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Video Projects as a Component of Inclusive Competence of Future Teachers

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Abstract. **In our paper, we propose to focus on the use of video products in the educational process of teacher education in Ukraine.**
First of all, it is important for us to present a justification of the features and importance of using video projects as part of theoretical material / educational content / online and offline courses. After all, the use of video projects allows to deepen the knowledge of future teachers, including audiovisual involvement in the perception of terminology, complex elements of teacher organization, legislation or other theoretical aspects.
Secondly, we believe that it is worth noting and presenting the experience of Ukrainian students of pedagogical specialties' involvement in video projects (in particular, the creation of a social video, etc.). After all, such work allows you to reassess your own skills in using technology, acquire new knowledge, formulate a strategy for implementing project-based learning in secondary school practice, and build strong cause-and-effect relationships between the knowledge and experience of using it through technology and social media.
All of this together allows us to observe the formation of a future teacher who is not separated from the challenges of the technology world, but who uses the opportunities of our time in a harmonious and high-quality way.

Keywords: inclusive competence, teachers' trainings, video projects.

I. INTRODUCTION

The realities of the Ukrainian educational system allow us to talk about changes, and these are caused not only by reforms and innovations, but also by events and their development, which «dictates life itself». After all, today's students, who will soon become specialists who will work directly with children in our country, are experiencing innovations and the need to adapt to a new format of education from year to year, which were first caused by the 2019-2021 pandemic and then continued with the full-scale invasion of our country in 2022. Although 2022 is only a continuation of what began in 2014. But this is not the issue of our work.

Despite the limitations in communication, communication, technical equipment, and in the face of a direct threat to the health and lives of all participants in the process, we had to not only study, but also teach how to adapt and, in some cases, modify educational content in accordance with students' capabilities and knowledge needs that would allow future teachers to be prepared to work with children with special educational needs in special rapidly changing conditions.

That is why the purpose of our study was to investigate the peculiarities of using and creating video projects by students of pedagogical specialities to develop inclusive competence.

In this aspect, we believe that the use of various forms of video for educational purposes (video clips, documentaries, animated films, video projects and online courses, lectures) has been helpful, as it «helps bring new and imaginative perspectives to almost any subject matter, as it encompasses the systematic and creative blending of product and idea technologies and engenders teaching and learning processes within and across disciplines» [1].

Among the main purposes that we pursue in this scientific review is the identification and study of video projects as a component of the educational process in preparing students for pedagogical activities that require inclusive skills of adaptation and modification of educational content, building an effective strategy for interaction with a child with special educational needs in real life.

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II. Materials and methods

In order to organise the activities of students within the framework of video projects, we needed to analyse the existing «balance» of information on this topic, as the questions we raised in our online audience concerned inclusion and work with children with special educational needs. Therefore, first of all, we turned to the scientific justification of how video projects can and should be used in the educational process.

In addition, all this was complicated not only by technical and interaction issues, but we had to objectively incorporate into our practice the asynchronous learning method, which «combines self-learning with asynchronous interactions that facilitate learning, and this can be used to facilitate the learning process in traditional education, distance learning and professional development» [2]. After all, being in the classroom during the pandemic and in moments of direct threat to the life and health of individuals required teachers to modify learning tasks in accordance with «unpredictable» changes without losing the quality and effectiveness of educational content.

Therefore, all video-based tasks should be selected «taking into account life experience, since they usually model life situations» [3], and also allow you to determine the target audience; justify the practical significance of the project; formulate the topic and purpose of the project; organise participants into microgroups, etc. In this regard, we should remember one of the fundamental principles of the educational process, the «Principle of linking theory and practice», because «practice is the basis of knowledge», which «in a distance learning course is implemented by introducing virtual laboratory work or practical projects into the learning process» [4]. Just as for laboratory and individual practical classes, it is better to work in a «live classroom», but due to circumstances, we must also transfer practical experience to the online format, bringing the conditions of virtual education as close as possible to the experience of interaction with children with special educational needs through the formation of social and emotional intelligence in students, developing critical thinking skills and creating situations of inclusive inclusion in the learning process for the further formation of «unconscious» (automatic) choice of the best ways of adaptation and modification.

We are neither the first nor the last to develop materials for online learning, but we definitely need to ensure that students are emotionally involved in the process, as this aspect has the greatest impact on the formation of inclusive competence. Thus, according to researchers C. Chen and C. Wu, «when developing multimedia materials or video lectures, the affective state (i.e., the emotional state of the learner) should be taken into account. However, how exactly the types of video lectures affect learning efficiency, learner emotions, and sustained attention are rarely empirically studied, the results of which will be a valuable reference for the development of video lectures [5]. In our case, when working with inclusive disciplines, we have the opportunity to get feedback immediately, during discussions (interviewing students) and indirect questionnaires, but in the long run, we will be able to see the results of this approach in a few years, when students who have been trained in an online interactive format according to the scheme of interaction and video project creation we propose, when they start their practical work at school. Their choice of class (regular or inclusive) or rehabilitation facility will determine the quality of the chosen format of interaction during training and its impact on their inclusive competence.

