About the Journal

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INDEXING

Original Article

Problems of Preparing Future Defecttologists to Work in the Conditions of Inclusive Education

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Abstract

The article deals with the problem of preparing future defectologists to work with children with special educational needs in the context of inclusive education. Particular attention is paid to identifying the problem of preparing teachers for work in an inclusive education environment and substantiating the training model for a future defectologist. The main characteristics of humanitarian technologies necessary for a defectologist for successful work are highlighted. The requirements for the design of a model for preparing future defectologists for work in an inclusive education are substantiated.

Keywords: Inclusive Education, Children with Special Educational Needs, Adaptive Environment, Competence, Inclusive Competence, Humanitarian Technologies, Professional Training, Conditions, Method.

INTRODUCTION

In the Republic of Uzbekistan, inclusion is considered as one of the strategic objectives for the development of the education system. This fact is supported by existing international and state regulatory documents, including the Convention on the Rights of the Child, the Salaman Declaration (1994), the Law of the Republic of Uzbekistan “On Education” (2020), the Law of the Republic of Uzbekistan “On the Rights of Persons with Disabilities”, Decree of the President of the Republic of Uzbekistan Decree “On measures to further improve the system of education and upbringing of children with special educational needs” (2020), President of the Republic of Uzbekistan “On the development strategy of the new Uzbekistan for 2022-2026” (2020), etc.

THE MAIN RESULTS AND FINDINGS

According to the content of the modern domestic model of education until 2020, it is assumed that the number of persons with special educational needs receiving educational services in mass institutions should increase to 70% by 2016. In accordance with the national strategy for action in the interests of children, it is planned to reduce the number of children with disabilities and children with special educational needs, left for objective reasons outside the education system, to 20% of their total number. In the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of education and upbringing of children with special educational needs", dated 13.10.2020 No. PP-4860, new concepts such as "students with special educational needs", "inclusive education" appeared, "adaptive environment", etc.

The transformations indicated above naturally entailed an increase in the requirements for the activities of future defectologists, the expansion of their functional duties, and a change in professionally significant and personal characteristics. The professional standard of future defectologists indicates that in the new social conditions a new requirement arises - the readiness and ability of future defectologists to teach all children without exception, regardless of their inclinations, developmental abilities, and disabilities. Relying only on traditional pedagogical skills is not enough. This situation objectively actualizes the need to develop the professional competence of education specialists in preparing them for work in an inclusive environment.

Various aspects of the problem of developing professional competence and training of future defectologists were the subject of research by scientists (K.A. Abulkhanova-Slavskaya, L.I. Antsyferova, S.G. Vershlovsky, R.Kh. Gilmeeva, S.A. Druzhilov, E. F. Zeer, E. A. Klimov, N. V. Kuzmina, A. K. Markova, L. M. Mitina, A. V. Petrovsky, V. A. Slastenin, V. I. Slobodchikov, N. N. Surtaeva, G. V. Sukhodolsky, N. V. Chekaleva, V. D. Shadrikov J. Atkinson, M. Ainscow, F. Armstrong, C. Barnes, B. S.

Bloom, H. Daniels, D. L. Ferguson, M. Knowles, C. Maslach, G. Meyer, M. Oliver, M. M. Palombaro, C. L. Salisbury, T. M. Shea and others).

In domestic pedagogy, extensive experience has been accumulated in studying the problems of training future defectologists, developing the professional competence of a teacher and found its expression in studies conducted by M. Khakimova, L. Muminova, N. Rakhmonkulova, Z. Mamarazhabova, F. Kodirova, D. Yakubzhanova.

The authors disclosed the concept of professional competence as an integral multi-level professionally significant characteristic of a teacher's personality and activity. Researchers have highlighted the essence and component composition of the professional competence of a teacher (O.A. Akulova, V.N. Vvedensky, L.N. Gorbunova, E.S. Zair-Bek, V.A. Kozyrev, A.K. Markova, S. A. Pisareva, N.F. Radionova, A.P. Tryapitsyna and others). The features of teacher preparation for creative, research and innovation activities, the specifics of his involvement in scientific and theoretical knowledge in postgraduate pedagogical education (L.N. Gorbunova, V.I. Zagvyazinsky, V.A. Kan-Kalik, T.A. Kaplunovich), Yu.N. Kulyutkin, G.S. Sukhobskaya, I.D. Chechel, I.P. Tsvelyukh, etc.).

