

# **CIVIC COMPETENCE AS A TARGET ORIENTATION FOR THE PROFESSIONAL TRAINING OF A SPECIAL EDUCATIONAL TEACHER**

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**Abstract:** The article reveals the importance of civic competence as the most important component of the professional training of a special education teacher. Its role in ensuring the rights and interests of children with disabilities is considered, and examples from practice are presented demonstrating the manifestation of the civic position of a specialist. The need to form civic maturity in future special education teachers as a target setting for pedagogical education is substantiated. The structure of the components of civic competence in the form of a diagram is proposed.

**Keywords:** civic competence, special education teacher, professional training, inclusion, children's rights, social responsibility.

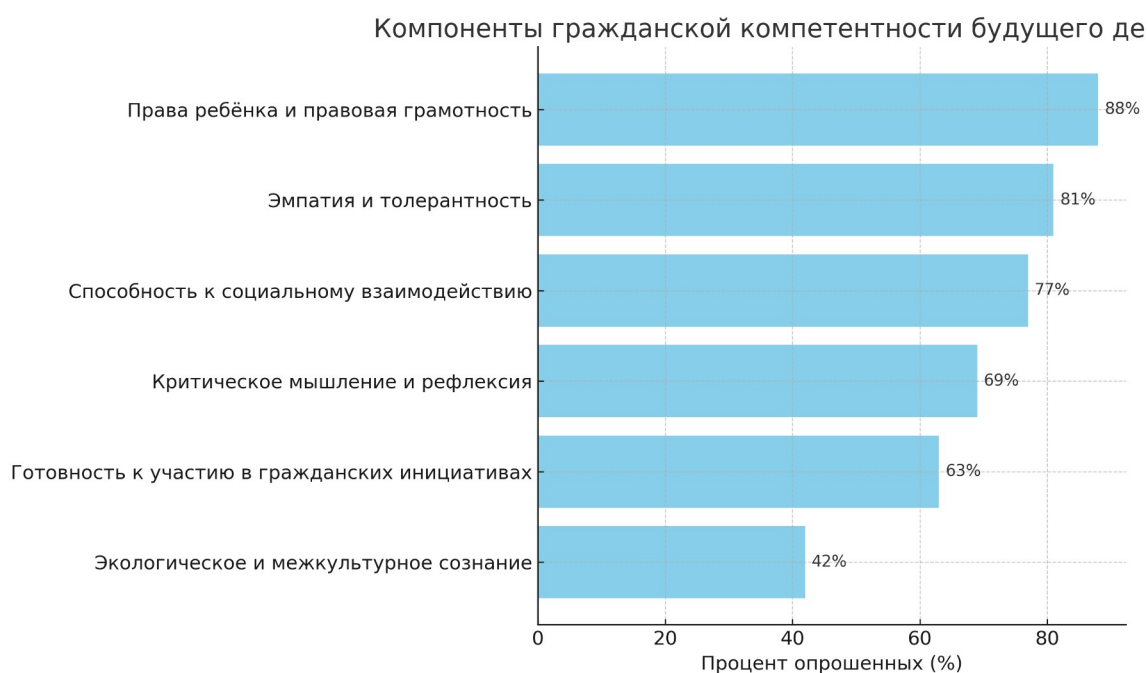
## **Introduction:**

Modern society requires not only professionalism from specialists, but also an active civic position. This is especially relevant for a defectologist - a teacher working with one of the most vulnerable categories of children. His work involves not only correctional and developmental work, but also defending the rights of the child, interaction with the family, society, educational and social institutions. That is why civic competence is considered a target in the training of future defectologists.

Civic competence is an integrative quality of the individual, including knowledge of rights and responsibilities, readiness for socially significant

activities, respect for cultural and individual diversity, critical thinking and the ability to interact with various groups of the population. It is not limited to the study of legal norms, but is manifested in specific actions: from solving ethically difficult situations to social initiatives.

The manifestation of a civic position is visible in practice. For example, a student special education teacher, noticing that a child with hearing impairments was not receiving support in a regular school, did not limit himself to observation, but organized a meeting with the parents, explained their rights, and suggested ways to obtain a hearing aid and speech therapy. This case demonstrates a high level of social responsibility and legal literacy — key components of civic competence. According to the results of monitoring conducted among teachers and students of special education faculties (n=120, 2024), priority components of civic competence formed in the process of training specialists were identified. The data obtained are presented in the diagram below:



The analysis shows that the students have the most developed components related to ethics and law, but their readiness for civic participation is less pronounced, which indicates the need to strengthen practice-oriented approaches in education.

The formation of civic competence is impossible without specially organized pedagogical conditions: project activities, volunteering, modeling social situations, case analysis. Thus, student participation in inclusive forums, organizing social events, supporting families in difficult life situations allow future defectologists not only to apply knowledge, but also to form sustainable attitudes of civic responsibility.

Interdisciplinary modules also play a significant role. The course "Human Rights and Pedagogy", included in the curriculum, helped future specialists consider the practical aspects of protecting the rights of students with disabilities, learn to assess the risks of discrimination and make decisions in the legal field. In one of the tasks, students were asked to model a conflict situation between the parents of a child with autism and the school administration, while finding a constructive solution based on the law and ethics. Such exercises contribute to the development of critical thinking and civic position.

Ultimately, civic competence not only makes a specialist more effective in the professional sphere, but also promotes his self-realization, strengthens social ties, and promotes the development of an inclusive culture. A defectologist with an active civic position becomes not just a teacher, but an advocate for the rights of the child, a mediator between the system and the family, and a driving force for the humanization of education.

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