

FORMATION OF PROFESSIONAL COMPETENCE OF ASSISTANT TEACHER OF INCLUSIVE EDUCATION IN SECONDARY EDUCATION INSTITUTIONS

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Abstract. The research is devoted to the theoretical and experimental study of forming the professional competence of a would-be teacher assistant of inclusive education through pedagogic modeling. The authors specify the notions of “a tutor” (teacher assistant), “inclusive education”, “persons with special needs”, “individual development program”, and “modeling”. The essence of “pedagogical modeling” is defined, as well as the groups of its objects within the professional competence of the would-be teacher assistants in the inclusive education; the implementation of the psychological-pedagogic modeling of an individual development program for persons with special needs is substantiated. It is proved that any model has a sign nature, thus, the psychological bases of the research are the theory of content-based summarization and the “sign” concept of the educational process. The study reflects the methodological system of forming the professional competence of the would-be teacher assistants of inclusive education through pedagogic modeling and substantiates the content component of the model, implemented in the individual development program of persons with special needs and through applying the relevant methods, forms and means of education. It is proved that the efficiency of forming the professional competence of the teacher assistants of inclusive education by the means of pedagogic modeling depends on introduction of an experimental technique, which provides support and increase of the qualitative indicators of both the teaching and the personal properties of the persons with special needs receiving educational services. Due to the synergetic impact of professional knowledge, the would-be teacher assistants of inclusive education develop an increased motivation to forming the professional skills and competences when working with persons with special needs.

Keywords: teacher assistant; persons with special needs; inclusive education; individual development program; pedagogical modeling; professional competence; inclusion

Introduction

The concept of inclusive education reflects one of the main democratic ideas: each individual is a valuable and active member of the society.

The value orientations of each personality are closely connected with the cognitive and will aspects of a human activity and behavior, being an important factor of social regulation of a person's behavior and interaction between people. Thus, being the basis of evaluating attitudes of a person towards the surrounding phenomena, value orientations guide and regulate the behavior of people with limited abilities in the society (Sak 2010). Inclusion in educational establishments has a social aspect both for persons with special needs and all participants of the educational process, including family members and the society as a whole.

The social activity of the educational environment participants demonstrates the appropriate behavior models of persons with special needs (PSN), motivating them for development and targeted use of their new knowledge and skills.

Interaction of the educational process participants with PSNs and other persons receiving education facilitates forming friendly relations between them. Due to such interaction, the subjects of educational activity are able to naturally perceive and tolerantly relate to people's differences; they develop sympathy and readiness to interact and assist. A teacher assistant is the main figure in the inclusive education, whose task is to facilitate socialization and adaptation of a PSN in the educational environment.

The broad use of the term "persons with special needs" was initiated in the Salamanca Declaration in 1994, where its basic definition was given: "special needs" refer to all children and young people whose needs depend on various physical or mental insufficiency, or who experience difficulties in learning. Many people experience difficulties in learning, thus having special educational needs at certain stages of their education" (Kolupaeva 2009).

The most widely spread and appropriate definition of "special needs", in particular in the European Union countries, was given in the International Standard Classification of Education: "Special needs education [is] designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education program. Reasons may include (but are not limited to) disadvantages in physical, behavioral, intellectual, emotional and social capacities. Education programs in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programs can be offered to individual students within already-existing education programs or as a separate class in the same or separate educational institutions" (Kolupaeva 2009).

An educational process and socialization are implemented through interaction between a teacher, a teacher assistant and specialists in psychological-pedagogical support. This is due to the fact that a teacher is not always competent in the field of special pedagogy and psychology. That is why, it is important to arrange mutual work of a teacher, a psychologist, and a teacher assistant. The triad “a teacher, a psychologist, a teacher assistant” requires the well developed professional competence of a teacher assistant.

