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# DEVELOPMENT OF PROFESSIONAL QUALITIES OF FUTURE SPECIALISTS IN THE SOCIONOMIC SPHERE

*Collective monograph*

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**P. 64**  Development of professional qualities of future specialists in the socioeconomic sphere: collective monograph / O. G. Babchuk, O. Yu. Bulgakova, A. K. Kavylina, V. G. Kovylina, L. M. Korgun, N. O. Krymova, O. V. Litovchenko, V. V. Storozh, Yu. O. Tubichko / Under the general and scientific editorship of Candidate of Psychological Sciences, Associate Professor O. G. Babchuk. Odesa: Publishing House «Leradruck» LLC, 2025. 370 p.

The monograph addresses current theoretical and practical aspects of developing professional qualities in future specialists in the socionomic sphere. In particular, it highlights the formation of emotional resilience as a foundation for professional readiness, the development of conflict resolution culture, professional and pedagogical culture, and reflective competence. Attention is also given to the psychological and pedagogical training of future specialists for implementing an inclusive education model, enhancing speech competence, fostering empathy as a professionally significant quality, and preparing them to work in an inclusive educational environment.

The presented materials can be used by specialists in the field of Education (01) for conducting further research and in the training of future psychologists, educators, speech therapists, students, master's and postgraduate students. They may serve as a foundation for the development of lecture courses, methodological materials, and educational technologies, as well as be effectively applied in the practice of education, teaching, career guidance, diagnostics, and the development of professionally significant qualities in future specialists of the socionomic sphere.

**Р. 64** Розвиток професійних якостей майбутніх фахівців соціономічної сфери: колективна монографія / О. Г. Бабчук, О. Ю. Булгакова, Г. К. Кавиліна, В. Г. Ковиліна, Л. М. Коргун, Н. О. Кримова, О. В. Літовченко, В. В. Сторож, Ю. О. Тубичко / За загальною і науковою ред. к. психол. н., доц. О. Г. Бабчук. Одеса: Видавництво ТОВ «Лерадрук», 2025. 370 с.

У монографії розглядаються актуальні теоретичні та практичні аспекти розвитку професійних якостей майбутніх фахівців соціономічної сфери. Зокрема, висвітлюються питання формування емоційної стійкості як основи готовності до професійної діяльності, розвитку конфліктологічної культури, професійно-педагогічної культури та рефлексивної компетентності, а також увагу приділено психолого-педагогічній підготовці майбутніх фахівців до реалізації інклюзивної моделі освіти, вдосконаленню мовленнєвої компетентності, формуванню емпатії як професійно значущої якості та готовності працювати в умовах інклюзивного освітнього середовища.

Подані матеріали можуть бути використані фахівцями у галузі 01 Освіта для проведення подальших досліджень, у підготовці майбутніх психологів, педагогів, логопедів, студентів, магістрантів та аспірантів. Вони можуть слугувати основою для створення лекційних курсів, методичних матеріалів і технологій навчання, а також ефективно застосовуватися у практиці виховання, навчання, професійної орієнтації, діагностики та формування професійно важливих якостей майбутніх фахівців соціономічної сфери.

# CONTENTS

# INTRODUCTION

The monograph presents the results of the planned research project conducted by the Department of Family and Special Pedagogy and Psychology at the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky». The study was carried out within the framework of the research topic «Development of Professional Qualities of Future Specialists in the Socionomic Sphere» (State Registration Number: 0121U100131).

In the current context of social, economic, and cultural transformations, a special role is assigned to specialists in the socionomic sphere, including psychologists, educators, speech therapists, social workers, special education teachers, and other professionals whose activities are aimed at supporting, developing, and socializing various categories of the population. The high quality of their professional activity directly affects the level of social well-being in society, facilitates the successful adaptation of individuals to changing environmental conditions, supports mental and physical health, fosters positive self-perception, and contributes to the realization of each person's individual potential.

In this regard, there is an urgent need to implement a systemic approach to the training of future specialists in the socionomic sphere. This approach should involve not only the thorough acquisition of theoretical knowledge and the development of practical skills, but also the purposeful cultivation of key professional qualities. These qualities include emotional resilience, communicative competence, empathy, reflexivity, stress tolerance, readiness to work in conditions of uncertainty and inclusive environments, as well as the capacity for self-development and professional self-fulfillment. It is

precisely these qualities that ensure the effectiveness, humaneness, and social responsibility of future professionals in the course of performing their professional duties.

The relevance of the conducted research is determined by changes in the social structure, the growing demand for high-quality socio-psychological services, and the need to respond to crisis phenomena and global challenges of the modern world. In particular, this concerns the issue of training professionals capable of flexibly adapting to professional challenges, working in multicultural and inclusive environments, communicating effectively with diverse social groups, and supporting the psycho-emotional well-being of their clients.

