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FOR ORGANIZING INCLUSIVE EDUCATIONAL SPACE IN  
CONDITIONS OF SECONDARY SCHOOL**

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**ABSTRACT**

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## CONCEPTUAL FRAMEWORK OF RESEARCH

**The relevance of research:** in recent decades, in the education system of many countries, the issues of creating equal starting opportunities for all children, regardless of the characteristics of their individual development, have become an actualized global priority not only in the education system, but also in other socio-economic spheres of states. The term "*inclusion*" comes from the verb "include" (of French origin) and means - to contain, include, cover, have in its composition. Active appeal to this issue is associated with a global reassessment of human rights and consideration of new vectors of civilizational development not on the basis of the paradigm of segregation of differences in groups, but through the paradigm of integration, involvement and, due to this, expanding the opportunities for all group members. UNICEF defines inclusive education in accordance with the generally accepted definition proposed by UNESCO: "The process of taking into account and meeting the diverse needs of all learners by increasing participation in learning, cultures and communities and reducing isolation from within and by education. It includes changes and modifications in content, approaches, structures and strategies, with a common vision that includes all children of the relevant age group and the belief that providing education to all children is the responsibility of the state" [48].

P. Mittler offers the following definition: "Inclusive education is a step towards creating an inclusive society that will allow all children and adults, regardless of gender, age, ethnicity, ability, presence or absence of developmental disabilities and HIV infection, to participate in the life of society and make their contribution to it. In such a society, differences are respected and valued" [15].

The founder of the idea of inclusive education in pedagogy and psychology of the post-Soviet countries is L. Vygotsky, who noted that the main drawback of a special school is the isolation of its pupil - a blind, deaf, intellectually impaired child - in a narrow circle of the school community, in which everything is adapted to the child's defect, everything is focused on his/her shortcoming, which is not able to introduce him/her to real life [35].

It should be noted that, despite the scientific and methodological development of many aspects of inclusive education, the applied component and practice of its implementation are disclosed fragmentarily. Objective reality demonstrates a wide range of social, economic and other issues that indicate insufficient conditions for the full-fledged education of people with atypical formation, which hinders their effective socialization and organic inclusion in the processes of personal and professional development. The relevance of this contradiction is

aggravated by the growing number of newborn children with special needs from year to year. Experience shows that in every class of a comprehensive school there is a child or several children with special needs. Currently, the category of children with special needs, according to the UNICEF classification (1995), includes more than ten categories of children who have: emotional and behavioral disorders; speech and communication disorders; learning difficulties; delays or limitations in intellectual development; physical or neuromotor disorders; visual impairment; hearing impairment. This list is supplemented by other potential risks for children: children who grow up in an unfavorable environment; children belonging to ethnic minority groups; “street children”; children with AIDS; children with behavioral disorders, etc. This practice is dictated, on the one hand, by the desire of parents to educate their schoolchild in a school for children with typical development, including due to the receipt of a standard educational document and a normal trajectory for the child’s further education, on the other hand, often due to the remoteness or absence of specialized educational institutions. In addition, the school is obliged to provide educational services to children, according to their constitutional right. At the same time, most teachers do not have the techniques and methods for organizing the educational process, in which students with typical and atypical development are taught in the class at the same time. This contradiction leads to conflicts with parents, colleagues, increases the psychological burden on teachers and contributes to professional deformation, burnout and, ultimately, the drain of teaching staff from the education sector [45, p.8].

Education managers, in turn, rarely imagine the features of the architectural environment of the school for working in an inclusive education environment. This complicates the planning of transformational measures to bring the architectural environment closer to the educational and other needs of children and adults with special needs. The conference "Inclusive Education Development in the Republic of Moldova - Current and Prioritized Results" held on December 10, 2019 in Chisinau summed up the results of the Inclusive Education Development Program in the Republic of Moldova for 2011-2019. It was noted that 10% of the total number of children (45 thousand children) need inclusive education [51]. The number of children in a vulnerable situation and deprived of quality services in the educational process is comparable to the population of an average city in Moldova. Annual statistics prove that the number of children with special educational needs is steadily growing. That is why the problem of reforming and experimental search for models of inclusive educational practice through the formation of universal pedagogical competences of school teachers in organizing an inclusive educational space is relevant.

**The relevance** of topic is dictated by the country's strategic policy and current problems faced by children with special needs in the process of school inclusion. At the same time, it is necessary to mention the factors that create barriers in inclusive education. Among them: a non-inclusive educational environment and insufficient qualifications of teachers in the field of inclusive education. The relevance of topic is dictated by the results of a comprehensive analysis of training programs aimed at improving the qualifications of teachers and managers.

The object of the analysis was the programs for improving the qualifications of teachers of Tiraspol State University (Chisinau), the Educational Center "Razvitie"("Development") (Tiraspol), "Ion Creanga" State Pedagogical University from Chisinau, Center for Continuous Training and Leadership, etc. All programs represent the most important aspects in the development of professional competences of education workers. However, not all of the listed centers for improving qualifications have courses on the problem of inclusive education, which proves the complexity of the study aimed at the systematic formation of pedagogical competences of teachers and managers from the position of universality in relation to the organization of a joint educational process with different categories of children. This creates the need to develop a pedagogical model of universal pedagogical competences for the creation, support and promotion of an inclusive educational space and a concept for the formation of universal pedagogical competences for organizing an inclusive educational space corresponding to its implementation.

Highly appreciating the contribution of the aforementioned advanced training centers and reflecting on the presented situation, we note the following *contradiction*: The contradiction between the increasing number of children from year to year demonstrating the need for education taking into account individual developmental characteristics and the lack of the required number and quality of trained teaching staff capable of organizing an effective inclusive educational environment.

**Description of the situation in the area under consideration and definition of the scientific problem of research.** The system of inclusive education in the Republic of Moldova, which has existed for over 15 years in the vast majority of public and private institutions in the country, meets European and international standards. In our country, as in other former Soviet/socialist systems, there were state institutions that protected and implemented access to education and the rights of children with special educational needs, from kindergartens and special schools to universities and research institutes, which had specialized departments with highly qualified specialists. Over the past decades, special educational institutions for children

with various types of disabilities have been disbanded and an extensive process of institutional integration of these children has begun, aimed at solving the problem of creating inclusive schools and a friendly/inclusive educational environment for all children, including children with special needs. Highly qualified specialists in special (correctional) education, who had a deep knowledge of the psychological, pedagogical and physiological specifics of special education, were retrained and created real prerequisites for the inclusion of children, youth and adults with special needs in the general process of receiving education on an equal basis with others. The symbolic structure in this sense was and remains the faculty of special psychopedagogy of the "Ion Creanga" Pedagogical University from Chisinau. Thus, in 1992, by merging the faculty of defectology and the department of general psychology, the faculty of psychology and special psychopedagogy was founded. This is the first faculty of this profile in the Republic of Moldova. The training of special psychopedagogues began in 1971, psychologists - in 1991, social workers - in 1994, psychopedagogues - in 2009. Currently, more than 800 students of the first and second cycles study at the faculty. The training plans for educational programs and subject curricula are updated in accordance with the current regulations, standards for the professional training of psychologists, psychopedagogues, special psychopedagogues, social workers and taking into account the experience of advanced training in similar specialties abroad of the Republic of Moldova: Romania, England, Scotland, Holland, France, Sweden, USA, Germany, Russia, etc.

We will allow ourselves to name several outstanding scientists, doctors of sciences, who have contributed, including through scientific research, to the epistemological development of the field we are analyzing: Dr. hab. prof. Racu A. [19], Andronache N., Carpenco I., Maximciuc Gh., Spânceană L., Olărescu V., Rusnac V. [21], Vârlan M., Maximciuc V., Ciobanu A., Bodorin C. and many others. The Institute of Pedagogical and Psychological Sciences in Chisinau, which operated for decades under several names, now the Institute of Pedagogical Sciences, also had a specialized structure in this field. Research groups in the field of special psychopedagogy, oriented towards the protection of children's rights, have been coordinated here for many years by the renowned scientist Dr. hab. prof. Bucun N., preceded by Ivanitki A. (who remained in the history of the field with the work "History of Defectology") and supported by colleagues Danii A., Zubenski E., Maximenco Iu., Iakovleva A., Șeremet M., Bârsanu T., Gonța O., Corgun L. (all with dissertations defended in Moscow), Sv. Goncariuc (with the first dissertation defended within the framework of the open Scientific Council, in addition to the above (1993). The issues of organizing the educational process for children with special

needs in the Republic of Moldova are also considered by scientists D. Gânu, S. Toma [23] and others.

The current situation in the field of inclusive education in the Republic of Moldova is presented in the works of Malcoci L., Sinchevici I. [13], which point to the need for an integrated approach to solving the problems of socially vulnerable groups of the population. Goraş-Postică V., Guţu, S. [9], Bulat G., Solovei R., Balan V. [34] argue that the goal of promoting inclusion is to create a society where each person, regardless of their characteristics and abilities, can be a full and active participant. This requires efforts from the entire society, including the government, educational institutions, families, community and each individual.

Ideas for promoting inclusive education in Moldova are presented in the methodological works of a number of non-governmental organizations Keystone Human Services International Moldova Association and Lumos, which provide programs and support to children and families throughout the Republic of Moldova, including for children with special educational needs. The theoretical and methodological foundations of inclusive education are substantiated in the scientific works of Baluti A. [30], Baryaev L. and Bgazhnokov L. [31], Maller A. [41], Mozgovoy V. [42] and others.

The issues of developing theoretical foundations of inclusive education are presented in the works of such scientists as Ainscow M. [1], Deno E. [6], Culham A. [5], Corbet J. [3], Oliver M. [17], Stainback W., Stainback S. [22], Dyson E. [7], Ferguson D. [8], Hoffman E. [10] and others.

The effectiveness of the inclusive education system in Europe and America was studied by such scientists and practitioners as Gallagher J. [11], Kirk S., Loreman T., Deppeler J., Mattson E. [12], Hunca A., Cristea S. [4] that described the practice of implementation inclusive education of children with physical disabilities in the UK, USA, Sweden and described the principles of implementing the ideas of inclusive education and the practice of inclusive education of children with disabilities in various countries of the world.

It should be noted that with the scientific and methodological development of many aspects of inclusive education, the applied component and practice of its implementation are disclosed fragmentarily. Objective reality demonstrates a wide range of social, economic and other issues that indicate insufficient conditions for the full-fledged education of people with atypical development, which hinders their effective socialization and organic inclusion in the processes of personal and professional development. The relevance of this contradiction is aggravated by the growing number of newborn children with special needs from year to year.



**The problem of research** is to answer the question: *What scientific and theoretical foundations for the formation of universal pedagogical competences of inclusive education will act as a praxeological basis for organizing an effective inclusive educational space of the school in the advanced training system?*

Insufficient research of the problem and the lack of methodology for the formation and development of universal competences of inclusive education as sources for the development of an inclusive educational environment determined the choice of research topic.

The standards of professional competence of teaching staff of general secondary education of the Republic of Moldova indicate the necessary set of competences in specific areas of activity, including inclusive education. Among such competences: selection and distribution of curriculum content and educational strategy in accordance with the knowledge and individual characteristics of students, prevention and resolution of conflicts, promotion of a tolerant attitude and acceptance of different points of view, organization of physical space according to ergonomic requirements, as well as in accordance with the individual characteristics and needs of learning and development of students and a number of others. But understanding that if for children with typical development the general educational process is built on didactic principles: scientificity, accessibility, purposefulness, systematicity and consistency, clarity, connection of learning with life, strength, consciousness and activity, as well as principles of education and development (Komensky Ya.). For children with special needs, the above principles are implemented with significant differences. For example, the principle of scientific nature assumes the scientific nature of knowledge, taking into account the adaptation of students' cognitive abilities and can be of an elementary nature. Teachers should be aware of these features and build educational and upbringing work, using appropriate methods and techniques that activate and stimulate the subjective activity of students. A teacher needs competences in creating a friendly environment, taking into account communicative diversity and overcoming stereotypes in both the children's and parental environment. Thus, it makes sense to talk about the universality of the competences of education workers to work in an inclusive environment. The solution to the problem of forming universal pedagogical competences of inclusive education in the advanced training system can serve as the basis for creating an inclusive educational space at school.

**The object of research** is the process of forming universal pedagogical competences of inclusive education in the advanced training system of teachers and managers of comprehensive schools.

**The purpose of the study** is to substantiate the theory and pedagogical model for the formation of universal pedagogical competences of inclusive education in the system of advanced training.

**The research objectives:**

1. To study the historical and analytical retrospective of inclusive education as a socio-pedagogical problem in European countries and the Republic of Moldova.
2. To substantiate the content of the concept of "universal pedagogical competences of inclusive education" through the principles of imperativeness, developmental learning, socio-pedagogical paradigm, competence and system-activity approaches in the context of an inclusive educational space.
3. To consider the substantive components of an inclusive educational space: child - environment - teacher from the standpoint of the principles of personal activity, developmental learning, individualization and differentiation of content, openness of the educational process and the principle of spatial multifunctionality.
4. To propose a criteria-diagnostic toolkit (descriptors) for assessing the universal pedagogical competences of inclusive education.
5. Develop a concept and model for the formation of universal pedagogical competences for organizing an inclusive educational space of a school for the advanced training system.
6. Assess the degree of representation of the level of universal pedagogical competences of organizing an inclusive educational space among school teachers and managers and determine the effectiveness of the concept and model for the formation of universal pedagogical competences for organizing an inclusive educational space, developed and implemented on an experimental basis.
7. Create an inclusive educational space in a pilot school.

**The research methods.** The set of research methods was determined by the multifaceted nature of the tasks set. The following were used:

- *methods of a scientific nature:* methods of empirical text analysis, for example, the method of studying the relationship of knowledge using scientific references, publications;
- *logical methods of concept analysis:* interpretation of core concepts as logical and methodological means of analysis, operational definition of basic concepts;
- *methods of theoretical research:* interdisciplinary analysis of primary sources on the research problem; study of regulatory and program-methodological documents in the field of inclusive education;

- *methods of empirical research*: methods of rational planning of experiments, questionnaires, testing, conversation, observation, experimental work;
- *expert mathematical methods*: method of significant coefficients of importance, Page's L-criterion.

**The new direction of the research consists of:**

1. In defining and disclosing a new scientific concept in pedagogy "universal pedagogical competences of inclusive education".
2. In substantiating the theory of training universal pedagogical competences of inclusive education and components of the inclusive educational space of the school, based on the laws of the developing, differentiated and individualized learning process in the open and spatially multifunctional educational space of the school.
3. In developing a taxonomy of universal pedagogical competences of inclusive education, as a substantive core of the concept of training universal pedagogical competences of education workers.
4. In developing the concept and software support for the training of universal pedagogical competences for organizing an inclusive educational space.
5. In developing descriptors for determining the level of training of universal pedagogical competences of inclusive education.
6. In introducing the concept of training universal pedagogical competences of inclusive education into the system of advanced training.
7. In testing and introducing theoretical and praxeological tools in the educational space of the pilot school.

**Theoretical novelty and significance of the research:**

1. The content of universal pedagogical competences of inclusive educational space as a universal construct of competences of general and correctional education is substantiated.
2. The conceptual and didactic foundations for the training of universal pedagogical competences for the organization of an inclusive educational space of a school within the framework of advanced training of teachers and managers of general education are defined.
3. The substantive and constructive components of universal pedagogical competences of inclusive education are defined and descriptors for them are compiled. A taxonomy of universal pedagogical competences of inclusive education in the system of advanced training has been developed - as an analogue of real processes, which allows for

purposeful design and training of universal pedagogical competences of inclusive education. The taxonomy consists of four blocks of universal pedagogical competences of inclusive education: methodological; communicative; spatial and individualization-integration.