Materials and methods

Thus, the choice of the research topic was determined by the topicality and social importance of the issue, the insufficient level of its theoretical and methodological development, and the revealed contradictions. The research topic is forming the professional competence of teacher assistant in the inclusive education, namely, through pedagogic modeling of an individual program.

The research objective is to improve professional training of teacher assistant in the inclusive education through elaboration, introduction and experimental testing of the efficiency of a methodological system of the targeted formation of the professional competence through pedagogic modeling.

A tutor (teacher assistant) (translated from English) is a pedagogue, a mentor. The word etymology (from Latin “tueor” – “to take care”, “to protect”) is related to the notions of “a protector”, “a patron”, “a guardian”.

The tutoring techniques enable to solve the tasks proposed in the national educational initiative “New Ukrainian School”, which stipulates, within forming the cardinaly new system of continuous learning, “constant renovation, individualization of the demand and the possibilities for its satisfaction”. That is why a teacher assistant should receive the appropriate professional training at a higher educational establishment (a university), as well as methodological recommendations and didactic assistance in the educational environment of learners with special needs.

The position is called “a tutor” (teacher assistant) meaning “a guardian”, “an instructor”. Tutoring appeared as early as in the 13th – 14th centuries at British universities – Cambridge and Oxford. These educational establishments employed professors to read lectures for all, their assistants to work with groups of students, and specialists to work with individual learners (Fedorchenko 2017).

Inclusive education requires special conditions to serve the PSN: applying the personality-oriented teaching techniques; providing an unimpeded access to the buildings and premises of an educational establishment for PSN with locomotor apparatus and visual disorders; providing the necessary educational-methodological and individual technical means of learning, etc.

The methodological activity of a teacher assistant in the inclusive educational environment has to be assisted in the aspects of forming knowledge about the main

principles of organization and introduction of inclusive education, the specificity of cooperation with the subjects of educational process, the role of the teacher assistant within the team of psychological-pedagogical support, in elaboration and implementation of the individual development program, in establishing effective cooperation with parents and guardians.

This position implies that a teacher assistant must possess knowledge about the features of a PSN development, about various types of disorders and behavioral manifestations, abilities to account for the specific development features, and skills to efficiently apply the strategies for stimulating, involving and supporting the PSN within the educational environment.

According to the job descriptions elaborated after introducing the position of a teacher assistant by Standard staff regulations for comprehensive educational establishments, adopted by the Order of the Ministry of Education and Science of December 6, 2010 No. 1205, a teacher assistant provides social and pedagogic support for the persons with special educational needs receiving educational services: together with an instructor carries out the academic, educational, and social-adaptation measures, introducing effective forms of their implementation, assists PSN in accomplishing the academic tasks, involves the learner into various types of academic activity; within a group of specialists takes part in elaboration and implementation of an individual development program; adapt study materials taking into account the individual features of the learning-cognitive activity of the PSN.

One of the key tasks in the process of training teacher assistants for the inclusive education is to form a personality of a would-be specialist capable of solving the whole range of problems related to providing socialization, adaptation, psychological support and developing the content of the curriculum within the educational environment. Improvement of the professional training of a teacher assistant requires not only the new ways of organizing the educational process at educational establishment, but also a review of the structure and content of their training to bring it in line with the modern professional level.

As defined in the Law of the Ukraine “On education”, individual development program (IDP) for persons with special needs is a document providing individualized teaching for a person with special educational needs and stipulating a list of the necessary psychological-pedagogical and correctional services for a child’s development; it is elaborated by a group of specialists with obligatory participation of the child’s parents to define the specific strategies and approaches to teaching.

An important stage of implementing the IDP of the PSN receiving educational services is monitoring of the accomplishment of the goals, objectives and strategies set for the team of psychological and pedagogical support.