The purpose of this monograph is to provide a theoretical understanding and empirical investigation of the specific features involved in the formation of professional qualities in future specialists of the socionomic sphere, as well as to develop scientifically grounded models and programs for fostering these qualities during the process of professional training.

The monograph provides a comprehensive examination of a wide range of aspects related to the issue. It includes an analysis of contemporary theoretical and methodological approaches to defining the essence and structure of professional qualities; outlines the psychological conditions and factors influencing their formation; and explores the specific features of developing professionally important qualities at various stages of professional training. Special attention is given to the characteristics of the set of professional qualities that ensure the effectiveness of specialists in the socionomic sphere. Among these, particular emphasis is placed on emotional resilience, the capacity for empathy, communicative flexibility, reflective skills, tolerance, and stress resistance.

The practical value of the monograph lies in the development of scientifically grounded methodological support, which can be effectively used in the educational process of higher education institutions during the training of specialists in

the fields of psychology, pedagogy, social work, and healthcare. It is also applicable in the work of psychological services within preschool, general education, special, and rehabilitation institutions, in the system of postgraduate education, as well as directly in the practical activities of professionals in the socionomic sphere. The developed recommendations and programs may serve as a foundation for the implementation of innovative educational technologies aimed at fostering a stable professional identity and a high level of readiness among future specialists to perform their professional duties in complex and dynamic social conditions.

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## EMOTIONAL STABILITY AS A BASIS OF FUTURE PSYCHOLOGIST'S READINESS FOR PROFESSIONAL ACTIVITY

Today, the professional activity of a psychologist is one of the most demanded and at the same time psychologically stressful. A future psychologist must be prepared to interact with people on a regular basis, deal with difficult emotional situations, and work with clients' traumatic experiences. This requires not only a high level of professional competence, but also a formed personal readiness to perform professional tasks.

One of the most important components of this readiness is emotional stability. It determines the ability of a future psychologist to effectively cope with stress factors, control their own emotions, maintain inner balance, and maintain a resourceful state in the process of work. Emotional stability provides the ability to respond constructively to professional

difficulties, avoid emotional burnout, maintain a high level of empathy and focus on the needs of clients.

The relevance of the study of emotional resilience of future psychologists is due to the modern requirements for the training of specialists in the field of psychological assistance, where not only professional knowledge but also personal maturity and the ability to self-regulation are of great importance. Formation of emotional resilience during studying at a higher education institution creates the basis for professional success and psychological health of a specialist in the future.

Thus, the consideration of emotional stability as the basis of the future psychologist's readiness for professional activity is extremely important both for the development of psychological education and for the provision of quality psychological care in society. Today, in modern psychological science, there is no single approach and unambiguous definition of this concept. Organizing the theoretical positions on this issue will allow us to distinguish various interpretations of the nature and mechanisms of emotional stability of the individual. Most often, when talking about emotional stability, we are talking about the level of internal experiences, which is determined by the intensity, flexibility, lability, and content of a person's emotional processes. A critical analysis of a significant number of theoretical and empirical studies shows a wide variety of definitions and interpretations of the concept of «emotional stability».

That is why the categorization of the scientific category is a necessary and primary step in the study. There are several theoretical approaches to solving the problem of operationalizing emotional stability. These are the theory of the unity of external and internal in the determination of the mental (Ilyin, 2001); a systematic approach to the study of mental phenomena (Dorfman, 1985). In addition, Ukrainian psychology is actively developing a structural and genetic approach to the life world of the individual (Maksymenko,

1998), there are certain achievements in the study of emotions as one of the main components of the determination of human behavior (Zemlyakova, 1996), including in the context of educational and professional activities (Chebykin, 1992).

Most often, the categorical-conceptual interpretation of emotional stability is associated with a systematic description of such a psychological phenomenon as emotional resilience. First of all, the study of emotional stability is based on the principle of interaction and mutual influence of mental processes. Based on the fact that various mental processes are involved in supporting, strengthening, weakening, inhibiting, etc. each other, emotional stability is interpreted as a person's ability to control his or her own emotions arising from the performance of activities (Marischuk, 1984; Milerian, 1974; Platonov, 1986; Schwartz, 1980).

The consideration of emotional stability based on the theory of self-organization of cybernetic systems allows us to interpret this phenomenon as a property of temperament that allows us to reliably perform the target tasks of activity through the optimal use of reserves of neuropsychic energy (Batarshev, 2006; Bludov, 1987; Reikovsky, 1979; Rusalov, 1985; Streliau, 1993, etc.) This perspective on emotional stability convincingly proves that the emotional state of a person is closely related to the processes of higher nervous activity, the effect of stress factors, as well as to the general adaptation syndrome, with the use of reserves of neuropsychic and emotional energy.