4. The concept and model for the formation of universal pedagogical competences for organizing an inclusive educational space have been developed, based on the following systemic components: (a) Theoretical foundations, learning outcomes - universal pedagogical competences of inclusive education, content and pedagogical strategies for the training of this type of competences; (b) Principles of activity, developmental learning, individualization and differentiation, openness of the educational process and spatial multifunctionality; (c) Pedagogical tools for the formation of universal pedagogical competences for organizing an inclusive educational space.
5. The concept of an inclusive educational space is substantiated: child - teacher - environment not only as an element of the general concept of the training of universal pedagogical competences for organizing an inclusive educational space, but also as a result of this process.
6. The results of the study on the training of universal pedagogical competences of an inclusive educational space have been summarized and comprehensively assessed, becoming the basis for practical recommendations for improving the system of advanced training of education workers.

**Practical significance of the research:**

1. The content of universal pedagogical competences of inclusive education, which is an integration of competences of general and special (correctional) education, will allow specifying the content of the activities of teaching staff in the context of inclusive education.
2. The developed concept and pedagogical model for the training of universal pedagogical competences of inclusive education and the concept and its software support can be applied in the system of advanced training of teaching staff both in full and in separate modules, based on the degree of training universal pedagogical competences for the creation of an inclusive educational space.
3. The presented diagnostic tools for determining the level of development of universal pedagogical competences of inclusive education among education workers can be used to assess the readiness of teachers and managers to implement the inclusive educational process.

4. The modules of the advanced training program for teachers on the development of universal competences of inclusive education can be recommended for deepening the program content of a number of university courses, in particular, on pedagogy, specific methods, psychology, general sociology, sociology of education and social work.
5. Recommendations for teachers and managers, which include proposals for the transformation of architectural features in the context of an inclusive educational space, as well as recommendations for teachers on organizing individual work with children with complex educational developmental disabilities, will supplement the content of advanced training courses for teachers, managers, psychologists and social workers.

**Implementation of scientific research results.** Theoretical and practical results of the research were presented at international and national scientific conferences and congresses in the field of education. They were published in a number of scientific articles, books, and also implemented in the training programs for advanced training of teachers and managers of Educational Center PRO DIDACTICA (Chisinau) and the Educational Centers "Razvitie" ("Development") and "ROST" ("GROWTH") (Tiraspol) in the Republic of Moldova. The modules of the advanced training program on inclusive education were implemented in the educational process of non-governmental organizations, such as the NGO "Interaction", which allowed to expand the understanding of the need for inclusive education at both the state and public levels. In order to widely implement inclusive education in the general education school for the parental and pedagogical community, the book "Inclusive School. Bridges of Trust Between Hearts" was developed and published in Russian and Romanian, the research materials of which are used in the practical activities of teachers and managers of schools in the Republic of Moldova.

**The results of research** were presented at scientific international and republican conferences, congresses: - "Inclusion in Transnational Region: Reality, Problems, Perspective" - Review of theory and practice at the PRO DIDACTICA Educational Center No. 3 (115), 2019; "Evaluation of Opportunities and Key Problems of Inclusive Education on Both Banks of the River Dniester" collection of articles of the Studia Universitatis Moldaviae at the Moldova State University in 2020; "Universal Pedagogical Competences in Conditions of Inclusive Education" XVI edition of the conference - "Sustainable Economic and Social Development of Euroregions and Cross-Border Areas" "Gh. Zane" Economic and Social Research Institute, Romanian Academy, Iasi Branch 2020; "Contribution of Universal Competences of Teaching Staff to Transversal Competences of Schoolchildren, Under Conditions of Inclusive Education" International Scientific Conference XVII Edition "Sustainable Economic and Social

Development of Euroregions and Cross-Border Areas" Iași, "Gh. Zane" Economic and Social Research Institute, Romanian Academy, Iasi Branch October 29, 2021; "Level of Training of Teachers on Both Banks of the River Dniester for Implementation of Inclusive Education. Comparative Analysis" - Didcatica Pro...theory and practice magazine of the PRO DIDACTICA Educational Center No. 5 (207), 2020, "Contribution of Universal Competences of Teachers to Transversal Competences of Schoolchildren in Conditions of Inclusive Education" Romanian Academy, Iasi Branch 2021; International Pedagogical Practice Conference, held during the 30<sup>th</sup> anniversary of the University of Comrat Foundation on February 11, 2021 "Universal Pedagogical Competences in Context of Inclusive Education", Collection of materials from the scientific and practical conference "Issues and Prospects of Inclusive Practices: Education and Culture" on October 22, 2021 "Comparative Analysis of Readiness of Teachers from Moldova and Transnistria to Implement Inclusive Education"; the book "Inclusive School. Bridges of Trust Between Hearts" - Tesline Publishing House 2021 in Russian and Romanian; collection of materials from the III International Pedagogical Forum "Current Issues and Modern Aspects in Education System: Challenges and Ways of Their Implementation" October 27-28, 2022, Comrat; monographs "Theory and Methodology of Developing Universal Competences of Inclusive Education in Teachers and Managers of Comprehensive School", 2023.

**Publications on the topic of research.** The main content of the work was reflected in the monograph "Theory and Methodology of Developing Universal Competences of Inclusive Education in Teachers and Managers of Comprehensive School", the book "Inclusive School. Bridges of Trust Between Hearts" in Russian and Romanian; 29 scientific works, including 1 practical manual, 2 methodological and didactic materials.

**Volume and structure of the work.** The study consists of 237 pages of the main text and includes an introduction, four chapters, general conclusions and recommendations, a bibliography of 365 sources, 19 figures, 7 tables, 7 appendices.

**Key words:** inclusive education, inclusive educational space, friendly educational environment, children with special educational needs, children with disabilities, children with typical development, universal pedagogical competences of inclusive education, taxonomy of universal pedagogical competences of inclusive education, pedagogical model for the formation of universal pedagogical competences of inclusive education, architecture of a barrier-free educational environment.

## MAIN CONTENT OF THESIS

**The Introduction** provides a rationale for the relevance of the research topic, a generalized analysis of the level of its research, formulates the problem, object, purpose, objectives of the research, defines the methods, techniques and directions of the research, and substantiates the scientific, theoretical and practical significance of the research, provides methods for testing and implementing the results, describes the structure and content of the research.

The **first chapter** “*Inclusive Education as Social and Pedagogical Problem. Analytical Approach*” provides a retrospective analysis of approaches to considering the problem of inclusive education and the social environment. Over the past two decades, there has been an active search in the field of education for strategies that can actually ensure equal access of children to quality educational services. The experience of foreign researchers such as Booth T. and Ainscow M., Vaughan M. [33], Mitchell D. [43], Denisova O. [37], Malofeeva N. [40], Semago N., Semago M. [46] and others indicates that the education of children with special educational needs occurs more effectively within the framework of inclusive education, which is recognized as accessible to all children. The terms "abnormal child", "deviant behavior", "disability" are discriminatory. The World Salamanca Declaration (1994) uses the term "persons with special educational needs" [27].

Information is provided on the importance of inclusive education in the general education system of the Republic of Moldova and the inclusive practice of a number of European countries. At the same time, information on the historical and pedagogical retrospective and its relationship with social processes in society is of particular interest. Moreover, this chapter pays close attention to the legal framework of inclusive education in the Republic of Moldova as a fundamental part of the implementation of equal access for all children to quality educational services. The first chapter identifies the models that determined the change of course towards integration. *The medical or segregation model* [39] used in relation to the education of people with special needs in most European countries, the USA and Great Britain from the beginning of the 20<sup>th</sup> century to the mid-60s is based on the classification of children's diseases. During this period, the USSR experienced the process of segregation of groups of children with special educational needs. *The normalization model*. It is known that the beginning of the normalization concept is associated with the activities of the Swedish government in 1943, concerning the improvement of conditions for people with disabilities ("partially able bodied people"). Detailed elaboration of this concept is associated with the name of Nirje - a Swedish educator, executive director of the Swedish Association for Children with

Disabilities [16]. *The social model* (inclusion model) (mid-1980s – present) has become the basis for the emerging practice of inclusive education. In the 1920s, L. Vygotsky noted that the more the development of a child with special needs is oriented toward his or her inclusion in the general educational society, the better the compensatory capabilities that help the general development of all spheres of the child's life develop [36]. Subsequently, his idea was implemented in the practice of schools in Western Europe, the USA and Canada, Italy, and Scandinavian countries. The inclusion model places responsibility for limiting the child's capabilities on society, a community of specialists capable of taking responsibility for processes related to the developmental characteristics of specific students and creating the necessary conditions for solving any of their problems. This model is based on the idea of an inclusive society that builds relationships, tries to understand and promote social practice.

In different countries, the path to inclusive education took place taking into account the historical and educational realities of state development. In Finland, the medical model of education for children with special educational needs existed for 15 years, the normalization stage lasted for 50 years, and the social model, where inclusion was accepted by the entire population of the country, lasted for 14 years. The transition to inclusive education in Finland was carried out on the basis of the Fulan-Hargreaves model, and the fundamental difference in the preparation of teachers for work in inclusive conditions is the development of research competences, which allows the teacher to identify developmental features to select high-quality educational tools for the development of children. The analysis of the movement towards inclusive education in Poland is interesting because this country has experience in integrated education of children before the introduction of the medical model. This experience has shown that an unprepared general education system for the integration of children with special educational needs into the general educational space leads to unsatisfactory results for all participants in the educational process [29]. Thus, in Poland in the middle of the 20<sup>th</sup> century (1945) there comes a stage of normalization or "forced integration of children with special educational needs into general education", which lasts 25 years, and due to unsatisfactory results, integrated education is replaced by a medical model, which lasts 20 years (until 1990), followed by a stage of normalization, which lasts 25 years (until 2015). At the stage of normalization, the material and technical base is prepared and teachers are trained. All this made it possible to move to a social model, which continues to this day [20]. In Romania, the medical model lasted 40 years, and the normalization stage - 10 years. UNICEF introduced the Inclusive Quality Education Package into the Romanian educational system, which made it possible to make a transition to a social model, which continues to this day. In Romanian



pedagogical practice, models are used based on differentiated teaching of a child with special educational needs in an autonomous class (alignment class) and adaptation of the mobile model (placing one or more students with mild disabilities in a regular class) [52].

In the Republic of Moldova, since the first third of the 20<sup>th</sup> century (1924), a medical model of education for children with special needs has been established, which assumes the existence of special education as a separate system. The said model existed until 1990 or 66 years, which led to the consolidation in the mentality of the population, primarily teachers, of the facts of the existence of separate educational systems of special and general education. After 1990, a stage of normalization began, which lasted 10 years. The changes taking place in the political plan, starting in 2005, created the necessary conditions for identifying and recognizing the problem of children with special needs. In the Republic, a fundamental normative and legal framework for inclusive education has been prepared, interaction in the work of education management at the national, municipal and local levels has been organized, resource centers have been created in many schools.

The Education Code of the Republic of Moldova in Article 3 indicates that inclusive education is an educational process that takes into account the diversity of children and individual development needs, providing equal opportunities and chances to enjoy fundamental human rights to development and quality education in a general learning environment [53]. Theoretical, scientific and methodological support for the development of ideas of inclusive education in the Republic of Moldova was provided by works on modern trends in educational theory (Cristea S.); on didactic communication (C. Cucuș, L. Șoitu.); on communicative competences (N. Mitrofan; A. Macovei, V. Goraș-Postică); on participatory technologies (G. Rudici, N. Matei, N. Patrașcu, D. Patrașcu). Cristea S. notes that the educational evolution of the 1970s records the replacement of the concept of educational anomaly by the concept of school maladaptation. The awareness of the problems on the border between special education and normal/regular education led to the emergence of the concept of correctional education. In the period 1970-1990, when general education reforms dominated on a global scale, a tendency towards convergence of special and general education schools emerged. The philosophical and political basis of this direction is based on respect for human rights. The pedagogical, theoretical and methodological basis is fixed at the level of the current concept of integrating special education into general education in the context of normalizing the existence of a child/student with disabilities. Since 1978, the current concept of special educational requirements has been launched. Its expansion and deepening will be achieved after 1990, which leads to the emergence of a new pedagogical concept of inclusive education. Inclusive education in

Moldova is the focus of research conducted in special pedagogy after 1990 [4]. The methodological guide for general primary and secondary education institutions on inclusive education in the Republic of Moldova indicates that inclusion means not only the integration of children with special educational needs into the school environment, but also, above all, understanding the phenomenon of human diversity and the appropriate organization of the educational process in accordance with the concept of inclusive education [14]. Zorilo L. notes that inclusive education in the Republic of Moldova is currently called the opportunity for children with special educational needs to study together with ordinary children at school, kindergarten, and university. In her opinion, the concept of "inclusive education" in the Republic of Moldova is understood as one of the forms of education, thanks to which a child with special educational needs attends the same school as his/her healthy peers, studies in the same class as other children of the same age. Inclusion in society means leaving an isolated system and "liberation" of people who, for various reasons, were excluded from society and the system of its relations [38]. Toma S. points out that the process of psychosocial adaptation of deinstitutionalized children who received education in a family setting in general educational institutions for children is influenced by internal and external factors. Psychological and pedagogical mechanisms are able to facilitate this process with an optimal psychological climate and a favorable educational environment for all students [23]. Ciornei V. notes that in society there is always a desire for homogenization and for what is similar to themselves. They adhere to average standards and reject or relegate to the background everything that stands out for its abnormality, deviation or exclusivity. Perhaps this attitude is based on animal atavism, which implies a certain form of natural selection by rejecting individuals with genetic information that does not correspond to established norms. But, at the same time, society remains human precisely because it abolishes the laws of the pack, which divide animals into higher and lower classes. In Western societies, democracy means not only the principle of "live and let others live", but also the development of this principle to an ever higher moral level - they create special conditions for the residence of those who are different, those who are "other". These conditions minimize their abnormality and difference as much as possible [2]. Regarding pedagogical competences in inclusive education, we would like to note the thoughts in the context of the problem under consideration. Bulat G., Solovei R., Balan V. in the methodological guide for general primary and secondary education institutions for the implementation and introduction of inclusive education (2014) note that a teacher must have the competences to organize the process of teaching, assessment and monitoring in inclusive education [34]. Peretyatku M. in the work "Management of Inclusive Education" notes that educational policies and national legislation provide a normative basis for the promotion of

inclusive education at the republican, municipal and institutional levels [44]. Rusnac S. solves the problems of defining the self-concept when working with people with special needs. The author notes that physical disabilities cause compensatory efforts of both biological and social nature. In the case of social efforts, a reassessment of self-esteem occurs, through which self-knowledge and self-esteem are revised [21]. Thus, the problem of inclusive education is one of the important problems of modernization of the modern education system in the Republic of Moldova. The main values of inclusive education are reflected in most international and national documents on human rights, and the competences of teachers and managers in organizing an inclusive educational space are a key condition for the openness and readiness of the educational environment to provide equal access to education for all children.

It should be noted that UNICEF is an agent that coordinates the Global Partnership for Education in the Republic of Moldova. In this context, UNICEF activities in 2013-2017 were aimed at supporting the Government and civil society to ensure the social integration of children and their families. The presented UNICEF report for the specified period notes the problems that hinder the full involvement of children with disabilities in the general education process. Among the reasons, it is noted that teaching staff are often not ready to provide the necessary support for children with special needs, do not know how to create the necessary conditions for their education and upbringing. Schools lack specialists such as social workers, psychologists, speech therapists, which also complicates the successful integration of this category of children. The process of inclusive education in general education schools is slow. There is strong resistance to the integration and inclusive education of children with special educational needs from many parents, as well as teaching staff. Part of society also does not support the idea of inclusive education [56]. To resolve personnel issues in terms of preparation for the implementation of the inclusive educational process, it is necessary to determine the scientific and theoretical basis for advanced training in the field of inclusive education [24, p.29].

Thus, among the theoretical approaches in the field of education that focus on the problem of inclusiveness, we can note:

1. The theory of imperative value states (Kant I. 1785, Hegel 1831) that moral principles should be universal and necessary. Inclusive educational space assumes a moral imperative as a priority and universality of educational reality [46].
2. The concept of the leading role of learning in child development (Vygotsky L., 1930). The key concept in this concept is the term "zone of proximal development". Effective learning should be ahead of the current level of development (zone of actual development) and create opportunities for further personal growth [35].