An inseparable part of the monitoring process is estimation of the dynamics of the PSN development, collection of data on their progress (creative works,

control tests, etc.). All members of the inclusive educational environment team elaborating the IDP should monitor the learner's progress to make a conclusion about the efficiency of the applied strategies. A person's activity is estimated not only from the viewpoint of the knowledge acquired, but first of all from the viewpoint of progressive development. Thus, a teacher assistant should be able to competently design differentiated IDPs for the PSN receiving educational services.

The modern inclusive educational environment requires informatization of the process and introduction of innovative components. Thus, it is necessary to include the innovative techniques into professional training of the would-be teacher assistants at university to develop their academic, intellectual and creative abilities, as well as the abilities of the PSN receiving educational services. One of the advanced techniques is the pedagogic modeling of IDP.

Analysis of scientific sources showed that the issues of innovations in education, innovative pedagogical techniques, and formation of pedagogical systems are broadly presented in research works. The methodological bases of modeling as a special type of pedagogic activity were researched in the works by N. Bakhmat, A. Verbitskiy and A. Larionova (Verbitskiy 2009), etc.

The methodological bases of the pedagogic modeling in the inclusive education were researched by M. Beregovaya (Beregovaya 2017), A. Budnik (Budnik 2009), T. Sak (Sak 2010), and others.

The modeling technique is used to detect and classify new rules, construct theories and interpret the obtained data, as well as to solve the professional tasks using the models of the educational process.

However, analysis of the scientific literature demonstrates the lack of a systemic research reflecting the specificity of multiple objects of the pedagogic model and hierarchically modeling the activity and problems of forming the professional competence of would-be teacher assistants in the inclusive education by means of pedagogic modeling and developing the relevant methodological system.

The problem of forming the professional competence of the would-be teacher assistants at university to prepare them for inclusive educational activity occupies one of the central positions in the system of training specialists for inclusion; it provides its psychological and social support and comprises the problems of the psychological science related to the personality traits of PSNs, their mental states, potential physical and intellectual abilities determining the successful socialization and adaptation of a PSN.

The pedagogical staff involved in working with PSNs must evaluate the effort of a PSN. Not knowing how to estimate their work, they may overpraise or undervalue its results. At that, a learner may not understand the criteria they are evaluated by, may not critically estimate their own results. Such a position of a teacher inevitably causes misunderstanding of other participants

of the educational environment where a PSN studies. They ask why that person is special, why the underdone or incorrect work was estimates as high as a complete and correct work.

That is why it is important to assist the PSNs, who receive educational services, through interaction of a teacher with parents, guardians, and specialists of psychological-pedagogical support. The pedagogical staff (a teacher assistant, a defectologist, a psychologist, a sociologist) and the guardians may help a PSN to adapt in the educational environment. For example: acquaint learners with special needs with the material planned for the coming lesson in advance; prepare visual materials to be used by all learners, acquaint a PSN with the criteria of assessing the results of the study; teach to assess one's work at a lesson together with other participants.

Together with a teacher assistant, a teacher designs a group work strategy in which a PSN learn to assess not only the result and the product quality of learning but also the process – the level of effort applied, the activity, the degree of participation in group work, the development of individual characteristics.

An important stage of working with a PSN is monitoring of the implementation of tasks, objectives, and strategies set in the IDP by the team of psychological-pedagogical support.

An inseparable component of the monitoring is estimation of the PSN development dynamics, collection of information about their achievements (examination records, control works, test results, etc.). All members of the team of inclusive educational environment participating in the IDP elaboration carry out the monitoring of the learner's achievements, finally making a conclusion about the efficiency of the strategies applied. A teacher assistant performs the current control of the IDP, correcting the set goals and tasks with a view of progressive development. To optimize the planning of the PSN educational process, a method of pedagogic modeling of an IDP is used (a system of collecting various techniques, methods, forms and means testifying to the progress in individual development of a learner, actively involving a PSN to the life of the group, etc.).