The study of emotional stability within the framework of identifying the emotional characteristics of this phenomenon, namely its interpretation as a mental process (cognitive, emotional, regulatory), where the prerogative is given to its emotional component in a number of features such as modality, emotion sign, threshold, depth, duration, lability, intensity of emotional experiences (Izard, 2000; Olshannikova, 1978; Sannikova, 1995; Chebykin, 1991; Chernikova, 1980).

It is also worth mentioning the approach to studying emotional resilience, which is based on the fact that emotional resilience is considered as a complex mental formation that results from the integration of certain mental processes and phenomena. Based on the principle of interaction of emotions, will, intelligence and physiological organization in relation to activity, the phenomenon of emotional stability is an integrative property of the individual that optimally ensures the successful achievement of the goal of activity in a difficult emotional situation.

The categorical similarity of emotional resilience to emotional stability has contributed to the development of an array of modern research on this issue in various professional areas and fields. Emotionality in the structure of professional personality traits was analyzed by O. Sannikova (Sannikova, 1995); forms of reflected assessment of emotional stability and emotional intelligence of a person were presented by I. Arshava, E. Nosenko (Arshava, 2008; Nosenko, 2010); the influence of the visual sphere on the formation of emotional stability of an adolescent was studied by D. Ivanov (2002); L. Malimon revealed the specifics of emotionality of individuals with different levels of creativity (Malimon, 2002). There have also been studies of the peculiarities of emotional development and regulation in primary school children and adolescents (Badanina, 1996; Veselova, 1998; Drokina, 1995). Emotional stability was seen as an integrative property, the level and structure of which is influenced by the parameters and type of educational environment: the more creative it is, the higher the emotional stability of the individual (Zilberman, 1974).

In particular, O. Sannikova substantiated the influence of four basic emotions inherent in a person on the success of his or her professional activity. The author rightly substantiates emotionality as a system-forming factor in the structure of personality and in the structure of its properties, including professionally important ones [10]. In general, emotionality is

considered as a regulator of professional activity and a determinant of its success. The development of emotional stability in students and teachers of various professional fields was studied by O. Asmakovets (2000), O. Baranov (2002). Studying the emotional stability of athletes, L. Abolin (1989) and M. Hrytsayenko (2002) found the relationship between emotional stability and individual typological characteristics of a personality. In particular, L. Abolin believes that the similarity in the functioning of the emotional self-regulation system is the basis for the differences between high and low levels of emotional stability of a personality (Abolin, 1987). L. Zavarzina studied emotional stability in internal affairs officers, noting that emotional stability is a dynamic quality of a person that depends on psychological characteristics and characteristics of a person's work activity (Zavarzina, 2002).

The development of psychological ideas about the nature of emotional resilience depends on the adequate application of general and special methodology in specific studies, establishing links and relationships between the concepts of emotional resilience, emotionality, mental readiness, reliability and stress resistance. In the cycle of psychological research on the study of emotional resilience, there is currently a significant body of work that relates mainly to the analysis of emotionally stressful conditions of a specialist's work.

A comprehensive study of the nature of human emotionality allows us to assert that modern science considers the phenomenon of emotional stability in two main aspects – psychological and psychophysiological. Psychophysiologists take physiological factors as the basis for the formation of emotional resilience, considering it a biologically determined human property.

Thus, from the point of view of Freud's psychoanalytic concept, the driving force of human behavior is an excess of energy driven by emotions, the so-called «unconscious» (libido). The researcher notes that emotions and affects are the

only motivating force in the mental life of a person, serving as intrapsychic factors that awaken desires and fantasies in a person. He emphasizes a characteristic feature of emotions: they cannot leave an individual indifferent, as they cause a complex reaction of consciousness to process, explain, reconcile, or displace them (Freud, 1998). Scholars such as G. Eysenck (2001), V. Nebilitsyn (1982), I. Pavlov (1951), and others argue that emotional stability depends on the processes of excitation and inhibition of the nervous system, i.e. on its properties. A. Maklakov, based on the fact that emotional stability depends on the type of hemispheric organization of the brain and the mobility of nerve impulses and processes, noted that emotions are directly related to the regulation of human activity, since many emotional states leave an imprint on human behavior, its character, etc. Influencing the activity in a sthenic or asthenic way, they have a stimulating or suppressive effect and are a mechanism for regulating the personality and its functional state (Maklakov, 2008).

