TRAINING OF PEDAGOGICAL STAFF FOR CONDUCTING ACTIVITIES IN THE CONDITIONS OF INCLUSIVE EDUCATION

INTRODUCTION
In the context of globalization challenges, the requirements for the educational sphere are increasing, in particular, for the training programs for students with disabilities. Such principles require changes in inclusive education. With the development of inclusive education, teachers are faced with higher requirements, forasmuch as they now should be more competent in the specifics of teaching students with disabilities.

World practice has revealed that teachers should undergo special training in order to be ready to teach students with disabilities. Based on the results of such training, teachers acquire not only new knowledge, but also practical skills that should be applied in the educational process, the participants of which are students with disabilities.

Such direction of training will enable teachers to increase the level of their competence and professionalism both in the field of education and ensuring interaction between them and students with disabilities.

LITERATURE REVIEW
Examining the features of the implementation of individual curricula for teaching students with disabilities, Ilik et al. (2017) argue that the role of teachers in the development and implementation of such programs is one of the determining factors. However, in order to create a favorable learning environment and involve students with disabilities to mastering such programs, teachers should be able to effectively use the methods and techniques provided by such individual curricula. For this reason, they first should improve their knowledge in this direction of training. Kubacka et al. (2020) also note that the role of teachers in the formation of inclusive education is quite significant, forasmuch as they are key subjects in the formation of knowledge, skills and abilities of students with disabilities.

Florian (2017) rightly remarks that teachers should undergo special training in order to be able to work in the conditions of inclusive education. According to the scientist’s viewpoint, teachers in the course of teaching students with disabilities should fully understand and be prepared for the learning needs of such students. Yaraya et al. (2018) note that in the context of preparing teachers for conducting activities in the conditions of inclusive education, it is advisable to develop a special training model, through the implementation of which teachers should develop a positive attitude towards students with disabilities. Such a training model should be developed on the basis of a previously studied position of teachers prior to the introduction of inclusive teaching and learning in education. Mngo et al. (2018) also study the position of teachers on the implementation of inclusive education. Investigations conducted by scientists have revealed that among the teachers who have participated in the survey, some adhere to the viewpoint that it is necessary to create special educational institutions for students with disabilities. However, those teachers, who have previously undergone special
training in the conditions of inclusive education, noted that they fully support the implementation of inclusive education as a practical matter.

On the initiative of Leniv since 2012, in accordance with the letter of the Ministry of Education and Science of Ukraine No. 43-20 / 3923 dated 07.10.2011, training of “assistant of the teacher with an integrated / inclusive form of teaching” was started, for the first time in Ukraine at the Pedagogical College of Lviv National University named after Ivan Franko, as well as the course “Basics of inclusive education” was taught on the experimental basis (by Leniv) since in 2007 (LENIV, 2014). Within the framework of the Leniv experiment (2014), which was launched in 2013, the following stages of the system of professional training of specialists were developed, capable of implementing inclusions according to a structural-functional model in three stages as follows: I - propaedeutic-motivational; II - content-activity; III - operational and practical. In particular, the same stages permeate the value-ideological, cognitive-competence and reflexive-professional components of the readiness of teachers’ assistants for professional activity in conditions of inclusion. Criteria for the formation of the cognitive-competence component are SMART-information and strategic-co-creation based.

In 2019, the authors of Sheremet, Leniv, Loboda, & Maksymchuk (2019) B., on the basis of the investigation carried out in three universities of Ukraine, studied in detail the problem of the state of formation of the SMART-information criterion of the cognitive-competence component of the readiness of future specialists - assistants of teachers for conducting professional activities in an inclusive educational space, which is part of the second stage (content and activity) of the training system for these professionals. The following indicators of the SMART-information criterion are determined, namely: awareness of the legislative and conceptual-terminological field of inclusive education; depth of understanding of the conditions for providing and implementing inclusive education; the need to use digital technologies in the educational process. The obtained data of the empirical research testified to the need to form the readiness of specialists to implement inclusion in the plane of SMART-information criterion in the process of their preparation in higher education institutions. Such investigation with the idea of digitalization of education was extremely relevant, especially in the run-up to the introduction of distance learning, including children with special educational needs. In general, for the first time in Ukraine, the idea of using SMART technologies to train personnel for work in inclusion was presented by Leniv in 2016 at the II International Congress: “Education of Children with Special Needs: From Institutionalization to Inclusion”.

Schuelka (2018), in the context of investigating the features of the implementation of inclusive education, notes that the basic elements for the successful implementation of inclusive education for students with disabilities are as follows: training, ongoing support and provision of necessary resources for teachers. Kamenez et al. (2019) argue that special educational programs should be developed in detail in order to teach students with disabilities. With regard to the training of teachers who will teach students with disabilities, educators should also undergo quality and special training in order to obtain special knowledge and acquire the necessary skills for working with students with disabilities. Teachers, according to researchers’ viewpoint, should obtain additional professional education that will help them create a favorable inclusive educational environment. Zagona et al. (2017) also emphasize that prior to teaching students with disabilities teachers should receive special training on inclusive education or, for example, undergo special training courses.