In addition, building basic interaction skills through discussion of a presented video from an inclusive classroom can help to see and review «complex actions from different perspectives», supervise «with more experts and mentors to develop new ways of looking at what they see and experience and conduct «individual and collective reflections can deprive teaching practice and help teachers to change their understanding of teaching [6]. And «although traditionally reflection has been conceptualised as a predominantly individual activity, more recently attention has been paid to the collective dimension of reflective practice» [7]. After all, «involving everyone in a shared reflective dialogue is important for developing a common, agreed understanding of teacher roles, especially where teachers' conceptions of them are changing, as well as for continuously reflecting on and critiquing practice and testing ways of teaching children» [7].

In addition, if there is no possibility to watch a video fragment or video project together, the teacher can supplement the materials of the instructions for completing tasks for further discussion with a separate video commentary and video instructions. Or, upon completion of the task, add feedback, critical commentary and a review of the task to «review the main issues or events in the procedure and give a brief description of how the task is organised; provide a concise repetition or replay, which should help retain memory; give the user a second chance to learn; compensate for any possible wandering of the mind while watching the demonstration; compare the instructor's review with the learner's own summary and, in case of discrepancy or a different viewpoint, this can lead to a second» [8].

Thus, the first stage of collecting and processing information about the possibilities of video projects, their application, creation and discussion resulted in a clear structure for filling the online teaching process with specific content for the speciality of a teacher with inclusive competencies: watching video clips, video projects and online courses, followed by reflection, critical thinking and playful art therapy of the information presented in them.

The result of this information gathering and organisation of the educational process was the determination that our next step would be to introduce the creation of a project within the framework of an educational hackathon, which would be necessarily covered on the Inclusive Education page on the Facebook social network and present the experience and achievements of an individual student or a small subgroup of an academic group in studying inclusive subjects [9].

In addition, in this case, when video projects are created for participation in an educational hackathon, we have the

opportunity to increase the options for evaluating, critically discussing and comprehending the material created by students, taking into account their experience, responsibility and knowledge, skills and abilities. After all, this work has several evaluation options: the grade given by the teacher for the work submitted by the student and the average grade for the work submitted by the student given by other students; the deviation made by the student due to too high or too low grades in the evaluation of other works [10], and the evaluation of experts – invited specialists from various fields related to the topic of video projects and the hackathon itself and the technical side of the project presented - is also taken into account. This allows for a comprehensive approach to the evaluation, providing critical feedback for further reflection on the strengths and weaknesses of the presented work and its information content.

In addition, projects and assignments of this kind, in our opinion, should «encourage student teachers to develop their own professional digital competence» and this, in turn, will contribute to the introduction of «innovative ways of teaching and learning with ICT» [11].

The third equally important step for the students who collaborated in the study of inclusive education courses was participation in a joint international project involving interviews with inclusive education specialists – practicing teachers, assistants in the COIL course. The results of this project will be available in our next publications.

III. Results and discussion

As a result of processing the information that is close to our research question, we came to the conclusion that in order to develop inclusive competence, we have to:

- include a variety of videos in the plan of lectures, practical and laboratory classes, as well as, in some cases, online courses on the main topic of the discipline for self-study;
- make it a rule to create a video commentary on assignments (step-by-step description for quality performance) or watched videos that students have already processed and presented their own summary «critical commentary» for further reflection and discussion;
- to create videos or other types of video products to expand digital education skills and form inclusive competence by taking into account the needs and capabilities of the target audience;
- open access playback of video recordings of online lectures and other pairs for discussion, «recall», introduction of innovations in their own future professional activities;
- participation in interviews and other international projects using video materials and with the possibility of creating such video projects to acquire new knowledge, share experiences and develop technical skills for organising the educational process in distance learning:
- reflection on each stage of the video project creation and the work mentioned above to improve teaching skills, adaptation and modification of the educational space to meet the needs of the child, educational requirements, etc.

IV. Conclusions

Thus, in our opinion, students of pedagogical specialities who will have to work and create an inclusive digital online space in the future need to master the skills of creating and critically evaluating video projects on topics that are close to their future professional activities. After all, such work teaches them to plan their activities not only in time, but also to think through their short-term and long-term goals, to critically reflect on the material presented in the video project, taking into account its main purpose and its inclusive component (the capabilities and needs of students or professionals for whom the content is intended). Of course, the use of existing content, its discussion, presentation and reflection from different perspectives creates the prerequisites for the formation of inclusive competence based on well-developed emotional and social intelligence, critical thinking, which are the primary basis for a pedagogical specialist.

The issue of using video recordings of joint work with students on the formation of inclusive competence as a video project is currently quite controversial for us, because it is «an instantaneous slice of subtle trust in the process of interaction between the mentor of the educational process and its participants» and the removal of certain elements of interaction may negatively affect further work in the classroom or online meeting room. However, at the same time, it will allow us to show another side of the educational process, which is not only playful or «entertaining», but also involves inclusion in the process of cognition with deep immersion in the process of interaction for understanding, rethinking and reproducing an inclusive educational environment in a «regular classroom».

Therefore, our research does not exhaust all the issues faced by teachers of inclusive disciplines and allows us to direct our further search in this direction through the implementation of the following video projects, which are offered both for internal use in the educational process and for the promotion of inclusive education in social networks.

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practice when working with students of pedagogical specialties in inclusive education and speech therapy.

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