When monitoring the implementation of pedagogic modeling and the dynamics of a PSN development, it is important to identify the factors determining the appropriate level of individual expected results, stipulated by the IDP. If the strategies, adaptations or other components of the IDP are found inappropriate for a PSN, then the planned tasks are thoroughly analyzed and corrected.

Thus, an individual development program of a PSN is: an educational route determining their individual goals and tasks of learning and development; a plan of actions for the pedagogues organizing the educational process taking into account the needs and abilities of the PSN; a flexible working tool for planning the work of a PSN and a tool for assessing their achievements, being constantly reviewed and adjusted as needed.

This stage includes: projecting the necessary structural components of the program; formulating its goal (together with the guardians, parents); determining a range of tasks within the program implementation; determining the content of the correctional and educational components; planning the forms of the program sections implementation.

The structure of an individual development program includes: determining the period of the IDP implementation; determining the forms and criteria of monitoring the learning achievements and development of the social competence of a PSN; determining the forms and criteria of monitoring the efficiency of correctional work with a PSN.

The stage of the IDP implementation is aimed at: organizing the activity of pedagogic workers and a teacher assistant in compliance with the program and plan; planning and conducting lessons taking into account the IDP tasks; adapting the content of study materials and manuals, selecting didactic materials; introducing various forms of interaction in the lessons with the use of supporting strategies; organizing the monitoring of the learning achievements and development of the social competence of a PSN; organizing the monitoring of the efficiency of correctional work.

In diagnosing the educational process of the PSN's receiving education, it is necessary to observe the principle of variety, as they may demonstrate worse results due to the loss of interest ("habituation" effect), or, which is better, to elaborate certain skills, to determine the actions which should be performed to achieve the expected results.

The process of forming the professional competence of a would-be teacher assistant of inclusive education through pedagogic modeling at university implies the following levels of implementation: normative-reproductive, adaptive-transformational, creative-searching. They imply reproducing the models of professional activity or using them as an orientation basis, characterized by digression from routine and stereotypes, search for new effective models of activity.

Pedagogic modeling of an IDP implies a differential approach, as a teacher assistant plans the educational process taking into account the individual features of a PSN. An educational system may become effective if the physiological abilities, needs, personal and intellectual qualities of each PSN are taken into account. It is important to involve a PSN into the developmental psychological-educational environment. The individual features of a PSN, their natural dispositions and abilities are the psychological bases for organizing the educational process, which determine the character of its educational and procedural components.

To analyze the methodological-theoretical and methodological aspects and to implement the differentiated approach, a teacher assistant should master the pedagogic modeling of an educational process of a PSN.

The "pedagogic modeling" notion is broadly used by researchers and practitioners, but it is not defined in the professional literature. The one best

of all reflecting the essence of the modern vision of the “pedagogic modeling” phenomenon is “construction, transformation, interpretation and research of the models of various pedagogic systems.

Based on the analysis of modern research approaches found that the process of pedagogic modeling implies distinguishing certain elements forming a system; establishing links between the elements, including the system-forming ones; identifying the structure and organization of the system; analyzing the principles of the system behavior; studying the processes of the system management; synthesizing the obtained information and building a model, where the result of modeling is a system characterizing the functioning of the modeled object.

It is noted that the approaches to interpreting pedagogic models are multi-aspect and there is no single classification of them; the following groups of objects of pedagogic modeling are identified: operational-procedural (the educational process, the teaching process, the learning process, the teaching methods, the learning methods, the algorithms of activity, etc.); content (notions of various academic subjects; types of tasks); organizational (lessons and other forms of educational process); supportive (educational means, computer technologies); behavioral (of the subjects of education; it is determined by the study actions and implies perception of the goal, understanding, reproduction and application of the study material).

The model of forming the professional competence of a would-be teacher assistant in the inclusive education through pedagogic modeling is viewed as a set of theoretical knowledge and practical skills at a new qualitative level. It implies the ability of a teacher assistant to perform targeted activity, based of the set of theoretical knowledge and practical skills. The procedural aspect of the model contains a step-by-step organization of the training of the would-be teacher assistants, taking into account the specific features of each stage of their professional training.