Reynaga-Peña et al. (2018) note that training of teachers for conducting activities in the conditions of inclusive education should be based on the principles of dialogue training. Teachers who will teach students with disabilities should undergo a special training course, as well as participate in practical training in order to acquire practical skills. Ozel et al. (2018) point out that the basis for training teachers to conduct activities in the conditions of inclusive education should be based on mastering the relevant literature by the teachers, which reveals the issues of teaching students with disabilities. The same viewpoint is held by Cretu et al. (2020). Researchers also emphasize that the results of teachers’ training should have a positive impact on meeting the learning needs of students with disabilities. Forlin et al. (2017) note that in the course of preparing teachers for teaching students with disabilities, it is advisable to pay attention to overcoming the problems as follows: 1) unwillingness to manage inclusive classrooms; 2) low level of professionalism; 3) the unavailability of numerous resources needed.
to teach students with disabilities. Carballo et al. (2021) point out that prior to teaching students with disabilities teachers should also undergo training, the results of which will determine the readiness of such teachers to work in the conditions of inclusive education.

Blandul et al. (2017) emphasize that in the context of training teachers to work in the conditions of inclusive education, special attention should be paid to the development of psychological, pedagogical and methodological competencies of such staff. The investigations of scholars have revealed that due to the high level of psychoeducational (it characterizes the teacher’s ability to build relationships with students) and methodological competence (it characterizes the teacher’s ability to present educational material), the teacher more effectively transmits the acquired knowledge to students with disabilities. Pit-ten Cate et al. (2018), studying the features of teachers’ perception of inclusive education, argue that the competence of teachers is of particular importance in the education of students with disabilities. According to researchers’ viewpoint, teachers feel ready to work in the conditions of inclusive education if they have a high level of training and competence to teach students with disabilities. Sysko (2019) notes that in order to conduct activities in the conditions of inclusive education, the teacher should develop inclusive competence through participation in trainings (workshops), training courses and through cooperation with leading professionals who have considerable experience in teaching students with disabilities. Onyesom et al. (2021) argue that the special training of teachers should be based on the acquisition of such traits as justice, empathy, patience, equality, respect, tolerance, confidence, commitment and appreciation. In addition, in order to create a supportive and inclusive environment, educators should increase the level of encouragement of students with disabilities to learning by developing an individual approach to learning for each student with disabilities. Suc et al. (2017) emphasize that during undergoing special training for teaching students with disabilities, it is advisable to ensure close interaction between the teachers involved in such training and occupational therapists. Hedegaard-Soerensen et al. (2018) draw attention that one of the aspects of preparing teachers for conducting activities in the conditions of inclusive education should be cooperation with teachers already working in the field of inclusive education. Following such principles teachers will be able to gain practical skills and experience in the field of teaching students with disabilities from experienced teachers already working in this sphere.

Moriña et al. (2017), having conducted the analysis of changes in the level of readiness, professionalism and competence of teachers who have undergone special training on inclusive education, note that teachers have gained useful knowledge for teaching students with disabilities. In addition, teachers, based on the results of studying their standpoint on what they have learned from special training, noticed that they have received more information about the features of inclusive education and about the needs of persons with disabilities. Gonzalez et al. (2021), in the course studying the features of training teachers for conducting activities in the conditions of inclusive education, notes that such training should be based on the basis for stimulating the socialization of students with disabilities; herewith, this process should be stimulated primarily by teachers. Palomino (2017) puts emphasis on the use of information and communication technologies in the context of preparing teachers to teaching students with disabilities.

Focusing on the problematic aspects of preparing teachers for conducting activities in the conditions of inclusive education, it should be noted that such a problem remains not fully disclosed from the standpoint of a practical approach. The purpose of the academic paper is to study the features of teachers’ training for conducting activities in the conditions of an inclusive education on the example of the experience of the European Union’s member states.

**RESEARCH OBJECTIVES**

In the course of achieving the purpose of the academic paper, the following objectives should be solved, namely:

- to reveal the features of the introduction of inclusive education in the countries of the European Union;
• to represent the positions of the member states of the European Union in the Inclusive Development Index;
• to reveal the features of teachers’ training in Luxembourg, Denmark, Sweden, the Netherlands and Austria towards working in the conditions of inclusive education and to identify the subjects who principally play leading roles in providing such training;
• to represent the features of a special program for preparing teachers to conduct activities in the conditions of inclusive education;
• to outline the basic educational directions, the purpose, tasks and methods of implementation of the special program for preparing teachers to conduct activities in the conditions of inclusive education.

