



Maria SHEREMET

Doctor of Pedagogical Sciences, Professor,
Honored Academician
of the National Academy
of Educational Sciences of Ukraine,
Honored Worker of Education of Ukraine,
Dean of the Faculty of Special
and Inclusive Education,
Dragomanov Ukrainian State University
ORCID: <https://orcid.org/0000-0003-1437-3820>

Daria SUPRUN

Doctor of Pedagogical Sciences, Professor,
Professor at the Department of Special
Psychology and Medicine of the Faculty
of Special and Inclusive Education,
Dragomanov Ukrainian State University
ORCID: <https://orcid.org/0000-0003-4725-094X>

Ключові слова: фахівець галузі ін-
клюзивної освіти, педагогічні умови, си-
стема професійної підготовки.

*Досліджено сучасний стан про-
блеми професійної підготов-
ки фахівців галузі інклюзивної
освіти. Аналізуються практич-
ні аспекти її вдосконалення.
Розглядаються варіативні нау-
кові пошуки в межах означеної
проблеми дослідження. Проналі-
зовано основні парадигми орга-
нізації психолого-педагогічного*

UDC 378.091.3:376.011.3-051
DOI 10.32782/NPU-VOU.2023.1(88).07

**PSYCHOLOGICAL
AND PEDAGOGICAL
CONDITIONS
OF THE
ORGANIZATION
OF THE
PROFESSIONAL
TRAINING SYSTEM
OF SPECIALISTS
IN THE FIELD
OF INCLUSIVE
EDUCATION**

© Sheremet M., Suprun D., 2023

*процесу, що дозволило виявити
принципові позиції зазначеної
професійної підготовки й визна-
чити ключові параметри та пе-
дагогічні умови конструювання
системи професійної підготов-
ки фахівців галузі інклюзивної
освіти, а саме: компетентніс-
не практичне зорієнтування
(знання в дію); дотримання
етапності (спрямування, вдо-
сконалення, поглиблення); по-
ліфакторне діагностування*

(проведення професійної діагностики та відповідного коригування процесу професійно-педагогічної підготовки студентів на всіх його етапах); професіоналізація й індивідуалізація процесу професійної підготовки; інтенсифікація, оптимізація та модернізація процесу професійної підготовки психологів у даній галузі; інтернаціоналізація, інтеграція науки, освіти, ринку праці та мобільність студентів; провадження інтелектуально-креативного підходу; застосування особистісноорієнтованих та інтерактивних новітніх технологій, методів і форм навчання студентів; інте-

грація професійно орієнтованих дисциплін у контексті трансдисциплінарного підходу; стимулювання самопізнання та рефлексії як механізмів особистісного зростання, самовдосконалення, самовиховання, самореалізації, самоуправління та самоздійснення. Отже, на основі проведеного аналізу уточнено зміст професійної підготовки психологів в галузі спеціальної освіти та визначено компоненти структури готовності майбутнього конкурентоспроможного фахівця галузі інклюзивної освіти (в аспекті інноваційної діяльності), підготовленого до роботи в сучасних ринкових умовах.

Introduction and formulation of the problem

In view of modern conditions, effective activities in the provision of professional training are based on a number of conceptually new approaches, which cause fundamental reverse in the organizational and functional foundations of the activity of specialists in the field of inclusion education, in particular, humanization of the activities of professional spheres and increasing their authority, building relations between specialists and citizens on the basis of partnership, a clear definition of the competence of employees in the field of inclusion to ensure implementation of global standards of human rights [1, p. 149].

The process of specialists' training in the field of inclusion education should be carried out in a new personality-oriented paradigm, where it will be possible to actualize professionally important personal qualities, and which will focus on the formation of the professional competence, which involves systematic creation of professional skills, professional culture of communication, professional intuition, reflection, self-management and

management professional activities that will allow to achieve professional success, professional self-realization. They are the characteristic measures of the formation and development of the specialist's of inclusion education personality, whose profession is an urgent need in our time [5, p. 51].

Modern life requires a high level of professionalism from an individual during significant activation of internal resources, conscious activity and harmonious development. The orientation of the education system to the formation of a competitive personality of a specialist with a high level of professional knowledge is the main goal of university training for future professional activity.

