

PEDAGOGICAL SCIENCES

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FORMATION OF INCLUSIVE COMPETENCE OF HIGHER EDUCATION STUDENTS

Abstract. The article explores the formation of inclusive competence among future specialists in the context of modern professional education. It examines the theoretical foundations and key components of inclusive competence as an essential element of professional training. Particular attention is paid to developing students' knowledge, skills, and attitudes necessary for working effectively in inclusive environments.

Keywords: inclusive competence, future technical specialists, professional education, inclusive education.

The aim of teacher training should be not only to provide teachers with professional knowledge and skills, including those related to inclusive education, but also to develop professionally competent individuals with an integrated psychological, pedagogical, and methodological understanding of how to teach a foreign language to children with special educational needs alongside their typically developing peers. This, in turn, requires the establishment of specific pedagogical conditions and requirements for teacher training.

As is well known, inclusive education enables teachers to establish cooperation and adopt a team-based approach to addressing problems and overcoming challenges. It also creates opportunities for professional development, helps teachers recognize the importance of designing educational programmes for children with diverse needs, and allows them to enrich their repertoire of teaching methods, techniques, and learning strategies. Teachers' concerns when a child with special educational needs joins their classroom are therefore entirely understandable. This is particularly relevant to foreign language teacher training because, as is well known, students learn a foreign language in an artificially created environment, where opportunities for language exposure are largely limited to classroom lessons and extracurricular activities. Furthermore, foreign languages are among the most engaging subjects in the school curriculum, yet they are also among the most challenging for students to master.

Inclusive competence is manifested in the ability of a foreign language teacher to take into account, when organizing the educational process, students' different levels of foreign language proficiency, their varying abilities to learn the language (since, as is well known, not all children with special educational needs are able to study a foreign

language), the potential difficulties they may encounter in the learning process, and their individual abilities to acquire the language. O. D. Reipolska identified the following prerequisites for successful foreign language learning at primary school age [1]:

- the ability to memorize relevant information purposefully;
- the development of logical thinking;
- the ability to evaluate one's own actions and those of peers, as well as to distinguish between right and wrong;
- the development of ideas and concepts that contribute to children's intellectual development;
- the development of the ability to engage in basic forms of abstraction and generalization;
- the development of imaginative thinking and the gradual transition to conceptual thinking;
- the intensive development of cognitive needs, including the desire to acquire new knowledge and master new methods of mental activity;
- the ability to maintain attention while performing tasks.

This makes it possible to create conditions for children with special educational needs to acquire a foreign language effectively through a properly organized educational process in general secondary education institutions. It also promotes students' development and self-development within an inclusive educational environment through the use of a foreign language and its associated culture.

When organizing foreign language instruction for primary school children with disabilities, it is important to consider their individual characteristics, personal qualities, and abilities, as well as their limited work capacity and specific cognitive processes. The use of play-based activities in lessons can undoubtedly engage children, make lessons more emotionally stimulating, and increase their motivation to learn. The practical component may include an interactive presentation of various inclusive practices that teachers in mainstream or specialized educational institutions can use in foreign language lessons. These practices may involve art therapy techniques, such as drawing and working with lines, shapes, and colours, modelling, and quilling; activities based on works of children's literature, including *Don't Call Me Special* by Pat Thomas, *A Different Little Doggy* by Heather Whittaker, *We'll Paint the Octopus Red* by Stephanie Stuve-Bodeen, and *We Can Do It!* by Laura Dwight, among others; as well as fairy tales, children's fiction and animated films, sand animation, and music therapy. Sand animation can be used to teach letter formation, introduce and practise vocabulary and grammar, and develop language skills. Effective pedagogical conditions for a child's comprehensive development can be established only when the child's psychophysiological capabilities and the difficulties they may encounter during the learning process are clearly identified.

Teachers must also demonstrate patience, empathy, and a genuine commitment to working with children with special educational needs.

Thus, based on the above, it can be concluded that the development of inclusive competence among teachers, particularly foreign language teachers, should become an essential component of their professional training.

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