The possibilities of influencing advanced training on the development of a teacher as a person and a professional are shown: its initiation, stimulation, intensification (I.Yu. Aleksashina, T.G. Brazhe, V.G. Vorontsova, R.Kh. Gilmeeva, I.D. Demakova, I.I. Zaretskaya, G.L. Ilyin, N.I. Mitskevich, E.M. Nikitin, I.A. Noskov, A.I. Savostyanov, A.P. Sitnik, A.P. Stupnikov, K. M. Ushakov and others). The mechanisms of professional development of future defectologists in terms of advanced training are described (V.I. Kondrukh, G.N. Prozumentova, V.I. Slobodchikov, etc.). There is increased attention to the subject-personal aspect of the development of professional activity and the implementation of the initiative by the teacher as a subject of professional pedagogical activity (K.A. Abulkhanova-Slavskaya, V.V. Kraevsky, V.A. Slastenin, I.P. Tsvelyukh, etc.).

Despite the presence of a large number of works devoted to improving the pedagogical skills of specialists and determining the conditions for their personal and professional self-development, issues related to the specifics of preparing future defectologists for work in an inclusive education are still on the periphery of the research interests of scientists. As a rule, the authors do not take into account the contingent of children with whom the teaching staff of the educational organization works. It does not take into account the presence or absence of developmental disorders in a child, the need for specialists to solve problems related to meeting the special educational needs of students and pupils. At the same time, the wide inclusion of a new category of children in kindergartens and secondary schools led to changes in the working conditions of a teacher. The range of pedagogical interests of future defectologists has significantly expanded, a social demand has arisen to update the content side of professional training, including issues of inclusive education.

In recent years, a number of dissertation studies have been carried out on this issue, which examine the concept of "inclusive competence", highlight the stages of the formation of inclusive competence of future future defectologists, reveal the features of training specialists for correctional activities in an educational organization, prove the influence of a properly organized inclusive educational environment on the socialization of children. With special educational needs (L.M. Kobrina, O.S. Panferova, M.M. Tavakalova, I.N. Khafizullina, A.Ya. Chigrina, Yu.V. Shumilovskaya, E. Fitzsimons, Sh. Hardiman, J.Tossebro, C.Wendelborg and others). However, in these works, the emphasis is on the training of a future teacher, and the professional needs of a teacher already working in the education system and faced with the problems of teaching children with special educational needs remain unresolved.

An analysis of the changed requirements for the professional competence of a modern teacher made it possible to identify a number of existing contradictions:

- At the socio-pedagogical level: between the social order for the introduction and implementation of inclusive education in domestic pedagogical practice and the lack of qualified teaching staff for the implementation of inclusion;
- At the scientific and theoretical level: between the demand for inclusion in the preparation of future defectologists of public schools and kindergartens for inclusion and insufficient scientific justification of the content and technology of such training;
- At the practical and methodological level: between the need to implement inclusive practice and prepare future defectologists for this process and the lack of program and methodological materials that ensure the development of professional competence of future defectologists in the field of inclusion.

The identified contradictions determine the research problem, which involves answering the following question: what is the content and technology of training future speech pathologists to work in an inclusive education.

Despite the variety of proposed technologies, we consider it necessary to point out the problem we have identified in organizing the training of future speech pathologists to work in an inclusive education environment. Researchers do not fix in the description of the training technology that axiological component that should be taken into account when organizing joint education for children with normal and impaired development.

Thus, the ways and methods of establishing professional and value orientations in relation to inclusive education and children with special educational needs were left without attention. It is not clear how and by what means the motivational-value readiness of pedagogical workers is developed to implement the ideas of inclusion in practice. The lack of this information

does not allow us to make a conclusion about the syncretic nature of the entire training of future speech pathologists for work in an inclusive education environment.

In this regard, it is advisable in the context of scientific research to talk about humanitarian technologies. This is confirmed by the publications of a number of scientists (O.V. Akulova, S.A. Goncharov, I.Yu. Gutnik, S.A. Pisareva, E.V. Piskunov, A.P. Tryapitsyn, etc.), in which it is noted that the education system that implements humanitarian (i.e., human-oriented) processes of formation and development of the individual cannot but turn to the phenomenon of humanitarian technologies.