Analysis of researches and publications

The fundamental works of Ukrainian scientists (V. Bondar, I. Dmitrieva, L. Fomichova, O. Khokhlina, S. Mironova, N. Pakhomova, Yu. Pinchuk, T. Sak, M. Sheremet, V. Syniov, E. Syniova, V. Tarasun) are devoted to various aspects of the problem of training defectologists and specialists in the field of inclusion education. Foreign researchers (A. Maslow, K. Rogers) and domestic (G. Abramova,

O. Bondarenko, M. Boryshevskiy, L. Burlachuk, N. Zubalii, N. Kolomynskiy, S. Maksymenko, V. Morgun, V. Tatenko, T. Titarenko, M. Savchyn, V. Panok) emphasize the importance of the stage of study at a higher educational institution for the development of the professional path of specialists in the field of inclusion education [1, p. 14].

The main goal of the research

The purpose of our research was to scientifically substantiate psychological and pedagogical conditions of the system of specialists' professional training in the field of inclusion education. To achieve this goal, we have defined the following tasks: to carry out systematic theoretical-methodical and empirical analyzes of the researched problem; substantiate the conceptual foundations of the theory and practice of specialists in the field of inclusion education, determine their essence and structure; outline the principles and psychological and pedagogical conditions of mentioned process [1, p. 248].

Presentation of the research material

According to public opinion, the essence of professional training and professional development is taking into account student's needs and interests, which is coordinated with the needs of society [3, p. 153].

From the point of view of the acmeological approach, professional formation continues throughout the entire period of active professional activity, that is, through the modification of the value-meaning sphere, the self-image changes, expanding the general human and professional potential of the subject of professional activity. We can single out certain requirements for the training of specialists. Let's give an example: rethinking the goals and objectives of the educational process from the standpoint of optimal formation of the professional qualities ratio of individual and group forms of education and training, etc. [3, p. 155]. During the years of study at a higher educational institution, it is

necessary to develop in future specialists the ability to realize the leading goal of professional activity and to stimulate the desire to work in the chosen field. V. Semichenko claims that it is necessary to systematically conduct comprehensive large-scale research to obtain data on the modern student, the trends of changes that are taking place, conduct a psychological examination of pedagogical innovations and proposed organizational forms and technologies, psychological training of the administrative and teaching staff of the entire system of professional education, that is, to constantly update the monitoring data of the education system and its components. The researcher determines that the student's activity as a subject of education effective only when it is integrated with the general system of professional training [3, p. 157]. Thus, in the course of training, it is necessary to take into account both the real psychological qualities of future specialists and the further trends in the development of these qualities. Let's single out a three-block concept of professional training of a future specialist (on the example of a practical psychologist): preparatory (differentiation of students according to the level of their professional suitability for working with people); diagnostic (the process of mastering the basics of psychodiagnostics and self-knowledge by students of 2-3 courses, as well as the elimination of personal obstacles on the way to personal and professional growth); personal and professional corrective (work with students with personal problems of 3-4 courses identified at the second stage of professional training and formation of professionally significant skills in them with the help of active training methods and psychotherapy with playing both roles - client and psychologist). Next moment consists in the social situation of professional development during two periods as the main mechanism of professional training: educational and academic (1-3 courses) and educational and

professional (4–5 courses of study). They fundamentally differ among themselves in that they lead to a leap-like development of a student's professional development [3, p. 158]. Also let's single out the following stages of professional training of a future specialist in the learning process: adaptation, intensification and identification.

According to V. Andrushchenko, all changes in a student's professional training should be related to his reorientation to human, life values. The main role is assigned to the humanization of higher education. The scientist notes that the central highway of humanization passes precisely through professional training: from natural and technical disciplines to philosophy, sociology, jurisprudence, to the entire humanitarian component of the education system in the narrow sense of this concept [7, p. 95]. In accordance with this approach to the process of education and upbringing, the author claims that professional training should include three aspects: ensuring the human-centeredness of disciplines of the natural and technical profile; approving the concept of humanitarian education; the introduction into the education system as irrational component of human spirituality: allscientific knowledge, religion, mythology, theology, etc. [7, p. 123].

Thus, the definition of professional training stems from its main function: to attract young people to universal and national values.

Psychological and pedagogical studies have determined that changing the bases system of person's ideas about himself and the environment leads to the expansion of the space of freedom of self-management, self-actualization within the life activities of specialists in the field of inclusion education [12, p. 147]. The level of professional training, and therefore professional education, is currently determined not only by the number and content of educational disciplines, forms and methods of organizing the educational

process, but also by the development and stimulation of future specialists' cognitive activity and the desire for search activity, the formation of the ability to integrative thinking, creative independence and initiative, which are considered as a basis for the formation, improvement and comprehensive integration of components of professional training (professional and motivational, cognitive and competent, operational and active, result and reflective) during training [3, p. 6].

