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МІЖКУЛЬТУРНА КОМПЕТЕНТНІСТЬ ЯК ПРОВІДНА ТЕНДЕНЦІЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Підняте питання формування міжкультурної компетенції фахівців галузі інклюзивної освіти. Окреслена мета дослідження, що полягає у висвітленні теоретичних та методичних засад формування зазначеної культури, обґрунтуванні сучасних тенденцій формування педагогічної культури фахівців в умовах інклюзивного навчання та наданні методичних рекомендацій з її формування. Вказано на шляхи провадження в вітчизняне суспільство новітньої парадигми підготовки фахівців зазначеної категорії в якості складової системи соціальної захищеності, відповідальності та соціальної згуртованості України в умовах сучасних інтеграційних викликів і зміцнення соціальної згуртованості загалом. Наведено аналітичний огляд дослідження формування інклюзивної культури фахівців галузі спеціальної освіти. Висвітлено багатовекторну модель підготовки фахівців галузі спеціальної та інклюзивної освіти, у тому числі, і післядипломної освіти. Отже, окреслено перспективи модернізації професійної підготовки в умовах новітнього суспільства, приділяючи належну увагу формуванню міжкультурної компетенції фахівців галузі інклюзивної освіти.

Ключові слова: міжкультурна компетентність, інклюзивна культура, інклюзивне суспільство, фахівець галузі соціальної та інклюзивної освіти.

Formulation of the problem. Ensuring the educational process with the appropriate personnel requires that specialists in the field of special and inclusive education have intercultural competence, pedagogical culture and readiness to work with children with SEN. They should share a humanistic system of values, strive to implement new technologies of education and upbringing, able to solve the problem of social adaptation of children with disabilities. Therefore, they should possess the methods of psychological and pedagogical diagnostics, strive to achieve high results in their professional activities, be well-versed in the content and specifics of educational programs, have in their arsenal special methods and technologies for teaching children with SEN, effectively interact with colleagues as in the educational institution itself, as well as outside the educational environment and at the international level (Suprun, 2005; Khytriuk, 2014; Fedorenko, Suprun, 2019; Krivtsova, 2021). At the nowadays context, an inclusive form of education is declared to be one of the most effective means of combating educational isolation, so it is a means of building a real cohesive community, which involves providing education for all (Suprun, Griban, Okhrimenko, 2021; Sheremet, Suprun, 2017; 2021). The specified process provides maximum consideration of the individual psychophysiological features of each child. Specialists in the field of social and inclusive education need special training, the essence of which lies, first of all, at the formation of humanistic intercultural values

(Khytriuk, 2014).

Research and publication analysis. In Ukrainian and in global pedagogy, experience has been accumulated on the problem of the formation of professional training of specialists in the field of special and inclusive education (I. Bekh, V. Bondar, V. Gladush, T. Iliashenko, V. Syniov, M. Suprun, etc.), the formation of professional and pedagogical abilities (N. Kuzmina, M. Dyachenko, L. Kandybovich, A. Markova, etc.). The vectors of influence on the quality of educational services in the conditions of inclusion in education and intercultural society are revealed in the works of Yu. Liannyi, D. Suprun, M. Tripak, A. Shevtsov and others (Suprun, 2018a, b; 2021).

The purpose of the research is to highlight the theoretical and methodological foundations of the formation of intercultural competence of specialists in the field of social and inclusive education, to substantiate the current trends in the formation of the specified competence and to provide methodological recommendations for its formation (Suprun, Griban, Okhrimenko, 2021).

Presentation of the research material. In the context of the education system of Ukraine, the implementation of social and inclusive education is a relatively innovative phenomenon (compared to other advanced European states) (Suprun, Griban, Okhrimenko, 2021).

The formation of the readiness of specialists in the field of social and inclusive education to work in the latest integration cross-cultural conditions is the basis of ensuring the quality and effectiveness of education, creating prerequisites for the adoption and development of its values and ideas. This readiness includes pedagogical and psychological aspects. The issue of the readiness of specialists for inclusive education as a priority determines the task of formation the emotional acceptance of children with SEN, motivational attitudes, moral principles, value-content attitudes of perception, which determine the acceptance of the idea of inclusion, the internal determination of the activity of the specialist's personality and the formation of intercultural competence (Zhuravlova, Sheremet, Dmytrieva, Suprun, 2020; Krivtsova, 2021). The pedagogical aspect of specialist' readiness to work in the conditions of inclusive education is determined by the structure of the pedagogical activity itself (its constructive, organizational, reflective, communicative components) (Krivtsova, 2021), as well as professional, sociopersonal and intercultural competencies.