3. The socio-pedagogical paradigm (Bandura A., 2000, Kun T., 1963, Kristya S., 1997, Lipskiy I. A., 2004) in the pedagogy of inclusion is one of the leading concepts that recognizes the uniqueness of social processes carried out in different socio-pedagogical institutions responsible for socialization and the formation of an active personality [4].
4. The concept of a competence-based approach (Khutorskoy A. V.) is focused on opening the education system to the needs of society [47].
5. The system-activity approach (Rubinstein S. L., 1973, Leontiev A. N., 1983, Zankov L. V., 1999), which considers the family and school as open systems that are in constant interaction, influencing the development and formation of the student's personality [28].

The above-mentioned scientific approaches and concepts determined the methodological basis of this study and formed the basis of the concepts of “universal pedagogical competences of inclusive education” and “inclusive educational space of the school”.

As pedagogical theory and practice show, the issue of teachers' readiness to implement an inclusive educational process, and education managers' readiness to organize an inclusive environment are key. These processes are based on the level of their competence in the field of inclusive education. An important component of these competences is the teacher's readiness to work in conditions of a differentiated approach to children, the competence to focus on students' communication skills, the competence to integrate individual programs into the general educational process [45 p.127]. Bliznyuk O.A. and Senchikov N.P. provide arguments about the content of scientific definitions of "inclusive educational environment" and "inclusive educational space". In their opinion, these concepts are not synonymous despite the fact that both imply the presence of a barrier-free environment, the ability to change inclusive conditions for the effective socialization of pupils. The basic difference, in their opinion, is that an inclusive environment involves passive placement of students. Scientists interpret the concept of an inclusive educational space, which provides for a solution to the issue of education of children with special educational needs not only through the adaptation of the educational space (redevelopment of classrooms, creation of conditions for barrier-free movement inside the building of the educational institution, availability of special equipment, etc.) to the needs of each child, but mainly through providing an opportunity for all participants in the educational process to self-develop. In this space, the educational process is updated: it becomes flexible, new teaching methods and technologies are introduced, contributing to both improved assimilation of educational material and the development of new skills and abilities, as well as the disclosure of the potential of all students [32]. In accordance with the correlation of the

educational space in inclusive conditions, its components can be divided (according to Yasvin V.A.) into spatial-subject, that is, the presence of an accessible (barrier-free) architectural and spatial organization of the premises; provision with modern technical means and systems corresponding to the educational needs of children; content-methodological, including an adapted individual plan for the education and development of the child, variability and flexibility of educational and upbringing methods, forms and means; communicative-organizational, implying the personal and professional readiness of teachers to work in a mixed (inclusive) group [50].

*In our opinion, an inclusive educational space is a broader concept in relation to the definition of "inclusive educational environment", since it includes a barrier-free architectural environment of the school, an environment of friendly communication between educational entities, the representation of professional competences of teaching staff in organizing education taking into account the individual abilities and needs of schoolchildren, regardless of developmental characteristics.*

*The central core of the inclusive educational space, the development of which the above-mentioned environments are aimed at, is the growing personality of the child. It is its features, needs, current and immediate development zones that trigger the movement and development of other components of the inclusive educational space. Inclusive education can be considered as a single educational process in which teaching staff are able to simultaneously organize education for all children, including children with special educational needs. This, in turn, places demands on the universality of the competences of teachers and managers in organizing both the inclusive educational space and inclusive education as a continuous process of development of all subjects of education [45, p.154].*

In the **second chapter** of the doctoral dissertation, entitled: ***“Formation of Universal Pedagogical Competences for Organization of Inclusive Educational Space. Conceptual Approach”*** the National Curriculum of Moldova defines "competence" as an integrated system of knowledge, skills, attitudes and values that have been acquired, formed and developed in the learning process [54]. The standards of professional competence of teaching and management staff of general secondary education of the Republic of Moldova, put into effect in 2018, indicate a set of competences necessary for working in inclusive education [55]. Paslaru VI. in his work "Introduction to Theory of Literary-Artistic Education" notes that competences have different values in human cognition and learning. He classifies universal competences as competences that can be applied in any field of activity and which, as a general value, extend to all or almost all spheres of public relations within the European Union [18]. Since inclusive

education should be considered as a single educational process in which teachers should be able to identify the peculiarities in the child's development, provide quality educational services for all children, including children with special educational needs. This places new demands on the competences of teachers and education managers. These pedagogical competences should be universal *on a substantive basis, represented by the unification of pedagogical competences of general and special education*. In the context of our study, this aspect is considered as a condition that allows the teacher to simultaneously carry out the educational process for children with typical and atypical development.

To prove the need to form a substantive basis for the competences of teaching staff in the context of inclusive education, we will allow ourselves to cite a sample of professional competences of primary school teachers working with children with typical development in the general education system and professional competences of primary school teachers in the system of special (correctional) education (Table 1). Thus, it should be noted that the named pedagogical competences differ significantly from each other. We will allow ourselves to note that the competences listed in the table are specified in the corresponding basic educational programs of higher professional education.

**Table 1. Sample of Professional Competences of Primary School Teachers Working with Children with Typical Development in General Education System and Professional Competences of Primary School Teachers in System of Special (Correctional) Education**

<b>Professional Competences of Primary School Teachers of Special (Correctional) Education</b>	<b>Professional Competences of Primary School Teachers of General Education</b>
Readiness to apply standard methods and technologies that allow solving diagnostic and correctional-developmental problems (PC-23); Ability to collect and initially process information, results of psychological observations and diagnostics (PC-24); Ability to build developing educational situations favorable for the development of the child's personality and abilities (PC-26); Psychological and pedagogical support for children with disabilities: - the ability to organize joint and individual activities of children with various types of	Readiness to implement educational programs on the subject in accordance with the requirements of educational standards (PC-1); Ability to use modern methods and technologies of teaching and diagnostics (PC-2); Ability to solve problems of education and spiritual and moral development of students in educational and extracurricular activities (PC-3);

<p>developmental disabilities in accordance with their age, sensory and intellectual abilities (PC-33);</p> <p>Readiness to apply recommended methods and technologies that allow solving diagnostic and correctional-developmental problems (PC-34);</p> <p>Ability to collect and initially process information on the history of development and illness of children with disabilities (PC-35);</p> <p>Ability to control the stability of one's emotional state in interaction with children with special educational needs and their parents (legal representatives) (PC-36);</p> <p>Ability to provide psychological education to teaching staff and parents (legal representatives) on issues of the peculiarities of mental development of children with various types of developmental disabilities (PK-37);</p> <p>Ability to collect and prepare documentation about a child for discussing his/her problems at a psychological, medical and pedagogical council of an educational organization (PK-39).</p>	<p>Ability to use the possibilities of the educational environment to achieve personal, meta-subject and subject learning outcomes and ensure the quality of the educational process by means of the taught subject (PC-4);</p> <p>Ability to provide pedagogical support for the socialization and professional self-determination of students (PC-5);</p> <p>Readiness to interact with participants in the educational process (PC-6);</p> <p>Ability to organize cooperation of students, support activity and initiative, independence of students, develop their creative abilities (PC-7).</p>
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In the context of inclusive education, which involves the teacher's activity in the development of children, a universal set of professional competences of inclusive education is necessary, integrating professional competences of general and special (correctional) education.

A set of universal pedagogical competences of inclusive education should ensure high-quality organization and planning of the pedagogical process, support for a developing and friendly environment, development of communicative competences of students, organization of spatial accessibility of the educational environment, individualization and integration of educational programs.

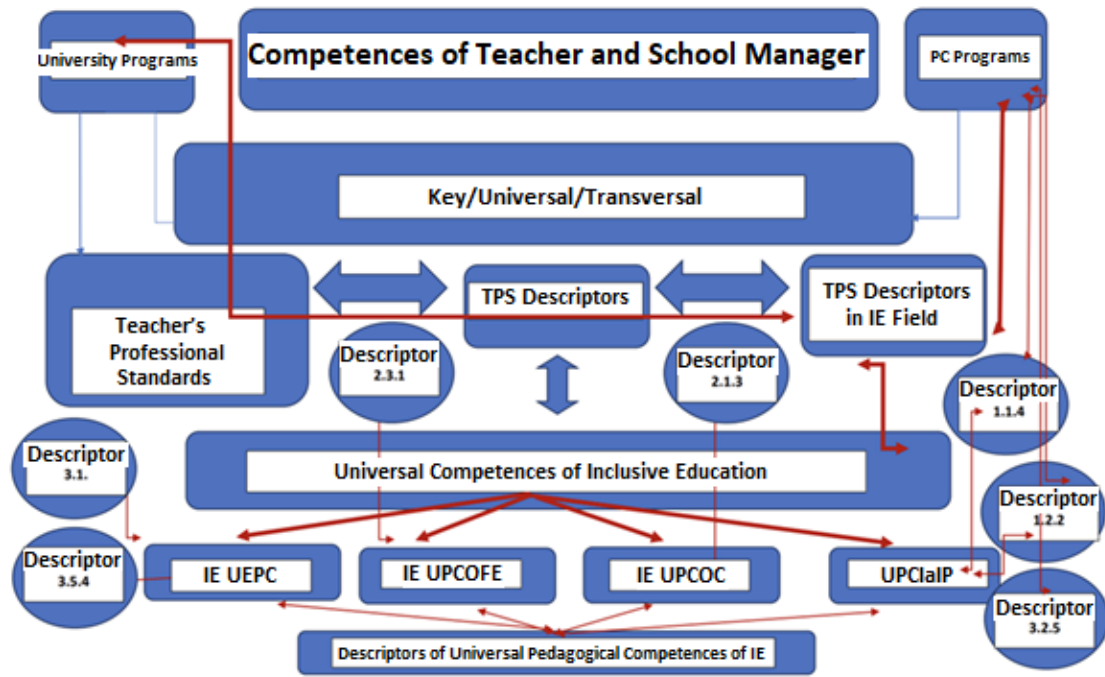
The logic of universal pedagogical competences of inclusive education can be traced in the general structure of professional pedagogical competences (Fig. 1).

Speaking about the need for universal pedagogical competences of inclusive education, we consider it important to note that the standards of professional competence of teaching and management personnel of general secondary education in the Republic of Moldova indicate a

set of competences in specific areas of activity. Thus, with regard to inclusive education, the professional standards of teachers in the area of competence "Didactic planning" for indicator 1.1. "Planning the educational process in accordance with the rules of the subject's curricular base" is indicated by descriptor 1.1.4. "Selection and distribution of curricular content and educational strategy in accordance with the knowledge and individual characteristics of students." Indicator 1.2. "Planning the assessment of the educational process and school results" is implemented in the form of descriptor 1.2.2. "Defines the objectives of assessment, creates assignments for assessment taking into account the individual and age characteristics of students." In the area of "Learning environment", the professional standard of a teacher sets indicator 2.1. "Creating a climate of trusting, solidarity, respectful interaction based on the principles of equality and tolerance", where a number of indicators act as a descriptor. In the context of our study, indicator 2.1.3 is important. "Prevents and resolves conflicts by promoting tolerance and acceptance of different points of view." According to the indicator of the standard 2.3. on the organization and rational use of physical space, descriptor 2.3.1. indicates that he "Organizes physical space in accordance with ergonomic requirements, as well as in accordance with the individual characteristics and needs of learning and development of students." In the third area "Educational process" of the professional standard for a teacher, according to indicator 3.1. "Management of the educational process", descriptor 3.1.3. is in effect, which provides for the differentiated application of the curriculum for students with special educational needs in accordance with the recommendations of the Psychological Assistance Service. Indicator 3.2. "Demonstrates successful didactic interaction" of the same area of competence is determined by the following descriptor - the formation of communicative competences of students for their social integration. "Provides assessment and feedback in view of improving achievements" obliges the teacher to have the following descriptors of the inclusive educational process: 3.5.2. "Individual and differentiated use of assessment and self-assessment strategies, starting with the individual and age characteristics of students", 3.5.4. "Provides continuous analysis of the subject's achievements, monitoring his educational progress" [55].

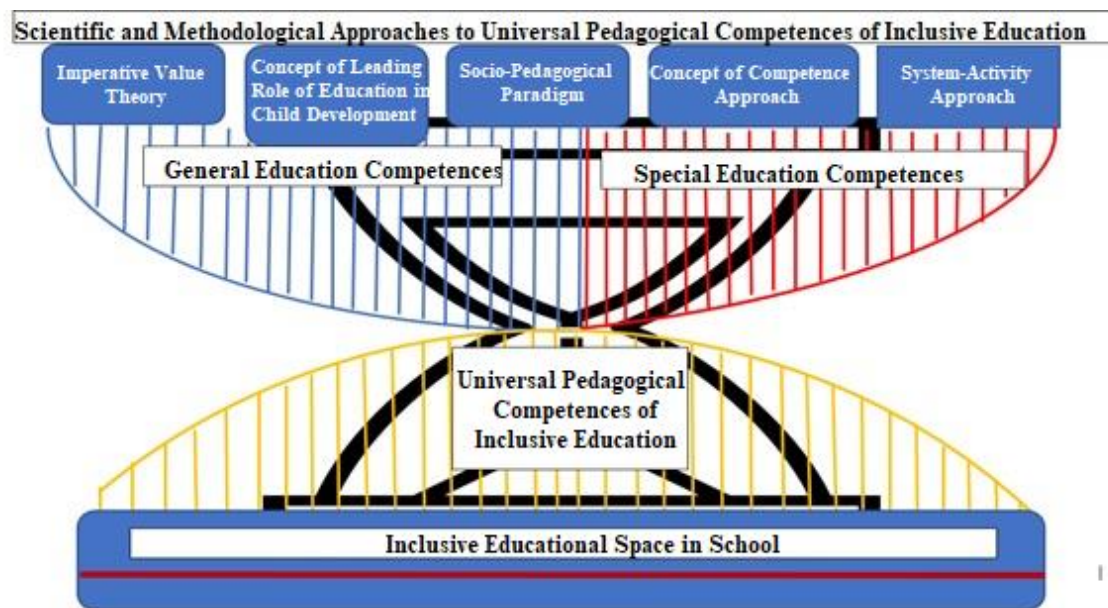
Thus, the professional pedagogical standards of the RM set the need for universal competences of inclusive education of teaching staff for effective work with all children, including those with different types of deviant behavior.





**Fig.1. Logic of Universal Pedagogical Competences of Inclusive Education in General Structure of Professional Pedagogical Competences**

Universal pedagogical competences of inclusive education are based on the scientific and methodological approaches described in paragraph 1.1 of the first chapter of this study. Thus, from the standpoint of *the theory of imperative value*, the universal pedagogical competences of inclusive education are the ethical foundations of interaction between a teacher and students, regardless of their capabilities, acceptance of the value and understanding of the significance of joint education and upbringing of children with special educational needs and their normotypical peers. *The concept of leading role of education in the development of a child*, according to which education as a process should pull up the development of all children, and for children with special educational needs include compensatory opportunities for the development of potential. *The socio-pedagogical paradigm* recognizes the uniqueness of social processes responsible for socialization and the formation of an active personality, which is of particular importance in the context of inclusive pedagogy. *The concept of a competence-based approach* is focused on achieving inclusive practice through the personal and professional qualities of education workers, actualized in an inclusive educational space. *The system-activity approach* considers the family and school as open systems that allow the creation of a single educational space. In Fig.2 It is noted that each of the proposed scientific and methodological approaches is applicable to both the general and special education systems; however, in the context of inclusive education, a teacher must have the competences of each approach for the simultaneous teaching of children with typical and atypical development.



**Fig.2. “Universal Pedagogical Competences of Inclusive Education”**

Speaking about the universality of pedagogical actions in inclusive education, we consider it important to note that *universal pedagogical competences of inclusive education are designed to ensure that teachers are ready to carry out the educational process for all children, including 16 types (UNICEF (1995)) of deviant behavior*, including emotional and behavioral disorders; speech and communication disorders; learning difficulties; delays or limitations in intellectual development; physical or neuromotor disorders; visual impairment; hearing impairment. In addition, this list is supplemented by potential risks for children who grow up in an unfavorable environment, belong to ethnic minority groups. The category of deviant behavior includes groups: "street children", children with AIDS, and children with behavioral disorders [25, p.18].

