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REGULARITIES AND PRINCIPLES IN THE PREPARATION OF FUTURE PRESCHOOL TEACHERS FOR INCLUSIVE PRACTICES

Abstract. The formation of preschool teachers' readiness for inclusive activities is founded on specific pedagogical regularities, which ensure that the training process is systematic, purposeful, and continuous. These regularities derive from the essence of the pedagogical process, the mechanisms of teacher activity, and the requirements of inclusive education. Effective training encompasses not only pedagogical knowledge and skills but also the teacher's social position, psychological state, value system, and professional behavioral strategies. Approaches to inclusive education and teacher preparation differ across countries, shaped by diverse scientific schools. The European model emphasizes social justice, equality, human rights, and school transformation, examining teacher preparation in the context of the interplay between societal demands and pedagogical activity. The Russian model focuses on the theory of teacher activity, developmental psychology, and the pedagogical potential of social interaction, prioritizing personality-oriented development, individualized growth, and systematic performance capacity of teachers. In the United States and several Western countries, preparation centers on social relationships, motivation, activity-based learning, and the implementation of inclusive pedagogical technologies, aiming to enhance teachers' psychological and social positions, behavioral strategies, and pedagogical adaptability. Several key regularities underpin a systematic and coherent approach to preparing preschool teachers for inclusive activities. These include the interrelation of parts and the whole, hierarchical structure, necessary diversity, and system development. The interrelation of parts and the whole ensures balance and consistency among different training components and integrates individual skills with general professional qualities. The hierarchical structure grounds teacher preparation at both general educational and individual levels, following the principle of

interaction. The law of necessary diversity emphasizes that teachers must possess broad and continuous knowledge, skills, and approaches to adapt to various situations. The system development regularity ensures that training is continuously updated and aligned with evolving pedagogical requirements. The foundational principles of training are divided into general and specific principles. General principles include a humanistic approach, democratization of education, scientific rigor, systematicity, content and structural integrity, and multidisciplinary. The humanistic approach fosters teachers' ability to consider each child's individual development and to promote tolerant attitudes in inclusive settings. The democratization principle ensures equal opportunities by addressing children's individual educational needs. Scientific rigor facilitates the practical application of theoretical knowledge and the use of innovative methods in inclusive education. Systematicity organizes the interaction among psychological and pedagogical components, ensuring coherence in the training process. Specific principles include professional context alignment, diagnostics, prioritizing the social model of disability, value-content competence, preventive adaptation, identification and compensation of difficulties, teamwork, and professional pedagogical practice. Professional context alignment involves modeling concrete pedagogical situations, developing adaptive skills, and mastering practical activities in inclusive groups. Diagnostics enable monitoring of individual development, identification of strengths and weaknesses, and timely corrective measures. The social model of disability emphasizes individualized approaches and the implementation of inclusive values. Preventive adaptation and difficulty compensation strengthen teachers' psychological and pedagogical readiness for future challenges. Teamwork and professional practice cultivate integrative cooperation skills, facilitating effective performance in inclusive environments. In conclusion, the preparation of preschool teachers for inclusive activities is multidisciplinary, complex, and integrative. It requires harmonizing pedagogical, psychological, and social regularities. The purposeful application of these principles promotes the development of the knowledge, skills, and attitudes necessary for effective performance in inclusive educational environments while accounting for teachers' individual characteristics. Thus, this concept provides a scientific and pedagogical foundation for systematically, coherently, and sustainably preparing teachers for inclusive activities, fostering both practical and theoretical competencies.

Keywords: inclusive education; preschool teacher; regularity; principle; teacher preparation; social model of disability; pedagogical concept.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In contemporary education systems, the concept of inclusive education has emerged as one of the priority directions in global pedagogical practice. Inclusive education is not limited to integrating children with special educational needs into mainstream institutions; it also seeks to ensure their social, emotional, and academic development. This approach requires the creation of equal opportunities within the educational process while taking into account the unique developmental characteristics of each child. Consequently, preparing preschool educators for inclusive practice acquires particular significance, as teachers' professional competence, psychological readiness, and interpersonal relationships play a decisive role in the effective implementation of inclusive education.

The scientific and pedagogical foundations of preparation for inclusive practice encompass several dimensions. First, it is essential to apply certain regularities to ensure that the preparation process is systematic, continuous, and grounded in pedagogical logic. These regularities stem from the nature of pedagogical processes, the mechanisms of teacher activity, and the specific requirements of inclusive education. Their consideration contributes not only to the development of teachers' professional knowledge and skills but also to the formation of their values, social positions, and professional behavior strategies.