MATERIALS AND METHODS OF THE RESEARCH
To achieve the purpose of the academic paper, the following methods have been used, namely: 1) methods of theoretical analysis, abstraction, description and observation - in order to represent the theoretical principles of teachers’ training for conducting activities in the conditions of inclusive education; 2) methods of graphical presentation, systematic analysis and comparison - in order to represent the position of EU member states in the Inclusive Development Index; 3) methods of experiment, measurement, modeling and generalization - in order to study the features of training teachers for conducting activities in the conditions of inclusive education on the example of the experience of the European Union’s member states.

It is expedient to investigate the features of teachers’ training for conducting activities in the conditions of inclusive education on the example of the experience of the European Union’s member states due to following reasons. Firstly, European Commission, together with the European Council and the European Parliament, have adopted the European Pillar of social rights at the end of 2017, according to which everyone has the undisputed right to receive quality and inclusive education, training as well as lifelong learning, in particular. The European Pillar of Social Rights was adopted with the aim not only of preserving, but also of acquiring new skills, thanks to which everyone can be directly involved in the activities of the society, as well as hold the position of a promising participant in the labor market. Secondly, one of the principles of European Commission in the field of education is to ensure quality inclusive education since early childhood (EUROPEAN COMMISSION, 2020). The information base of the research is the Inclusive Development Index in 2018 (STATISTA, 2021).

RESULTS OF THE RESEARCH
In the European Union, the issue of inclusive education is at the forefront of other strategic directions. Consequently, European Agency for Special Needs and Inclusive Education has been established on the basis of the European Union (EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION, 2021a).

There are 31 countries participating in European Agency for Special Needs and Inclusive Education. European Agency for Special Needs and Inclusive Education consults on issues of implementation of inclusive education in the general educational process. As of today, the project “Teacher Professional Learning for Inclusion” operates on the basis of European Agency for Special Needs and Inclusive Education. This project has been launched in 2018 and will be completed in 2021 (EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION, 2021b).

The project “Teacher Professional Learning for Inclusion” is based on the idea that all teachers should have opportunities to support all those who are learning or seeking to learn. The project provides for that teacher should be unquestioningly aware of all aspects of the implementation of inclusive education. Therefore, in order to ensure the development of inclusive education, this project aims to provide vocational training and professional training for teachers who will continue to work in the conditions of inclusive environment and will train people, including students with disabilities.

In the context of the research, it is advisable to represent the positions of the member states of the European Union in the Inclusive Development Index in order to determine the level of
inclusive development of these countries. The analysis of the Inclusive Development Index in 2018 has revealed that Luxembourg, Denmark, Sweden, the Netherlands and Austria are the leaders among all 103 countries that make up the base of the Inclusive Development Index in 2018, forasmuch as they are in the top 10 rankings and the level of inclusive development of these countries is quite high (Figure 1).

**Figure 1.** Rating of some European Union’s member states according to the Inclusive Development Index in 2018

Source: Statista (2021)

Turning the spotlight on the leadership positions of Luxembourg, Denmark, Sweden, the Netherlands and Austria in the Inclusive Development Index in 2018, it is worth noting the features of teachers’ training in these countries for conducting activities in the conditions of inclusive education and emphasizing the subjects who play leading roles in providing such training.

For instance, in Luxembourg, the training of teachers for conducting activities in the conditions of inclusive education (this is one of the main activities) is carried out by the University of Luxembourg, Faculty of Humanities, Education and Social Sciences (UNIVERSITY OF LUXEMBOURG. FACULTY OF HUMANITIES, EDUCATION AND SOCIAL SCIENCES, 2021). As a result of training, teachers develop an individual professional approach to each student with disabilities, as well as acquire the skills to plan and manage a class group, where students with disabilities study.

With regard to schools for students with disabilities, for instance, there are many schools for students with intellectual disabilities and students with special learning difficulties in Luxembourg. In addition, students with special disabilities study in such specialized institutions as: Centre d’observation et d’intégration scolaires, Institut pour Déficients Visuels, Institut pour enfants autistiques et psychotiques, Institut pour Infirmes Moteurs Cérébraux (IMC), Centre de Logopédie (ANGLOINFO, 2021).

In Denmark, in order to teach students with disabilities, teachers should undergo special training, for example, a special course at the Danish University of Education for one year (DANISH UNIVERSITY OF EDUCATION, 2021). The specific aspect of special training of teachers for conducting activities in the conditions of inclusive education is that teachers...
should clearly understand not only the educational, but also the general needs of students with disabilities.

In Sweden, there are various training programs for teachers, as a result of which they get the opportunity to teach students with disabilities. Consequently, as a result of training, teachers are assigned different degrees, according to which they receive a certain degree of qualification. Special teachers’ training in Sweden is based on specialization in the areas as follows: 1) language; 2) writing and literacy; 3) mathematics; 4) diminished hearing or hearing loss; 5) impaired vision, impaired speech or other serious disorders that make learning impossible (EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION, 2021c).