By universal competences of inclusive education we mean the ability of a teaching staff member to establish a connection between knowledge and the real situation in the educational process when working in an integrated group of children with typical and atypical development, and in case of a lack of knowledge - to be able to choose the right educational direction and the path of its implementation to resolve the situation.

Based on the requirements of professional standards and scientific substantiation of the concepts of "competence", "inclusive educational space", we have compiled a list of universal competences of inclusive education, which was created based on the works of MS Conckey R., who compiled the "golden" rules of inclusive education [14].

Universal pedagogical competences of inclusive education represent four interrelated blocks of competences that make up a complete taxonomy: *Universal methodological competences* of a teacher in organizing and planning lessons and classes in an inclusive educational space; *Universal competences in organizing communication in a lesson* in an inclusive educational space; *Universal competences for organizing a friendly environment*; *Universal competences for individualization and integration of programs into a single educational process* in an inclusive educational space.

Thus, universal pedagogical competences of inclusive education do not duplicate the key (general) competences of a teacher, but represent professional competences that are universal in nature, combining the professional competences of general and special education teachers.

The process of forming universal pedagogical competences for organizing an inclusive educational space is based on systemic elements: Conceptual foundations for organizing an inclusive educational space of a school in the context of universal pedagogical competences; Pedagogical model for training universal pedagogical competences of inclusive education and a set of descriptors for assessing competences; Program support for advanced training of education workers in training universal pedagogical competences for organizing an inclusive educational space. Praxeological aspects of the educational process in the context of an inclusive educational space.



**Fig.3. System for Developing Universal Pedagogical Competences for Organizing Inclusive Educational Space**

The key condition of an inclusive educational space is not only the accessibility of a barrier-free environment of the building's architecture, but also openness to changes in the

content of educational components (programs, methods, technologies), as well as the equal inclusion of all subjects of the space (teachers, special educators, students with special educational needs, their typically developing peers, parents, public organizations) in the general educational process [45, p. 105].

In our opinion, the concept of "inclusive educational space" is represented by the value-semantic guidelines of the teaching profession, namely: "**Child**" as the main priority and value of pedagogical activity, "**Environment**" as a space for solving professional problems, "**Teacher**" as the value of continuous reproduction of an effective educational process.

In other words, the inclusive educational space is defined by the triad: Child – Environment – Teacher.

The universal competences of a teacher in the context of inclusive education are called upon to meet the following paradigmatic circumstances: The most important elements in the learning process for students are the organization, teaching style, curriculum and assessment of the child's achievements in relation to personal dynamics; Accessible architectural and developing communicative environment. Avoiding labeling and categorizing needs; Expanding the definition of which groups of children should be considered within the educational process that ensures access to educational services. Children with disabilities are a separate group of individuals with special needs within the educational continuum of individual needs; Professional health and continuous self-development of the teaching staff is an important condition for the formation and development of an inclusive educational space of the school.

Figure 4 "Components of Inclusive Educational Space" shows the relationship and interaction of the specified structural components of an inclusive educational space, and also indicates their activity specificity in the context of inclusive activities.



**Fig.4. Components of Inclusive Educational Space**

The description of the components of an inclusive educational space will allow us to substantiate the substantive basis of universal pedagogical competences of inclusive education.

**The "Child" Component.** Since a schoolchild is the main subject of pedagogical and social influences, then, on the one hand, taking into account individual capabilities and characteristics ensures the development of the personality, its abilities and potential, on the other hand, the processes of socialization are designed to ensure a full and effective life among other people. Given the fact that in the inclusive educational process, a teacher finds himself/herself in a situation where it is necessary to take into account the individual characteristics of all children, including children with atypical development (hearing, vision, behavioral impairments, etc.), universal competences in organizing a differentiated approach to oral and written assignments at the same stage of the lesson for different students, in maintaining controlled working noise, competences in an individual approach to the level and volume of assignments, in encouraging assistance to those who need it become relevant. It is important to be able to attract additional help from stronger students to repeat and consolidate the educational material with children who are experiencing difficulties. In an inclusive environment, the most important competences are those that allow organizing assistance and support for the student, the ability to change educational tasks and bring them closer to the child's capabilities, and apply an adaptation scale to simplify educational tasks. In this component, competences are important for creating a situation of success for each student, relying on the strengths of the student. It is important for the teacher to have universal competences in drawing up and implementing individual curricula taking into account various developmental features. Depending on the level of complexity of the educational situation for a child with special needs, an inclusive educational environment should provide for the possibility of full inclusion, partial inclusion, or home schooling. The set of actions to develop higher mental functions of schoolchildren is based on universal pedagogical competences of inclusive education for diagnostics and selection of educational material taking into account the zone of proximal development and personal achievements of students in the zone of actual development.

**The "Environment" Component.** In addition to the barrier-free architectural environment, two educational realities intersect in an inclusive educational space: the first is a lesson in the classroom, the second is the educational reality of a student connected to the lesson online (hybrid learning technology). This allows children at home to study on a systematic basis. The basis for the learning process and obtaining knowledge is the online Google Classroom platform, which is accessible to teachers, students and parents. Google Classroom has a separate tab for each class, which is divided into several sections: all school subjects, as

well as textbooks and workbooks. Teachers post all the theoretical and practical material on the topics that will be studied, post tests and homework. The main advantage is that all the material is saved, so everyone has access to it around the clock. The most important condition for an inclusive educational space is a friendly environment in relation to the child, his needs and characteristics. First of all, these are architectural features in terms of a barrier-free environment. Many issues of organizing a friendly environment are solved by simple things: for example, schoolchildren with special needs sit at the first desks, the rest of the seats should preferably be arranged so that the students sit "facing" each other to be able to organize work in groups. It is important to organize the space so that successful students with high concentration of attention, who have an emotionally stable nervous system, sit next to children with special needs. Universal pedagogical competences of inclusive education for flexible changes in the educational space allow schoolchildren with special needs to effectively develop in all types of inclusion: full, partial and/or home schooling.

**The "Teacher" Component.** The inclusive educational space of a school begins with the readiness of teaching staff to solve problems of the educational process in a high degree of uncertainty. Uncertainty consists of the constantly changing behavior of schoolchildren, their reactions, motivation for learning, parental expectations and many other daily factors. Only a physically and mentally balanced and healthy teacher can effectively solve a set of problems in conditions of high uncertainty. In this regard, the most important competence of an inclusive educational space is the competence of self-regulation of behavior. An important universal competence of an inclusive educational space is the speech and communication style of a teacher as a model of communicative and social interaction. In the case of interaction with a child with hearing loss or with autism spectrum disorders, it is necessary to communicate face to face, demonstrating good articulation, clarity and precision of speech. It is also important to duplicate what is said with notes, especially if we are talking about something significant, rules, instructions, etc. When working with children with special needs, a teacher must be competent in the area of developing children's compensatory abilities. These abilities consist in the fact that when the properties of one hemisphere are damaged, its functions are assumed by the other. In children with special needs, the functions of the left hemisphere are most often damaged, which manifests itself in underdevelopment of speech, writing, and unformed volitional qualities. A similar imbalance in the activity of the hemispheres is observed in normal children with an early start of learning to read, write, and do mathematics [31]. Compensatory abilities exist in children with both typical and atypical development. It is for children with typical development of this age that one can determine the zone of proximal development of a child with special educational needs, using Vygotsky's hypothesis that the laws of development of

such children are the same, only their development occurs in different conditions. The dialectic of development of a child with special needs consists in the fact that his development and upbringing are carried out not directly, but in a roundabout way. Mental functions that depend on the collective behavior of the child are the area of greatest potential for educational influence [36].

*The concept of inclusive educational space is based on the principles of activity and developmental learning, individualization and differentiation of content, openness of the educational process and the principle of spatial multifunctionality.* The content of the principles of organizing an inclusive educational space, based on the objectives of the study.

1. The principle of developmental learning and activity is based on the views of L. Vygotsky on the orientation of the content of education to the "proximal development zone" (PDZ) of the student [35]. The concept of PDZ is used to diagnose the mental development of children with both typical and atypical development. In this regard, the content of the educational process in advanced training courses on the formation of universal methodological competences of inclusive education is aimed at ensuring that course participants understand and accept the fact that when selecting educational material for work in an inclusive educational space, it is necessary to focus not on the "average" student (traditional learning model), but on the "strong" student (developmental learning model), while possessing the universal competence of inclusive education in the use of a task simplification scale. This will prevent the loss of development rates for children with a high level of cognitive activity and will act as a strengthening environment for other schoolchildren. K. Ushinsky noted activity as a key condition for the effectiveness of education. The activity of participants in the educational process both at school and in advanced training courses is ensured by the appropriate and expedient use of interactive forms of organizing educational work (the theory of "symbolic interactionism" by J. Herbert Mead). This allows for the formation of universal pedagogical competences of inclusive education in teaching staff to develop a friendly communicative environment in an inclusive educational space.

2. The principle of differentiation and individualization of the education content. According to Selevko G., if the principle of individualization makes it possible to take into account the individuality of each student, then the principle of differentiation takes into account the generalized characteristics of students united in a group (for example, groups differentiated by age, level of training, abilities, etc.) [43]. The content of advanced training courses is focused on the formation of universal competences of inclusive education in the development, maintenance and monitoring of individual curricula and programs. At the same time, the teacher is trained in the methodology of working in a mixed-age group of schoolchildren. Universal

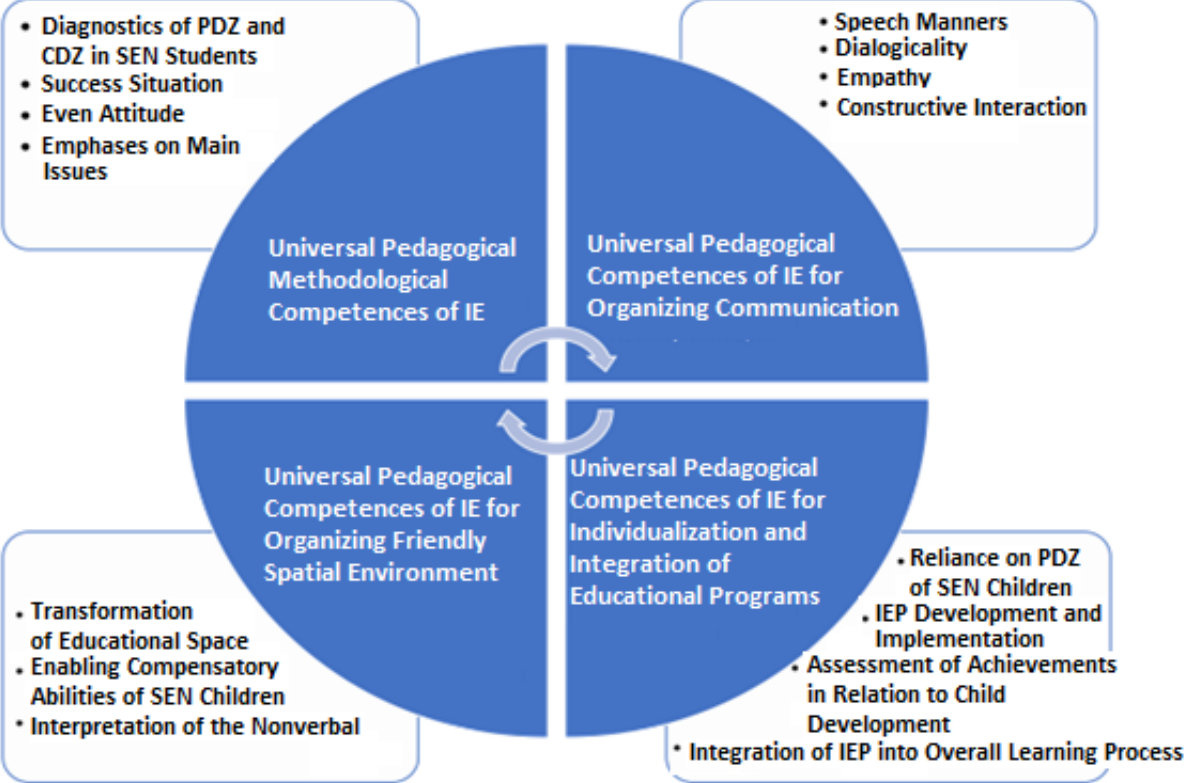
pedagogical competences of individualization and integration of programs are transmitted to the inclusive educational space through the teacher's focus on the strengths of the student's personality, on the competences to emphasize achievements, not failures. Motivate children to constructive activity through praise, not punishment.

3. The principle of educational process openness allows us to solve the issues of cooperation, mutual assistance and exchange. In the context of our study, we consider openness as understanding and support by all participants in the educational process of the goals, tasks, and methods of educational activity. The result of openness of relations at school is trust in the activities of teaching staff. During advanced training courses, teachers and managers develop universal competences of inclusive education, which are transmitted to the school space through work with parents. We include the following in this principle: drawing up a "code of rules" for a friendly school environment, an emphasis on individual forms of work with parents; readiness for high reflection in work; readiness for openness of the inclusive educational space, which is demonstrated by universal pedagogical competences of inclusive education in co-teaching (work with interns, tutors and assistants). Moreover, the openness of the educational process is represented by the school's readiness to work with hybrid learning models, parents' access to viewing CCTV cameras during lessons, breaks, in school cafeterias, gyms, etc. The content of advanced training courses involves training teachers to work on educational platforms, and, as a result, readiness for open presence of parents at each lesson, primarily those students who are connected to the lesson online.

4. The principle of spatial polyfunctionality, according to which the organization of the inclusive education space plays a decisive role in creating conditions in which education acquires individual meaning and becomes an arena for joint culture and cooperation, where children with typical and atypical development can live and function with dignity in a promising and dynamically changing world [42]. Polyfunctionality - from the Greek. polu - many and Latin. function - performance, implementation, activity. Advanced training programs provide for the formation of universal pedagogical competences of inclusive education in organizing the spatial environment through familiarization with the features of a barrier-free environment for people with different developmental disabilities, technical and other devices for solving the problems of accessibility of the educational space. Without the competence to solve complex pedagogical problems that arise in current pedagogical activity related to readiness to manage the behavior of schoolchildren, taking into account the individual characteristics of children, including those with special educational needs, young teachers have a hard time getting used to working at school or demonstrate high professional deformation. Both factors do not contribute to a high-quality educational process. Therefore, to solve the problem, the emphasis in the



training of teaching staff must be on developing universal pedagogical competences in inclusive educational space, since most classes at school necessarily include children who require consideration of individual characteristics. The system of forming universal pedagogical competences for organizing an inclusive educational space is not limited to the above principles, but it is they that made it possible to formulate a pedagogical model for forming universal pedagogical competences of inclusive education (Fig. 5).



**Fig.5. Pedagogical Model for Training Universal Competences of Inclusive Education**

The evaluation component of the model was the descriptors of universal pedagogical competences of inclusive education, which will be discussed further. The pedagogical model of the formation of universal pedagogical competences (UPC) for the implementation of inclusive education (IE) was compiled on the basis of the analysis of the correlation of descriptors of the professional standard of a teacher in Moldova in relation to competences in the field of implementing an inclusive educational process and taking into account the diversity of categories of schoolchildren with special needs. In the pedagogical model of the formation of universal pedagogical competences, the concept of competence should be considered as the integration of a system of knowledge, skills, attitudes and values acquired, formed and developed by a teaching staff member through theoretical and practical training and advanced training in the field of organizing inclusive education [25, p.134].

*By universal pedagogical competences of inclusive education we mean the ability of a teaching staff member to establish connections between knowledge and a real educational situation when working with children, including those with special needs, and to adopt the correct educational direction, to develop an algorithm of actions for its implementation in new conditions. The described ability is the basis for the formation and/or development of other skills/abilities/competences that have a practice-oriented direction in the inclusive educational space [26, p.14].*

The taxonomy consists of four conditionally interconnected blocks of universal pedagogical competences of inclusive education. Each block is a set of competences united by a content principle and includes competences related to the activities of both general and special (correctional) education.

Let us present the main characteristics of the structural components of the model:

1) **Universal pedagogical methodological competences of inclusive education** are competences in organizing and planning lessons and classes, pedagogical ethics. This includes the competence to build equal relationships with everyone, regardless of their capabilities and characteristics, not to emphasize the child's characteristics; providing additional time to complete assignments, etc.