In the study of emotional stability, it is noted that the differences in the levels of emotional stability of a personality are based on the heterogeneity of the functioning of self-regulation systems during intense and at the same time productive activity. At the same time, emotions perform independent functions, and the process of self-regulation is determined by emotional experience. The researcher noted that emotional stability has a certain consistency, affects the success of activities and is manifested in the unity of emotional, volitional, intellectual and other relations (Abolin, 1987). It has been found that emotional experience in emotionally unstable individuals is a psychological barrier to successful goal achievement; their experiences are transformed into affective processes represented by uncontrollable and irreversible affective expression. Emotionally unstable individuals are characterized by inadequate emotional self-regulation processes during strenuous activity. In people with

stable emotionality, the experience of emotions turns into an appropriate holistic controlled process, which is reversible and depends on intellectual processes.

For example, the definition of emotional stability is associated with the stability of mood, while mood is defined as a stable, not pronounced emotional state of a person. Directly related to the level of emotional stability is the level of manifestation and expression of emotional experiences, and a person's attitude to specific external or internal stimuli that arise in the course of life. Insufficient self-regulation of mental processes produces various destructive psychological manifestations: aggression, depression, fear, anxiety, which destabilize the personality. There is a perception, «experiencing» and realization of the current situation, and accordingly, the formation of certain emotional states. Emotional states are also directly related to the adaptability or maladaptability of a person, believing that they play an indispensable role in regulating human behavior, inner life and the system of interpersonal relations [2].

It is worth noting the crucial role of emotions in the formation of significant personality traits, the implementation of various activities, and social education (Sydorenko, 2008; Chernikova, 1967). Researchers are convinced that an emotionally stable personality is a person with the ability to emotional self-regulation, a certain organization of positive and negative emotions that arise in the course of activity. In our opinion, the level of emotional stability is a significant factor in the success of social adaptation of an artistically gifted person. After all, emotional stability directly affects human development, activity, self-realization, professional formation, development of self-concept, motivation, creative search.

P. Cattell considered the concepts of emotional stability and emotional resilience as synonymous, characterizing an emotionally stable personality as an individual with a strong self, and an emotionally unstable personality as a weak self

[15]. At the same time, an emotionally stable personality is defined as a strong, steady, emotionally balanced, even phlegmatic person who has a sober view of things. This is a sociable, open, efficient, realistic, emotionally mature person who knows how to manage the situation, has constant interests, and avoids difficulties. The scientist noted that such a person can be emotionally rigid and insufficiently sensitive. Thus, emotional instability is inherent in neuropsychologically unstable, restless people who give in to feelings, have a changeable character in relationships, and in difficult situations they are neurotic and unstable in their interests, frustrated. Such individuals are not sociable, shy, easily upset, lose their balance, often give in, do not enter into disputes, and are characterized by hypochondria and fatigue.

Emotional stability is defined as «a personality trait that ensures a harmonious relationship between all components of activity in an emotionally stressful situation and which thereby contributes to its successful implementation». Understanding emotional instability as an integrative property of a personality that reflects a person's tendency to disturb emotional balance, its signs are called frustration, increased anxiety, neuroticism, and various kinds of fears. Comparing the opinions of different scientists, emotional stability is defined as an integrative property of a personality characterized by such an interaction of emotional, volitional, intellectual and motivational components of an individual's mental activity that ensures optimal successful achievement of the goal of activity in a difficult emotional situation. Considering emotional stability as an adaptation to an emotionally significant situation, the scientist identifies two stages: a) the first is the stage of emotional reactivity. It is characterized by vegetative shifts that occur in the body under emotionally influenced conditions; b) the second is the stage of emotional adaptation to vegetative shifts, the essence of which is to suppress the vegetative shifts that have arisen, as well as self-regulation aimed at maintaining

appropriate behavior. But self-regulation belongs to volitional processes, which makes it unclear whether emotional stability is a component of a person's volitional properties or whether it belongs to emotional qualities [5].

Emotional resilience protects the individual from disintegration and personality disorders, determines vitality, somatic and mental health, and is the basis of the individual's inner harmony. The researcher understands the phenomenon in two ways: on the one hand, it is the result of an integral functional system of emotional self-regulation of intense and at the same time productive activity, on the other hand, it is a systemic property of the individual that an individual acquires with experience and which manifests itself in the unity of the subject's emotional, volitional, intellectual, motivational and other attitudes to complex activity [11].

Classical psychological studies of the essence of emotions and aspects of emotional stability are associated with the name of K. Izard. The author argues that emotions should be considered as a stimulus or a reason for our actions, since emotion motivates, organizes, mobilizes and directs our perception, thinking and action (Izard, 2000). C. Izard studied this problem through the biosocial direction of research, applying the principle of separate consideration of personal emotions, which is based on the evolutionary ontogenetic approach (focusing on the genetic roots of the level of emotional stability, distinguishing between the emotional state and the emotion itself.

Emotions are the process of evaluating information that comes to the brain about the external and internal world. It seems appropriate for the study to note that during the experience of emotion, the body undergoes functional and energetic preparation of behavior that corresponds to the assessment of a particular situation.