As for the features of special training of teachers for conducting activities in the conditions of inclusive education in the Netherlands, the specifics of such training in this country is primarily aimed at a two-year part-time course. An educator who plans to conduct activities in the conditions of inclusive education and, at the same time, teach students with disabilities must obtain a Master’s degree in Special Educational Needs (EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION, 2021d).

With the exception of local specialized schools for students with special educational needs, there is only one international school with special needs in the Netherlands, located in the Hague - Lighthouse Special Education (LIGHTHOUSE SPECIAL EDUCATION, 2021).

In Austria, educators must receive additional training based on early intervention in order to conduct activities in the conditions of inclusive education environment. For instance, such training is carried out by numerous non-governmental organizations in Austria, and what is more, on a paid basis (EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION, 2021e).

Based on the features of teachers’ training for conducting activities in the conditions of inclusive education in Luxembourg, Denmark, Sweden, the Netherlands and Austria, it should be noted that such training should not only be specifically designed for the individual needs of students with disabilities, but also take into account knowledge, skills and the needs of teachers. Teachers’ training programs should be formed, firstly, under the specifics of the scope of further activities of the educator, and, secondly, taking into account the individual needs of each of the teachers.

According to the special teacher’s training program, prior the teacher undergoes training, he must be specially assessed. Therefore, every educational institution, specializing in training teachers to work in the conditions of inclusive education, should, prior to training such a teacher, assess his / her:

1) current knowledge, abilities and practical skills;
2) the level of readiness for activities in the conditions of inclusive education;
3) the level of perception of people with disabilities;
4) attitude towards students with disabilities;
5) the level of qualification and professionalism as bases of pedagogical activity.

A commission of psychologists should also be involved in the assessment, which, based on the results of an interview with a teacher, should confirm the ability and readiness of such a teacher to conduct activities in the conditions of inclusive education. If a positive assessment result is obtained and the commission of psychologists has given a positive conclusion that such a teacher can further teach students with disabilities, then the teacher starts a special training course.

The special training course should be based on preparation of teachers for teaching students with disabilities, and such a course should be divided into separate directions of study. The teacher masters in detail the educational direction chosen by him, and he studies other educational areas only in a comprehensive manner. According to the direction chosen by the teacher, he can further teach only those students who have specific learning needs. Thus, the basic educational directions of teachers’ training for conducting activities in the conditions of inclusive education should be as follows:
1) the direction of teaching students with speech and hearing impairments;
2) the direction of teaching students with visual impairment;
3) the direction of teaching students with mental retardation;
4) the direction of teaching students with different types of disabilities.

Consequently, one of the outlined directions should be chosen by the teacher.

The preparation of teachers for conducting activities in the conditions of inclusive education should also be based on the teacher’s acquisition of new knowledge, skills and abilities to teach students with disabilities in the direction they have chosen (Figure 2).

**Figure 2.** Basic principles of the program of training teachers for conducting activities in the conditions of inclusive education.

- **The purpose of the program of preparing teachers for working in the conditions of inclusive education is to obtain useful knowledge, acquire skills and abilities in order to use teaching methods and techniques provided for in individual curricula for teaching students with disabilities.**

- **The objectives of the teachers’ training program for conducting activities in the conditions of inclusive education are that the teacher in the future will be able to:**
  1) identify the learning needs of students with disabilities;
  2) participate in the formation of individual curricula specifically for the educational needs and abilities of students with disabilities;
  3) use modern teaching methods and techniques and apply information and communication technologies in the educational process;
  4) create cooperation in the “triangle: teacher + parents + students with disabilities”;
  5) share experience with teachers who plan to work in the conditions of inclusive education in the future.

- **Methods of implementing the program aimed at preparing teachers for activities in the conditions of inclusive education are that the teacher should:**
  1) participate in trainings;
  2) undergo advanced training courses;
  3) undergo teaching internship;
  4) participate in conferences;
  5) do fieldwork in special inclusion schools operating both in the country and abroad.

*Source: Search data.*

Thus, the results of the research conducted have given grounds to represent the features of training teachers for conducting activities in the conditions of inclusive education, while relying on the experience of the member states of the European Union, in particular, the experience of Luxembourg, Denmark, Sweden, the Netherlands and Austria. It has been revealed that the prerequisite for undergoing special teachers’ training for conducting activities in the conditions of inclusive education should be the results of their assessment, as well as the conclusion issued by a special commission of psychologists based on the results of an interview with the teacher. In case of receiving a positive result from the assessment and a positive conclusion of a special commission of psychologists, the teacher can undergo a special training course.