2) **Universal pedagogical competences of inclusive education for organizing friendly communication.** Communication is of great importance in education. Teachers must use understandable and clear language in communication. When communicating with a deaf or hard of hearing child, you need to speak face to face, very clearly (no need to shout), do not forget to duplicate what you say, especially if it concerns something important: rules, instructions, etc. with notes. The teacher must be able to visualize information for visual learners and listen for auditory learners.

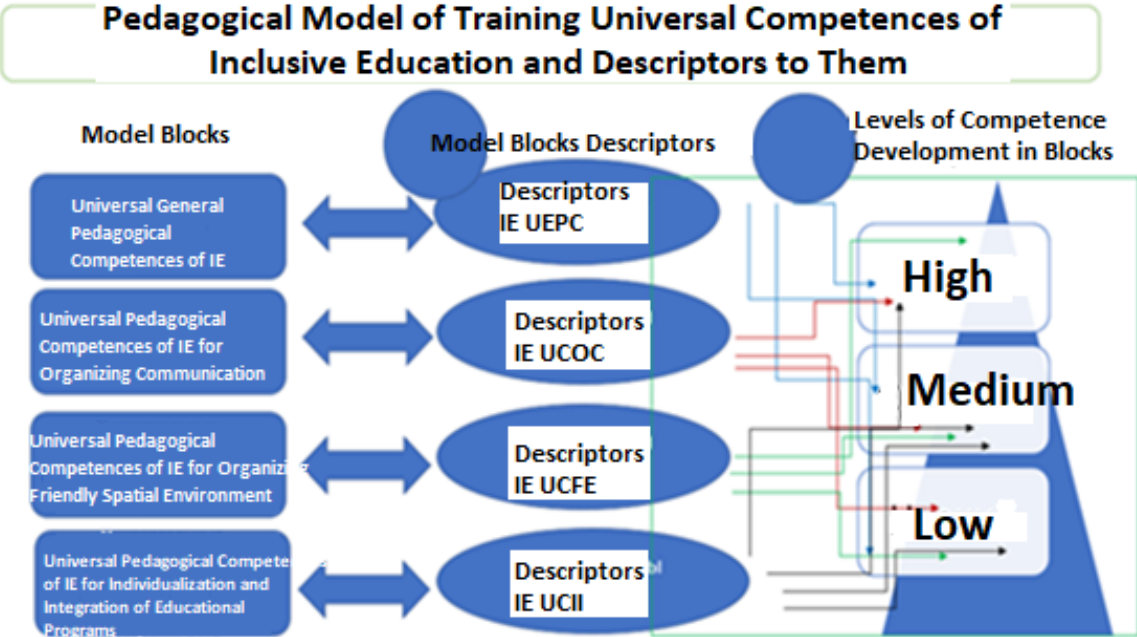
3) **Universal pedagogical competences of inclusive education in organizing the spatial environment.** This block of competences is presented by taking into account the architectural features of the inclusive education school, the integration of the teacher's personal and online interaction with the student, the transformation of the learning space taking into account the activity of schoolchildren, as well as the ongoing use of interactive teaching methods, mental maps, mnemonics, and pictograms. In addition, this type of competences involves the ability to organize a spatial educational environment.

4) **Universal competences of inclusive education for individualization and integration of programs into a single educational process.** Individualization of the educational process in IE is the basis for the successful integration of children into the general educational space. Children with special educational needs need help and support, so they will learn better if the teaching - learning - assessment process is aimed at their specific needs. The

fourth block includes competences that allow determining the teacher's ability to organize help and support for the student.

From a pedagogical point of view, the pedagogical model of forming universal competences of inclusive education allows for a high-quality educational process that integrates the education of children with typical and atypical development by clearly outlining the range of competences. This fact allows for the content of advanced training programs to be compiled to be as focused as possible on organizing an inclusive educational process. From a psychological point of view, the pedagogical model of forming universal competences of inclusive education is focused on taking into account the psychological parameters of the zones of actual and proximal development of all participants in the educational process. From a didactic point of view, the pedagogical model of forming universal competences of inclusive education allows for both the content and activity levels of the inclusive educational space.

The content of the descriptors of universal pedagogical competences of inclusive education is based, on the one hand, on the analysis of the "golden" rules of inclusive education by MS Conckey R., and, on the other hand, is determined by the paradigmatic facets of the inclusive educational space (Fig.6). The descriptors for determining the level of representation of universal pedagogical competences of inclusive education were the activity reactions of the teaching staff to establish connections between knowledge and the real situation when teaching children with typical and atypical development. The descriptors allow us to determine three levels of representation of universal pedagogical competences of inclusive education: high, medium, low.



**Fig.6. Universal Pedagogical Competences of Inclusive Education and Descriptors for Their Assessment**

Diagnostics of universal pedagogical competences of inclusive education by means of descriptors allows not only to determine the level of representation of universal pedagogical competences of inclusive education: high, average, low, but also to identify problem areas for the development of competence of teaching staff.

In the **third chapter** entitled: *"Process of Improving Qualifications of Teachers in Formation of Universal Competences in Terms of Organizing Inclusive Educational Space. Methodological Approach"* it is noted that the research methodology is formed on the use of scientific knowledge of famous scientists in the field of pedagogy and psychology, which became a guideline for constructing a research algorithm for the experimental substantiation of theoretical and methodological foundations for the development of universal competences of school teachers in organizing an inclusive educational space. The issues of developing theoretical foundations of inclusive education are presented in the works of such scientists as Ainscow M. [1], Mittler [15], Dyson A. [7], Vygotsky L.S. [35] and others. The problems of practical implementation of inclusive education are covered in the works of such educators as Deno E. [6], Митчел Д. [43], Malcoci L., Sîncevici I. [13], M.C. Conckey R [14].

The general goal of the experimental study is to validate the levels of universal pedagogical competences of inclusive education of teachers and managers from educational organizations of the experimental group by comparing the levels of universal pedagogical competences of inclusive education of teachers and managers from organizations of the control group. The main objectives of this stage were: conducting an input assessment of the level of proficiency of teachers and managers of control and experimental schools in the conceptual apparatus in the field of inclusive education. Implementation of software support for the pedagogical model for the training of universal pedagogical competences of inclusive education in the process of advanced training of teachers and managers of experimental schools. Conducting a comparative analysis of the results obtained by comparing the levels of universal pedagogical competences of inclusive education of teachers and managers from organizations of the control and experimental groups.

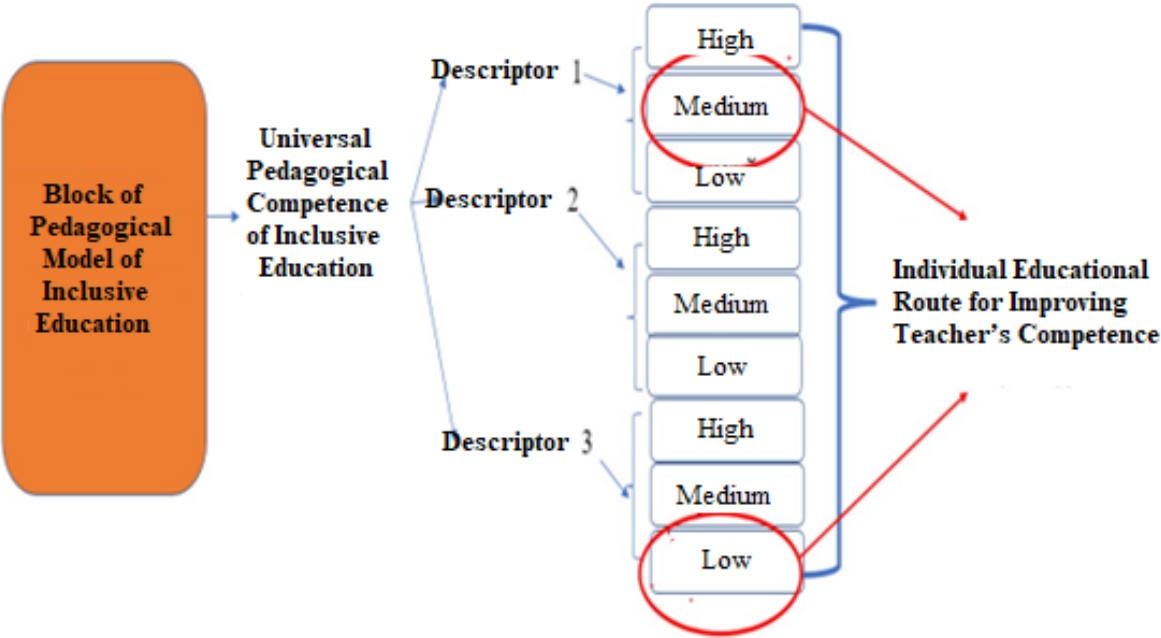
To achieve the set objectives, we planned to organize advanced training courses for teachers and education managers in experimental schools. Our choice is explained by the fact that we already had sufficient experience in the field of advanced training in general and inclusive education in particular. The preliminary stage, the main pedagogical research and the experiment were carried out from 2018 to 2021 in the Educational Center "Pro Didactica" in Chisinau and in the Educational Centers "Razvitie" ("Development") and "ROST" ("GROWTH") in Tiraspol, schools in the village of Puhecheni, Novo-Aneni district, Tiraspol, Dubossary, and the village of Vadul-Rashkov, Sholdanesti district.

To collect data on the current situation in inclusive education, a mixed approach was used, which included quantitative (questionnaires) and qualitative methods (interviews and focus group discussions).

The survey involved 224 education workers (managers and teachers) from 4 educational institutions. A total of 224 people were interviewed, including 211 teachers and 13 managers.

We used a structural questionnaire, which can be called testing by "routes", since in this case the test sets are formed by analyzing the routes. By routes we mean the sequence of determining the high, medium or low level of representation of the descriptor of a specific block of universal pedagogical competences of inclusive education, which are performed with a specific version of the initial data.

The structural questionnaire is based on the concept of representation of all substantive components of the descriptors of the blocks of the pedagogical model for the formation of universal pedagogical competences of inclusive education. Since the diagnostic algorithm of universal pedagogical competences of inclusive education includes branching, then for each set of initial data a sequence can be performed that implements the actions that one branch provides for, and for the second - another. Accordingly, for the advanced training program, there will be the possibility of individual educational routes for the development of universal pedagogical competences of inclusive education, differing in the option chosen during branching (Fig.7).



**Fig.7. Scheme of Analysis of Structural Questionnaire of Teachers for Individual Educational Route of Training Universal Pedagogical Competences of Inclusive Education**

Units of analysis were: Universal methodological competences of inclusive education; Universal competences of communication organization; Universal competences of organization of friendly environment in inclusive education; Universal competences of individualization and integration of programs into a single educational process in the conditions of inclusive education. Unit of account of objective observation were levels of formation (high, medium, low) of universal pedagogical competences of inclusive education for each unit of analysis.

The results obtained in the course of the study were subjected to mathematical and statistical processing by well-known and correct methods. Processing of results of structural questionnaire will allow to take into account in the system of advanced training unique features of each teacher, their experience and needs in the context of inclusive education. An important aspect of this approach is the ability to create flexible educational routes that will support teachers at each stage of their professional growth. Such a system will allow not only to identify, but also to develop the necessary competences, focusing on the current requirements of inclusive support.

Structured questionnaires, as the basis for diagnostics, will not only provide an opportunity to assess the current state of competences, but will also increase the motivation of teachers for self-development and professional training. Teachers will be able to consciously choose areas of training and self-improvement, which will significantly affect the quality of the educational process for all participants. Thus, the implementation of this model not only meets the modern requirements of inclusive education, but also contributes to the creation of a more comfortable and supportive educational environment for students with special needs.

To analyze the concept of forming universal pedagogical competences for organizing an inclusive educational environment, the method of expert assessments was used. In our case, we involved a number of experts in the field of advanced training of teachers (Doctor of Pedagogics Bezede R., Doctor of Pedagogics Kryanga E., Doctor of Philosophy Yeni V., Cand. of Historical Sciences Daradur N. to conduct an examination of the content of advanced training in the field of inclusive education. The procedure of the research algorithm for the experimental part of the dissertation included the definition of units of measurement, their qualitative and quantitative characteristics. For the procedural assessment actions of the practical part of the study, a mixed approach was used, which included quantitative (questionnaires) and qualitative methods (interviews and focus group discussions). The method of expert assessments made it possible to determine the conceptual foundations of program support for advanced training of education workers in the formation of universal pedagogical competences of inclusive

education. Structured questionnaires, as the basis for diagnostics, will not only provide an opportunity to assess the current state of competences, but will also increase the motivation of teachers for self-development and professional training. Teachers will be able to consciously choose the areas of training and self-improvement, which will significantly affect the quality of the educational process for all participants. Thus, the implementation of this model not only meets the modern requirements of inclusive education, but also contributes to the creation of a more comfortable and supportive educational environment for students with special needs. The results of the in-depth interview in the context of understanding the essence of IE showed the following: education managers, government officials (education departments) and parents are positively disposed to the processes of including children with special educational needs in a single process, which characterizes the general understanding of the need and relevance of educational inclusion. Of the surveyed teaching staff, 76% believe that modern education needs inclusion. 22 teachers (10%) categorically deny its need. 28 people (12%) have not decided on the answer to the answer about the need for inclusive education. 55% of respondents have experience in organizing an inclusive environment. 42% do not imagine the process of inclusive education. Before the survey, 52% took part in training events on inclusive education. 43% did not undergo training. 4 teachers (2%) could not answer this question. 68% of respondents need advanced training in the field of teaching methods in inclusive education, 53% point to the problem of developing lesson content taking into account differentiation, 45% note that pedagogical difficulties are caused by assessing the child's achievements in relation to their development. 36% of teachers experience difficulties in organizing the spatial environment. It can be stated that the greatest difficulty for education workers is the organization of the spatial educational environment in a mixed group of students. The difficulty rating included the issue of assessing the child's achievements in relation to his or her own development. The adopted assessment system, firmly rooted in pedagogical actions, significantly slows down the reformatting of student achievement assessment competences. When planning training events for teachers and managers, it is necessary to focus on shifting the emphasis towards informal achievements. They are the ones that ensure the creation of a situation of "success" in the lesson. In the system of educational activities, it should be noted that government officials and education managers are particularly concerned about the problem of creating material and technical conditions for educational institutions, which predetermines the need for a detailed study of the issue of studying the features of the architectural educational environment of modern schools [45, p.128].

*The results of the survey of education workers on the Block "Universal pedagogical methodological competences of inclusive education"* showed that 80% have problems in determining the CDZ and PDZ of schoolchildren, about 31% of respondents know how to build an educational process taking into account the CDZ and PDZ of schoolchildren. 12% know the ratio of defects and their compensability. 60% are not confident in their ability to treat all children equally, 52% cannot help but rush children with an answer and give them extra time to complete assignments, 57% do not have sufficiently developed competence in asking children direct questions and reinforcing theory with practice, 63% cannot stand the work noise in the classroom. More than 60% of education workers demonstrate the need for strict discipline in the classroom, which prevents the creation of a child-friendly environment and does not correspond to the concept of working in small groups and pairs [45, p.129].

*The results of the survey of education workers on the Block "Universal pedagogical competences for organizing communication in the classroom in an inclusive educational space"* showed that the skill of speaking clearly, specifically and briefly is insufficiently developed in 52%, the need to improve the competences for creating and maintaining a positive atmosphere in the classroom is noted by 41%, 50% do not consider it necessary and important to notify the child of their actions before performing an action in relation to him, 35% do not consider it necessary to give the child a choice to answer orally or in writing, 36% are not confident in their ability to organize work in pairs and groups in the classroom, 59% forget to focus their pedagogical efforts on the communicative competences of children, the skill of developing a code of effective communication with parents and children in a group and class is insufficiently developed in 68%, 55% do not consider it important to be guided by the rule "the child's eyes are at the teacher's eye level when addressing a child with special educational needs" do not consider it important to avoid sudden movements in the classroom [45, p.130].

