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PREPARING FUTURE TEACHERS TO THE FORMATION OF A NON-DISCRIMINATORY INCLUSIVE ENVIRONMENT IN GENERAL SECONDARY EDUCATION INSTITUTIONS

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Today, the national educational sphere is under the reform process. In particular, changes related to Ukrainian integration into the European educational space, the key principles of which are: safety, non-discrimination, inclusiveness, equality, tolerance and respect for human rights and freedoms.

According to the National Strategy for the Development of a Safe and Healthy Educational Environment in the New Ukrainian School, an important task facing the general secondary education institution is to implement the principle of non-discrimination, including confidentiality as to any discriminatory characteristics [1]; such as sex, age, disability, race, skin colour, political, religious and other beliefs, ethnic and social origin, citizenship, marital and property status, place of residence, linguistics or other characteristics (the Law of Ukraine «On the Principles of Prevention and Counteracting Discrimination in Ukraine»).

In our opinion, this task could be solved by forming a non-discriminatory inclusive environment for children and youth. The school system plays an important role in this process because it should ensure the formation of a new generation of Ukrainians. Also, school is a place where every child should feel safety, security; grow up healthy and happy, in line with the principles of humanization of education, changes of pedagogical paradigms and educational technics in the context of European integration and globalization.

First of all the problem of forming a non-discriminatory inclusive environment for children and youth as safe and child-friendly is relating to providing partnership and non-violent communication in the triad «parents – children – teachers», prevention of bullying, eradication of all forms of discrimination.

Analysis of foreign research has shown the urgency of the given problem (S. Bem, Sh. Bern, L. Eliot, Ph. Jackson, K. Lynch, G. Ostrem, J. Taylor Gatto and others). In Ukraine, non-discriminatory education is investigated by T. Drozhzhina, V. Kakadiy, O. Kiz, O. Kikinezhdi, O. Marushchenko, T. Martsenyuk, O. Masalitina, O. Rasskazova and other scientists. However, the problem of preparing future teachers for the formation of a non-discriminatory inclusive environment in general secondary education institution is still unresolved, which caused the purpose of this article.

We interpret a non-discriminatory inclusive environment in an educational institution as healthy, safe and child-friendly; it is a complex of conditions in an educational institution that prevent and elimination of discrimination on the ground of protected characteristics. The structure of a non-discriminatory inclusive environment includes three components *spatial-objective* (location of the institution, interior and exterior, availability of recreation areas, background, on which the relations between all participants of the educational process is happening, *psychodidactic* – content sphere (curriculum and plans, textbooks, manuals, forms, methods and techniques of education), *social* – subjects of the educational process (school administration, teachers, parents, students) [3, p. 366–367].

An important role in the formation of a non-discriminatory inclusive environment in a general secondary educational institution is played by the teacher, who is a key figure in the educational process. This is emphasized in the Professional standard by professions «Primary school teacher of general secondary education», «Teacher of general secondary education» (2020). According to a document it is necessary to form general and professional competencies in a teacher, among which the most important in the context of our study is *emotional and ethical* (interaction based on cultural and personal differences of interlocutors, principles of non-discrimination and respect of differences; using basic behavioural strategies to protect teacher' rights and students in the educational process, etc.); *inclusive* (ability to provide conditions that ensure the functioning of an inclusive educational environment; provide favourable conditions for each student, etc.); *health preservation* (ability to organize a safe educational environment, using health technics in the educational process); *competence of pedagogical partnership* (ability to subject-subject (equal and personal oriented) interaction with students in the educational process; ability to involve parents to the educational process based on partnership) [2].

In our opinion, these teacher' competencies help him/her to fom a non-discriminatory inclusive environment in the educational institution.

At the same time, the changes taking place in the national system of school education require changes in the management of the pedagogical process in higher educational institutions, which is aimed to prepare a new socio-cultural type of personality according to conditions of modern society. In this case, the teachers in the university are facing a new task – the formation of a competent teacher during his/her study, who will be guided by the realities of the modern world.

In the educational process of a higher education institution (pedagogical profile), the professional competence of the future teacher as to his/her ability to form a non-discriminatory inclusive environment take place by the study of the Module «Basis of Inclusive Education» (a part of the educational course «Pedagogy»), which is taught for students of all pedagogical specialities of our university. First of all, the content of lectures and practical classes of the Module involves the basics of inclusive education and documentation in an inclusive classroom; formation of the ability to work in a multidisciplinary support team of a child with special educational needs, etc. Also, students analyze the meaning of the concepts «inclusion» and «discrimination» (in a broad sense, when a lot of protected characteristics are taken into account, not just discrimination on the ground disability).