According to the research, in order to meet the individual learning needs of students with disabilities, the teacher should decide on the direction of further professional activity.
Consequently, the teacher should choose whether in the future he will teach students with speech and hearing impairments or students with visual impairments or students with mental retardation or students with various disabilities. After choosing a specific direction, the teacher masters the program of a special training course, and other areas that are not chosen by him as the basic ones - he masters comprehensively (in order, for instance, to further identify other deviations in students with disabilities).

It should be noted that such prerequisites as an assessment and interviews prior to undergoing the training course on conducting activities in the conditions of inclusive education are obligatory due to the fact that in the future, teaching of students with disabilities is carried out only by those teachers who are ready both morally and psychologically for this kind of activity, and not guided only by motivational factors. Herewith, the teacher, in addition to the willingness to learn, should also show a positive attitude towards students with disabilities and perceive such students as individuals.

It should also be noted that teachers, intending to work in the conditions of inclusive education, in addition to the above mentioned characteristics, should also be highly qualified professionals and widely aware of the intricacies of inclusive education. Such teachers should first understand the boundary between the education and training of students with disabilities, be able to create a favorable psychological climate in the classroom, avoid and resolve conflict situations.

Along with this, teachers should work closely not only with students with disabilities, but with their parents in the so-called “triangle: teacher + parents + students with disabilities”. Regarding the practical significance of the proposed approach to training teachers for conducting activities in the conditions of inclusive education, this approach is comprehensive, forasmuch as it determines the principles of teachers' training, based on the general features of the implementation of inclusive education in the educational process.

**DISCUSSION**

As a result of the disclosure of the features of teachers' training for conducting activities in the conditions of inclusive education, it has been established that this issue is especially relevant in the investigations of numerous leading scientists and scholars. In particular, scientists and scholars have noted that the basis for teachers' training for conducting activities in the conditions of inclusive education should be as follows:

1) obtaining by teachers of useful knowledge for teaching students with disabilities (MORINA et al., 2017), acquisition by teachers of skills and abilities to use the methods and techniques of teaching provided by individual curricula for teaching students with disabilities (İLIK et al., 2017; KAMENEZ et al., 2019) and the formation of knowledge, skills and abilities in students with disabilities (KUBACKA et al., 2020);

2) understanding and readiness for learning needs of students with disabilities (FLORIAN, 2017), formation of a positive attitude towards students with disabilities (YARAYA, 2018), support of programs for the implementation of inclusive education (MNGO et al., 2018);

3) constant support and provision of necessary resources for teachers (SCHUELKA, 2018), undergoing special training courses (ZAGONA et al., 2017; REYNAGA-PEÑA et al., 2018) and trainings (CARBALLO et al., 2021), mastering the relevant literature by the teachers, which reveals the problems of teaching students with disabilities (OZEL et al., 2018; CRETU et al., 2020),

4) overcoming the problems of unwillingness to manage inclusive classrooms, low level of professionalism, unavailability of numerous resources needed to teach students with disabilities (FORLIN et al., 2017);

5) development of psychological, pedagogical and methodological competencies (BLÅNDUL et al., 2017), increasing the level of readiness and competence to teach students with disabilities (PIT-TEN CATE et al., 2018), development of inclusive competence through participation in trainings (workshops), training courses and
cooperation with leading specialists who possess considerable experience in the field of training students with disabilities (SYSKO, 2019);

6) acquiring such traits as justice, empathy, patience, equality, respect, tolerance, confidence, commitment and respect and developing an individual approach towards learning for each student with disabilities (ONYESOM et al., 2021);

7) close cooperation between teachers who will participate in such training and occupational therapists (SUC et al., 2017) and collaboration with teachers already working in the field of inclusive education (HEDEGAARD-SOERENSEN et al., 2018);

8) the principle of stimulating the socialization of students with disabilities; by the way, this process should be stimulated primarily by teachers (GONZALEZ et al., 2021);

9) application of information and communication technologies (PALOMINO, 2017).

It is necessary to agree with the results obtained by scientists and scholars. However, based on the relevance of this issue, the study of the features of teachers’ training for conducting activities in the conditions of inclusive education should be carried out based on the experience of the EU member states, in particular, the experience of Luxembourg, Denmark, Sweden, the Netherlands and Austria.

Based on the results of the research conducted, the following educational directions have been proposed as the basis for an individual program for preparing teachers to perform activities in the conditions of inclusive education, namely: teaching students with speech and hearing impairments, teaching students with visual impairments, teaching students with mental retardation and teaching students with different types of disabilities.

It has been proven that the training curriculum, based on undergoing a special training course by teachers, should help the teacher obtain new useful knowledge, acquire abilities and practical skills, strengthen readiness for activity in the conditions of inclusive education, increase the level of perception of persons with disabilities, form the teacher’s positive attitude to students with disabilities, increase the level of qualification and professionalism to activities in the conditions of inclusive education.