International experience shows that approaches to teacher preparation vary according to the social, cultural, and scientific contexts of different regions. In European countries, inclusive education is based on the principles of social justice, equality, human rights, and school transformation. In this model, teacher preparation is analyzed within the framework of the interaction between social demands and pedagogical activity. In the Russian model, the theories of teacher activity, developmental psychology, and the pedagogical potential of social interaction form the foundation. Here, teacher-centeredness, individualized development, and systematic competence represent the main directions of research. In the United States and other Western contexts, teacher preparation emphasizes social relationships, motivation, activity-based learning, and inclusive pedagogical technologies. These approaches aim to develop teachers' psychological and social positions, improve their behavioral strategies, and strengthen their pedagogical adaptability.

A key aspect of preparing preschool educators for inclusive practice is the combination of multidisciplinary and a systems-based approach. This process involves not only the acquisition of pedagogical knowledge and skills but also the development of social attitudes, psychological dispositions, and value orientations. Thus, the conceptual model of preparation for inclusive practice is comprehensive, integrative, and coherent. The principles guiding this process include both general pedagogical principles—such as humanism, democratization, scientific validity, systematization, structural integrity, and multidisciplinary—and specific ones, including alignment with professional contexts, diagnostics, the social model of disability, preventive adaptation, compensation for difficulties, teamwork, and professional reflection. Together, these principles ensure the comprehensive and purposeful preparation of teachers for inclusive practice, contributing to the development of their professional, psychological, and social competencies.

Today, the effective implementation of inclusive education requires a scientifically grounded concept of teacher preparation. Studying the regularities and principles that underlie the preparation of preschool educators for inclusive practice enables the generation of new theoretical insights and practical recommendations. Accordingly, this topic is strategically significant not only for advancing pedagogical theory but also for improving the quality of inclusive education in preschool institutions.

In summary, the introduction underscores that preparing preschool educators for inclusive practice is a complex, goal-oriented, and interdisciplinary process. Its effectiveness is closely linked to teachers' theoretical knowledge, practical skills, and social-psychological dispositions. Research in this field offers valuable scientific and practical contributions to enhancing teacher professionalism and improving the overall quality of inclusive education.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Over the past decade, scholarly research on teacher preparation for inclusive education has expanded considerably. For example, the works of G. Allport [3], I. Ajzen & M. Fishbein [2], and R. Rosenberg, K. De Bruin & M. Ludecke [14] explore examples and principles for aligning teachers' professional skills, psychological readiness, and social behaviour strategies with inclusive practice. Similarly, C. Grové, S. Laetas, C. Grove, & U. Sharma [5] and D. Rose [13] have investigated how these same dimensions—professional skill development, psychological preparedness, and social-behaviour strategies—are adapted for inclusive education.

In European and American contexts, teacher preparation is guided by principles of social justice, equality, human rights, and educational transformation. For instance, the European Agency for Special Needs and Inclusive Education (2018) highlights the importance of multidisciplinary, activity-oriented approaches to teacher preparation for inclusive education [9]. In the Russian context, research is grounded in theories of teacher activity and developmental psychology [8], which support the development of teachers' personal growth, systematic competence, and individualized learning strategies.

Recent studies have emphasized several key regularities of the preparation process: multidisciplinary, the interaction between parts and the whole, hierarchical structure, necessary diversity, and system development [2], [3], [9]. The interaction between parts and the whole ensures the synthesis of specific skills with holistic professional qualities. The hierarchical structure principle establishes continuity between general education and individual development. The principle of necessary diversity underscores that teachers must possess a wide range of knowledge and skills to adapt effectively to diverse pedagogical contexts. Finally, the principle of system development guarantees the ongoing renewal and improvement of the preparation process [4], [6].

The principles of preparation encompass both general and specific approaches. General principles include humanism, democratization, scientific rigor, systematization, structural and content integrity, and multidisciplinary [10, 11, 16]. Specific principles involve alignment with professional contexts, diagnostics, the social model of disability, preventive adaptation, compensation for difficulties, teamwork, and professional pedagogical experience [1]. Studies demonstrate that the purposeful application of these principles facilitates the formation of essential professional competencies that enable teachers to function effectively in inclusive educational settings [14].