Considering humanitarian technologies as the basis of the humanistic approach, N.N. Surtaeva points out that humanitarian technologies contribute to the transition of the student to an active position of the cognizer [8].

L.A. Shipilina considers technologies for the development of critical thinking, reflective learning, design, and individual support of the student to humanitarian technologies. At the same time, the author notes that "the logic of the competency-based approach requires that technologies be built on the basis of contextual learning, which ensures the transition of educational activity into educational and professional" [11].

N.V. Chekaleva emphasizes that humanitarian technologies are becoming technologies of professional self-development and allow solving the following tasks in the process of mastering educational material:

- Initiating student activity;
- Orientation to the study of the method of productive activity, work with a variety of information texts;
- Stimulation of individual choice and motivation for self-realization;
- Activation of cooperation in collective work;
- Focus on building an individual educational route for the student [9; 10].

A number of researchers (Yu.B. Drobotenko, N.A. Duka, N.S. Makarova, S.V. Nikitina, G.P. Sinitsyna, N.V. Chekaleva and others) note that in the context of humanitarian technologies, a person acts as a kind of sign system, highly informative and open to contacts, which facilitates the actualization of individual-personal meanings, acting as a transforming and transformable beginning [5]. According to this position, humanitarian technology is a set of technologies aimed at creating, educating, processing or changing the rules and framework for communication and relationships between people in accordance with the challenge of the external (both social and natural) environment [6;7].

According to the authors mentioned above, humanitarian technologies imply:

- Orientation to the student himself and his individual needs and characteristics;
- Openness of the goals of working with a person;
- Availability of feedback;
- The possibility of dialogue, communication between the participants in the communication process;
- Lack of manipulativeness in the activities of the teacher.

Considering humanitarian technologies as a kind of social technologies based on the practical use of knowledge about a person in order to create conditions for the free and comprehensive development of the individual, researchers identify several essential characteristics of these technologies:

- Firstly, the basis of these technologies is information that performs an intermediary function between active figures;
- Secondly, humanitarianism is manifested in the possibility of influencing the integral characteristics of a person (needs, interests, motives, value orientations, attitudes and meanings) that determine the dynamics of personal development as a whole;
- Thirdly, the humanitarian nature of technology, according to the listed authors, is determined by the "turnover" of the methods used, the "two-way" effect of their application and the return to the teacher at the individual-personal level [9;10].

In view of the foregoing, it can be stated that the inclusion of humanitarian technologies in the training of future speech pathologists will allow not only to actively master the content of this or that material, but also to form or modify a deep understanding of the values of joint education of children with normal and impaired development [1; 2]. In addition, the use of humanitarian technologies contributes to solving the problems of professional self-development of future defectologists and allows to personalize and activate the assimilation of the content of training future defectologists.

The use of humanitarian technologies, in our opinion, should be a prerequisite for preparing future speech pathologists for inclusive education. Their application will allow students to form motivational and value attitudes, prepare them to understand the significance of their professional activities and the value of inclusive education [3]. Summarizing the above, we will draw conclusions regarding the training model for future defectologists.

1. The model of preparing future defectologists for work in an inclusive education environment includes content and organizational components. The construction of the content and the definition of the technology for preparing teaching staff for work in the conditions of inclusive education should be based on the results of diagnosing the professional difficulties of future speech pathologists. This will allow timely elimination of identified problems associated with the implementation of joint education of children with normal and impaired development.

2. The content of training is determined by the goal, which is to develop professional competence among future defectologists as an integral characteristic, including the special knowledge of future defectologists, their professional and life experience and their pedagogical values. At the same time, the goal in the logic of the concept of professional competence determines the choice of a task approach to the construction of content and is a set of professional tasks specified in accordance with the development trends of inclusive education in the Russian Federation and abroad. When solving groups of professional tasks, future defectologists form the readiness and ability to implement a new area of professional activity for them.
3. The organizational component of the training model is represented by the technology of preparing future defectologists for work in the conditions of inclusive education, which we consider as a systemic way of organizing joint activities of students (future defectologists) and a teacher (teacher), which makes it possible to successfully form motivational-value, operational-activity, reflexively -evaluative readiness for inclusive practice through solving professional problems. The technology of training future defectologists requires a phased implementation: immersion in activities, problematization, goal-setting and planning, designing and implementing a solution to a professional problem, reflection of the activities carried out.
4. An effective means of preparing future defectologists for work in an inclusive education are humanitarian technologies, which are a set of technologies focused on the professional and personal development of future defectologists and aimed at achieving the set goal. The use of humanitarian technologies makes it possible to personalize the training of future defectologists for work in an inclusive education environment, to form their value attitude towards children with special educational needs.
5. Designing a model for preparing future defectologists for work in an inclusive education environment requires:
    - Modular construction, taking into account the identified negative and positive trends in the development of inclusion;
    - Orientation towards the formation of professional competence and new professional experience in future defectologists in the field of joint education of children with normal and impaired development;
    - Continuous support of future defectologists in the practice of organizing inclusive education;
    - Command nature of training;
    - Scientific and methodological support for future defectologists through supervision and mentoring.