No less valuable is the view of P. Ekman, who, studying the expressive function of emotionality, argues that they

motivate human life, precede all his endeavors, and are stronger than the fundamental basic motives of hunger, sexual desire, and even the desire for survival. P. Ekman emphasizes the presence of triggers («triggers») in each person, i.e. unique signals that are manifested mainly during emotional actions or thoughts. Studying the culture and manifestations of emotions of the population of different countries, the researcher generated ideas about their nature, arguing that the innate feeling and expression of emotions is inherent in humans regardless of cultural affiliation. Studying the factors of influence of the social environment on emotional stability, the researcher notes that controlled emotional manifestations occur in society as a result of social learning, and the expression of emotions depends on the norms accepted in society. Drawing on Darwin's research, P. Ekman notes that innate emotional reactions are stronger than rational thinking, and one of the main signature features of emotions is their separation from archetypal experience. Emotional expressions are differentiated into those inherent in all cultures and those that belong only to certain social groups. In general, emotions directed at others are characterized by a more significant intercultural difference. Social norms perform a guiding function, creating organized and homogeneous expressions of emotions for all members of a culture. In this case, along with biological and ethnic factors that are determinants of emotional expression, the process of social influence plays a significant role [16].

Based on the analyzed scientific works, we find a close relationship between the social environment and the emotions of the individual. On the one hand, the social environment influences the formation of emotions and the degree of their expression, and on the other hand, the social acceptability of emotional expression in society contributes to the social adaptation of the individual. The results of the above studies give grounds to consider emotions as a conglomerate of complex mental processes that can interact, support, influence,

strengthen or weaken each other, the direction and result of which has a significant impact on various aspects of an individual's life.

In the context of the impact on the success of professional activity, emotional stability was considered by G. Eysenck, R. Kettel, S. Oya, who associated emotional stability with emotional states and experiences of the individual, characterizing it as a set of certain emotional traits. The formation of emotional stability is conditioned by emotional experience and depends on the level of professional training of the individual. Thus, S. Oya considers emotional stability to be an important element in preparation for action, pointing to the significant advantages of individuals with high emotional stability and the ability to regulate emotional states, showing minor emotional reactions in different conditions of activity.

A. Olshannikova, O. Chernikova consider emotional stability as one that depends on the content of emotions, their strength and lability (Olshannikova, 1978; Chernikova, 1967). For example, O. Chernikova explains this phenomenon through the prism of two factors: on the one hand, the relative optimal and stable level of intensity of emotional reactions; on the other hand, the positive, stable orientation of emotional experiences to human activity, i.e. the stability of the qualitative characteristics of emotional states. A. Olshannikova supports the idea that the most important determinant of emotional stability is the clear and stable dominance of positive emotions in a person. Given that emotions are a psychophysiological phenomenon and do not manifest themselves without physiological changes, the emotional states that arise depend on how the individual is self-aware of the situation. Understanding emotional stability as the ability to control emotional states and manifestations of the will, A. Olshannikova and O. Chernikova suggest that a person can change the emotional state inherent in a particular situation by volitional effort or autogenous training, prevent experiences,

physiological and psychological changes. Emotional experiences, in turn, have a direct impact on social behavior.

Emotional stability helps to reduce the negative impact of strong emotional factors, helps to achieve success in extreme situations, develops readiness for action, and is a preventive factor of extreme stress. Researchers define emotional stability as a feature of temperament and the strength of the nervous system, characterizing it as a personality trait, integrative property, or mental state that facilitates adequate response and action.

He characterizes emotional stability as a hypothetical personality trait, considering it in two aspects. He defines a person as emotionally stable under the following condition: if, despite emotional stimuli, he or she remains balanced and the amount of his or her arousal does not exceed the emotional threshold. The second aspect is the emphasis on the fact that during strong emotional arousal there are no disturbances in a person's behavior, so he or she can be called emotionally stable. Drawing attention to the increase in response to negative stimuli under the influence of emotional attitude, the author notes that the emotional process affects the formation of a perceptual image, the content of which corresponds to the content of emotions. The Polish researcher also notes that emotional factors have an impact on cognitive processes.

The emotional sphere of the individual serves as an important component in the functioning and formation of creative goals, acting as a synthetic unity in creating an ideal image. and is the basis for creating products of the individual's creative activity. Thus, emotionality in creative personalities was studied by L. Malimon, who considers this mental phenomenon as a stable integral property characterized by the modality and dynamics of emotions and feelings. The scientist identified increased emotional excitability, vulnerability to emotionogenic factors, and the dominance of sensory perception of reality in creative individuals; she found that

emotional characteristics are more related to the creative potential and level of expression of a person's giftedness than to special abilities and the field of professional creative realization. L. Malimon noted that emotions play a very important role in the life of a creative personality and are characterized by their depth, expressiveness and sensuality [7].