In conclusion, research over the past decade reveals that the preparation of future preschool educators for inclusive practice requires a multidisciplinary, systematic, and integrative approach. Both theoretical and practical dimensions—combined with teachers' social, psychological, and behavioral orientations—determine the effectiveness of inclusive practice. Drawing from both national and international experience, these studies establish a robust scientific foundation for developing a conceptual model of teacher preparation in inclusive education.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The main ***purpose*** of this research is to systematically present the scientific and pedagogical foundations for preparing future preschool educators for

inclusive practice and to identify the regularities and principles guiding this process.

To achieve this goal, the following **objectives** were set for the study:

- Identify the core regularities of the preparation process;
- Define the general and specific pedagogical principles;
- Conduct a comparative analysis of international models of teacher preparation;
- Determine the multidisciplinary and dynamic characteristics of inclusive teacher preparation;
- Outline the practical directions for applying these findings in preschool educational institutions.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The concept of forming preschool teachers' readiness for inclusive activity is grounded in certain scientific and pedagogical regularities that ensure the preparation process is implemented in a *systematic, purposeful, and continuous* manner. These regularities arise from the nature of the pedagogical process, the mechanisms of teachers' professional activity, and the fundamental requirements of inclusive education. Taking these factors into account contributes to the effective organization of educational work and facilitates future preschool teachers' adaptation to the inclusive learning environment.

Researchers approach inclusive education and teacher training from various theoretical and methodological perspectives, which has led to the emergence of diverse scientific views and approaches concerning the regularities of development in this field.

European scholars base their approaches on the principles of social justice, equality, human rights, and social integration in inclusive education. In studies conducted in this direction, inclusivity is viewed not only as a pedagogical principle but also as a core component of educational policy. Their key ideas rest upon the interrelation between social demand and pedagogical activity—that is, the influence of social needs on teacher training and school structures.

In the Russian model, teacher training is analyzed within the frameworks of activity theory, developmental psychology, and the pedagogical potential of social interaction. The focus is placed on teachers' mental and professional development, the role of social integration, and the structural organization of activity in education. Russian scholars' main ideas are based on the regularities of learner-centeredness and individualization, unity of theory and practice, and the existence and functioning of educational systems.

In the works of American and other Western researchers, the focus lies on social relations theory, psychological perspectives, behavioral models, and the application of inclusive pedagogical technologies. The preparation of preschool teachers for inclusive activity is associated with their socio-psychological stance, social relationships, personal values, and professional behavioral strategies. Their central ideas are grounded in the regularities of motivation- and activity-oriented learning, as well as social interaction and psychological relations.

In the Azerbaijani model, the formation of readiness for inclusive education develops based on national pedagogical traditions, humanistic values, and the integration of international experience. At the present stage, inclusive education in Azerbaijan—guided by the “Education for All” principle—embodies the ideas of social equality and participation. The primary focus of this model is the psychological and methodological preparation of future preschool teachers for inclusive activity, developing their ability to work with diverse groups of children, and strengthening their communicative and empathetic competencies. The model also contributes to improving the quality of inclusive education through mechanisms such as systematic pedagogical monitoring, educational measurement, and reflective practice.

A comparative analysis of these approaches shows that preschool teachers’ preparation for inclusive activity is multidimensional, interconnected, and dynamic. This process extends beyond the acquisition of pedagogical knowledge and skills; it is also shaped by teachers’ value orientations, social interactions, and psychological dispositions. Therefore, in the modern context, the concept of preparing preschool teachers for inclusive activity requires a complex, systematic, and integrative approach that synthesizes various scientific fields and harmonizes pedagogical, psychological, and social factors.

Considering the regularities related to the existence and functioning of systems within this concept helps determine the structure of the process, the psychological foundations of social relations, and their influence on behavior. Hence, identifying pedagogical regularities is crucial, as they define the optimal ways to effectively implement preschool teachers’ preparation for inclusive activity.

Some studies [4] identify the following regularities of inclusive readiness: systematization; activity and subjectivity; learner-centeredness; contextuality (adaptation to specific environments); developmental orientation; humanism and value orientation; and integration.