The professional competence of the would-be teacher assistants in pedagogic modeling of an IDP for inclusive education implies mastering the analytical-prognostic, project skills and their implementation in practice.

The research showed that elective courses, special course and webinars are important for training of the would-be teacher assistants of inclusive education. They are aimed at broadening and complementing the basic level of training of the would-be teacher assistants at university. The elective course “Pedagogic modeling in the inclusive education” implies methodological training of the would-be teacher assistants for creative and research activity, acquaintance with the theoretical and empirical methods of pedagogical research, such as pedagogic modeling, idealization, formalization, systematization, differential approach, historical analysis, activity-oriented approach, etc.

The study revealed that the level of the knowledge obtained during the modeling pedagogical situations in the professional training of the would-be teacher assistants

of inclusive education depends on the character and content, forms and means of teaching, the creative abilities of each student, pedagogical experience in forming the IDP, all included into the cognitive and practical actions when solving the necessary pedagogical tasks .

In the process of forming the professional competence of the would-be teacher assistants of inclusive education through pedagogic modeling, the professional abilities and professional characteristics are developed. Under integration of the standards of the European educational system, there is a need to intensify the educational process through introducing the information-communication technologies, which are understood as a means of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling.

The efficiency of the designed model of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling of a PSN's IDP depends on observing the set of conditions for developing professional thinking, acquiring knowledge and developing skills and competences of professional activity through its modeling by an expressive and detailed goal-setting, elaborating the content, achieving the set goals, guaranteed sufficient level of education complying to the educational standards, feedback, reflexivity, etc.

Based on the study and analysis of various approaches to defining the structure of professional competence of the would-be tutors of inclusive education, we distinguish its three main components: motivational (interest for and positive attitude to pedagogic activity, realizing the need to master a certain set of knowledge for productive pedagogic activity), cognitive (a set of knowledge), procedural (presence of skills and competences to model pedagogical situations) (Fig. 1).

The experiment was performed in compliance with the requirements of statistical methods for processing the results of pedagogical research: all samples are homogeneous and independent.

The results of training according to the experimental technique (within the designed and introduced special course) were estimated with a modular-ranking system.

The data were obtained for 36 people (control group 1), 36 people in experimental training and 36 people in the pedagogical practice period (experimental group 1).

As was expected, the number of complete and correct answer increased after the targeted training, which is shown in Fig. 2; at the same time, there were some "problem" questions, which were not answered by some of the would-be tutors of inclusive education even after the training.

The horizontal axis shows the number of answers according to the scale: 0 – no answer or incorrect answer; 1 – the answer shows a shallow knowledge of the subject; 2 – correct but incomplete answer; 3 – full and complete answer.