To identify the operational and activity readiness of a teacher to work in an inclusive education, we used such assessment methods as expertise (self-examination), expert evaluation of activity products, self-audit. In addition to the methodology of L.M. Mitina used the methodology developed by us for evaluating such products of the activities of future defectologists as work plans, lesson and lesson notes, essays, individual support plans, self-education programs, projects for organizing inclusive education. This technique made it possible to assess the ability of future defectologists to design joint education for children with normal and impaired development.

To determine the level of readiness of future defectologists to work in conditions of inclusive education in accordance with the reflective-evaluative criterion, such assessment methods were used as solving professional problems, self-audit. Respondents were asked to solve 5 professional tasks. These materials have been reviewed. This was important for determining the objectivity of future defectologists' assessment of their readiness for inclusive education.

The generalization of the data obtained for each of the criteria made it possible to assign future defectologists one of three levels of readiness to work in an inclusive education: the calculation was carried out by summing the points for each criterion.

The sample of this study consisted of 86 students of the 4th year of the direction of speech therapy of the Faculty of Special Pedagogy and Inclusive Education of the Nizami TSPU. A study conducted using the questionnaire "I and inclusive education" showed that only 44% of respondents (38 people) are familiar with the principles, tasks and philosophy of inclusive education, the rest are either not familiar at all or have limited ideas about inclusion.

Only 28% of teachers (24 people) showed a value attitude towards children with special educational needs and towards inclusive education in particular. When answering the question about the appointment of inclusive education, the respondents noted the following: “It is important to provide all children with equal rights and opportunities to receive education”; “This form of education allows children to develop a humane, tolerant attitude towards the limitations of other people”; “Communication of peers with different abilities contributes to the formation of communication skills and interpersonal relationships”; “The purpose of inclusion is to teach children to accept each person as he is”; “If children with developmental disabilities learn together with normally developing peers, attitudes towards disability in society will change.” Such answers testify to the understanding by these future defectologists of the value of obtaining versatile social experience for children with normal and impaired development; the need to form a positive public opinion towards persons with special educational needs; social significance of inclusive education.

An understanding of the need to include such children in educational institutions of a general type and, in general, a positive attitude towards inclusion was demonstrated by 72% of respondents (62 people). This is confirmed by their answers: “It is important for me to know the technologies of working in an inclusive education environment in order to competently help

children with disabilities"; "In my class there are problems of interaction between different children, which indicates a lack of tolerance towards children with disabilities"; "It is important to help children with disabilities believe in themselves, this is possible in the context of inclusion."

However, only 49% of future defectologists (42 people) showed a willingness to work with children with various disabilities and organize their joint education with normally developing peers. A popular answer to the question "Are you ready to work with children with disabilities in physical and (or) mental development" was the following: "I lack special knowledge for organizing inclusive education, as well as knowledge about the developmental features of children with disabilities."

When answering the question "Why did you turn to the problems of organizing inclusive education?", the answers of the respondents were conditionally divided by us into two groups: positive and negative. The first group included statements that expressed the desire and desire to work in an inclusive education environment 14% (12 people). Here are examples of such statements: "I want to help a child with disabilities adapt to his peers"; "I am at a loss in the correctness of my approaches to co-education of children with normal and impaired development"; "It is important for me to improve the quality of education for children with different abilities."

In the second group 37% (32 people). the following answers answered: "I was told that there will be a child with disabilities in the class and that I am obliged to work with him"; "Our school started working in this direction, so I, unfortunately, had to participate in inclusive education."