As part of professional training, we define educational consensus as necessary condition for the formation of a humanistic crosscultural orientation of specialists in the field of social and inclusive education. The concept of «tolerance», which usually characterizes professional activity from the standpoint of humanistic pedagogy, is becoming increasingly relevant. Mastering the basics of behavioral culture should be considered as mastering not only professional knowledge, abilities and skills, but also adequate social relations and communication with colleagues, parents and children (Suprun, 2020; 2021; Suprun, Griban, Okhrimenko, 2021).

The updating of psychology, pedagogy, special pedagogy, the basics of pedagogy, the basics of inclusive education, etc., should allow specialists in the field of social and inclusive education to acquire more social and psychological knowledge; to form means of interaction with students with SEN; minimize barriers to collaboration in an inclusive cross-cultural environment (Krivtsova, 2021; Zhuravlova, Sheremet, Suprun, Fedorenko, Dubiaha, 2021).

An active role in cooperation with colleagues and parents of children with disabilities from around the world play an effective method of forming and developing the intercultural competence of students and working specialists in the field of social and inclusive education. It is based on awareness of the problem through action in the course of psychological and pedagogical activities (seminars, trainings, conversations and questionnaires), formation of a position of experiencing the feelings and needs of children by entering into their situation. This is a necessary condition for supporting the self-regulation of international level inclusive specialists. Such forms of constant contact and mutual support allow to restore own resources for solving professional issues. The goal of stress resistance development and prevention of emotional burnout is ensured (Khytriuk, 2014; Hryhorenko, 2020). For specialists in the field of social and inclusive education, the ability to maintain emotional stability seems to be especially important. The creation of permanent mutual support groups in the form of facilitation, which work in conditions of social inclusion, is the psychological and pedagogical condition that will not only preserve and support psychological health, but will provide resources for further activities. For the development of intercultural tolerance among specialists in the field of special and

inclusive education, it is advisable to use the psychodrama method (Suprun, 2019; 2021; Suprun, Griban, Okhrimenko, 2021).

Therefore, effective methods of developing psychological readiness and intercultural competence of specialists in the field of social and inclusive education: psychological training; workshops and seminars; business games; educational seminars; psychodrama; consultations on providing assistance in activities with children with special needs; reflective self-diagnosis, etc. (Suprun, 2017; 2021).

Therefore, coincident with the abovementioned was research of the level of formation of intercultural competence among specialists in the field of social and inclusive education during 2021-2023. Those involved in the research took part in surveys on the formation of intercultural competence in the field of inclusive education. The experimental part was carried out by the support of the workteam of specialists of Department of Social Work and Rehabilitation of National University of Life and Environmental Sciences of Ukraine and the Faculty of Special and Inclusive Education of Dragomanov Ukrainian State University with the help of employees of communal institutions (for example, «Inclusive resource center of the Vyshgorod City Council of the Kyiv region»).

We can provide an overview of the research stages of the formation of intercultural competence of specialists in the conditions of social and inclusive education. The purpose of formation and development of the components of intercultural competence of the specified category of specialists is the approbation of the model of the formation of professionally important qualities and competencies necessary for the successful implementation of international social and inclusive principles in professional activity, as well as the evaluation of its effectiveness (Krivtsova, 2021; Suprun, 2021).

Research and experimental work was carried out in three stages: ascertaining, formative and control. Specific tasks were formulated for each stage (Krivtsova, 2021; Suprun, 2021).

At the stage of **the ascertainment experiment**, the diagnostic toolkit was developed that allows to objectively assess the degree of educator' mastery of each component of intercultural social and inclusive readiness. Also selecting monitoring methods, the components of intercultural social and inclusive readiness were taken into account (Krivtsova, 2021; Suprun, 2021). The following components were highlighted: intercultural social and inclusive ethics, intercultural social and inclusive tolerance, social and inclusive theory and practice. Also, in order to outline the ways of formation of readiness to work in the conditions of social and inclusive education, it was necessary to identify its qualitative characteristics, i.e. levels, as a ratio «higher» and «lower» components of any structures. In order to monitor the specified levels of specialists' readiness, the following criteria were identified: value and motivational, spiritual and moral, content, active.

