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PROFESSIONAL FORMATION OF PERSONALITY IN CONDITIONS OF SOCIAL COHESION IN EDUCATION

Intensification of inclusive processes in conditions of social cohesion in education in Ukraine actualizes the problems of specialists' training directly involved in the organization and providing the effective functioning of the inclusive educational environment. Modern professionally directed training in inclusive education system is a holistic process consisting of a range of subsystems, each of which performs its function. At the same time, as practice shows, the readiness to work in the inclusive educational environment is insufficient, what caused the need to determine the degree of future specialists' training aimed to work with children with psychophysical disorders in the conditions of the inclusive education, according to professional and motivational component. So, the concept of modern

education requires a new orientation purposes, principles, content, methods, evaluation obtained knowledge according to defined educational qualification characteristics of specialists, skills to solve typical problems and their application in practice. Thus, the interpenetration of knowledge of methods and theories and their practical application becomes so important. Incarnation in life of personally oriented paradigm of education proposes new requirements for training in high educational institutions. Therefore there is a necessity of forming a new generation of Special Education Specialists that can provide expert help for individual with disorders of psychophysical development to create the conditions for successful socialization and self-realization (Sheremet & Suprun, 2017).

The problem of scientific and theoretical substantiation and development of functional system components of professional training in the field of special education, that takes into account practical needs of modern society and integration of the national education system into the international educational space is not completely solved, and this, in turn, negatively is reflected on the level of professional training and is not contributed for competitiveness of the domestic and international labor markets (Suprun, 2017).

In government documents on national education policy defined priority content ideas of personality education: the ideas of freedom, equality, national and personal dignity; formation of hard work, mutual aid and self-discipline; attitude to life and the lives of others as the highest value. Scientists of the National Pedagogical Dragomanov University gained considerable experience with practical implementation in students' and listeners' educational process of the theoretical foundations of various education areas (Suprun, 2005).

Content tasks of education are defined with humanistic position in the «Convention on the Rights of the Child» and «Declaration of Human Rights». Article 29 of that Convention stated that the education of the child shall above all be directed to: development of the personality, talents, mental and physical abilities in full volume; development respect for human rights and fundamental freedoms and the principles enshrined in the UN Charter; development respect for parents, cultural identity, language and national values of the country in which the child is living, the country of origin and for civilizations different from own; preparation of the child for responsible life in a modern society in the spirit of understanding, peace, patience; development of respect for nature.

It is necessary to mention the theoretical and practical essence and trends of the modern technologies of special education specialists' professional training in higher educational institutions which are revealed:

- universal interaction of various pedagogical systems and teaching technologies, the introduction of new forms of practice and integrated pedagogical systems in practice provides the effectiveness of the pedagogical process;
- significant growth of the role of the communicative orientation of learning. The possession of a foreign language is a professional and cultural base for a specialist in any specialty, which gives him the opportunity to be an equal partner in international co-operation;
- active use of technical means;
- increasing in the role of student mobility as a participant in the learning process in the conditions of internationalization.

Thus, the effective means of forming the key special education specialist's competences are pedagogical technologies that are considered as a combination of teaching methods through the prism of relevant features of educational results, their effectiveness in determining the quality of higher education.

So, it is proved that the introduction of a new approach to education involves the use of the modern methods of special education specialists' professional training. Practically, a pedagogical

mechanism based on a competency approach should include teaching programs and guidance with professional workshops, trainings and special courses. An important should be feedback, diagnostics using psychological and sociological research methods that would cover the views of the students who studied this course and have ideas for innovation, taking into account the innovative development of technologies and labor market requirements for the practical use of specific modern programs that used in the work of the studied specialty. The practical component of the training should be in line with the modern needs of the information society in order to create the really needed and demanded educational and professional competences in the field of special education (Suprun, 2018b, 2018c).

In conditions of a system of social changes and spiritual values, the economic crisis in the country quality special education specialists' training becomes of paramount importance, because psychological doctrine that provides stability, prudence becomes imperative in time of modern scientific technology in all aspects of civilized society.

It is established that the present stage of the development of pedagogy and psychology is characterized by the active use of modular trans- and interdisciplinary technologies, which is due to changes in educational reform, the influence of new pedagogical concepts, the search for analogues of modern educational interdisciplinary integration processes. Consequently, the search for modern pedagogical technologies led to the revision and updating of the existing system of professional training, supplemented it with a new non-traditional content and attracted new approaches in the introduction of educational material. Modern pedagogical teaching technologies at this stage of development require the use of such mechanisms as a set of tools, approaches, actions through which the process of mastering the information space, provided that the target installation is reinforced with innovative approaches. The problem of modular trans- and interdisciplinary training is aimed at the introduction of new innovative techniques that are intensively developing in the field of special education. These approaches to organization of educational process in higher school, embodied in various didactic forms, allow fulfilling the requirements of the third generation's science, formulated in terms of competences. It is the interdisciplinary connection that is responsible for the integrity of the modern educational process.

Therefore, an essential component of special education specialists' training is the introduction of special education courses «New trends of training in the field of special education» and «Management – a component of professional training», in which can be seen trans- and interdisciplinary connections. Also, based on the results of research and based on studies of this problem have been developed and applied in practice methodical complexes training sessions «Components' formation of professional and personal growth in the field of special education» and «Development of motivation of professional self-realization in the field of special education» (Suprun, 2018a, 2018b).

5. Conclusions. Reasonable and methodologically justified is professionally directed training in the field of special education, the ultimate goal of which corresponds to outlined concepts of the student about future professional activity (objectivity activities), stimulates appropriate measures needs to obtain knowledge (motivation activity), leads to accordance training activities for personal use (purposeful activity) and also promotes the comprehension of the actual necessity of professional training as a guarantee to become educated, cultural, professional, competitive and successful person (awareness activities). Specified development occurs in the following psychological conditions: overcoming psychological barriers and protections, reduce symptoms of anxiety; forming a system of knowledge and skills as the basis for the development of professional motivation; promote self-actualization as the basic precondition of the mentioned motivation.

Guided by the conceptual and methodological principles defined system of training in the field

of special education as a complex system of targeted educational influence on the process of acquiring professional knowledge and skills, the formation of professional competence and professional development, which is noticed on the ability of the individual to the playback system of psychological and pedagogical knowledge and self-development, self-realization in professional activity. This definition of a comprehensive conceptual theoretical and methodological substantiation of the organization of training in the field of special education enables understanding the place and role of training in special education as a system in the general educational process of higher education. But any psychological and pedagogical process, activity or influence does not make sense without identifying ways of practical implementation, realization of real professional training. Understanding the professional training in the field of special education in higher educational institutions in projection on the practical implementation of level definitions has been defined as an optimal intensive use of traditional and innovative forms, methods and means of training aimed at effective and efficient assimilation of psychological and pedagogical knowledge and methods of obtaining it at the level of professional psychological and pedagogical, professional and subject, methodological, general-cultural and managerial aspects.

Thus, modern lecturer of the university aims to solve such problems as formation of students' intelligent component, his/her scientific ideology and high moral qualities of personality, develop professional orientation and interest to future profession, and develop the ability to apply theoretical knowledge in practice. So, promote modern lecturer aims to promote professional identity formation in the field of special education (Suprun, 2019).

Particular attention should also be paid to the fact that the reform of the educational field under research requires development of scientific bases of their professionally oriented training to work in the system of inclusive education by eliminating small training courses and by creating integrative trans- and interdisciplinary complexes. This would form the basis for mastering the theoretical bases and practical skills of diagnostic, correctional, rehabilitation, advisory and educational work, with the aim for the fundamentalization of professional training in general.

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