Now we can single out the main directions of designing professional training in accordance with the integration of its components: directing integrative training to achieve the main goal of personally oriented training in a higher educational institution; acmeological orientation of integrative education; observance of integrativeness and variability of integration of medical and psychological-pedagogical methods of habilitation, correction and rehabilitation and successful application of integrative knowledge in practical activities. So, the essential features of personally oriented and integrative learning are: humane subject-subject cooperation; diagnostic and stimulating way of organizing educational knowledge; activity and communication; projecting by the mentor of individual achievements in all types of cognitive activity [5, p. 152].

A condition is a philosophical category that reflects the universal relations of things to those factors due to which they arise and exist [6, p. 81]. In psychology, a condition is understood as a complex of external and internal environmental phenomena that influence the promotion of specific mental phenomenon. And in pedagogy, this concept is considered as connection of variable natural, social, external and internal influences acting on the physical, psychological, and moral development, behavior, education, training, personality formation [6, p. 91]. So, pedagogical conditions are circumstances on which a holistic productive pedagogical

process of specialists' education depends on and takes place, which is mediated by the activity of an individual or a group [6, p. 59]. Researched educational process is a dynamic phenomenon that changes and develops under the influence of various factors of a social, normative and educational, material and technical and technological nature, aimed by effectiveness [4, p. 81]. According to our research, pedagogical conditions are a purposefully organized pedagogical environment, some systematical structure of pedagogical tools, a systematical complex of pedagogical interactions [9, p. 147].

The necessary isolation of the pedagogical conditions of this study is based on the experimental manifestation of the system of components of specialists' professional training in the inclusion education field, in which there are provisions of the resource approach in pedagogy, which is a complex of objectively existing conditions and means necessary for the realization of the potential opportunities of the learning subject. Resources are called external (tools and conditions) and internal (individual resources of the personality) opportunities. The guiding principle of providing the resource approach in pedagogy is to ensure the individual development trajectory of the learner.

On the basis of abovementioned, the emotional and evaluative attitude of future specialists towards their educational activities is intensified by means of reflection. Taking into account the provisions of the resource approach in the design of the organization of professional training of specialists in the field of inclusion education contributes to: individualization of training; humanistic attitude to subjects of educational activity; creation of specific conditions for the organization of personal oriented process of mastering the content of education [12; 13, c. 27].

The level of professional training of specialists in the field of inclusion education have to correspond to international standards, which will allow

effective cooperation in the global life space [3, c. 147]. The international standards are not introduced without the appropriate specified training, which must be provided in the country's leading higher education institutions to future psychologist specialists in conjunction with the observance of the presented psychological and pedagogical conditions, their providing is ensured by the use of a system of interdisciplinary methods of educational work, generalized substantive and procedural methods of action, which are used in the conditions improvement of correctional and pedagogical practice. Therefore, the analysis of the general scientific foundations of the process of formation of the components of the future specialist's personality formation within the framework of professional training gives us the grounds to determine the following basic provisions on which we can base the mechanism of our research system: the professional training of future psychologists is an integral dynamic system; connection and interaction between the structural components of the process of specialists' professional training in the field of inclusion education ensures the functioning of the whole and the transition of the entire system to an optimal, more highly organized state; the process of training future psychologists is system of dialectically interconnected parts, the inseparability and complementarity of which in the process of implementation ensures formation of competitive specialist [6, c. 147].

In order to enable the effectiveness of the specified system at the theoretical level, the leading psychological and pedagogical conditions are defined, the creation of which in the real educational process in the higher pedagogical and psychological school is also subordinated to the improvement of the organization of the system of components of the specialists' professional training in the field of inclusion education. After all, the professional formation of an individual

begins in an educational institution and largely influenced by psychological and pedagogical conditions of ensuring the educational process in the university [6, c. 148]. The main tasks are connected to the education of highly qualified specialist who not only possesses the necessary amount of theoretical knowledge, practical skills and abilities, but also has the necessary professionally significant personal qualities that enable him to successfully adapt to future activities, strive for a professional and personal self-improvement, that means, to be a high level professional [3, c. 79].

The conducted scientific-theoretical analysis of the problem of professional training of specialists in the outlined field, the results of diagnostics, as well as cumulative practical experience of teaching made it possible to single out the main lists of psychological and pedagogical conditions that will contribute to increasing the effectiveness of the formation of the specified process [14; 15]. Note that the best results in this field can be achieved only if optimal pedagogical conditions are created for this purpose [10, p. 47].

