 2020, students of the specialty 014.11 Secondary Education (Physical Culture) study the following disciplines: "Fundamentals of Inclusive Education" as a mandatory component of the educational program, and the disciplines "Special Pedagogy in Physical Education" and "Inclusive Physical Education", as a selective cycle. While students of the specialty 017 Physical culture and sports study only "Fundamentals of inclusive education".

We believe that this is not enough for a full-fledged preparation of the future teacher of physical culture to work in the conditions of inclusive education. Therefore, in our research, we aim to develop a set of practical exercises aimed at professional training of physical education teachers for pedagogical activity in the conditions of inclusive education.

So, the theoretical analysis of psychological and pedagogical literature allowed us to formulate the following pedagogical conditions aimed at the implementation of professional training of bachelors of physical education for pedagogical activities:

- 1) organization of trainings aimed at forming the personal qualities of the future teacher, necessary for work in the conditions of inclusive education;
- 2) building an educational process based on personally oriented learning;
- 3) formation of the motivational component of the educational environment, aimed at the emergence of permanent interest and the need for self-improvement in educational and professional activities;
- 4) building an educational process based on a close connection between theoretical material and practical activities.

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