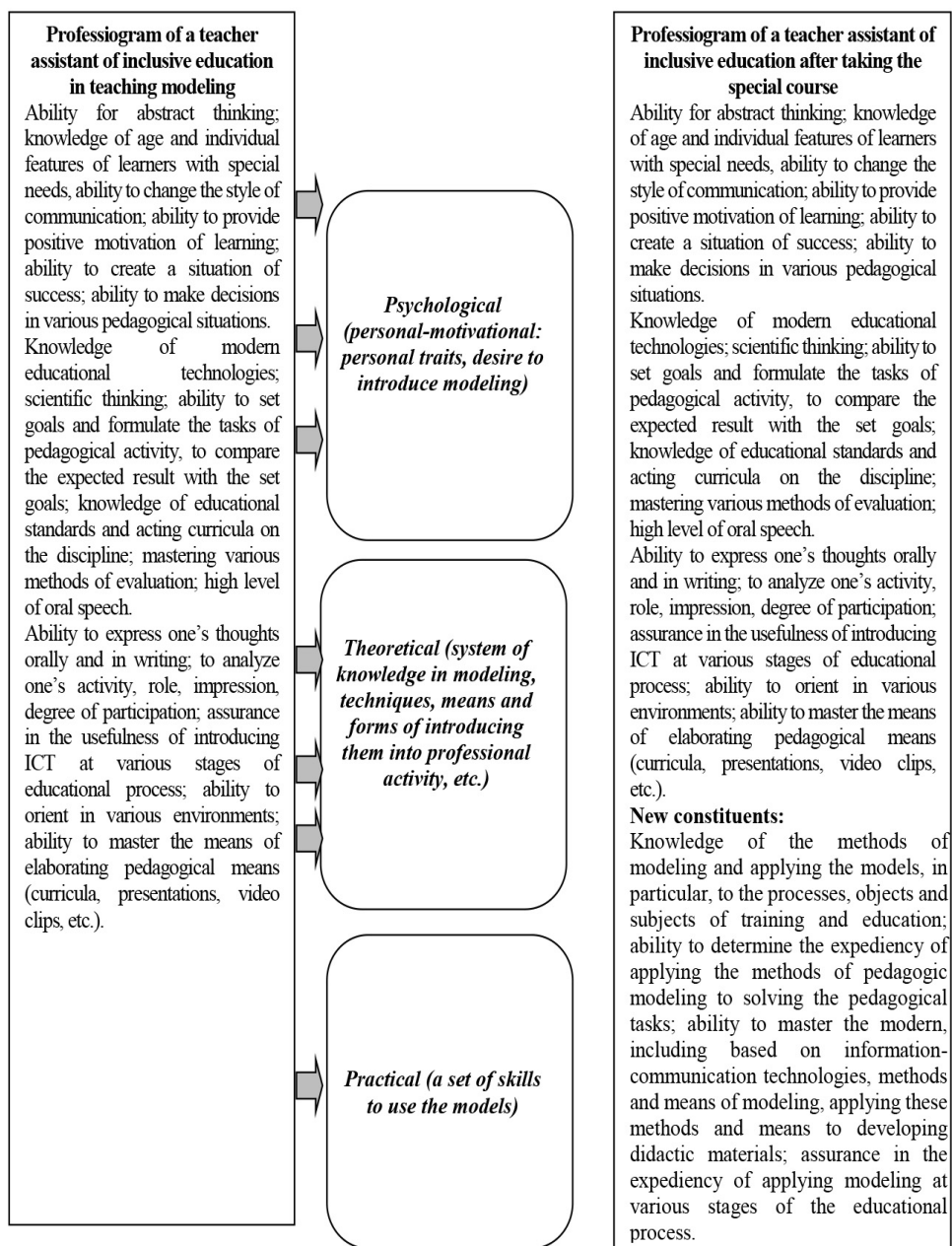


Figure 1. Components of professional competence and their modification

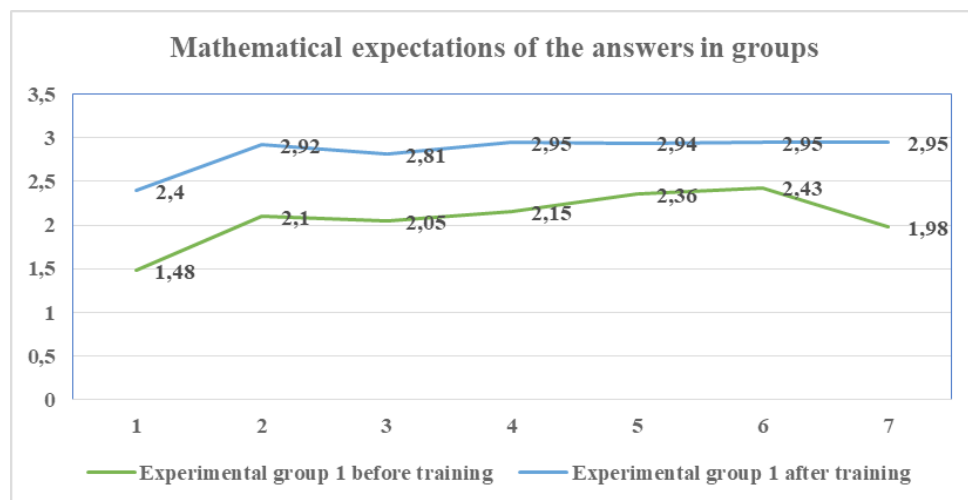


Figure 2. Comparing the results obtained by questioning during the incoming test before and after experimental training

Analysis of the diagram in Fig. 2 unambiguously demonstrates the expediency of using the proposed methodological system to form the ability of the would-be tutors of inclusive education for pedagogic modeling of an IDP, as the statistical expectation of the answers to each of the seven questions increased significantly.

We performed a separate analysis of the marks for the pedagogical practice period passed by the would-be tutors of inclusive education. The functioning of the would-be tutors of inclusive education within the phenomenon of “pedagogic modeling” and skills of applying modeling to project an educational process had a positive effect on fulfilling many professionally significant actions. After taking a special course, the would-be tutors created IDPs both by presenting the study material and by predicting one’s own behavior, modeling one’s own reaction to the probable pedagogical situations. This was confirmed by the significant increase of the PSN’s performance and reflected in the students’ reports on the pedagogical practice period.

To specify the statistical parameters of samples and to check the hypothesis, the data were additionally statistically processed; the results are shown in Table 1.

Table 1. Results of statistical processing

No. of question	1	2	3	4	5	6	7	8	Standard deviation
Experimental group 1 before training	1,46	2,05	2,10	2,15	2,36	2,43	1,98	2,08	0,31

Experimental group 1 after training	2,4	2,81	2,92	2,94	2,95	2,95	2,85	2,95	0,20
0.957	Chi-square test for experimental group 1 before and after training								
0.229	Confidence interval (reliability coefficient 0.95) for the data obtained before training								
0.150	Confidence interval (reliability coefficient 0.95) for the data obtained after training								