Emotional stability is also considered as a feature of a person's temperament, which allows him or her to reliably fulfill the target tasks of activity through the optimal use of reserves of neuropsychic emotional energy. The main directions of studying emotional stability are distinguished: - physiological (studying the dependence of emotional stability on the characteristics of the nervous system); - structural (studying the regulatory structures of the personality); - regulatory (searching for a special mechanism of regulation of the state in the form of self-control).

Emotional stability is also considered as a personality trait determined by the dynamic and substantive characteristics of emotional processes. The dynamic characteristics include intensity, lability, and flexibility of emotional processes, and the content characteristics include types of emotions and feelings, their intensity. An important aspect of this area of studying emotional resilience is to clarify the content and level of expression of emotions and feelings in difficult and extreme conditions. Exacerbation and intensification of moral feelings allows a person to overcome fear, confusion, and hopelessness. Among the determinants of emotional resilience, researchers mention the emotions and feelings experienced by a person in difficult situations and extreme conditions, his or her emotional attitudes; previous emotional experience.

According to the researchers' conclusions, emotional stability is formed in the process of human adaptation to difficult situations and extreme conditions of professional activity. It is assumed, substantiated theoretically and confirmed experimentally, that in the process of adaptation, a

qualitative transformation occurs in the interaction of the characteristics of the human condition experienced by a person in difficult situations of professional activity and personality traits. Thus, adaptation to difficult working conditions is a creative process that contributes to the formation of new integrative personality qualities through changes in human states, which increase a person's adaptability and stress resistance to difficult situations and extreme working conditions.

In the process of repeated efforts to adapt to difficult working conditions, a person gradually develops certain means of self-regulation of state and behavior and changes some psychodynamic characteristics of the personality, which leads to the formation of new integrative qualities. It is the general ability to conscious self-regulation of behavior that is defined as the basis of subjective human development, which is confirmed by studies of the personal level of self-regulation.

Emotional stability should be considered as an integrative property or quality of a personality, which is an integrative indicator that includes emotional and volitional, intellectual, and motivational components. Summarizing the theoretical data, we can talk about the main indicators that can be used to indicate the presence of a specific component of emotional stability.

In particular, the emotional and volitional component, which is characterized by the degree of sensitivity to a critical situation, the level of excitability, anxiety, the degree of severity of emotional experiences, as well as internal control over behavior, and the ability to adequately assess oneself. The intellectual component is expressed by the degree of severity of intellectual emotions that determine the cognitive activity of self-organization, self-regulation and self-control of an individual's behavior. Motivational component, characterized as a system of motives aimed at overcoming psychological barriers.

The literature discusses the problem of the possibility of attributing emotional stability either to stable personality traits, which in this case should remain unchanged throughout life, or

to dynamic personality characteristics that can change with experience or in the process of adapting to difficult conditions of activity. The authors believe that the reason for the ambiguity in attributing emotional stability to stable personality traits or to traits that develop in the process of adapting to difficult conditions of activity lies in the very nature of this phenomenon. Let's analyze the information available in the literature about the relationship between some personality traits and a person's tendency to experience certain states in difficult situations. The fact is that some personality traits and various functional states experienced in difficult conditions of activity are mutually determined. Thus, it has been established that the so-called unfavorable states are associated with neuroticism as a stable personality characteristic, with anxiety, with a tendency to depression, and the experience of the so-called «favorable» functional states in the course of activity is more inherent in extroverted personalities [2].

For our study, it is important to emphasize the significant role of the emotional sphere, since emotions are directly involved in the launch of creative imagination, defining the emotional factor as a connection of associations. At the same time, the emotional element of an individual is manifested as a leading one in the emergence of desires, aspirations, and satisfaction, i.e. it is a sign of needs and motives. In the traditional sense, emotional stability of a person is characterized by psychological resistance to external influences.

Summarizing the main approaches of scholars to the conceptualization of emotional stability, we draw the following conclusions:

1) emotional stability is characterized by psychological resistance to external influences (Y. Krushelnytska);

2) emotional stability depends on the innate anatomical and physiological features of the human nervous system, which are dynamic in nature, as well as on the processes of excitation and inhibition of the nervous system, that is, on its properties

(G. Maklakov, G. Eisenk, L. Yermolaeva-Tomina, V. Nebilitsyn, I. Pavlov);

3) emotional stability is a system of natural and socially acquired personality qualities that are the result of social learning and vary depending on the culture, manifesting itself in the organization of emotional, volitional and intellectual processes that arise (P. Ekman, J. Reikowski);

4) emotional stability is the result of emotional self-regulation of the individual, the ability to manage emotional states and manifestations of will, which affects the success of activities and social adaptation, manifested in the unity of emotional, volitional and other factors (L. Abolin, A. Olshannikova, O. Chernikova);