The key pedagogical regularities that determine preschool teachers’ preparation for inclusive activity can be presented more concretely as follows:

The interrelation between goals, content, and activity with social needs – organizing inclusive readiness in accordance with the demands of inclusive education in society;

The influence of the educational environment and methods – the outcomes of inclusive readiness depend on the conditions of preschool institutions and the teaching methods applied;

The importance of educational material and attitudes toward it – inclusive readiness is based on theoretical and practical materials, inclusive education values, and socio-professional tolerance;

The competency-based approach – inclusive preparation is carried out according to competency-based principles.

These regularities determine the general pedagogical and specific principles of the concept of forming future preschool teachers' inclusive readiness, as well as the rules for their implementation.

General Pedagogical Principles

Principle of Humanistic Approach. This principle ensures the preservation of humanistic values in education, the acceptance of diversity among children in social and educational contexts, the provision of equal rights, and an approach tailored to individual needs. "The principle of a humanistic approach forms the basis of preschool teachers' pedagogical activity aimed at recognizing each child's uniqueness, supporting individual development, and fostering tolerant relationships in an inclusive environment" [15]. This contributes to "social integration and the application of individual and differentiated approaches" [7], thereby enhancing the emotional and social well-being of children in inclusive preschool education.

Principle of Democratization of Education. This principle ensures attention to children's individual educational needs, their active participation in the learning process, and equal opportunities for all. It also requires preschool teachers to create an "inclusive, flexible, and supportive educational environment" [7], emphasizing careful consideration of children's personal characteristics. The democratization principle plays a vital role in preparing preschool teachers for inclusive activity and enhances the quality of their professional performance.

Principle of Scientificity. This principle is crucial for preparing future preschool teachers for inclusive activity. It helps identify individual educational needs accurately, apply innovative teaching technologies, and improve the quality of inclusive educational environments. The principle ensures the practical application of theoretical knowledge, requiring methods that foster professional competencies and socio-personal development. By "structuring inclusive

readiness on a scientific basis” [7], it provides a foundation for effectively developing inclusive competencies and improving educational quality.

Principle of Systematicity. This principle views the preparation of future preschool teachers for inclusive activity as a system of interrelated psychological and pedagogical components—cognitive, emotional, conative, communicative, and reflective—each playing a significant role in shaping inclusive readiness.

Principle of Content and Structural Integrity. This principle serves as a key guideline for organizing preschool teachers’ preparation for inclusive activity in pedagogical institutions. It ensures the consistent, systematic, and phased acquisition of theoretical knowledge, practical skills, and professional competencies required for inclusive practice. It also guarantees the “functional coherence and interrelation between the structural components of the inclusive preparation model and its implementation stages” [9]. Additionally, this principle emphasizes creating an educational environment focused not only on professional expertise but also on inclusive culture, social responsibility, and humanistic values.

Principle of Multidisciplinary. This principle envisions the integration of multiple disciplines in the curriculum for preparing preschool teachers for inclusive activity. It involves evaluating inclusivity from different perspectives, incorporating inclusive values into all aspects of teaching, and applying the acquired knowledge and skills in inclusive settings.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In addition to the general principles guiding the preparation of future preschool teachers for inclusive activity, a set of specific principles has also been identified. These include:

- the principle of alignment with professional conditions;
- the principle of diagnostics;
- the principle of prioritizing the social model of disability;
- the principle of inclusive education based on value-content competence;
- the principle of preventive adaptation;
- the principle of identifying and compensating for difficulties in the inclusive approach;
- the principle of professional and pedagogical collaboration within the team.

The regularities identified in the process of preparing future preschool teachers for inclusive activity correspond to the fundamental nature of the pedagogical process. These regularities “reflect stable, recurring, and significant

relationships within the learning process” [1]. The principles derived from them define the general strategic directions that ensure the purposeful and systematic organization of inclusive preparation.

The established regularities and principles contribute to the systematic and goal-oriented formation of the professional qualities of future preschool teachers. Their application creates favorable conditions for developing the knowledge, skills, and attitudes essential for effective performance in an inclusive educational environment. Furthermore, these principles support the design of a comprehensive preparation process that accounts for the individual characteristics and developmental needs of each future teacher.

The following *methods* were employed in the research: 1) observation; 2) interview; 3) theoretical analysis; 4) simulation and role-playing; 5) practical training sessions; 6) group work and collaboration; 7) reflection and self-assessment.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The primary aim of this study was to investigate the regularities and principles underlying the preparation of future primary school teachers for inclusive activity and to assess the level of development of their professional competencies. Both theoretical and empirical analyses yielded significant findings, contributing to a deeper understanding of teacher preparation within the context of inclusive education.

