

# Teachers' Skills Development through Organization of Networking of Inclusive Educational Environment as one of the Pedagogical Conditions of Development of Teachers' Methodical Competence

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**Abstract.** Development of teachers' methodical competence in conditions of inclusive education is seen as a conceptual element of designing and effective functioning in a university of inclusive educational environment, that is why one of the pedagogical conditions is the teachers' active involvement in the work on realization of inclusive educational environment's networking that allows to solve methodical problems from the perspective of organizers, coordinators, teachers, that provides opportunities to develop skills.

The effectiveness of development of teachers' methodical competence in conditions of inclusive education is ensured through the set of factors, such as active interaction in resource sharing and exchange of professional experience. One of the main component of the process is the social partnership of a university with different organizations and companies that are interested in integration of disabled students into society.

For this purpose, the author developed scientific and technical training program within inclusive educational environment "Networking and social partnership", whose realization is related to creation of collegial support – legislative, organizational and substantive, training, psycho-pedagogical, etc.

**Keywords:** inclusive education, skills development, networking, inclusive educational environment.

## 1. Introduction

Determining the optimal ways and means of introducing inclusive education is based on the relevant regulatory, educational, methodological, personnel, material and technical and information support. Modern educational practices and pedagogical systems of developed countries undergo changes necessary for society, making the transition to new educational concepts and technologies. International organizations (for example, UNESCO, OSCE, and others) recommend inclusive or inclusive education aimed at realizing the right of citizens to receive quality education as a priority for the development of the educational system (Alekhina, 2016).

Creating an environment accessible to people with special educational needs becomes an unconditional requirement for the development of educational institutions, which sets the task for teachers to change the traditional forms and methods of teaching people with special educational needs. But at the same time, many educational organizations do not have the necessary resources for the high-quality implementation of inclusive education, there

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is a lack of competence of teachers working with such students, there is a lack of educational and didactic developments, pedagogical technologies that allow for the implementation of inclusive education. Using the resources of educational organizations based on network interaction will accelerate the development of inclusive education. The solution to these problems depends on the capabilities of each specific educational organization, its available resources. However, the resource capabilities of educational organizations are not always sufficient. The scarcity of resources of some organizations can be supplemented by the resources of others due to network interaction and social partnership.

## **2. Methodology**

The inclusive educational environment of a university is a complex system of organizational, pedagogical and material and technical conditions that integrate the resources of a university of a different nature - financial, economic, subject-material, technical, organizational and administrative, personnel, regulatory, methodological, technological, etc. Inclusive education integrates these resources to achieve a common goal - to ensure the availability of information, sources of knowledge and a variety of educational tools for students with special education needs as equal entities of the educational process, create conditions for success in the adaptation and self-education and professional field and in society in general.

From this point of view, the most significant element of the inclusive educational environment of the university are teachers. At the same time, unlike specialists who accompany students with special educational needs and, as a rule, have special - correctional, pedagogical or medical education, teachers of educational disciplines at the university have no special preparation for working with such a contingent of students. Therefore, a special task and a conceptual element in the process of constructing an inclusive model at a university is the advanced training and continuous development of teachers' competencies in order to develop their competence in an inclusive education environment (Kozhanova et al, 2019). The result of this work is the training of teachers with a sufficient level of professionalism, including methodological competence (. Solovova, 2010).

The development of the inclusive educational environment of a university provides for not only continuous improvement of the theory and methods of vocational education, the creation on their basis of training systems in academic disciplines, the development of the material and technical base and all pedagogical conditions, but also for taking into account the real state of the university's external environment and interaction with it.

## **3. Results**

Based on the foregoing, the inclusive educational environment of the university is a system of organizational, pedagogical and material and technical conditions that provide students with special educational needs with equal access to information sources and various teaching aids, which allow removing psychological, social, didactic and other educational barriers that prevent them full adaptation and self-realization in the professional sphere and society as a whole. The conceptual element of the process of designing and effective functioning of an inclusive educational environment in a university is the continuous development of professional competencies of teachers.

First of all, in the context of the formation of a system of continuing education in the country, network interaction involves the union of various educational institutions that provide inclusive education. When creating a continuous educational vertical (kindergarten - school - colleges - university), it is possible in practice to implement a systematic approach (Kamaleeva, 2015) to the problem of including children with special educational needs in society. Such cooperation of educational institutions allows you to use the intersection of educational spaces of different institutions and even create a common inclusive educational environment, which involves the organization of a team of specialists and teachers of each educational institution, ready to work in a single key integrative education. A variety of vertical and horizontal interaction of subjects of the network organization makes this structure extremely mobile and flexible (Stories& Muller, 2015).

Since the development of the inclusive educational environment of a university is associated with huge resource costs, as a rule, unbearable for an individual educational institution, an important component of this process is the social partnership of the university (Morova, 2011) with various organizations and enterprises, which significantly expands the resource base of inclusive education. The partners of educational organizations of the inclusive educational vertical are the state represented by the regional educational authority, public organizations providing assistance to people with special educational needs, as well as employers - organizations and enterprises involved in the professional adaptation and employment of such persons. In addition, an inclusive educational environment involves partnerships between educational institutions at various levels and institutions of additional education, health care, sports, and culture.