In the context of the development of professional competences of future teachers in the field of non-discrimination, it is necessary to use the potential of the educational course «Comparative Pedagogy», which is taught to graduate students of the Faculty of Pedagogy and Psychology. Graduate students learn the peculiarities of the best educational systems following world rankings (USA, Canada, Finland, France, Sweden, Germany, Japan, South Korea, etc.). The educational course includes the topic «Preparing a Person for Life in a Multicultural and Information Environment – the Main Goal of Modern Education» aimed to reveal multicultural education, its role in the modern world, and discuss the content of non-discriminatory and inclusive education abroad, peculiarities of its implementation.

Today, the role of self-education for developing and improving professional competence and skills of future teachers is important, especially in the context of the Covid-19 pandemic and distance learning. There are many opportunities for this, in particular, free online educational platforms, such as «EdEra», «Learning passport», «Na urok», «Vseosvita», «Osvitoria», «Prometheus», which include training courses, teaching materials, as well as manuals, records of conferences, webinars, presentations etc.

Informative and useful for teachers will be online courses available on the platform «EdEra». The content of the training courses includes modules with lectures, comments, modular and final tests, which is aimed to check the knowledge and skills, after successful testing participants receive certificates. For example, NGO «Studena» together with the online education studio «EdEra» has developed a free training course «Non-discriminatory Approach to Learning» (<https://cutt.ly/pxaL3nL>) aimed to combat discrimination and violence in the educational environment; analyze practical tasks to forming teacher own action plan to combat bullying in the school; provide the necessary skills to develop tolerance, mutual respect and support, equality between all students. The course includes 9 modules: «Critically Analysis of Information», «Discrimination and Tolerance», «Discrimination at the School», «Combating Harassment», «Gender and Inequality in Society», «Gender Relations and Separation of Powers», «Gender Socialization, Roles and Stereotypes», «Hidden Curriculum» of the Modern School», «Critical Pedagogy».

The next online course «Human Rights in the Educational Space» (<https://cutt.ly/4xaLMdD>) is proved by the Ministry of Education and Science of Ukraine. The course includes 3 modules («Introduction to Human Rights», «Catalog of Human Rights. Basic Concepts», «Ensuring and Protecting Human Rights in the Educational Space»); it aims to form participants' understanding of the essence and evolution of the concept of «human rights»; and also reveal the list of rights of each person and peculiarities of children rights; conditions of restriction of rights and their guarantee by the state; the rights of participants in the educational process, in particular on the Internet; the idea of a child-friendly educational institution; the state of respect for the rights in the educational institution; mechanisms for the protection of rights in Ukraine.

The online course «Primary School Teacher's Work with Children with Special Educational Needs» (<https://cutt.ly/9xaLXgp>) is designed for primary school teachers, school administration, parents of children with disabilities and who want to understand the basics of inclusion. The purpose of this course: to get theoretical and practical knowledge for work in inclusive conditions, to increase teachers' competence in the field of the formation of an inclusive educational environment in primary school. The course includes 6 modules: «Philosophy of Inclusion», «Organization of Inclusive Education in Ukraine», «Teacher's Work with Parents», «Teaching Methods with Children», «Organization of Inclusive Education», «Teaching Methods with children (with specific disorders)».

A certified educational course «Protection of the Rights of Persons with Disabilities» (<https://cutt.ly/3xaZbey>) is available on the Prometheus platform and includes video lectures, tests and questionnaire for self-control. Participants have the opportunity to get knowledge about the evolution of views on the problem of disability, the correct terminology and ethics of communications with people with disabilities; international and national mechanisms for the

protection of the rights of people with disabilities; and learn about models of disabilities, universal design, and its principles.

After successful completion of these courses, future teachers will be able to work more effectively towards forming a non-discriminatory inclusive environment in the educational institution, which will help to educate a tolerant attitude of each participant of the educational process, eradicate all forms of discrimination and prevent bullying.

Thus, we tried to emphasize the urgent problem of forming a non-discriminatory inclusive environment in a modern educational institution, In particular, the peculiarities of professional training of future teachers in this context have been revealed. In our opinion, the integration of a non-discriminatory and inclusive component to the content of professional training in higher educational institutions will allow us to form a new generation of teachers.

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