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**ACADEMIC MOBILITY AS  
INTERNATIONALIZATION  
GUARANTY OF THE FIELD  
OF SPECIAL EDUCATION**

**Maria SHEREMET**

Doctor of Pedagogical Sciences, Professor,  
Honorary Academician of the National  
Academy of Pedagogical Sciences of Ukraine,  
Dean of the Faculty of Special and Inclusive  
Education, Vice-President of the Association  
of Special Pedagogues of Ukraine,  
National Pedagogical Dragomanov University,  
Kyiv, Ukraine

Почесний академік Національної академії  
педагогічних наук України, Заслужений  
працівник освіти України, доктор педагогічних  
наук, професор, Декан факультету спеціальної  
та інклюзивної освіти Національного  
педагогічного університету  
ім. М. П. Драгоманова, Київ, Україна

**Daria SUPRUN**

Doctor of Pedagogical Sciences, Professor  
of the department of Special Psychology and  
Medicine Faculty of Special and Inclusive  
Education, National Pedagogical Dragomanov  
University, Kyiv, Ukraine

доктор пед. наук, професор, професор  
кафедри спеціальної психології та медицини  
факультету спеціальної та інклюзивної  
освіти Національного педагогічного  
університету ім. М. П. Драгоманова,  
Київ, Україна

**Ключові слова:** інтернаціоналізація;  
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в галузі спеціальної освіти; мобільні між-  
народні студенти; іноземні студенти.

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*У статті розглядаються сучасні  
тенденції освіти спеціальних пси-  
хологів у контексті професійної ін-  
тернаціоналізації. Уточнено визна-  
чення понять «інтернаціоналіза-  
ція вищої освіти», «міжнародна мо-  
більність» та «мобільність інозем-  
них студентів». Висвітлено необ-  
хідність міжнародної мобільності  
як частини інтернаціоналізації ви-  
щої освіти, а також зазначаються  
останні тенденції інтернаціоналізації,  
які спостерігаються у всьому  
світі; названо позитивні сторо-  
ни інтернаціоналізації вищої осві-  
ти та елементи культури універ-  
ситету, які необхідно розвивати з  
погляду інтернаціоналізації. Відро-  
джено статус та тенденції профе-  
сійної підготовки психологів у галузі  
спеціальної освіти. Здійснено огляд*

Стаття є результатом досліджень у межах проекту «Європейські цінності різноманіття та інклюзії для сталого розвитку» (620545-EPP-1-2020-1-UA-EPPJMO-PROJECT)  
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*стандартних документів, які регламентують зазначене навчання.*

*Надано перелік компетенцій, якими повинні володіти фахівці-психологи до кінця навчання. Викладено перспективи подальших досліджень*

*у контексті вдосконалення професійної підготовки в галузі спеціальної освіти. Доведено необхідність застосування індивідуально орієнтованої та практично орієнтованої освітньої парадигми в освіті.*

**Introduction and formulation of the problem.** The main mission of European education is to contribute to the knowledge development of society through research, excellence, quality education and international cooperation. Its concept requires new purposes' orientation, principles, content, and methods, obtained knowledge according to incarnation in life of personal oriented paradigm of education. So, we have new requirements for training in high educational institutions. There are universities, which provide a variety of educational services. The growth of competition in this area has led to an increase in the role of international rankings of universities. The development of internationalization is also influenced by information and communication technologies used by higher education establishments for advertising educational services and distance transnational learning. 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, 2018a). So, there is a necessity of forming a new generation of psychologists in the field of special education that can provide expert help for individual with disorders of psychophysical development to create the conditions for successful socialization and self-realization (Zhuravlova, Sheremet & Suprun, 2021).