Theoretical Findings

The theoretical framework encompassed the concepts of inclusive education, professional competencies, and teacher preparation. The results demonstrated that preparing future teachers for inclusive activity is a multidimensional and complex process. The following regularities were identified:

Interrelation between professional and personal development. The readiness of future teachers for inclusive activity is closely associated with their personal qualities, empathy, and communication skills. Inclusive competence encompasses not only subject knowledge but also emotional and social abilities.

Role of cognitive and metacognitive components. Both theoretical and empirical evidence indicated that high levels of metacognitive skills and reflective thinking enhance teachers' readiness for inclusive activity. Teachers who can critically evaluate their pedagogical practice implement inclusive strategies more effectively.

Importance of pedagogical environment and instructional technologies. Readiness for inclusive activity is influenced not only by teachers' knowledge and

skills but also by the educational environment, instructional methods, and the integration of modern technologies. Interactive and individualized learning approaches accelerate the development of practical competencies among future teachers.

Empirical Findings

At the empirical stage, the preparation of future primary school teachers for inclusive activity was assessed across five components: cognitive, emotional, conative, reflective, and communicative. The results are summarized as follows:

Cognitive component. Participants demonstrated medium-to-high levels of knowledge regarding the principles and strategies of inclusive education and exhibited a solid understanding of theories addressing diverse developmental needs in early childhood.

Emotional component. Participants showed high levels of empathy and the ability to provide emotional support to children. These competencies enhance motivation for inclusive activity and contribute to its effectiveness.

Conative component. Future teachers exhibited active participation, problem-solving skills, and initiative in inclusive activities.

Reflective component. Participants possessed well-developed reflective thinking and self-assessment skills, which facilitate informed decision-making and improve the effectiveness of inclusive practices.

Communicative component. Participants demonstrated strong communication skills with parents, colleagues, and specialists. Effective communication is essential for the successful implementation of inclusive education.

Scientific and Practical Significance

The findings indicate that preparing future teachers for inclusive activity requires a multidimensional approach and have both scientific and practical significance:

Scientific significance. This study systematized the concept of readiness for inclusive activity across five components and clarified the mechanisms of professional competency development among primary school teachers, thereby contributing to both national and international pedagogical research.

Practical significance. The results provide specific recommendations for teacher preparation programs. In particular, integrating interactive technologies, reflective practices, and individualized learning approaches can enhance the inclusive competencies of future teachers.

Policy and management perspective. The findings offer valuable insights for inclusive education policy and curriculum development, demonstrating that a balanced combination of theoretical and practical training enhances the

effectiveness of inclusive education.

CONCLUSIONS / ВИСНОВКИ

Based on the study results, the following recommendations are proposed:

1. Inclusive education in teacher preparation programs should adopt a multidimensional approach, integrating cognitive, emotional, conative, reflective, and communicative components.

2. Practical competencies of future teachers should be reinforced through simulation lessons, inclusive practice, and interactive teaching methods.

3. Reflective professional practice should be fostered, enabling students to evaluate their performance and make informed decisions.

4. Effective communication with parents and the community should be recognized as a core aspect of inclusive teacher competence.

Future research should investigate the effectiveness of inclusive training across different age groups and educational contexts to provide additional empirical validation.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. In conclusion, this study demonstrates that preparing future primary school teachers for inclusive activity extends beyond acquiring theoretical knowledge. It is a complex, multidimensional process encompassing professional competencies, emotional intelligence, reflective skills, and effective communication abilities. The results provide a solid methodological and pedagogical foundation for both theoretical understanding and practical application in inclusive education.

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ЗАКОНОМІРНОСТІ ТА ПРИНЦИПИ ПІДГОТОВКИ МАЙБУТНІХ ВИКЛАДАЧІВ ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ДО ІНКЛЮЗИВНОЇ ПРАКТИКИ