*The results of the survey on the Block "Universal pedagogical competences of inclusive education for organizing a friendly environment in the context of an inclusive educational space"* demonstrate that interactive teaching methods, mental maps, mnemonics, pictograms are not used on a regular basis - 84%, the skill of visualizing the material being studied is not developed in 72%, 44% do not use methods of working with students according to the rule and model.



*The results of the survey on the Block "Universal pedagogical competences of inclusive education for individualization and integration of programs into a single educational process"* are presented by the following results. The skill of creating a situation of success, the ability to notice and encourage even minor successes of children is insufficiently developed by 60.5%, the ability to provide children with physical and emotional contact (handshakes, applause, etc.) is not considered important by 40%, the ability of the teacher to rely on the strengths of the student in teaching requires development by 38% of respondents, 45% have difficulty assessing the child's achievements in relation to his or her own development, 41% consider it necessary to develop the ability to draw up an individual work plan, 55% have difficulty organizing the work of the entire class taking into account the implementation of individual plans of students, 40.5% cannot help but compare children with each other [45, p.131].

In the **fourth chapter** entitled: *"Content and Diagnostics of Process of Improving Qualifications of Teachers in Training Universal Competences in Terms of Organizing Inclusive Educational Space. Experimental Approach"* presents software support for the training of universal pedagogical competences for organizing an inclusive educational space, which consists of Advanced Training Programs for the development of universal pedagogical competences for teachers and managers of comprehensive schools and Practical Recommendations for teachers and managers on organizing an inclusive educational space of the school. These recommendations include proposals for the transformation of architectural features, as well as recommendations for teachers on organizing individual work with children with complex educational developmental disabilities. The developed advanced training programs contain a list of sections that indicate the hourly equivalent, including taking into account theoretical and practical training. The course consists of 4 sections, designed for 128 hours, of which 66 hours are allocated for general theoretical training, 40 hours for practical training and 22 hours are allocated for presenting projects on transforming the environment and conducting final certification of managers in the form of a discussion platform.

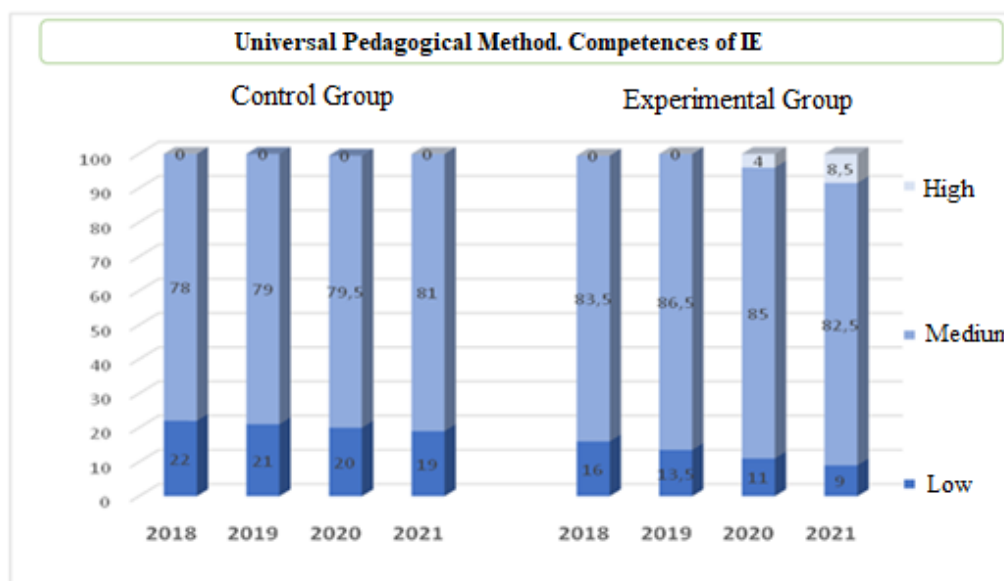
The content of the programs for advanced training of *teachers* in the formation of universal pedagogical competences of inclusive education contains the following components: The section of the program "Theoretical Foundations of Inclusive Education" involves the systematization of knowledge in the conceptual apparatus of inclusive education. Distinctive features of a number of concepts are defined: "People with disabilities", "People with special educational needs". In particular, it is envisaged that the course participants will be introduced

to the regulatory and legal framework of IE, the history of the development of IE in European countries and the post-Soviet space. The types and features of teaching children with special educational needs are considered. The section of the Program "Universal Pedagogical Competences of Inclusive Education" practices practical competences in universal pedagogical methods. competences of inclusive education, universal competences in organizing communication in lessons, universal competences of a teacher in organizing a friendly environment, universal competences in individualization and integration of programs into a single educational process. The final section of the Program determines the form of summing up - a seminar in the form of a final discussion with playing and analysis of all kinds of situations. The content of the programs for improving the qualifications of *managers* on the formation of universal pedagogical competences of inclusive education contains: The section of the program "Theoretical Foundations of Inclusive Education" involves systematization of knowledge of managers about the conceptual apparatus of inclusive education, knowledge of the distinctive features of the concepts "People with disabilities", "People with special educational needs". This section involves updating the regulatory framework for inclusive education. A review of international practices in the field of inclusive education and the history of the development of inclusion in the Republic of Moldova and European countries. It also involves familiarization with the types and features of teaching children with special educational needs. In the section of the program "Pedagogical readiness for the implementation of inclusive education", managers get acquainted with the monitoring procedures for the readiness of teachers to implement inclusive education, get an idea of the descriptors of universal pedagogical methods. competences of inclusive education, as well as descriptors of universal competences for organizing communication in the classroom. This section is intended to familiarize managers with descriptors of universal competences of a teacher in organizing a friendly environment and descriptors of universal competences for individualization and integration of programs into a single educational process. In the program section "Requirements for equipment of the architectural environment of an educational institution implementing an inclusive education model", managers are introduced to the requirements for equipment of the architectural environment of an inclusive educational space and are provided with practical opportunities for transforming the architectural educational environment of the institution in which they carry out management activities. The final section of the program determines the form of summing up: a seminar in the form of a final discussion with a practical simulation of possible situations in management practice.

The fourth chapter reflects information on the comparative statistical and contrastive analysis of the results of the pedagogical experiment. To assess the level of universal pedagogical competences of inclusive education of education workers participating in the main 4-year pedagogical experiment, we studied the results of the annual questionnaire diagnostics. Analysis of the indicators of competence in the field of inclusive education in the control and experimental groups at the initial stage of the experiment indicates approximately the same level of their formation.

**Comparative data on the formation of universal methodological competences of IE among teachers at the beginning and end of the study.**

Comparative analysis of the diagrams presented (Fig.8) below indicates that at the final stage of the experiment, the proportion of teachers with a high level of training general didactic competences of inclusive education in the experimental group was 11.5%. In the control group, a high level of competences was not revealed, and insignificant dynamics were observed at other levels.



**Fig.8. Comparative Data on Development of Universal Pedagogical Method. Competences of IE Among Teachers at Beginning and End of Research**

Special attention during practical classes was directed at developing the competences of treating all children in the class equally; not rushing children to answer and giving them extra time to complete assignments; the competence to ask children direct questions and reinforce theory with practice; tolerant of work noise in the classroom; when planning a lesson, provide for dynamic pauses; eliminate irritating and distracting factors for children in the lesson; emphasize the main ideas of the new material at least 4 times per lesson; mandatory encouragement by the teacher of all creative activities of children.



**Fig.9. Comparative Data on Development of Universal Pedagogical Competences in Organizing Communication in Inclusive Education Among Teachers at Beginning and End of Research**

The data presented in the diagram indicate the improvement of universal competences in organizing communication among teachers in pilot schools, including in the following areas: skills in working with parents to create a child-friendly educational environment; focus their pedagogical efforts on children's communication skills; speak clearly, specifically and briefly; create and maintain a positive atmosphere in the classroom; it is necessary and important to notify the child of your actions before performing an action towards him; give the child a choice to answer orally or in writing; organize work in pairs during classes; the child's eyes are at the teacher's eye level when addressing a child with special educational needs; avoid sudden movements in the classroom.



**Fig.10. Comparative Data on Development of Universal Pedagogical Competences for Organizing Friendly Environment in Context of Inclusive Education Among Teachers at Beginning and End of Research**

Analysis of the data obtained during the monitoring indicates that the universal competences for organizing a friendly environment among teachers in experimental schools have significantly improved, including in such areas as: skills in working with parents to create a child-friendly educational environment; concentration of pedagogical efforts on children's communication skills; the ability to speak clearly, specifically and concisely, etc.



**Fig.11. Comparative Data On Development of Universal Pedagogical Competences of Individualization and Integration of Programs into General Educational Process in Context of Inclusive Education Among Teachers at Beginning and at End of Research**

As can be seen from the presented diagrams and table (Figures 8, 9, 10, 11 and Table 2), the dynamics of the formation of universal pedagogical competences in teachers and managers in the control and experimental groups are different. If at the beginning of the study both groups (control and experimental) had a relatively homogeneous state in terms of the characteristics of pedagogical competences, then at the final stage of the experiment, although growth was noted in both groups, this growth was more obvious in the experimental group. Let us recall that the control groups improved their qualifications according to standard programs, while the experimental groups of subjects were trained according to a special program developed by us, aimed at the intensive formation of universal pedagogical competences, which, from our point of view, determined higher indicators of the formation of competences, qualitatively improving the relationship between students, managers and parents of schoolchildren.

**Table 2. Dynamics of Changes in Values of Indicators of Quality of Training Universal Pedagogical Competences of IE Among Teachers at Beginning and at End of Study**

Universal Methodological IE Competences						
CG			EG			year
L	M	H	L	M	H	
22	78	-	16	83,5	-	2018
21	79	-	13,5	86,5	-	2019
20,5	79,5	-	11	85	4	2020
19	81	-	9	82,5	8,5	2021

Universal Competences for Organizing Communication in IE

CG			EG			year
L	M	H	L	M	H	
20	80	-	19	81	-	2018
18	81,5	0,5	17	80	3	2019
17	82,5	0,5	14	78	8	2020
17	82,5	-	10	78,5	11,05	2021

Universal Competences for Organizing Friendly Environment in IE

CG			EG			year
L	M	H	L	M	H	
17	83	-	19	81	-	2018
17,5	82,5	-	13,5	86,5	-	2019
15	85	-	10,1	86,9	3	2020
15	85	-	8	85	9	2021

Universal Competences for Individualization and Integration of IE Programs

CG			EG			year
L	M	H	L	M	H	
10,5	89,5	-	12,5	87,5	-	2018
10,6	89,4	-	10	88	2	2019
10,1	88,9	1	7	88,5	4,5	2020
10	88	2	-	88,6	11,4	2021

Thus, the dynamics of changes in the values of the indicators of the quality of development of universal pedagogical competences of IE among teachers at the beginning and at the end of the integration study before and after the formative experiment allows us to note that *universal methodological competences of IE* are at a high level among 8.5% of workers in the experimental group, 11.5% of teachers in this group have a high level of *universal*

*competences in organizing communication in IE*, 9% have a high level of *universal competences in organizing a friendly environment in IE*, and 11.4% have a high level of *universal competences in individualization and integration of IE programs* among teachers of the experimental group.

***Implementation of a pedagogical model for the formation of universal pedagogical competences for organizing an inclusive educational space.*** The private school "Razvitie" ("Development"), located in Tiraspol, provides educational services for children with typical and atypical development. The school provides educational services based on license No. 0025307 dated August 20, 2020. The concept of the school involved the creation of an inclusive educational space, taking into account the universal pedagogical competences of inclusive education formed among the teaching staff. Currently, the school has 70 students from grades 1 to 11, of which 11% (9 students) are children with special needs. The developmental disabilities demonstrated by the school students include: cerebral palsy, autism spectrum disorders of varying degrees, pedagogical neglect, attention deficit syndrome and increased motor activity, mental retardation, complex developmental disorders. In the 2020-2021 academic year, the school had 49 students, including 6 students with special needs, in the 2021-2022 academic year - 55 students, including 7 children with special needs. Currently, in the 2023-2024 academic year, the school has 70 students, including 11 students with special needs. **Full** inclusion applies to 9% of students with special needs, 2% of children use the school's services through **home schooling**. The educational process is based on modern teaching methods with the active use of information technology. The school is equipped with a modern type of technical teaching aids. The staff is represented by 4 managers, 16 teachers of various profiles and working personnel. All employees have higher education. The school has a permanent teaching and management staff. The staff constantly studies and predicts the needs of the educational environment, searches for new solutions, uses advanced technical teaching aids, which allows for the maximum educational result. As part of modern distance education, the school provides educational services to schoolchildren studying abroad (Turkey, Cyprus). The relationship between a private school and parents of schoolchildren is based on the principle of trust and support. The school is focused on specialized training in the field of technology, medicine, and theater arts. The concept of the school is quite unusual: practicing teachers immerse children in the world of advanced mathematics and English from the age of six. They develop thinking through streaming reading. The school has excellent practice in theatrical, choreographic and vocal activities. Three times a year, parents are shown full-fledged

performances or musicals on a large professional stage, in which many things - from scenery to music selection - are done by students. The school provides early career guidance for children through scientific and applied internships. The mission of the institution is "The school prepares children for life, not for exams." Pupils of the private school "Razvitie" ("Development") at an early age receive the basics of the profession and tools of modern thinking, develop taste and sense of style, learn how to express their ideas and effective presentation, thereby gaining an advantage over their peers. The openness of the school is demonstrated by the lessons and events posted on the school channel on YouTube. Unique author's programs have been developed for each age, classes are taught by practicing teachers with many years of experience; for students of the school, in addition to the main program, additional master classes and excursions of local and international level are provided.

**The "Child" component of the inclusive educational space** of the private school "Razvitie" ("Development") is represented by the fact that for students of all classes, the implementation of developmental learning programs is mandatory, which involves a high level of difficulty, a fast pace of learning, and a large amount of independent work. For schoolchildren with special needs, the teacher provides assignments from the curriculum, the content of which is simplified by means of an adaptation scale. Extracurricular educational activities for children with special needs are held individually or in microgroups. In these classes, schoolchildren learn to practice learning skills that require a lot of time. The students in the microgroups include not only schoolchildren with special needs, but also those who missed classes due to illness or have difficulty learning the educational material for other reasons. Successful senior students in these classes are attached to younger children as interns to help and explain. Interns are next to their charges and explain the material to them, complete tasks with them to practice complex topics under the supervision of the teacher. Each trainee has handouts, all kinds of printouts and textbooks. The classes in the afternoon are attended by students of different ages. This allows children to expand their socialization skills and create conditions in which the dynamic composition of groups develops communicative competences and increases the number of children in joint work. This allows participants in the educational process (teachers, students) to focus their actions on cooperation, rather than on emphasizing the peculiarity of children with atypical development.

**The "Environment" Component.** All classrooms are equipped with interactive whiteboards or projectors. This technology allows for enlarged text for visually impaired children and for hybrid learning for children who, for various reasons, cannot attend traditional



classrooms. The learning and knowledge acquisition process is based on the online Google Classroom platform, which is accessible to teachers, students, and parents. Parents know that school is a space without phones, so during breaks, students are on the playground or in the gym. A gadget-free area allows students to develop communication skills in everyday reality and does not lead to children becoming withdrawn and stuck in the smartphone gaming space. Observations show that children with special needs demonstrate a higher dependence on gadgets, which causes difficulties in switching attention to concentrate on the lesson. The school premises have a barrier-free environment, wide doorways, no thresholds at the entrance to the room and when moving from class to class. Students sit at separate lightweight tables, the edges of which are specially rounded (no sharp corners) and allow for work in pairs, groups, and micro-groups. The teacher's task is to organize the space in the classroom so that students sit "facing" each other, and successful students with high concentration, who have an emotionally stable nervous system, sit next to children with special needs. The openness of the school is represented by active pages on social networks, live broadcasts from classes, its own channel on the School "Razvitie"("Development") channel on YouTube, where videos from events and lessons are posted.