**Analysis of researches and publications.** The integration of universities into global processes contributes to the renewal of scientific, educational, personal and organizational potential of higher education institutions

at the individual, institutional and systemic levels. This is confirmed by joint scientific works published by international groups of authors. Sufficient results of researches have been accumulated in the countries of the European Union, the USA, Canada, the countries of the post-Soviet space, Ukraine that provide scientific prerequisites for theoretical understanding of the phenomenon of special education specialists' training for professional activity in the conditions of inclusive education, including: theoretical and methodological and philosophical aspects of inclusive education are outlined, strategies for supporting inclusive education of children with special educational needs are developed (Andrews, 2000; Brandon, 2011; Charlton, 2011; Deppeler, 2013; Dyson, 1999; Florian, 2013; Forlin, 2013; Kim, 2011; Loreman, 2013; Lupart, 2000; Sharma, 2013; Kolutpaeva, 2015; Taranchenko, 2015, Zhuravlova, 2021, Suprun, 2021 etc.); the ways of professional training, retraining and advanced training of correctional pedagogues and psychologists in the conditions of inclusive educational space are identified (Demchenko, 2016; Sheremet, 2020 etc.). Various scientific researches are devoted to numerous issues of Special Education Specialists' professional training (Grygorenko, 2019; Maksymenko, 1999; Poviyaekel, 1998; Rudenko, 2019; Syniov, 2016; Suprun, 2005; Suprun, 2016, 2018, 2019, 2020, 2021 etc.)

**The main goal of the research** is mastering the best examples of international experience in the field of modern world-class professional training in the context of professional internationalization and determine the state and level of the future special education specialists' training and readiness to work in nowadays worldwide conditions; show the trends of psychologists' education; analyze the practical aspects as a basic condition of identity formation; open key components of intellectual de-

velopment and their characteristics; manifest the process of personal education, sold through a scientific system.

**Presentation of the research material.**

According to the the analysis of foreign and national experience the main worldwide direction of psychologists' professional training are: pedagogy and science of education; clinical Psychology, Psychology of Communication, Psychology of typical and atypical development, Psychology and social processes, Psychology and Health, Psychology applied to health and work contexts, Psychology, Pedagogy and Social Services.

The next current trends of psychologists' professional training are revealed: transformation of the special psychologists' professional training in the context of internationalization of higher education; competent approach as an organizational mechanism for the modernization of professional training; inter- and transdisciplinary, as approach of psychologists' professional training in the field of special education and academic mobility.

As mentioned, the main aim of participation in the projects of academic mobility is mastering the best examples of international experience in the field of modern world-class professional training. Also it is unique opportunities:

- to renew and deepen knowledge and skills, to improve the professional level, which will guarantee the quality of the professional work;
- to support the professional development of people working in the field of education, professional training, in order improve the quality of teaching;
- to support professional training across Europe;
  - significantly improve knowledge of foreign languages;
  - to raise awareness and understanding of other cultures and countries;
  - to support international cooperation and contacts;
  - to be an active member of society and develop a sense of European citizenship and identity;
  - to have the ability offer projects and programs that better meet the needs of everyone in Europe.

Therefore, conceptual priorities and principles of academic mobility can be outlined: to improve the attractiveness of higher education in Europe and support higher education institutions with Europe to be competitive in the in-

ternational higher education market; to support the priorities recognized in documents such as the "New European Consensus on Development" and "European Higher Education in the World"; to support internationalization, to improve quality and attractiveness, equal access and modernization of higher education institutions outside Europe in order to strengthen development of institutions in the program partner countries; support the development of foreign policy goals and principles, such as property rights, social cohesion, equality.

Thus, based on the identified trends, opportunities, priorities and principles it has been determined that "professional competence", "competitiveness" and "professional mobility" are interdependent, so it gave grounds for considering them in a single triad as an integrative indicator for the level of success of psychologists' professional training in the field of special education. The outlined evidence of the theoretical, social and practical importance of the special psychologists' preparation, and insufficient theoretical and practical development gave us the grounds for conducting our own scientific research (Suprun, 2018a, 2018b).

Understanding the professional training of psychologists 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.

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. So, 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 (Suprun, 2021). 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, based on the identified trends, such as competent approach and inter- and transdisciplinary, 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 (Suprun, 2020). 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).