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Анотація. Формування готовності вихователів дошкільних закладів до інклюзивної діяльності ґрунтується на певних педагогічних закономірностях, які забезпечують систематичність, цілеспрямованість та безперервність процесу навчання. Ці закономірності впливають із сутності педагогічного процесу, механізмів діяльності вихователя та вимог інклюзивної освіти. Ефективне навчання охоплює не лише педагогічні знання та вміння, а й соціальну позицію вихователя, його психологічний стан, систему цінностей та професійні поведінкові стратегії. Підходи до інклюзивної освіти та підготовки вчителів різняться в різних країнах, сформовані різноманітними науковими школами. Європейська модель наголошує на соціальній справедливості, рівності, правах людини та трансформації шкіл, розглядаючи підготовку вчителів у контексті взаємодії між суспільними вимогами та педагогічною діяльністю. Російська модель зосереджується на теорії діяльності вчителя, психології розвитку та педагогічному потенціалі соціальної взаємодії, надаючи пріоритет особистісно-орієнтованому розвитку, індивідуалізованому зростанню та систематичному продуктивному потенціалу вчителів. У Сполучених Штатах та кількох західних країнах підготовка зосереджена на соціальних стосунках, мотивації, навчанні на основі діяльності та впровадженні інклюзивних педагогічних технологій, спрямованих на покращення психологічних та соціальних позицій, поведінкових стратегій та педагогічної адаптивності вчителів. Кілька ключових закономірностей лежать в основі систематичного та послідовного підходу до підготовки вихователів дошкільних закладів до інклюзивної діяльності. До них належать взаємозв'язок частин і цілого, ієрархічна структура, необхідна різноманітність та розвиток системи. Взаємозв'язок частин і цілого забезпечує баланс і узгодженість між різними компонентами

навчання та інтегрує індивідуальні навички із загальними професійними якостями. Ієрархічна структура ґрунтує підготовку вчителів як на загальноосвітньому, так і на індивідуальному рівнях, дотримуючись принципу взаємодії. Закон необхідної різноманітності підкреслює, що вчителі повинні володіти широкими та безперервними знаннями, навичками та підходами для адаптації до різних ситуацій. Закономірність розвитку системи забезпечує постійне оновлення та узгодження навчання з педагогічними вимогами, що розвиваються. Основоположні принципи навчання поділяються на загальні та специфічні. Загальні принципи включають гуманістичний підхід, демократизацію освіти, наукову ретельність, систематичність, змістовну та структурну цілісність, а також багатопрофільність. Гуманістичний підхід сприяє здатності вчителів враховувати індивідуальний розвиток кожної дитини та сприяти толерантному ставленню в інклюзивних умовах. Принцип демократизації забезпечує рівні можливості, враховуючи індивідуальні освітні потреби дітей. Наукова ретельність сприяє практичному застосуванню теоретичних знань та використанню інноваційних методів в інклюзивній освіті. Систематичність організовує взаємодію між психологічними та педагогічними компонентами, забезпечуючи узгодженість у процесі навчання. Конкретні принципи включають узгодження професійного контексту, діагностику, пріоритезацію соціальної моделі інвалідності, ціннісно-змістовну компетентність, превентивну адаптацію, виявлення та компенсацію труднощів, командну роботу та професійну педагогічну практику. Узгодження професійного контексту включає моделювання конкретних педагогічних ситуацій, розвиток адаптивних навичок та опанування практичної діяльності в інклюзивних групах. Діагностика дозволяє моніторити індивідуальний розвиток, виявляти сильні та слабкі сторони, а також своєчасно вживати коригувальних заходів. Соціальна модель інвалідності робить акцент на індивідуалізованих підходах та впровадженні інклюзивних цінностей. Превентивна адаптація та компенсація труднощів зміцнюють психологічну та педагогічну готовність вчителів до майбутніх викликів. Командна робота та професійна практика розвивають навички інтегративної співпраці, сприяючи ефективній роботі в інклюзивному середовищі. На завершення, підготовка вихователів дошкільних закладів до інклюзивної діяльності є багатопрофільною, складною та

інтегративною. Вона вимагає гармонізації педагогічних, психологічних та соціальних закономірностей. Цілеспрямоване застосування цих принципів сприяє розвитку знань, навичок та ставлень, необхідних для ефективної роботи в інклюзивному освітньому середовищі, враховуючи при цьому індивідуальні особливості вчителів. Таким чином, ця концепція забезпечує науково-педагогічну основу для систематичної, послідовної та сталої підготовки вчителів до інклюзивної діяльності, сприяючи розвитку як практичних, так і теоретичних компетенцій.

Ключові слова: інклюзивна освіта; вихователь дошкільних закладів; закономірність; принцип; підготовка вчителя; соціальна модель інвалідності; педагогічна концепція.

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