Based on the results of the survey, the following should be noted:

- 28% (24 people) are not only interested in the proper organization of inclusive education in practice, strive to obtain the necessary knowledge, but also demonstrate a value attitude towards children with special educational needs and inclusive education;
- 72% (62 people) are interested in joint education of children with different needs and developmental characteristics, but are not ready to work in an inclusive education environment for objective reasons: they do not have the appropriate qualifications;
- 37% of future defectologists (32 people) show insufficient interest in the problems of inclusive education and study this problem in connection with the need (social order from parents raising children with special educational needs; administration requirements).

The attitude of future defectologists to children with special educational needs and to the process of introducing inclusion in education, the level of awareness of the philosophy, principles and objectives of inclusive education was also carried out using the first indicator of the methodology of L.M. Mitina.

Based on the study of the results of the tasks performed by future defectologists, it was revealed that there are no respondents with a low level, however, 76% of future defectologists (62 people) find it difficult to provide personalized support and corrective assistance to children with special educational needs. 20% of future defectologists (18 people) demonstrated a high level of acceptance of children in this category. This was established during the analysis of the presented video clips of lessons or classes. Thus, there were fragments in which respondents demonstrated some detachment from children with special educational needs in favor of the whole class or group of 58% of respondents (50 people); 44% of future defectologists (38 people) did not include a child with special educational needs in the discussion of the educational task; 58% of future defectologists (50 people) did not use special methods and techniques for organizing the attention of a student with a developmental disorder. All this indicates a lack of understanding of the special educational needs of children with special educational needs, as well as insufficient awareness of the possible emotional problems of such children and the need to organize additional psychological support for them.

The third method in studying the motivational-value criterion was the method of diagnosing professional pedagogical tolerance (author Yu.A. Makarov). Respondents were asked to choose from among the given formulations only those that reflect their professional position. It was revealed that 9% of future defectologists (8 people) have a low level of professional pedagogical tolerance, which was manifested in the categoricalness of the respondents' chosen answers, authoritarianism and rigidity in relation to students, pupils with special educational needs, as well as distance from these children. For example: "The teacher should have his own point of view on any issue"; "If a student does not agree with the obvious, then this means that he is either stupid, or overly stubborn, or a hooligan"; "I sometimes get thrown off balance by a slow-witted student." This choice of answers discredits the main ideas of inclusive education.

56% of future defectologists (48 people) showed an average level of pedagogical tolerance. Here are examples: "If you take to heart the emotional problems and experiences of each child, then the work of a teacher will become unbearable"; "Even if I punish the child, this is only a pedagogical technique that forms the necessary life skills of the child." Such a personal position indicates that the teacher does not understand the basic principles and objectives of inclusive education, and also does not see the value of each child, including those with special educational needs.

A high level of pedagogical tolerance was recorded in 35% of future defectologists (30 people). The popular choices of answers for this group of respondents were the following: "Whatever a child does, he is not guilty of it, just because he is a

child"; "The main task of an experienced teacher is to ensure the development of the pupil, supporting him in everything"; "If the position of another seems very important to him, I try to meet him halfway." Such answers indicate the tolerant attitude of future defectologists to the opinions of other people; confirm high potential to work in conditions of inclusive education; testify to the acceptance of children with special educational needs and show the desire to create friendly relations in the children's team.

The results of the survey of respondents in terms of the formation of their motivational-value criterion of readiness to work in the context of inclusive education were summarized. This became the basis for identifying the final level.

So, a high level of formation of the motivational-value criterion was recorded in 22% of future defectologists (19 people), an average level was noted in 69% of future defectologists (59 people) and a low level was detected in 9% of future defectologists (8 people).

Quantitative and qualitative characteristics of the state of readiness of future defectologists to work in inclusive education, obtained at the ascertaining stage of the study, testified to the relevance of the problem and confirmed the need to prepare future defectologists to work in inclusive education. Respondents showed interest in the problems of teaching and raising children with special educational needs together with their normally developing peers, but a small number of future defectologists showed a willingness to work in these conditions. The reason for this is the lack of special knowledge about the developmental features of students with special educational needs, their special educational needs and the pace of progress in the educational process.