#### **The analysis of the results of theoretical and empirical research**

According to the defined criteria and indicators and with the help of selected organizational

forms and diagnostic methods, four levels of formation of practically oriented component have been distinguished: high, sufficient, middle, and low. The state and components of psychologists' professional training in the system of higher special education have been identified. It has been proved that a proper diagnostic provides a scientific approach to the organization of work with students, their professional development and self-development (Suprun, 2018a). The experimental groups consisted of students of the 2, 3, 4 courses of specialty 053 Psychology (special, clinical) of all over Ukraine. The total number of participants in the experiment was 739. The results of the levels' formation of practically oriented component in students-psychologists (special, clinical) are presented in Table 1.

*Table 1*  
**Formation of levels of the practically oriented component (in%)**

Experimental groups	The distribution of participants in the ascertainment stage of the experiment by levels of practically oriented component (%)							
	High		Sufficient		Middle		Low	
	p	%	p	%	p	%	p	%
E1 (199)	9	4,1	55	28,0	104	52,9	31	15,0
E2 (294)	12	4,0	82	28,0	150	51,0	50	17,0
E3 (246)	13	5,9	67	26,7	129	53,0	37	14,4

The analysis of the research results shows the predominance of the Middle level of formation of the practically oriented component. However, according to the monitoring data, the vast majority of recipients showed high level of interest and involvement in the activity. At the same time, the separate part of students showed the low level of practically oriented formation (Suprun, 2020). The data obtained in the process of the cut on all indicators of practically oriented criterion, indicate that in general for students-psychologists in the field of special education was characterized by a lack of systematic knowledge, clear ideas about psychological and pedagogical activities, as a consequence, we have an incompletely formed attitude to it and the lack of ability to manage these activities. Therefore, the expediency of modernization of psychology teaching methods in higher education by means of conducting psychological and ped-

agogical motivational trainings in the process of knowledge formation, aimed at improving the components of professional training of psychologists (special, clinical) in the field of special education (Suprun, 2017). So, the analysis of the organization process of specialists' training in the field of special education led to the conclusion that it should be based on individual-oriented and practical-oriented educational paradigm in education. Retention of experimental data confirmed the expediency of the modernization of methodology of the psychological education at higher school in the process of formulating knowledge by psychological and pedagogical practically oriented training and special educational courses with trans- and interdisciplinary connections.

**Conclusions, prospects for the further researches.** So, speaking about the internationalization of higher education, in particular, in the field of professional psychologists' training in the field of special education, it should be emphasized the importance of this process and noted that it can be achieved not only by changing regulations. It also requires proposals from higher education institutions, international experience of universities, which will be able to transfer to other institutions and will multiply it themselves. The internationalization of higher education must cease to be a slogan of manifestation and become an everyday reality.

Among the advantages of internationalization three aspects are underlined:

The first is the formation of a higher education system understandable to the international community, which will be achieved through integration with the European Higher Education Area and the research area.

The second aspect is to ensure the competitiveness of Ukrainian higher education institutions. This can be achieved by supporting international cooperation of universities,

their participation in international projects and programs, improving the quality of higher education within each university.

The third is strengthening the potential of higher education institutions, preparing them for active participation in international projects.

Social and economic and political realities of the modern world, transformational processes in the domestic education system, requirements for the modern specialist and the social order of the labor market encourage the revision of certain established views on the goals and objectives of higher professional education in general and training of special psychologists in particular. The level of preparedness of the graduate must meet international standards, which will allow effective cooperation in the global living space. This is seen as possible, first of all, due to the breakthrough in education, and then in society in general.

The coverage of the foreign experience in psychologist professional training in the field of special education shows that the modern system of training specialists of the psychological profile in different countries has significant developments in the theoretical and practical field of study, which must be fully used for national higher education. This should be provided by means of a rational combination of foreign advanced pedagogical experience in the field of psychological education along with the innovative pedagogical work of Ukrainian scholars. Our study does not cover all aspects of discovered problem in the field of special education. To further areas of study of can cover modern concept of psychologist's personality competency, development of teaching systems, models and technology of training in the field of special education with the peculiarities of their functioning in the in the context of professional internationalization.

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