5) emotional stability is a mechanism of emotional self-regulation that mobilizes a personality, does not allow negative factors to disorganize it, and is characterized by a favorable emotional attitude to reality (E. Milerian, K. Platonov, V. Marishchuk)

6) emotional stability as a property that combines in one concept emotional stability, stability of emotional states, and the absence of a person's tendency to frequent changes of emotions (M. Aminov);

7) emotional stability is a conglomerate of emotional and physiological qualities of the personality self-regulation system, the direction of the result of which has a significant impact on various aspects of an individual's life (G. Eysenck, R. Kettel, S. Oya);

8) emotional stability acts as an integrative property, the level and structure of which is influenced by the parameters and type of educational environment (D. Ivanov).

In the course of analyzing the main areas of the study, it was determined that emotional stability is the basis, synthetic unity in the formation of an ideal image, an important component in the functioning of associative connections and the launch of creative imagination. The differences in

emotional stability levels are based on the dissimilarity of the functioning of psychological self-regulation systems. At a high level of emotional stability, individual emotional processes play the role of a single balanced emotional process.

Thus, emotional stability is a person's resistance to unfavorable reality; it creates internal resistance and prevents a person from actively engaging in certain negative activities, helps to be balanced in one's assessments of negative and positive stimuli.

Modeling in modern research is already a mandatory technology, but researchers are not ready to implement it sufficiently.

The scientific literature describes the peculiarities of emotional stability of educational psychologists at different stages of professional development and (we note at once) developed, substantiated, tested for reliability, verified, validated, standardized, intervals for low, medium and high indicators for each category of subjects (educational psychologists and psychology students). The development of emotional stability of educational psychologists is characterized by a non-linear relationship between emotional stability and professional psychological experience. Educational psychologists in the periods up to 1 year and from 5 to 10 years of professional activity are characterized by a crisis in the development of emotional stability. The most successful in terms of emotional stability are specialists with psychological professional experience from 1 to 3 years and from 10 to 15 years. The age peculiarities of emotional resilience of educational psychologists are characterized by an increase in the EU in the period from 20 to 30 years, and after 41 years there is a tendency to decrease emotional resilience with the age of the subjects. There are two functions of emotional stability: homeostatic and adaptive. The homeostatic function of emotional resilience plays a regulatory and stabilizing role and allows maintaining emotional balance,

preventing the growth of emotional stress. The adaptive function of emotional resilience allows flexible and adequate adaptation to new or changed external conditions or internal state without negative consequences for individual and professional activities.

The functions of emotional stability constantly interact with each other and are united by the reflection of the emotional sphere of the individual. There are three types of such reflection: reflexive ability to assess the emotional state; reflection of decision-making on ways to act in an emotional situation; reflexive assessment of the success of emotional self-regulation. A pronounced level of emotional resilience prevents the occurrence of professional burnout syndrome in educational psychologists.

The author identifies the following personal determinants of emotional stability of psychologists at different stages of professionalization: innerness; mental and behavioral flexibility; reflective abilities (general reflexivity); reflective assessment of the emotional state; reflection of decision-making on ways of action in an emotional situation; reflective assessment of the success of emotional self-regulation; self-esteem; communicative tolerance; emotional self-control. In working psychologists, compared to psychology students, there is a significant predominance of six personal determinants of EC, such as: indicators of internal belonging; indicators of general reflexivity; indicators of reflective assessment of the emotional state; indicators of self-esteem; indicators of communicative tolerance; indicators of emotional self-control.

The main determinants of teacher's emotional resilience in this study are: professional competence, sociability, social adaptation, stress resistance, reflective abilities, absence of pronounced professional deformation and emotional burnout.

The specificity of the formation of teacher's emotional stability is ensured by the originality of pedagogical activity: the presence of increased emotionality in it, the variety of

communication ties, the variety of contacts in communication and interaction, the constant need to make responsible decisions, find constructive ways out of conflict, the need to take into account the multidimensionality of professional activity, expressed in the combination of tasks of teaching, education, development, etc.

The main criteria for the formation of a teacher's emotional resilience are: emotional stability, the ability to reflect on emotional states, the prevalence of positive emotions, the level of anxiety-anxiety, motivation to avoid failure and motivation to succeed, communicative tolerance, adequate self-esteem, frustration, balance, resilience, stability, and personality resistance. And here we have a question: why did we need to introduce these two criteria of «emotional stability» and «resilience»?

The psychological and pedagogical integrative technology of forming the emotional resilience of the future teacher includes the sequential implementation of the information-installation, cognitive-content, social and professional stages.