CONCLUSIONS

It has been established that the preparation of teachers for activities in the conditions of inclusive education will allow them: gaining useful knowledge for teaching students with disabilities; acquiring new skills and abilities to use modern teaching methods and techniques provided by individual curricula for teaching students with disabilities; strengthening their understanding and increasing the level of readiness for learning needs of students with disabilities; forming a positive attitude towards students with disabilities. It has been revealed that the preparation of teachers for conducting activities in the conditions of inclusive education should include constant support and provision of necessary resources for teachers, undergoing special training courses and trainings by teachers, mastering the relevant literature by teachers, which reveals the issues of teaching students with disabilities. According to the results of the undergone training, teachers will be able to develop psychological, pedagogical and methodological competencies, increase the personal level of readiness and competence for teaching students with disabilities, as well as to develop inclusive competence through participation in trainings (workshops), training courses and cooperation with leading specialists who take an active part in the education of students with disabilities.

Investigation of features of training pedagogical workers for conducting activities in the conditions of inclusive education should be carried out on the example of experience of the European Union’s member states. In order to study the features of training pedagogical workers for conducting activities in the conditions of inclusive education, it is advisable to rely on the experience of member states of the European Union. In the research, the teachers’ training program for conducting activities in the conditions of inclusive education is based on the teachers’ training curricula offered by European Agency for Special Needs and Inclusive Education for such EU member states as: Luxembourg, Denmark, Sweden, the Netherlands and Austria.
It has been proven that the prerequisites for teachers to undergo special training for conducting activities in the conditions of inclusive education should be the results of the assessment, in accordance with which the teacher is evaluated according to the criteria of the level of current knowledge, skills and acquired practical skills, the level of readiness for conducting activities in the conditions of inclusive education, the level of perception of persons with disabilities, the level of attitude to students with disabilities, the level of qualification and professionalism as bases of pedagogical activity. In addition to the obligatory assessment of a teacher, it is proposed to conduct an interview with representatives of a special commission of psychologists, which should give an opinion on whether such a teacher can teach students with disabilities.

It has been established that, based on the results of the undergone special training, teachers will be able to outline the educational needs of students with disabilities, participate in the formation of individual curricula specifically for the educational needs and opportunities of students with disabilities, use modern teaching methods and techniques and apply information and communication technologies in the educational process, create cooperation in the "triangle: teacher + parents + students with disabilities" and share experiences with teachers who plan to work in the conditions of inclusive education.

It has been determined that the implementation of the program for preparing teachers for conducting activities in the conditions of inclusive education will take place in stages through the participation of teachers in trainings (workshops) and conferences, undergoing training courses and pedagogical practices, internships in special schools of inclusion, operating both in the country and abroad.

The practical significance of the research results lies in the fact that the approach to training teachers for conducting activities in the conditions of inclusive education, while relying on the experience of the member states of the European Union, can be taken into account by any other country that is just beginning to think about the development of inclusive education. Prospects for the following studies may be aimed at developing a comprehensive program for preparing teachers for teaching students with disabilities, taking into account the experience not only of the member states of the European Union, but also the experience of the United States of America.

REFERENCES
ANGLOINFO. Special Needs Education in Luxembourg, 2021. Available at: https://www.angloinfo.com/how-to/luxembourg/family/schooling-education/special-needs-education. Access: May 03, 2021.

BLÄNDUL, V. C.; BRADEA, A. Developing psychopedagogical and methodical competences in special/inclusive education teachers. Problems of Education in the 21st Century, 2017, 7(4), 335-344.

CARBALLO, R.; MORGADO, B.; CORTÉS-VEGA, M. D. Transforming faculty conceptions of disability and inclusive education through a training programme. International Journal of Inclusive Education, 2021, 25(7), 843-859. Available at: https://doi.org/10.1080/13603116.2019.1579874. Access: May 03, 2021.

CRETU, D. M.; MORANDAU, F. Initial Teacher E Mngo, Z. Y.; MNGO, A. Y. 2018. ducation for Inclusive Education: A Bibliometric Analysis of Educational Research. Sustainability, 2020, 12. Available at: https://doi.org/10.3390/su12124923. Access: May 03, 2021.

DANISH UNIVERSITY OF EDUCATION. 2021. Available at: https://dpu.au.dk/en/. Access: May 03, 2021.

EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION. 2021a. Available at: https://www.european-agency.org/. Access: May 03, 2021.

EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION. Country information for Netherlands - Teacher education for inclusive education. 2021d. Available at:
https://www.european-agency.org/country-information/netherlands/teacher-education-for-inclusive-education. Access: May 03, 2021.

EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION. Country information for Austria - Teacher education for inclusive education. 2021e. Available at: https://www.european-agency.org/country-information/austria/teacher-education-for-inclusive-education. Access: May 03, 2021.

EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION. Country information for Sweden - Systems of support and specialist provision. 2021c. Available at: https://www.european-agency.org/country-information/sweden/systems-of-support-and-specialist-provision. Access: May 03, 2021.

EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION. Teacher Professional Learning for Inclusion. 2021b. Available at: https://www.european-agency.org/projects/TPL4I. Access: May 03, 2021.

EUROPEAN COMMISSION. A European pillar of social rights. 2020. Available at: https://ec.europa.eu/education/policies/european-policy-cooperation/inclusive-education_en. Access: May 03, 2021.

FLORIAN, L. Teacher Education for the Changing Demographics of Schooling: Inclusive Education for Each and Every Learner. Inclusive Learning and Educational Equity, 2017, 2, 9-20. Available at: https://doi.org/10.1007/978-3-319-54389-5_2. Access: May 03, 2021.

FORLIN, C.; FUNG SIN, K. (2017). In-Service Teacher Training for Inclusion. Oxford Research Encyclopedia of Education. Available at: https://doi.org/10.1093/acrefore/9780190264093.013.161. Access: May 03, 2021.

GONZALEZ, O. H.; LARA, C. A. S.; GOMEZ-CAMPOS, R.; COSSIO-BOLANOS, M.; CONTRERAS, R. E. S. The Preparation of School Teachers to Stimulate the Socialization of Students with Autism in Conditions of Inclusion. Revista Brasileira de Educação Especial, 2021, 27. Available at: https://doi.org/10.1590/1980-54702021v27e0197. Access: May 03, 2021.

HEDEGAARD-SØRENSEN, L., JENSEN, C. R.; TOFTENG, D. M. B. Interdisciplinary collaboration as a prerequisite for inclusive education. European Journal of Special Needs Education, 2018, 33(3), 382-395. Available at: https://doi.org/10.1080/08856257.2017.1314113

İLİK, Ş. Ş.; SARI, H. The training program for individualized education programs (IEPs): Its effect on how inclusive education teachers perceive their competencies in devising IEPs. Educational Sciences: Theory and Practice, 2017, 17(5). Available at: https://doi.org/10.12738/estp.2017.5.0424. Access: May 03, 2021.

KAMENEZ, N. V.; VAGANOVA, O. I.; SMIRNOVA, Z. V.; KUTEPOVA, L. I.; VINOKUROVA, I. V. Development of content of educational programs of additional education for professor-teaching composition in organization of educational services of training with disability. Amazonia Investiga, 2019, 8(18), 267-278.

KUBACKA, K.; D’ADDIO, A. C. Targeting Teacher Education and Professional Development for Inclusion. Journal of international cooperation in education, 2020, 22(2), 89-106.

LENIV, Z. Peculiarities of implementing inclusion and training relevant professionals: problems, experience, perspectives. Scientific journal of M.P. Drahomanov National Pedagogical University, series 19: Correctional Pedagogy and Special Psychology, 2014, 28, 119-125. Available at: http://enpur.npu.edu.ua/handle/123456789/7625. Access: May 08, 2021
Training of pedagogical staff for conducting activities in the conditions of inclusive education

LAPLAGIE em Revista (International), vol.7, n. Extra C, 2021, p.559-571

ISSN: 2446-6220

LIGHTHOUSE SPECIAL EDUCATION (2021). Available at: https://lighthousese.nl/. Access: May 03, 2021.

MNGO, Z. Y.; MNGO, A. Y. Teachers’ Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership. Education Research International, 2018. Available at: https://doi.org/10.1155/2018/3524879. Access: May 03, 2021.

MORIÑA, A.; CARBALLO, R. The impact of a faculty training program on inclusive education and disability. Evaluation and Program Planning, 2017, 65, 77-83. Available at: https://doi.org/10.1016/j.evalprogpplan.2017.06.004. Access: May 03, 2021.

ONYESOM, M.; IGBERAHARHA, C. O. Inclusive Values and Pedagogies Needed by Business Studies Teachers for Effective Inclusive Education in Secondary Schools. International Journal of Education and Practice, 2021, 9(1), 220-229.

OZEL, E.; ZHAGAN GANESAN, M.; KAMALUDDIN MEGAT DAUD, A.; DARUSALAM, G. Critical Issue Teacher Training into Inclusive Education. Journal of Computational and Theoretical Nanoscience, 2018, 24(7):5139-5142. Available at: https://doi.org/10.1166/asl.2018.11288. Access: May 03, 2021.

PALOMINO, M. D. C. P. Teacher training in the use of ICT for inclusion: differences between early childhood and primary education. Procedia-Social and Behavioral Sciences, 2017, 237, 144-149. Available at: https://doi.org/10.1016/j.sbspro.2017.02.055. Access: May 03, 2021.