The comparative method of research made it possible to select a methodological basis for determining the specifics of training. In accordance with the personality-oriented and axiological approaches, as well as the theoretical foundations of the competency-based approach, the preparation of future defectologists for inclusive education is considered as a personalized and continuous process of developing their professional competence, aimed at achieving humanistic goals and the formation of pedagogical values, as a result of which future defectologists the ability to solve professional problems in the field of inclusive education is formed. Such training is a systemic phenomenon, manifested in the interconnection and interdependence of goals, content, organization technology and the functioning of these components as a whole. This led to the development of a model for preparing future defectologists for work in an inclusive education environment and the identification of such components as content and organizational.

The goal of preparing future speech pathologists for work in an inclusive education is to develop their professional competence in the field of implementation and organization of inclusive practice. The content component is constructed in the logic of the concept of professional competence and involves specifying groups of professional tasks in the context of inclusive education. In the course of solving these groups of professional tasks, future defectologists formed new professional experience in the field of organizing joint education of children with normal and impaired development.

The organizational component is represented by the technology of training future defectologists and is characterized as a systematic way of organizing joint activities of students (future defectologists) and a teacher (teacher), aimed at solving professional problems, carried out using humanitarian technologies and allowing to form the readiness of future defectologists to work in an inclusive education. The technology for preparing future defectologists for work in an inclusive education environment included the following stages: immersion in activities to solve professional problems; problematization; goal setting and planning; designing a solution to a professional problem and its implementation; reflection of the activities carried out. The use of humanitarian technologies focused on the professional and personal development of future defectologists makes it possible to personalize their training and form their value attitude towards children with special educational needs.

To solve the third problem, we carried out experimental work, during which diagnostic tools and the specifics of its use were determined to identify the motivational-value, operational-activity and reflexive-evaluative readiness of future speech pathologists to work in conditions of inclusion, a modular program was developed and the content was tested. and technology for preparing future defectologists for inclusive education.

At the formative stage of the experiment, the developed modular program was tested, which included six modules. The content of these modules was designed in accordance with the identified trends in the development of inclusive education, as well as on the basis of the professional difficulties of future defectologists identified at the ascertaining stage. A distinctive feature of the named program was the inclusion of professional tasks in each module, solving which, teachers plunged into the problem field, designed solutions and built algorithms for getting out of problems.

Approbation of the modular program was organized in various ways: in the process of professional retraining of future defectologists and through prolonged and continuous training of future defectologists working in the same educational organization (teaching team).

The fourth task was related to determining the effectiveness of the content and technology of training future speech pathologists to work in an inclusive education in accordance with the developed criteria and the proposed model. The results of the control stage, confirmed by mathematical methods, indicate that there has been a positive trend in the development of professional competence, manifested in a significantly increased motivational-value, operational-activity and reflexive-

evaluative readiness of future speech pathologists to work in an inclusive education. Future defectologists who have completed the training course:

- Know the essence of inclusion, the main conditions, barriers and resources of inclusive education; psychological and pedagogical patterns and features of the age and personal development of children with special educational needs;
- Are able to identify the educational needs of children with special educational needs, make preliminary forecasts of their development and determine the main directions of correctional work; adequately apply methods of organizing correctional and developmental work; include in the inclusive process various forms of organizing joint activities of children with impaired and normal development; use various methods of building interaction between all subjects of the educational process, taking into account the patterns of mental development and the zone of proximal development of a child with special educational needs; design a correctional-developing object-spatial environment that meets the needs of both children with normal development and children with special educational needs; prepare documents for the meeting of the psychological-medical-pedagogical council and participate in its work;
- Own special terminology; skills in building adapted educational programs for children with special educational needs; technologies for organizing inclusive education; correctional and developmental methods and techniques; are able to develop individual correctional and educational routes, guided by humanistic principles and theoretical knowledge in the field of correctional pedagogy and special psychology.

It has been established that of the implemented forms of organizing the training of future defectologists, the most effective is the experimental activity of the entire educational institution, i.e. continuous training of the entire teaching staff as a team.

CONCLUSION

In the process of analyzing the results of the formative stage of the study, it was evidenced that teachers studying in the conditions of experimental activities interact more actively with children with special educational needs, try to immediately test the studied technologies, qualitatively approach the development of individual correctional educational routes and actively participate in the work of the psychological-medical-pedagogical council. This allows us to state that the training of teachers of inclusive education, organized through a modular program with a team of teachers, effectively influences the development of professional competence of all teaching staff and the formation of the readiness of an educational institution to implement inclusive practice.

The results obtained indicate the predictability of the content and technology developed in the study for preparing teachers for work in the context of inclusive education.

