

BIOTECHNOLOGICAL COMPETENCE OF A TEACHER IN THE CONDITIONS OF INCLUSIVE EDUCATION

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Purpose of the study: The paper discusses a specific experience that is a part of the professional standard of a teacher, examines the ability of a teacher to teach children with special environmental needs.

Methodology: Methods of working with physically challenged children (PCC) are described in the works by V. V. Linkov, N. N. Malofeev, N. M. Nazarov, etc. They consider various methods and techniques of organizing educational work with children having health problems.

Results: The Russian schools from Dagestan have gained some experience in the inclusive education of younger schoolchildren. A number of inclusive classes are functioning in school No.4 in the city of Makhachkala which is the capital of Dagestan. Teachers working in inclusive classes have significant difficulties in implementing the objectives of inclusion. They create the necessary conditions for educational work with physically challenged children; teachers accumulate their experience in teaching children with special educational needs. The levels of biotechnological needs are realized and the coefficients of students learning at the ascertaining and formative stages of the experiment are calculated. At the control stage, measurements were taken and positive trends in the organization of the educational work with physically challenged children were detected.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: In this research, the model of Biotechnological Competence of a Teacher in the Conditions of Inclusive Education is presented in a comprehensive and complete manner.

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