Analysis of the data of Table 2 shows the expediency of the proposed methodological system for forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling. The share of the respondents showing a high level of preparedness for professional activity was twice as high in the experimental group than in the control one. The share of the respondents with a sufficient level of preparedness also significantly increased. At the same time, the shares of people poorly prepared for professional activity differ insignificantly in the control and experimental groups.

Table 2. Results of the statistical processing of data obtained during pedagogical practice period

Level	Control group		Experimental group	
	Number of people	Share, %	Number of people	Share, %
elementary	3	8,3	2	5,6
intermediate	14	27,8	7	19,4
sufficient	15	41,8	19	52,8
high	4	11,1	8	22,2
total	36		36	

The results of the statistical processing of the obtained data (control and experimental groups) demonstrate their belonging to different universal sets, hence, the hypothesis of the efficiency of professional training of the would-be tutors of inclusive education is statistically proved through an experimental technique.

Thus, the work provides a theoretical summarization and a new solution of a topical problem which consists in forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling.

The main provisions of the research are theoretically substantiated and experimentally tested.

Discussion

Analysis of the pedagogic modeling problem in the theory and practice of inclusive education demonstrated its main contexts and the absence of systematic research of the specificity of the multiple pedagogic modeling objects modeling the activity of the would-be tutors of inclusive education, as well as the presence of the problem of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling. Certain aspects of using models in the theory and practice of inclusive education are still understudied. In particular, not sufficiently researched are the issues related to developing a methodological system of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling. A contradiction is identified between the social demand for training the would-be tutors of inclusive education, capable of pedagogic modeling of a PSN's IDP, modeling the perception and transformation of pedagogical realities, and the lack of the appropriate content-methodological provision of the process of their training.