**The "Teacher" Component.** The first thing a teacher should take into account when working in inclusive education is that schoolchildren with special needs will defend their usual comfort zone. At the first stage, children choose different means to solve this problem. At the same time, a calm response to children's behavioral reactions brings understanding and results of work in the form of trust and compliance with the rules. It is important to remember that the calm behavior of the teacher is transmitted to the calm behavior of schoolchildren, and this in turn provides resources for organizing work in a common space. Thus, an inclusive educational space is formed, in which a developing environment for children, teachers and their parents is created. Teaching staff acquire universal pedagogical competences of inclusive education during trainings, through the rotation of teachers in different classes, through counseling and in the workplace. All types of universal pedagogical competences of inclusive education in work practice allow the teacher to maintain good performance and act as a means of preventing professional burnout. Working with parents in an inclusive educational environment is largely individual in nature. For example, at school there are general rules for everyone. Since there are no traditional homework assignments at school (only a lot of reading and memorization), the teacher's task is to do everything possible to understand and assimilate the educational material in class. In this regard, starting from the 3rd grade, the teacher uses the "flipped"

classroom model, in which children get acquainted with new material at home, and in class there is a discussion, independent practice of writing, speaking, listening, etc. This helps develop communication skills and allows the teacher to work out the material in detail with children with special needs. Some classes are held with several teachers on the principle of co-teaching. For example, the work of a speech therapist is included in classes for first-graders when studying sounds and letters. In English and Romanian language classes, a philologist and a culinary teacher work in pairs. Thus, the children develop language competences in an interesting practical implementation. It should be noted that such a format has a positive effect on the child's perception of the language material, since it is implemented in a potentially familiar environment for them. The work on educating parents in the field of pedagogy and psychology of education is presented on the School "Razvitie" ("Development")'s YouTube channel through special podcasts "How are things at school?". The development of universal pedagogical competences of inclusive education is built through the organization of an inclusive educational space by introducing the Pedagogical Model for the Formation of Universal Pedagogical Competences of Inclusive Education. The assessment of the above competences is based on a set of descriptors for assessing universal pedagogical competences of inclusive education. Four blocks of competences of the model allow relying on the stability and balance of the levels of inclusive practice of the teacher, avoiding imbalances in the activity aspect of the teacher. At the same time, in adolescence and senior school age, more questions arise related to the behavioral manifestations of schoolchildren.

The substantive process of developing universal pedagogical competences of inclusive education in a private school is built through a system of practice-oriented seminars. The greatest difficulty is caused by the applied aspect of work in inclusive education. Thus, in particular, topics on defining the boundaries of zones of proximal and actual development, working with compensatory capabilities of children in lessons and outside of school hours cause psychological resistance of employees. At the same time, the practice of analyzing "cases" on teaching children with special needs in practical courses for advanced training of education workers on the formation of universal pedagogical competences for organizing an inclusive educational space make it possible to overcome professional burnout and deformation of the teaching staff.

The inclusive educational space of the school allows us to state the fact that it erases the negative stereotypes of schoolchildren, parents and teachers in relation to the organization of the educational process for children with typical and atypical development. An integrated

approach to the organization of the educational process combines the resources of teachers and parents, complements the capabilities of the environment, which allows developing the abilities of children regardless of their health characteristics. Our assumptions that the formation of universal pedagogical competences of inclusive education among teachers and school managers through the introduction of the concept of forming universal pedagogical competences of inclusive education into the advanced training system will be the most important condition for creating an inclusive educational space of the school was confirmed in the activities of a private school that has existed for more than 4 years, demonstrating positive dynamics in the number of children with both typical and atypical development. Practice has shown that the types of inclusion can change depending on the age characteristics of students and their health. In addition, we consider it necessary to note that partial inclusion or home schooling should not be long-term. We consider these types of inclusion as temporary stages of full inclusion. At the same time, there are a number of problems associated with staff turnover, the need to expand the areas of additional education for children. Develop competences in the field of inclusion of augmented virtual reality capabilities in the educational process.

## GENERAL CONCLUSIONS

The systematization of the presented ideas based on deductive reasoning, revealing the meaning and process of training universal pedagogical competences of inclusive education of teachers and school managers in the process of advanced training, allows us to draw the following **general conclusions**:

1. The conducted analysis of the development of inclusive education in a number of European countries (Finland, Poland, Romania) and in the Republic of Moldova, as well as a comprehensive analysis of psychological and pedagogical literature and historical retrospective, allowed us to substantiate the relevance of the problem of inclusive education in the Republic of Moldova and conceptualize the systemic components of the formation process in the system of advanced training of education workers to create an inclusive educational space in schools. Thus, *inclusive education is considered as a single educational process* in which teachers and managers should be able to *simultaneously* organize training for all children, including children with special educational needs. A child with special needs goes through the same stages of ontogenesis as an ordinary child of the same age. However, the methods of development and the pace will differ, and the results will not be exactly the same as those of other children. Atypical development has its own patterns and features that are associated with various, including unfavorable conditions. These circumstances predetermine the universality of pedagogical competences necessary for teachers for inclusive education. Such universal pedagogical competences of inclusive education serve as the basis for creating an inclusive educational space in schools (Chapter 1. Paragraph 1.1; 1.2; 1.3).
2. The path to inclusive education in different countries took place taking into account the historical context of a particular state. The history of the issue examines aspects in which the education of children with special needs can be organized according to *a medical or segregation model* (children with special needs are sent to specialized educational institutions), in which they are isolated from society. *The normalization model* assumes the education of children with special needs in the form of special classes for children with special needs in a regular school, which leads to labeling and typification of schoolchildren. *The social model* implements the idea of an inclusive society that builds relationships, tries to understand and promote the practice of integrating children with special needs into the general society. Most countries, including the Republic of Moldova, began their path to inclusive education with a medical model, through the normalization stage to the social model (Chapter 1. Paragraph 1.1; 1.2; 1.3).

3. The duration of the medical model and the normalization stage in a particular country has a significant impact on the duration and quality of the transition to the social model in terms of the population's attitude to the education of individuals with special needs and the formation of conditions for organizing inclusive education. In the Republic of Moldova, the medical model existed for 66 years, which formed and consolidated in the mentality of the population and the teaching community the practice of the existence of two separately existing systems: general education and special (correctional) education. The normalization stage (the existence of "alignment" classes) in Moldova fell on the 90s of the last century and lasted for about ten years. Taking into account the events of this period and the inertia of the long-existing medical model in the republic, it is logical to assume that the transition to a social model, which involves general education of children with typical and atypical development, will require in-depth work on the systematic training of universal competences of inclusive education among the teaching community, capable of ensuring the teacher's readiness to organize an effective educational process in fundamentally new conditions for a general education teacher (Chapter 1. Paragraph 1.1; 1.2; 1.3).
4. The normative, substantive, spatial-organizational, integration and methodological factors of inclusive education studied in theoretical and applied plans served as conceptual prerequisites for defining and disclosing a new scientific concept in pedagogy: "universal pedagogical competences of inclusive education". Universal pedagogical competences of inclusive education are based on modern theories and knowledge about the structural, substantive and procedural aspects of the concept of "competence". *The universality of pedagogical competences of inclusive education presupposes a set of competences of general and special (correctional) general education.* By universal competences of inclusive education we mean the ability of a teaching staff member to establish a connection between knowledge and the real situation in the educational process when working in an integrated group of children with typical and atypical development, and in case of a lack of knowledge - the ability to choose the right educational direction and the path of its implementation to solve the educational and upbringing situation in the interests of all participants in the educational process in the conditions of an inclusive educational environment. Universal pedagogical competences of inclusive education are based on the theory of imperative value (Kant I.), the concept of the leading role of learning in child development (Vygotsky L.), the socio-pedagogical paradigm (Bandura A.), the concept of a competence-based approach (Khutorskoy A.V.) and a system-activity approach (Rubinstein S.L.) (Chapter 2. Paragraph 2.1.).

5. The concept of "inclusive educational space" includes the definition of "inclusive educational environment" and is represented by the value-semantic guidelines of the teaching profession: "**Child**" is the main priority and value of pedagogical activity, "**Environment**" is a space for solving professional problems, "**Teacher**" is the value of continuous reproduction of an effective educational process. Inclusive educational space is defined by the triad: **Child - Environment - Teacher**. The principles of organizing an inclusive educational space were the foundations of developmental learning and activity (Vygotsky L.), the principle of differentiation and individualization of the content of education (Selevko G.) and openness of the educational process (Bergson A., Popper K.), the rules of spatial polyfunctionality (Ponikarova V.). This made it possible to substantiate the substantive basis of universal pedagogical competences of inclusive education (Chapter 2. Paragraph 2.2.).
6. The taxonomy of universal pedagogical competences of inclusive education consists of four blocks. Each block of the taxonomy of universal pedagogical competences of inclusive education is aimed at creating an effective inclusive educational space. The taxonomy consists of: universal pedagogical methodological competences, which include the skills of adapting curricula and teaching methods taking into account the characteristics of all students, which contributes to a deeper assimilation of the material; universal pedagogical competences of inclusive education in organizing communication in the classroom, which focus on the importance of interaction between the teacher and students; universal pedagogical competences of inclusive education in creating a friendly environment; universal pedagogical competences of inclusive education in individualization and integration of programs. (Chapter 2. Paragraph 2.2.).
7. The descriptors for determining the level of representation of universal pedagogical competences of inclusive education were the activity reactions of the teaching staff to establish connections between knowledge and the real situation when teaching children with typical and atypical development. *The content of descriptors of universal pedagogical competences of inclusive education is built on two axes. The first axis is represented by a generalized analysis of the "golden" rules of the inclusive environment* by MS Conckey R. [14]. It should be noted that the recommendations by MS Conckey R. [14] are detailed practical recommendations for teachers on working with each category of children with special needs, therefore the generalization of competences developed by us made it possible to enlarge the competences into blocks of the

pedagogical model from the point of view of the activities of teaching staff in the field of inclusive education. *The second axis* is the paradigmatic facets of the inclusive educational space: Child – Environment – Teacher. *The result of the intersection of the coordinates of these axes were diagnostic tools* for assessing the level of representation of the four blocks of universal pedagogical competences of inclusive education. The diagnostic tools are a triad: competence - descriptors - assessment. Based on the assessment results, a total level (high, medium, low) of representation of the level of universal pedagogical competences of inclusive education of a specific block of the pedagogical model is formed. (Chapter 2. Paragraph 2.3.).

8. The systemic elements of the process of advanced training of teaching staff in order to train universal pedagogical competences for organizing an inclusive educational space were: Conceptual foundations of the content of advanced training of teaching staff in training universal pedagogical competences of inclusive education (the principle of activity and developmental learning, individualization and differentiation of content, openness of the educational process, the principle of spatial multifunctionality); Pedagogical model of forming universal pedagogical competences of inclusive education and a set of descriptors for assessing competences; Software support for advanced training of education workers in forming universal pedagogical competences for organizing an inclusive educational space; Praxeological aspects of the educational process in the context of an inclusive educational space.
9. There is provided *the scientific evidence on the relationship between the pedagogical model* of universal pedagogical competences for organizing an inclusive educational environment. The set of universal pedagogical competences of inclusive education allows the teacher and education manager to effectively make the right decisions on pedagogical influence in conditions of uncertainty caused by a combination of factors: the characteristics of motor activity and the functioning of higher nervous activity of students (mobility, inertia, excitability, anxiety, etc.), the difference in health capabilities, self-esteem and development of students, cultural manifestations, susceptibility to aesthetic values (Chapter 2. Paragraph 2.3.)
10. The results of the input diagnostics of the experiment confirmed the relevance and necessity of the study regarding the training of universal pedagogical competences of inclusive education of teachers and managers. *An interpretative analysis of the input questionnaire of education workers, the results of in-depth interviews with managers,*

*government officials and parents and focus group discussions was synthesized.* The content of the applied tools was checked and the strategies for the subsequent organization of the pedagogical experiment aimed at the training and assessment of universal pedagogical competences of inclusive education at school were confirmed. The obtained results showed that *teachers and managers have shortcomings in knowledge and recognition of conceptual concepts* of an inclusive educational environment. (Chapter 3. Paragraph 3.2.)

11. The constituent elements of the pedagogical model for the training of universal pedagogical competences of inclusive education were transferred to the educational activities of the advanced training programs for teachers and managers. To implement the set tasks, the following were developed: *a program for advanced training of teachers* on the development of universal pedagogical competences of inclusive education, a program *for advanced training of managers* on the creation of an inclusive educational space. Technical recommendations for education managers on the creation of a barrier-free architectural environment were developed, which include recommendations on the adaptation of the architectural environment to the conditions of inclusive education. Practical recommendations for teachers on the organization of individual work, taking into account ten types of developmental characteristics of children are also presented. (Chapter 4. Paragraph 4.1., 4.2.)
12. Comparative statistical analysis revealed that over the entire period of the experiment, the greatest increase in results occurred in the experimental groups for the indicators "Universal pedagogical competences of organizing communication in inclusive education" and "Universal competences of individualization and integration of programs in inclusive education". Thus, the experimental group according to the final diagnostics shows the absence of a low level and about 12% of teachers with a high level. Comparative data on the training of *universal pedagogical methodological competences of IE* in teachers at the beginning and at the end showed that *in the experimental group 8.5% of teachers demonstrate a high level of universal methodological competences of inclusive education*, while in the control group there is no high level. The training of universal pedagogical *competences of organizing communication* in inclusive education showed *an increase in the high level of competences for 11.5%* in the experimental group, while in the control group there is no high level. Comparative data on the development of universal pedagogical competences



of inclusive education *in organizing a child-friendly spatial environment* in the context of inclusive education at the beginning and end of the study show a 9% increase in the number of teachers with a high level of competences in the experimental group. At the same time, no teachers with a high level of competences were found in the control group. Comparative data on the development of universal pedagogical *competences in individualization and integration of programs* into a single educational process in the context of inclusive education among teachers of the experimental group at the beginning and end of the study demonstrate the following: *a high level of competences was developed in 11.4% of teachers, an average level - in 88.6% of teachers, a low level of competences was not found.* In the control groups, the dynamics of the competences under study is not so obvious and changed insignificantly throughout the experiment. The results of the formative experiment revealed the importance of universal pedagogical competences of inclusive education and confirmed the need to develop all blocks of the taxonomy of the pedagogical model for the formation of universal pedagogical competences of the inclusive educational space. (Chapter 4. Section 4.3.).

13. Our assumptions that *the training of universal pedagogical competences of inclusive education* among teachers and school managers *through the introduction of the concept of training universal pedagogical competences of inclusive education* into the system of advanced training *will serve as a condition for the creation* of an inclusive educational space in the school were confirmed by statistical data from the experimental group regarding the levels of representation of universal competences of inclusive education in all blocks of the pedagogical model we developed.
14. The obtained results made it possible to substantiate *the content of universal pedagogical competences of inclusive education as an integrative complex of competences of general and special (correctional) education in the conditions of an inclusive educational space of the school.* To demonstrate praxeological tools that allow for the prompt implementation of a pedagogical model in the system of advanced training of teaching staff.

The conducted study opens a new direction of research in terms of *the training of universal pedagogical competences of inclusive education in the system of preschool and additional education of children.*

## RECOMMENDATIONS

### **Suggestions for further research.**

Based on the conducted research, a number of organizational and practice-oriented recommendations can be formulated.

#### **a) For education managers in the field of strategy and policy of the educational system:**

1. In order to systematically implement inclusive practices in schools of the Republic, it is necessary to provide for courses on inclusive education in all accredited centers for advanced training of teaching staff.
2. Given the high percentage of children in schools who need inclusive education and in order to develop the competences of teachers and managers in this area, it is logical to enshrine in the regulatory documents governing the certification of teaching staff the mandatory advanced training in inclusive education.
3. In order to expand educational inclusion, including in terms of changing the architectural educational environment, it is logical for government agencies overseeing education issues to issue a regulatory document and accompanying documentation on the implementation of this practice in schools of the Republic.
4. A useful tool for teachers can be a teaching aid for educators, helping to create “flexible” lessons in the context of inclusive education. “Flexible” lessons are understood as lesson content that involves working with educational material designed for different levels of students. Such work should begin with a manual for primary school teachers, since this category of teachers is the first to teach schoolchildren tolerant behavior in children.
5. A recommendation for city and district education departments to create a web community of practitioners working in the field of inclusive education who are interested and motivated to develop inclusive education will help to transfer pedagogical experience in working with a complex contingent of students more quickly and efficiently.
6. To support beginning teachers, as well as to summarize the effective experience of inclusive education, it is advisable to accumulate digital methodological materials on inclusive education on the websites of city and district education departments.
7. In order to organize public control in schools over the observance of equal rights for children with special needs, it is logical to establish in a regulatory act the mandatory inclusion of parents of schoolchildren with special needs in the public council of schools.