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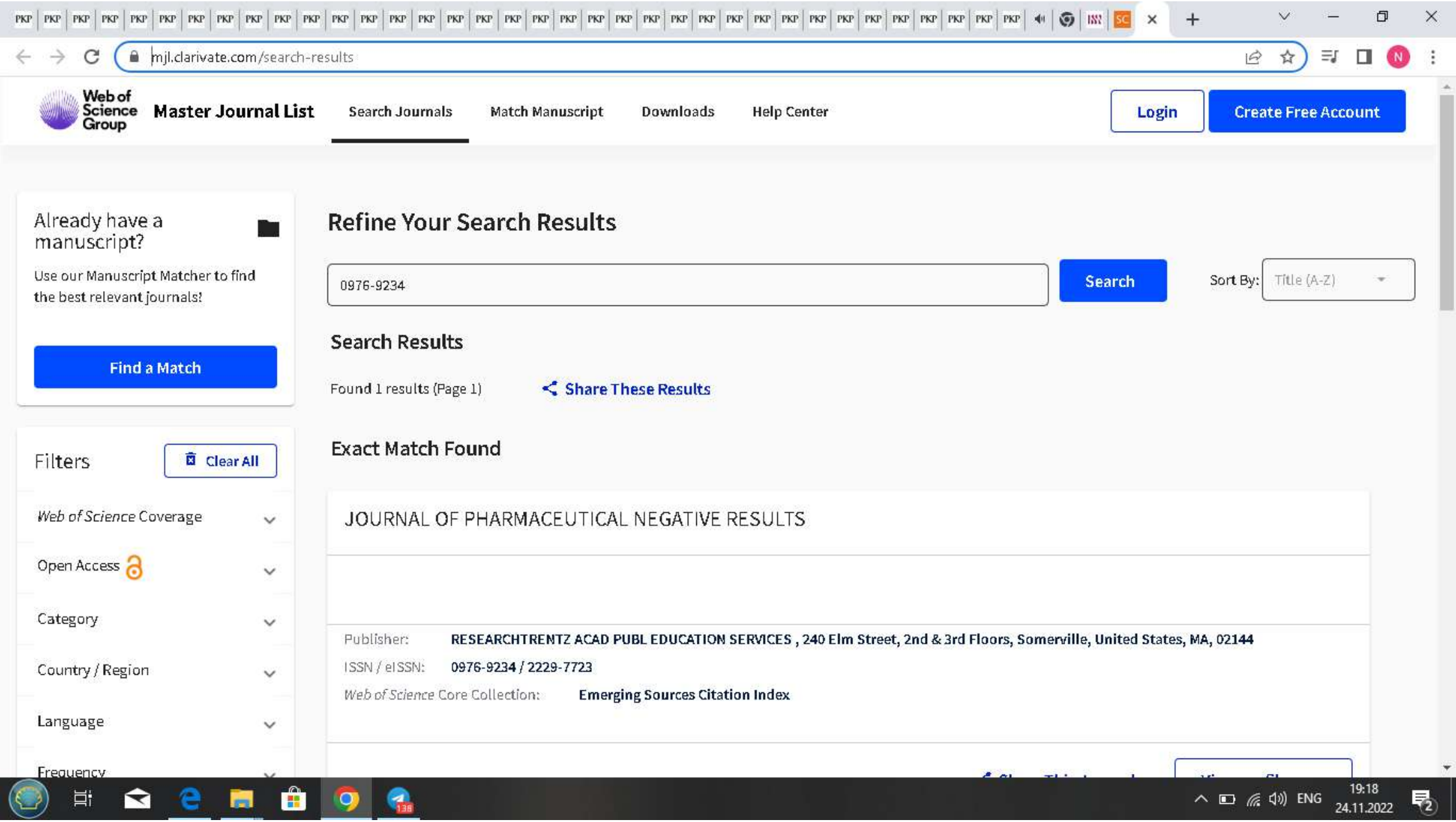
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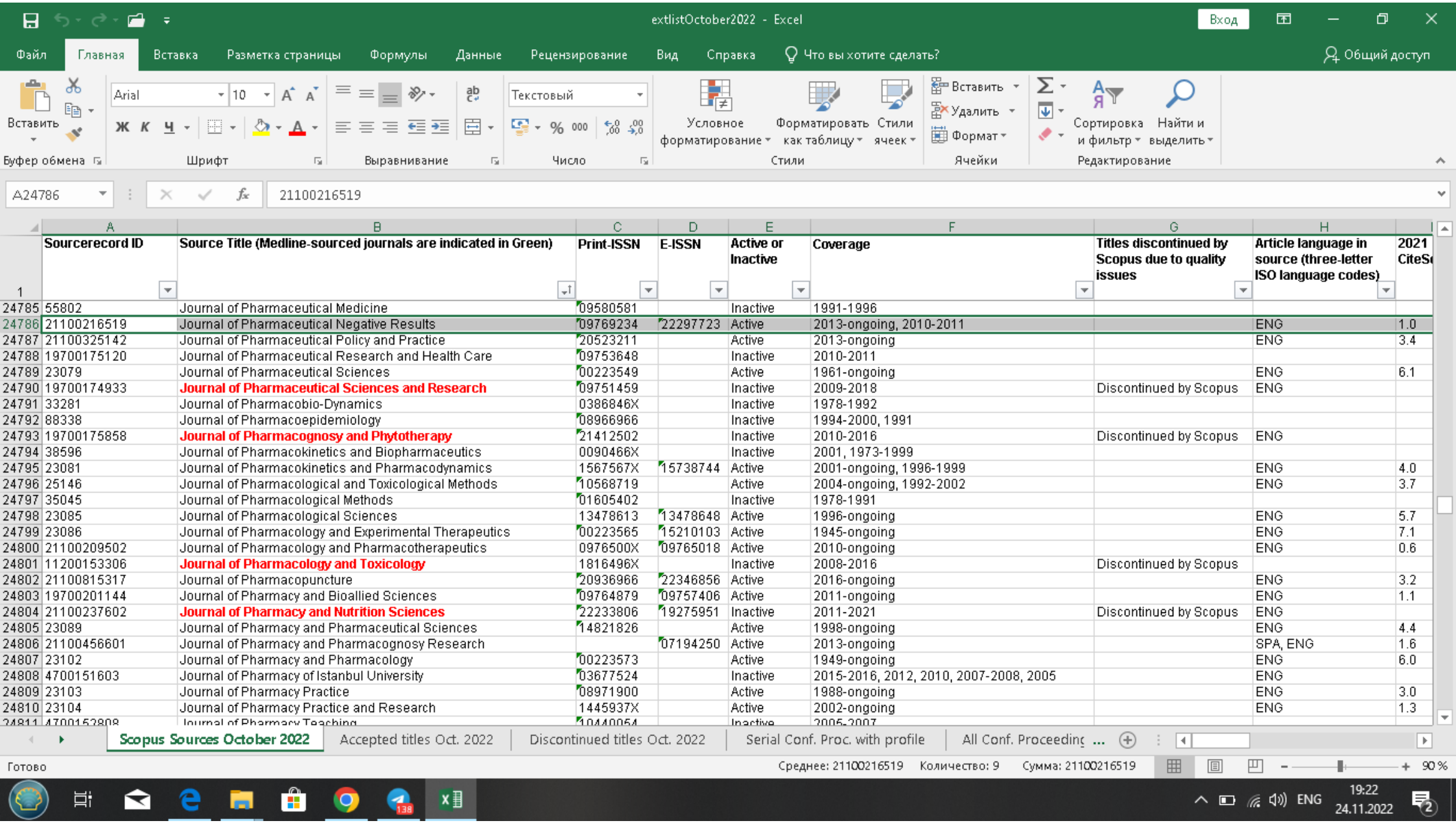

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24799	23086	Journal of Pharmacology and Experimental Therapeutics	00223565	15210103	Active	1945-ongoing		ENG	7.1
24800	21100209502	Journal of Pharmacology and Pharmacotherapeutics	0976500X	09765018	Active	2010-ongoing		ENG	0.6
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24807	23102	Journal of Pharmacy and Pharmacology	00223573		Active	1949-ongoing		ENG	6.0
24808	4700151603	Journal of Pharmacy of Istanbul University	03677524		Inactive	2015-2016, 2012, 2010, 2007-2008, 2005		ENG	
24809	23103	Journal of Pharmacy Practice	08971900		Active	1988-ongoing		ENG	3.0
24810	23104	Journal of Pharmacy Practice and Research	1445937X		Active	2002-ongoing		ENG	1.3
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