The results of our previous researches, which, as a means of consolidating scientific theoretical and practical work, allowed us to come to the conclusion that the process of professional training of specialists in the field of inclusion education will significantly improve by such psychological and pedagogical conditions as:

competence-based practical orientation (knowledge in action);

observance of phasing (direction, improvement, deepening);

polyfactorial diagnostics (conducting professional diagnostics and appropriate adjustment of the process of professional education students at all its stages);

professionalization and individualization of the professional training process;

intensification, optimization and modernization of the process of professional training;

internationalization, integration of science, education, labor market and mobility of students;

introduction of an intellectual and creative approach;

application of personal-oriented and interactive modern technologies, methods and forms of student education; integration of professionally oriented disciplines in the context of a transdisciplinary approach;

stimulation of self-knowledge and reflection as mechanisms of personal growth, self-improvement, self-education, self-realization, self-management and self-realization [5, c. 157].

Conclusions

The complementarity and joint implementation of abovementioned psychological and pedagogical conditions increase the quality of the process of training of specialists in the field of inclusion education, ensure the integrity of the functioning of the process of abovementioned professional training. At the same time, (jpl.donnu.edu.ua) each individual condition has its own zone of the most complete (npu.edu.ua) implementation [12, p. 85]. The awareness and implementation of these conditions in the educational process provided an opportunity to organize such a process to its laws, to reasonably and consciously define its goals, and to approach the content content, selection of forms and methods of education, which were identical to the goals, in a balanced way [6, c. 149].

Ensuring in the educational process of a higher pedagogical educational institution a set of defined psychological and pedagogical conditions will enable the high level of the process of professional training of specialists in the field of inclusion education as a result of the proper functioning of appropriate pedagogical system in nowadays conditions.

ЛІТЕРАТУРА

1. **Супрун, Д. М.** (2019). Модернізація змісту професійної підготовки психологів в галузі спеціальної освіти: монографія. Київ: Вид-во НПУ імені М. П. Драгоманова, 2018. 492 с.
2. **Супрун, Д. М.** (2021) *Psychology of Management (Психологія Управління)* : навчально-методичний посібник для студентів, слухачів магістратури та практикуючих психологів. – Київ: Вид-во НПУ імені М. П. Драгоманова, 2021. 384 с.
3. **Супрун, Д.** (2018) Тенденції та перспективи професійної підготовки психологів у сфері спеціальної освіти. Науковий часопис НПУ імені М. П. Драгоманова. Серія 19. Корекційна педагогіка та спеціальна психологія: зб. наук. праць. К.: НПУ імені М. П. Драгоманова, 2018. Вип. 35. Спеціальна психологія. С. 150–162
4. **Супрун, Д. М.** (2018) Результативно-рефлексивний компонент в контексті професійного самоздійснення психологів в галузі спеціальної освіти Науковий часопис НПУ імені М. П. Драгоманова. Серія 19. Корекційна педагогіка та спеціальна психологія: зб. наук. праць. К.: НПУ імені М. П. Драгоманова, 2018. Вип. 36. С. 147–156. URL: <http://enpuir.npu.edu.ua/handle/123456789/28208>
5. **Шеремет, М.К.** (2019) Педагогічні умови організації системи професійної підготовки психологів в галузі спеціальної освіти : Науковий журнал Хортицької національної академії. Scientific Journal of Khortytsia National Academy. (Серія: Педагогіка. Соціальна робота) : Запоріжжя : Вид-во «Хортицька національна навчально-реабілітаційна академія» Запорізької обласної ради, 2019. Вип. 1(1). URL: <http://journal.khnnra.edu.ua/index.php/njKhNA>
6. **Супрун, М. О.** (2005). Корекційне навчання учнів допоміжних закладів освіти: витоки, становлення та розвиток (друга половина XIX-перша половина XX ст.): монографія. Київ: Вид. КЮІ МВСУ Паливода А.В., 2005. 350 с.
7. **Andrushchenko V.** (2021) Organized Society: Problems of social self-organization and institutionalization in the period of radical transformations in Ukraine at the turn of the century: Experience of socio-philosophical analysis in 2 books./ acad. Edit. V. Saveliev. – Third Edition amended and supplemented. Frankfurt am Main: GFI GmbH, 2021. Book 1: From Dream to Action. 2021. 728 p. Book 2: Modern State Formation Philosophy. 2021. 704p.
8. **D. Suprun, M.Fedorenko** (2019) Psychological Linguodidactics of Speech Development Activity of Senior School Age Children with Autistic Abnormalities Psycholinguistics. Series: Psychology 1. Vol 25 No 1 P. 281–299: URL: <https://doi.org/10.31470/2309-1797-2019-25-1-281-299>
9. **Griban, G., Okhrimenko, I., Suprun, D.,** (2021) Formation of Psychophysical Readiness of Cadets for Future Professional Activity The Open Sports Sciences Journal, 2021, 14: 1-8 Electronic publication date: 22/03/2021] [Collection year: 2021] SCOPUS Core Collection URL: <https://opensportssciencesjournal.com/VOLUME/14/PAGE/1/FULLTEXT>
10. **Griban, G., Nikulochkina, O., Varetska O., & Suprun, D.** Formation of the Primary School Teachers' Information Competency in Postgraduate Education. Postmodern Openings, 11(3), 41–72. URL: <https://doi.org/10.18662/po/11.3/199>