8. Regulatory documents should provide for the need to develop training programs for parents of schoolchildren with special needs.

**b) For methodologists - organizers of advanced training courses:**

1. When developing the content of programs for advanced training courses on inclusive education, it is necessary to provide a module on training teachers in teamwork in blended learning of children. It is important to develop the competences of a teacher in the context of inclusive education similar to work in a small school, as well as to introduce the most effective methods and approaches that have proven themselves over the years of practice, used in such European countries as Finland, Poland and Romania.
2. At training events, attention should be paid to the consideration of issues on training education managers to work with the community, especially with parents, to overcome stereotypes about people with special educational needs. It is advisable to do this work similar to the experience of Romania in terms of creating a school-family-community partnership that supports children with special educational needs.
3. In the content of advanced training courses, it is important to consider a module on the development of software support for training parents of schoolchildren with special needs.

**c) For education managers in terms of managing the organization of education:**

1. To achieve a long-term effect of the inclusive education system, this area should be included in the school development program. Such actions will allow including in the annual school planning methodological work on the development of universal competences of teachers and managers, activities to transform the architectural environment and consistent work with the community to promote the ideas of inclusive education.
2. To develop the pedagogical competences of teachers and managers in the field of creating, supporting and developing an inclusive educational environment, systematic methodological work in the school, built on the team principle, is necessary.
3. To promote the value of a friendly attitude to the peculiarities in the development of people in the inter-certification period, it is desirable to assess teachers regarding the level of representation of universal pedagogical competences of inclusive.

4. In order to exchange experience in the field of inclusive education, an effective practice would be a partnership of schools beginning to implement inclusive education with schools that have experience and existing inclusive practices.
5. In order to control the observance of equal rights of children with special needs in the organization of the educational process, it is advisable to include parents of schoolchildren with special needs in the public council of schools.

**d) For teachers:**

1. To obtain the best educational and social results of inclusive education, it is necessary for teachers to work together with the parent community. Parents of children with special needs must be trained in working practices that take into account the psychophysiological characteristics of the child.
2. When planning and organizing educational and upbringing classes in an inclusive educational environment, it is important to include in the target work on the development of the sensorimotor sphere, communication, cognitive, emotional and behavioral spheres.
3. Considering the compensatory function as the most important for the perception and establishment of contacts with society in a child with special needs, when organizing all types of communication, pay attention not only to verbal communication, since the science of communication calls five different communication channels: auditory, visual, tactile, olfactory (smell), thermal. The more complex the child's disorder, the more the teacher should use different channels of non-verbal communication.
4. It is important to competently build interprofessional communication; understand the role and responsibility of each participant in psychological and pedagogical support in diagnostics, consulting and implementation of correctional and developmental programs; have a professional speech. It is important to be able to work in a team for a common result, participate in decision-making, be able to make the meaning of your statement clear to others and understand the point of view of your partners.

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## АННОТАЦИЯ

**Турчак Светлана: «Формирование универсальных педагогических компетенций по организации инклюзивного образовательного пространства в условиях общеобразовательной школы».**

**Диссертация доктора хабилитат педагогических наук, Кишинев, 2024**

**Структура диссертации:** аннотация на 3-х языках; введение; 4 главы; общие выводы и рекомендации; библиография – 365 источника; 7 приложений; 237 страницы основного текста; 19 рисунков; 7 таблиц. Результаты опубликованы в 29 научных статьях.

**Ключевые слова:** инклюзивное образование, инклюзивное образовательное пространство, дружественная образовательная среда, дети с особыми образовательными потребностями, дети с ограниченными возможностями здоровья, дети с типичным развитием, универсальные педагогические компетенции инклюзивного образования, таксономия универсальных педагогических компетенций инклюзивного образования, педагогическая модель формирования универсальных педагогических компетенций инклюзивного образования, архитектура безбарьерной образовательной среды.

**Цель исследования:** обосновать теорию и педагогическую модель формирования универсальных педагогических компетенций инклюзивного образования в системе повышения квалификации педагогических и руководящих кадров.

**Задачи исследования:** изучить историко-аналитическую ретроспективу инклюзивного образования как социально-педагогической проблемы в странах Европы и в Республике Молдова. Обосновать содержание понятия «универсальные педагогические компетенции инклюзивного образования» через принципы императивности, развивающего обучения, социально-педагогическую парадигму, компетентностные и системно-деятельностные подходы в условиях инклюзивного образовательного пространства. Рассмотреть содержательные компоненты инклюзивного образовательного пространства: ребенок - среда – педагог с позиций принципов активности личности, развивающего обучения, индивидуализации и дифференциации содержания, открытости образовательного процесса и принципа пространственной полифункциональности. Предложить критериально-диагностический инструментарий (дескрипторы) оценки универсальных педагогических компетенций инклюзивного образования. Разработать концепцию и модель формирования универсальных педагогических компетенций для организации инклюзивного образовательного пространства школы в системе повышения квалификации. Провести оценку степени представленности уровня универсальных педагогических компетенций организации инклюзивного образовательного пространства и определить эффективность модели формирования универсальных педагогических компетенций. Создать инклюзивное образовательное пространство в пилотной школе.

**Новое направление исследований** представлено определением и раскрытием нового в педагогике научного понятия «универсальные педагогические компетенции инклюзивного образования». В обосновании теории формирования универсальных педагогических компетенций инклюзивного образования и компонентов инклюзивного образовательного пространства школы. В разработке таксономии универсальных педагогических компетенций инклюзивного образования. В построении концепции и программного сопровождения формирования универсальных педагогических компетенций для организации инклюзивного образовательного пространства. В разработке дескрипторов для определения уровня сформированности универсальных педагогических компетенций инклюзивного образования. Во внедрении в систему повышения квалификации концепции формирования универсальных педагогических компетенций инклюзивного образования. В создании и апробации теоретических и праксиологических инструментов в образовательном пространстве школы.

**Теоретическая значимость исследования** заключается в обосновании содержания универсальных педагогических компетенций инклюзивного образовательного пространства как универсального конструкта компетенций общего и коррекционного образования, определены концептуальные и дидактические основы формирования универсальных педагогических компетенций по организации инклюзивного образовательного пространства школы. Разработана таксономия универсальных педагогических компетенций инклюзивного образования, составлены дескрипторы по их оценке. Разработаны концепция и модель формирования универсальных педагогических компетенций по организации инклюзивного образовательного пространства.

**Практическая значимость исследования** заключается: в обоснованной таксономии универсальных педагогических компетенций инклюзивного образования, дескрипторов, позволяющих оценить уровень их развития, разработанной концепции и педагогической модели формирования универсальных педагогических компетенций инклюзивного образования.

**Научные результаты, которые привели к развитию нового направления** исследования были представлены на международных и национальных научных конференциях и конгрессах. Опубликовано в ряде научных статей, книге, а также внедрены в учебные программы повышения квалификации педагогов Образовательного центра PRO DIDACTICA (г. Кишинев) и Образовательных центров «Развитие» и «РОСТ» (г. Тирасполь).

## ADNOTARE

**Turceac Svetlana: ”Formarea competențelor de asigurare a unui mediu școlar incluziv la cadrele didactice din învățământul general”.**

**Teză de doctor habilitat în științe ale educației, Chișinău, 2024**

**Volumul și structura tezei:** Introducere; patru capitole; concluzii generale și recomandări; bibliografie (365 de surse); 7 anexe. În total conține 237 de pagini de text de bază; 19 figuri și 7 de tabele.

**Publicații la tema tezei.** Rezultatele obținute au fost publicate în 29 de lucrări științifice.

**Cuvinte-cheie:** educație incluzivă, mediu educațional prietenos, copii cu cerințe educaționale speciale, copii cu dizabilități, mediu educațional architectural fără bariere.

**Scopul lucrării** constă în elaborarea conceptului de formare a competențelor universale la cadrele didactice și manageriale în scopul realizării educației incluzive; fundamentarea bazelor teoretice și metodologice ale modelului pedagogic de dezvoltare a competențelor pedagogice ale educației incluzive și demonstrarea eficienței lor, inclusiv și prin includerea în sistemul de pregătire pedagogică și managerială a programelor de formare profesională continuă în scopul dezvoltării competențelor universale pentru crearea în sistemul de învățământ a unui mediu educațional incluziv.

**Obiectivele cercetării:** 1. Studiarea retrospectivă a dezvoltării educației incluzive în țările europene (Polonia, România și Finlanda). 2. Definierea conceptului de „competențe pedagogice universale ale educației incluzive”, determinarea funcțiilor și specificului acestora în mediul educațional. 3. Elaborarea modelului pedagogic de formare la cadrele didactice școlare a competențelor universale de organizare a unui mediu educațional incluziv în contextul sistemului de formare profesională continuă. 4. Elaborarea programului de realizare a modelului pedagogic de formare la cadrele didactice și manageriale școlare a competențelor universale ale educației incluzive în contextul sistemului de formare profesională continuă. 5. Elaborarea setului de instrumente pentru evaluarea criterială a gradului de pregătire a cadrului didactic pentru organizarea unui mediu educațional incluziv. 6. Evaluarea eficienței studiului experimental de dezvoltare la cadrele didactice școlare a competențelor universale de organizare a unui mediu educațional incluziv în cadrul formării profesionale continue.

**Noutatea și originalitatea științifică a cercetării** rezidă în: a) definirea și descrierea unui nou concept științific pedagogic „competențe pedagogice universale ale educației incluzive”; b) fundamentarea conținutului competențelor pedagogice universale în contextul organizării unui mediu educațional incluziv; c) elaborarea și fundamentarea conceptului didactic de dezvoltare la profesorii și managerii școlari a competențelor pedagogice universale în contextul organizării unui mediu educațional incluziv în cadrul formării profesionale continue; d) realizarea practică a abordării sistemice de implementare a modelului pedagogic de formare la cadrele didactice și manageriale școlare a competențelor universale ale educației incluzive în contextul sistemului de formare profesională continuă.

**Semnificația teoretică a cercetării constă în:** dezvoltarea teoriei educației incluzive în baza elaborării unor fundamente conceptuale și didactico-metodologice de dezvoltare profesională continuă a cadrelor didactice școlare prin dezvoltarea competențelor pedagogice universale ale educației incluzive; fundamentarea interdependenței competențelor transversale ale absolvenților școlari și a competențelor pedagogice universale ale educației incluzive; fundamentarea structurii și conținutului programelor de formare profesională continuă a cadrelor didactice școlare în scopul dezvoltării competențelor pedagogice universale drept condiție de creare a unui mediu educațional incluziv eficient în învățământul general.

**Valoarea aplicativă a cercetării** rezidă în: elaborarea Modelului pedagogic al competențelor pedagogice universale pentru implementarea educației incluzive, a programului și descriptorilor de evaluare a nivelului de dezvoltare a competențelor pedagogice universale ale educației incluzive care pot fi utilizate în pregătirea și formarea profesională continuă a cadrelor didactice atât integral, cât și în module. Aceasta va contribui la o pregătire mai eficientă a specialiștilor implicați în crearea și dezvoltarea unui mediu educațional incluziv.

Rezultatele obținute oferă noi posibilități de extindere a conținutului programelor de studii la Pedagogie, didactici particulare, Psihologie, Sociologie generală, Sociologia educației și Asistență socială din cadrul sistemului de formare profesională continuă.

**Implementarea rezultatelor științifice** s-a realizat în cadrul prezentărilor la conferințele și congresele științifice internaționale și naționale, prin publicarea articolelor științifice și a cărții „Școala incluzivă. Puncte de încredere între inimi” <http://inclusive-school.tk>, includerea materialelor elaborate în programele de formare profesională continuă a cadrelor didactice și manageriale ale Centrului Educațional PRODidactica (or. Chișinău) și ale Centrului Educațional „Dezvoltare” (or. Tiraspol).

## ANNOTATION

### **Turceac Svetlana: “Training Universal Pedagogical Competences for Organizing Inclusive Educational Space in Conditions of Secondary School”. Thesis of Habilitated PhD in Education Sciences, Chisinau, 2024**

**Thesis structure:** abstract in 3 languages; introduction; 4 chapters; conclusions to each chapter; general conclusions and recommendations; bibliography (365 sources); 7 annexes; 237 pages core text including 19 figures & 7 tables.

**Publications on the topic of the thesis:** 29 scientific works.

**Key concepts:** inclusive education, friendly educational environment, children with special educational needs, children with disabilities, architecture of a barrier-free educational environment.

**Research purpose:** to develop the concept of the directional training of universal competences of teachers and managers for the implementation of *inclusive education*, to substantiate the theoretical and methodological foundations of the didactic model for the development of pedagogical competences of *inclusive education* and to substantiate their effectiveness including the introduction of advanced training programs for the development of universal competences into the system of training of pedagogical and managerial personnel in organizing an *inclusive educational environment* in a general education school.

**Research objectives:** to study the historical and analytical retrospective of *inclusive education* as a social and pedagogical problem in European countries (on the example of Poland, Romania and Finland); to reveal the content of the concept of universal pedagogical competences of *inclusive education*, to define the functions and substantiate their features in the conditions of the *educational environment*; to develop a didactic model for the training of universal competences among school teachers in organizing an *inclusive educational environment* in the system of advanced training; to develop the software support for the didactic model of the training of universal competences of inclusive education for school teachers and managers in the system of advanced training; to develop a criterion diagnostic toolkit for assessing the teacher’s readiness to organize an *inclusive educational environment*; to evaluate the effectiveness of experimental work on the development of universal skills in organizing an *inclusive educational environment* in school teachers in the context of a system of advanced training.

**New research direction lies** in the definition and development of a new scientific concept in pedagogy “universal pedagogical competences of *inclusive education*”, in substantiation of the content of universal pedagogical competences in the context of organizing an inclusive educational environment; in development and scientific substantiation of a didactic concept for the development of universal competences among school teachers of organizing an inclusive educational environment in the system of advanced training; in implementing the systematic approach to the implementation of software support for a didactic model of development of universal competences for school teachers in organizing an inclusive educational environment in the system of advanced training.

**The theoretical significance of the research** lies in the development of the inclusive education theory through the development of conceptual and didactic-methodological foundations for advanced training of teachers and managers of the general education system through the development of universal pedagogical competences of inclusive education; in substantiation of the relationship between the transversal competences of school graduates and the universal pedagogical competences of inclusive education; in substantiation of the structure and content of teacher training programs for the development of universal pedagogical competences as a condition for creating an effective inclusive educational environment in a general education school.

**The applicative value of the research** lies in the developed didactic model of universal pedagogical competences for the implementation of an *inclusive educational process* and its software support and descriptors that allow assessing the level of development of universal pedagogical competences in *inclusive education*, which can be used in the training and advanced training of didactic personnel, both fully and individually in modules. This will contribute to more effective training of personnel involved in the creation and development of an *inclusive educational environment*.

The results of the study provide new opportunities for deepening the content of curricula in pedagogy, their particular methods, psychology, general sociology, sociology of education and social work in the system of advanced training.

**Scientific results that led to new research direction** were presented at both international and national scientific conferences and congresses. They were published in a number of scientific articles, in a book and on the website <http://inclusive-school.tk> “Inclusive school. Bridges of Trust Between Hearts”, as well as being introduced into training programs for professional development of teachers and managers of Educational Center PRO DIDACTICA (Chisinau) and Educational Centers "Razvitie" ("Development") (Tiraspol) in the Republic of Moldova.



**TURCEAC Svetlana**

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ORGANIZING INCLUSIVE EDUCATIONAL SPACE IN CONDITIONS  
OF SECONDARY SCHOOL**

**Specialty 531.01. General Theory of Education**

**Abstract of dissertation for degree of  
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