The objects of pedagogic modeling of an IDP in professional competence of the would-be tutors of inclusive education were defined under the absence of a clear classification (typization) of pedagogic models. The authors substantiated and defined the pedagogic modeling of an IDP in the inclusive education: it is a construction, transformation, interpretation and research of the models of various pedagogical systems for introducing them into the educational process of an inclusive environment with the possibility for their adaption and correction in accordance with a PSN's requirements. In compliance with the revealed multi-aspect approaches to interpreting the pedagogic models, there appeared a need to define the system-forming factor (orientation basis) for searching the result: an integrative-synergetic model of the "pedagogical technique" notion in the inclusive education.

Assuming the sign nature of any model, the psychological bases of the research are the theory of content-based summarization and the "sign" concept of education; the approaches are identified to projecting and constructing the methodological system of forming the professional competence of a would-be tutor of inclusive education through pedagogic modeling a targeted interpretation of the integrative-synergetic model of the pedagogical technique, which consists in conceptualization and specification of the goals to be achieved by a specialist in pedagogic modeling.

A methodological system is developed aimed at forming the professional competence of the would-be tutors of inclusive education through pedagogic

modeling; the content component of the model is substantiated, which consists of an elective academic course “Pedagogic modeling in the inclusive education” and the relevant teaching methods, forms and means. Having analyzed the content and structure of preparedness of the would-be tutors of inclusive education to modeling pedagogical situations within the system of professional training, we defined the main criteria of their ability for this kind of activity. It was defined that the formation of the professional competence of the would-be tutors at university in the sphere of their future pedagogical activity in the inclusive educational environment consists in creating conditions for developing professional thinking, mastering knowledge, forming the skills and competences of professional activity through its modeling.

The specific features of modeling the professional activity of the would-be tutors of inclusive education are: expressive and detailed goal-setting; processing of the content component; achieving the set goals; guaranteed minimal level of education complying to the educational standards; feedback; reflexivity, differentiation, correction, etc.

Modeling the activity of the would-be tutors within the inclusive environment should be considered as the integrated practical skills of using the model, substituting and realizing the semiotic function; its level of comprehension significantly influences the implementation of practical modeling and using the model as a means of learning the properties and interconnections of objects.

Under integration of the educational process in compliance with the European educational system, there is a need to intensify it through introducing the information-communication technologies, which are interpreted as a means of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling.

The experimental testing of the proposed methodological system of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling showed that, to provide a significant development of their profession-oriented personal qualities, it is expedient to introduce a specially designed and tested elective academic discipline. The better formed conception of the pedagogic modeling of IDP means a higher level of the professional competence. It is important to provide the synergetic activity of a pedagogue, a tutor, and a PSN, as well as the social infrastructure, to ensure its full-fledged development (Vishnyakova 1999).

At the same time, due to the synergetic impact of professional knowledge, the would-be tutors of inclusive education develop an increased motivation to acquiring new knowledge; they start considering the educational process dynamically, not as a static system.

Conclusion

As a result of the research, the following recommendations can be made for professional training of the would-be tutors of inclusive education at university: it is important to form the professional competence of the would-be tutors of inclusive education through pedagogic modeling, as a constituent art of the ability to plan the objectives of teaching PSNs; to improve professional training of the would-be tutors for inclusive education, it is expedient to introduce disciplines on pedagogic modeling techniques, in particular, an elective course “Pedagogic modeling in the inclusive education”; it is necessary to develop a program for advanced qualification of a university teaching staff in compliance with the theoretical and methodological provisions and the specific features of the educational process, psychological and social support of PSNs.

The present research does not settle all the problems of forming the professional competence of the would-be tutors of inclusive education through pedagogic modeling. The issues demanding further development are the integrative processes, related to teaching the pedagogic modeling in combination with information technologies and pedagogical disciplines, and substantiation of introducing the elements of modeling distant learning into the training of the tutors for inclusive education.

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