To coordinate the activities of all partners included in an inclusive educational environment, a specialized organizational structure is needed, which the Center for Inclusive Education can act as. Depending on the resource possibilities, it can be created as a separate organization or on the basis of one of the educational institutions of an inclusive educational vertical. The subjects of an inclusive educational vertical are students with special educational needs, their parents, as well as the teaching and support staff of educational organizations. The structure of an inclusive educational environment presented in Figure 1 illustrates the close interaction of educational institutions at all levels, from the institution of preschool education to the institution of higher education with the participation of organizations providing further professional activity.

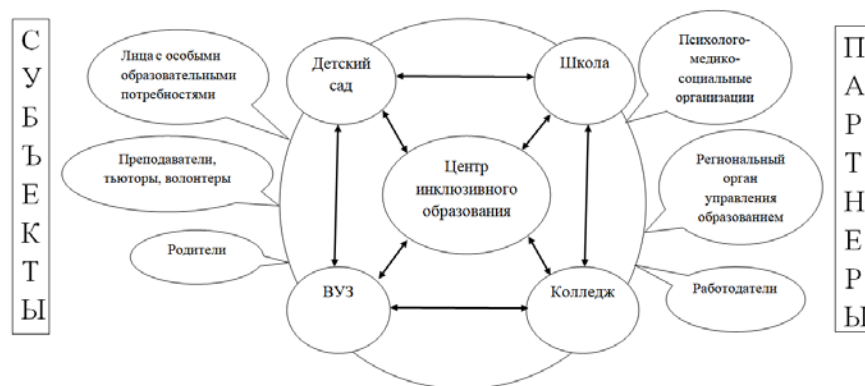


Figure 1. The structure of an inclusive educational environment

The result of the functioning and development of the inclusive educational environment of the university are educational services of a new quality that can increase the requirements for teachers (the development and use of

teaching aids and teaching and monitoring tools, well-established interaction with other participants in inclusion, the operational solution of difficulties, the possibility of consultative and coordinated work of different specialists).

To this end, we have developed a program of scientific and practical training of teachers in the framework of the inclusive educational environment "Networking and Social Partnership", the purpose of which is the creation of collegial support (regulatory, organizational, substantive, educational, psychological, pedagogical, etc. ) for students, employees and university professors in the process of training students with special educational needs of various nosological groups (Figure 2). It is not so simple to create a full-fledged effective mechanism of organizational interaction in an inclusive environment, since in the current period inclusive educational practice is quite limited and largely experimental. A certain detachment from the problems of people with disabilities, which we can observe in our time, only speaks of the lack of awareness of such problems.



Figure 2. Structural-functional model of network interaction and social partnership

It is possible to solve these problems provided that the teachers are prepared to implement the idea of inclusive education in the educational process and to a systematic professional, including methodological activities in the context of inclusion (Denisova et al, 2012).

The relevance of the development of the program is dictated by the specifics of the current socio-political situation of the country, built on new relations between the individual, society and the state (Maslennikova, 2014) and is due to the insufficient development of the theoretical and pedagogical foundations for the implementation of an inclusive approach in teaching people with special educational needs.

The significance of network interaction and social partnership both within educational organizations and between them and other external agents, institutions to ensure the implementation of professional educational programs of higher education and the successful socialization of people with special educational needs is explained by new requirements in relation to the education system, among which we can name:

- attention to human capital as the main value of society;
- expediency and great productivity in partnership of agents with different categories of resources;
- the need to apply new models of education and training in the context of repeated return to educational resources;
- the desire to integrate science and practice through innovation and investment, the use of modern technical and technological solutions in inclusive education;
- diversification of the conditions and potential of educational systems for inclusive education, as well as the ability to identify and support its “growth points”;
- the solution of technologically complex problems of training people with special educational needs with limited resources (Suntsova, 2013);
- problems of different levels of access for teachers to methodological, information resources adapted for teaching students with special educational needs (Amiridze, & Stepanova, 2012).

The program provides a set of measures, private expected results, the implementation of which is reflected in the roadmap.

#### **4. Conclusions**

Improving the effectiveness of inclusive education for people with special educational needs on the basis of a comprehensively developed network interaction and social partnership, which is the goal of the program, provides for the following tasks:

1. Increasing the level of competence of teachers of all organizations, united by network interaction and social partnership, to implement inclusive education on the basis of common scientific and methodological approaches.
2. The implementation of psychological, pedagogical, diagnostic, methodological support of the subjects of the educational process.
3. Improving the quality of education and socialization of persons with special educational needs.

The expected results of the program are the integration of the forces of the educational process agents through network interaction and social partnership for the successful socialization of students with special educational needs:

- Creation of a network of professional community of stakeholders in the field of inclusive education;
- Creation of a supporting platform for technological, educational, methodological, informational events for teachers of educational organizations - partners;
- increasing the efficiency of the use of methodological resources;
- regulatory, organizational, informational and scientific and methodological support for the implementation of inclusive education with special educational needs;
- expanding opportunities for advanced training, pedagogical skills and psychological and pedagogical competence of teaching staff.

Thus, the program provides organizational conditions for expanding the boundaries, scope and directions of further study of the problems that have become the subject of our study.

Thus, the effectiveness of the development of the methodological competence of university teachers in the context of inclusive education is ensured by the totality of factors considered, which are represented by such a pedagogical condition as the active involvement of teachers in the implementation of network interaction of an inclusive educational environment.

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