The formative experiment was conducted during 2022-2023 on the basis of Department of Social Work and Rehabilitation of National University of Life and Environmental Sciences of Ukraine and the Faculty of Special and Inclusive Education of Dragomanov Ukrainian State University with the help of employees of communal institutions. The experimental group consisted of future speech therapists (40 people). To conduct **the control stage** of the experiment, the same methods of diagnosing readiness in the conditions of inclusive education were used as in the ascertaining stage. The number of respondents remained the same: 40 persons, of which 20 in EG and 20 in CG Let's consider the results of re-diagnosing the level of inclusive readiness of the respondents.

Such component as international social and inclusive ethics was diagnosed by using two methods: the method of studying the attitude of specialists in the field of special and inclusive education to the international values of inclusive education (adapted method V. Khytriuk) and «Self-assessment of professional pedagogical motivation» (N. Fetyskin). It was established that the most significant was the increase in the indicator of readiness in the field of value and motivational and spiritual and moral components of the formation of a specialist's personality (from 0.6 to 1.8) (Krivtsova, 2021; Suprun, 2021; Khytriuk, 2014). This made it possible to conclude that during the period of conducting the empirical part of the research, future specialists have already reached a higher, basic level. When testing according to the diagnostic method of V. Khytriuk, the following results were obtained: 30% have the initial level of intercultural inclusive readiness against 55%, and 70% have the basic level, respectively against 37% .

By analyzing the effectiveness of experimental training in percentages, then from the point of view of the criterion of intercultural tolerance, which was also determined by two methods («Psychological Intercultural

Competence of Educator» by T. Graftska and the questionnaire of A. Mehrabian and N. Epstein on the ability to empathize), the initial level of psychological competence was demonstrated by 50% of respondents, and basic – 50%, after training – 32% and 48%, respectively. Only 20% demonstrated a high level of empathy. Thus, it can be concluded that such a component as inclusive ethics is still not sufficiently developed by most specialists (Mehrabian, 1981; Krivtsova, 2021; Suprun, 2021).

To study the degree of mastery of intercultural social and inclusive theory, an adapted test on the basics of social and inclusive education was used. 40% of future specialists completed it at an average level (only 20% before training), 25% versus 40%. The level of theoretical training of specialists in the field of social and inclusive education on issues of intercultural integration has increased. An increase in the level of formation of psychological and pedagogical reflection is also noted, which in the future will help in the continuous process of self-education and increase of professional intercultural competence.

Conclusions and prospects for further research.

Traditional general pedagogical training of future specialists for effective work with children who have various developmental disorders is no longer sufficient at the current stage. Respect for human «differences» (physical, mental, sexual, age, etc.) is impossible without the formation of a tolerant attitude towards the individual, which is relevant in the period of intercultural integration of Ukraine into the European educational space and the introduction of inclusive education (Suprun, 2023).

The focus on the individual trajectory of the specialist's personality development leads to a change in the ratio between the normative requirements defined in the state education standards and concrete results – the requirements for self-determination, self-education, independence and self-governance and the development of intercultural competence in educational and professional activities (Sheremet, Suprun, Suprun, 2020). Therefore, we currently have the opportunity to implement and multiply experience, which should be carried out under the condition of rational combination with the innovative work of Ukrainian scientists-organizers of higher education in the field of modern social and inclusive education in the conditions of intercultural social cohesion.

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Maria SHEREMET, Daria SUPRUN, Tetiana HRYHORENKO INTERCULTURAL COMPETENCE AS A INTERCULTURAL COMPETENCE AS A LEADING TREND OF PROFESSIONAL TRAINING

The question of the formation of intercultural competence of specialists in the field of inclusive education was raised. The goal of the research is outlined, which consists in elucidating the theoretical and methodological foundations of the formation of the specified culture, substantiating the modern trends in the formation of the pedagogical culture of specialists in the conditions of inclusive education, and providing methodological recommendations for its formation. Ways of introducing the newest paradigm of training specialists of the specified category into the national society as a component of the system of social security, responsibility and social cohesion of Ukraine in the conditions of modern integration challenges and strengthening of social cohesion in general are indicated. An analytical review of the study of the formation of an inclusive culture of specialists in the field of special education is given. The multi-vector model of training specialists in the field of special and inclusive education, including postgraduate education, is highlighted. So, the prospects for the modernization of professional training in the conditions of modern society are outlined, paying due attention to the formation of intercultural competence of specialists in the field of social and inclusive education.

Key words: intercultural competence, inclusive culture, inclusive society, specialist in the field of social and inclusive education.