REFERENCES

1. **Suprun, D.** (2019). Modernizatsiia zmistu profesiinoi pidhotovky psykhologiv v haluzi spetsialnoi osvity (monohrafiia) [*Modernization of the content of psychologists' professional training in the field of special education: a monograph*]. Kyiv: Vyd-vo NPU imeni M. P. Drahomanova. [in Ukrainian]
2. **Suprun, D.** (2021) *Psychology of Management: Kyiv.*: Vyd-vo NPDU [in English]
3. **Suprun D.** (2018) Trends and prospects of psychologists' professional training in the sphere of special education Scientific journal of NPDU. Series 19. Correctional pedagogy and special psychology: collection of science works K.: NPDU, 2018. Issue 35., pp.150-162 [in English]
4. **Suprun, D.** (2018) Rezultatyvno-refleksyivnyi komponent v konteksti profesiinoho samozdiisnennia psykhologiv v haluzi spetsialnoi osvity [Result and reflective component in the context of professional self-fulfillment of psychologists in the field of special education]. Scientific journal of NPDU. Series 19. Correctional pedagogy and special psychology: collection of science works K.: NPDU, 2018. Issue 36. pp.147-156. <http://enpuir.npu.edu.ua/handle/123456789/28208> [in Ukrainian]
5. **Suprun, D. Sheremet, M.** (2019) Pedahohichni umovy orhanizatsiï systemy profesiinoi pidhotovky psykhologiv v haluzi spetsialnoi osvity [Pedagogical conditions of the organization of the system of professional training of psychologists in the field of special education]. Scientific journal of the KNA. Scientific Journal of Khortytsia National Academy. (Series: Pedagogy. Social work) : science. journal / [ed. : V.Nechiporenko (chief editor) and others.]. Zaporizhia: 2019. Issue. 1(1). <http://journal.khnnra.edu.ua/index.php/njKhNA> [in Ukrainian]
6. **Suprun, M.** (2005). Korektsiine navchannia uchniv dopomizhnykh zakladiv osvity: vytoky, stanovlennia ta rozvytok (druga polovyna XIX-Persha polovyna of XX century.) [Correctional teaching of pupils in the special education institutions: preconditions, formation and development (second half of the XIX – first half of the XX century)]. Kyiv: View. KYUI MVSU Pal- ivoda AB. [in Ukrainian]

11. Hryhorenko, T., Rudenko, L., Suprun, D., (2021). Motivational component of psychologists' (special, clinical) professional competence. *International Journal of Pedagogy Innovation and New Technologies journal homepage:*, Vol. 8, No. 2, 2021. URL: <http://www.ijpint.com>

12. Suprun D. Academic mobility perspective in the context of professional internationalization in the field of special education. *Scientific journal of the National Pedagogical University named after M. P. Dragomanov. Series 19.*, 40: Kyiv.: Vyd-vo NPU imeni M. P. Drahomanova., 2021. – 142 c. URL: <http://enpuir.npu.edu.ua/handle/123456789/34962>

13. Sheremet, M., Suprun, M., Suprun, D. Okhrimenko, I., Sprynchuk, S. (2021) Future psychologists' readiness to work in conditions of social cohesion in education. *International Journal of Applied Exercise Physiology*, 9(9), 40–48. URL: <http://www.ijaep.com/index.php/IJAE/article/view/1137>

14. Mamicheva, O. Sheremet, M., Suprun, M., Suprun, D. (2020) Trends of modernization of psychologists' professional training in the system of special education. *International Journal of Psychosocial Rehabilitation* Volume: Volume 24 Issues: Issue 6 2020 April DOI: 10.37200/IJPR/V24I6/PR261270 URL: <https://www.psychosocial.com/article/PR261270/30304/> Pages: 13010-13029

15. Zhuravlova L., Sheremet M., Dmytriieva I., Suprun D. (2020). State of formation of motivation as one of the structural-functional components of speech development of primary schoolchildren with dysgraphia. *International Journal of Psychosocial Rehabilitation*. Vol. 24, Issue 08, p. 8985–8999. URL: <https://doi.org/10.37200/IJPR/V24I8/PR280893>