PIT-TEN CATE, I. M.; MARKOVA, M.; KRISCHLER, M.; KROLAK-SCHWERDT, S. Promoting Inclusive Education: The Role of Teachers’ Competence and Attitudes. Insights into Learning Disabilities, 2018, 15(1), 49-63.

REYNAGA-PEÑA, C. G.; SANDOVAL-RÍOS, M.; TORRES-FRÍAS, J.; LÓPEZ-SUERO, C.; LOZANO GARZA, A.; DESSENS FÉLIX, M.; GONZÁLEZ MAITLAND, M.; IBANEZ, J. G. Creating a dialogic environment for transformative science teaching practices: towards an inclusive education for science. Journal of Education for Teaching, 2018, 44(1), 44-57. Available at: https://doi.org/10.1080/02607476.2018.1422620. Access: May 03, 2021.

SCHUELKA, M. J. Implementing inclusive education. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies, 2018.

SHEREMET, M., LENIV, Z., LOBODA, V., & MAKSYMCHUK, B. The development level of SMART information criterion for specialists’ readiness for inclusion implementation in education. Information Technologies and Learning Tools, 2019, 72 (4), 273-285. Available at: https://doi.org/10.33407/itlt.v72i4.2561. Access: May 03, 2021.

STATISTA. Leading advanced economies according to the Inclusive Development Index 2018, 2021. Available at: https://www.statista.com/statistics/686323/inclusive-development-index-advanced-economies/. Access: May 03, 2021.

SUC, L.; BUKOVEC, B.; KARPLJUK, D. The role of inter-professional collaboration in developing inclusive education: experiences of teachers and occupational therapists in Slovenia. International Journal of Inclusive Education, 2017, 21(9), 938-955. Available at: https://doi.org/10.1080/13603116.2017.1325073. Access: May 03, 2021.

SYSKO, N. Rozshyrennja profesijno-pedaghoghichnogho profilju vykladacha zakladu prof’esijnoji (profesijno-tekhnichnijoi) osvity u naprjami inkljuziji. Naukovyi visnyk Instytutu profesijno-tekhnichnijoi osvity NAPN Ukrajiny: Profesijna pedagohhika, 2019, 219, 938-955. Available at: https://doi.org/10.32835/2223-5752.2019.19.11-17. Access: May 03, 2021.

UNIVERSITY OF LUXEMBOURG. FACULTY OF HUMANITIES, Education and Social Sciences 2021. Available at: https://www.uen.uni.lu/fhse. Access: May 03, 2021.

YARAYA, T. A.; MASALIMOVA, A. R.; VASBIEVA, D. G.; GRUDTSINA, L. Yu. The development of a training model for the formation of positive attitudes in teachers towards the inclusion of
respective countries, based on the experience of inclusive education, realization of activities in the conditions of education. Consequently, in the context of inclusive education, there is a growing need to train teachers who will teach students with disabilities. The purpose of the academic paper is to study the features of teachers’ training for conducting activities in the conditions of inclusive education on the example of the experience of the European Union’s member states. Methods: theoretical analysis, abstraction, description, observation, graphical representation, systems analysis, comparison, experiment, measurement, modeling and generalization. It has been determined that Luxembourg, Denmark, Sweden, the Netherlands and Austria have occupied leading positions in the Inclusive Development Index in 2018, according to which the level of inclusive development of these countries is very high. It is proposed to conduct a study of the features of teachers’ training for conducting activities in the conditions of inclusive education, based on the experience of Luxembourg, Denmark, Sweden, the Netherlands and Austria.

Keywords: Students with disabilities. Inclusive education. Training program. Trainings. Information and communication technologies.

Resumen
La evidencia de la práctica muestra que actualmente los docentes no son lo suficientemente competentes en el campo de la educación inclusiva. En consecuencia, en el contexto de la educación inclusiva, existe una creciente necesidad de formar maestros que enseñen a los estudiantes con discapacidad. El propósito del trabajo académico es estudiar las características de la formación de los profesores para la realización de actividades en las condiciones de la educación inclusiva sobre el ejemplo de la experiencia de los Estados miembros de la Unión Europea. Métodos: análisis teórico, abstracción, descripción, observación, representación gráfica, análisis de sistemas, comparación, experimento, medición, modelado y generalización. Se ha determinado que Luxemburgo, Dinamarca, Suecia, Países Bajos y Austria han ocupado posiciones de liderazgo en el Índice de Desarrollo Inclusivo en 2018, según el cual el nivel de desarrollo inclusivo de estos países es muy alto. Se propone realizar un estudio de las características de la formación del profesorado para la realización de actividades en las condiciones de la educación inclusiva, basado en la experiencia de Luxemburgo, Dinamarca, Suecia, los Países Bajos y Austria.

Palabras-clave: Estudiantes con discapacidad. Educación inclusiva. Programa de formación. Entrenamientos. Tecnologías de la información y la comunicación.