The author argues that the formation of future teachers' emotional resilience will be effective if the following psychological and pedagogical conditions are met:

- the process of forming emotional resilience is modeled as a system of subject-subject relations between teachers and students;

- implemented on the basis of specially developed psychological and pedagogical integrative technologies;

- the process of forming emotional resilience is aimed at the development of internal (cognitive, emotional, behavioral and communicative spheres) and the use of external (social environment) resources, is holistic and is carried out during all years of study, integrating all components of the educational process at the university.

Self-actualization of the subject of professional self-

determination correlates with the process of his/her psychological adaptation; emotional stability of a personality is a stable psychological characteristic that requires specially organized conditions for its change. As a systemic category, acquired and manifested in the activity of the subject, emotional stability is appropriate. to develop in the context of students' intrapsychic activity of professional self-determination; emotional stability of students is related to the processes of psychological adaptation and professional self-determination of the student. Namely, emotional stability has an adaptive potential in the process of students' professional self-determination. The development of ACEs in the process of students' professional self-determination is reflected in the fact that with an increase in the level of students' emotional stability in the professional and personal context, the level and quality of students' psychological adaptation increases [8].

The psychological determinants of the development of EQAP in the process of student's professional self-determination are:

1) openness to experience, positive attitude to oneself, acceptance of oneself and the surrounding reality;

2) understanding of one's own self through self-control of the affective mental states;

3) having a life goal and taking responsibility for its realization;

4) professional analysis of one's own personality;

5) conscious, positive motivation to build emotional resilience in a professional and personal context;

6) emotional self-regulation skills.

Effective psychological and pedagogical conditions for the development of the adaptive potential of students' emotional stability in the process of professional self-determination are specially organized conditions for the implementation of the correctional and developmental program developed and tested by the author. The means of solving the

problems of correctional and developmental activities are: information, group discussions, role-playing games, career guidance games, psychogymnastics, psychotherapeutic and counseling techniques, psychodiagnostic procedures, methods of self-regulation of the emotional state, etc.

Inpatient overload leads to changes in the motivational sphere, disappointment in the profession, and general deformation of the personality. Correction of the negative effects of professional activity assumes that a specialist has emotional stability as a professionally significant personality quality, which allows overcoming the state of emotional excitement in the performance of professional activity, reducing the negative impact of strong activity. emotional influences, face tense situations and make decisions about the ways of activity [4].

Professional training achieves the goal when the formation of qualities that allow to overcome the state of emotional excitement in the performance of professional activities, reduce the negative impact of strong emotional influences is ensured in the already basic disciplines [12].

Significant emotional stability is characterized by: the ability to regulate the strength of emotional manifestations in emotional situations; the severity of the motives for achieving the goal; the ability to perform activities productively despite emotional stress; knowledge, skills and abilities of self-diagnosis, self-refection and self-prevention of negative emotional states and properties. Its severity is related to adequate self-esteem, internal locus of control, general positive emotional background, absence of anxiety and other negative emotional phenomena [9].

The scientific literature notes that the formation of emotional stability of psychology students is determined by the following criteria and indicators that reveal them:

- the degree of expression of motives, needs and values (internal educational and cognitive motivation, motives for

achieving goals, the need for productive functioning in situations of emotional overload, value attitude to their psychological health); and systematic knowledge of the basics of psychohygiene, knowledge of overcoming emotional overload (knowledge of the basics of mental health, prevention of negative emotional states and personality traits, methods of psychodiagnostics and psychocorrection of specific negative manifestations of the psychologist's work: anxiety, emotional);

- emotional manifestations and personal qualities that determine their nature (adequate self-esteem, internal locus of control, low or normal level of anxiety, general positive emotional background, pronounced self-control, high normativity and organization);

- systematic mastery of self-regulation skills (mastery of self-diagnosis skills, correction and prevention of negative emotional states and personality traits).

The structural-functional model is represented by the unity of three blocks: purpose (goal and tasks of forming the emotional stability of psychology students), content-procedural (components of emotional stability: motivational-value, cognitive-theoretical, emotional-personal, practical-effective; content and features of the educational process in the formation of emotional stability of psychology students at the university), effective and evaluative (criteria, indicators and levels of emotional stability formation).

Effective formation of emotional resilience of psychology students at the university is ensured by compliance with pedagogical conditions:

*Organizational and pedagogical* – the teacher's orientation to the implementation of the principles of collaborative pedagogy and a personality-oriented approach; the use of active teaching methods; targeted settings of students to maintain psychological health, the use of psychological science methods in the pedagogical technology of forming emotional stability).

*Subject-personal* – taking into account the individual characteristics of students, focusing on the manifestation of students' subjectivity.

*Practice-oriented* – taking into account the specifics of future professional activity in the preparation of a psychology student at the university, active use of methods of psychodiagnostics, psychoprophylaxis, methods of self-regulation in practice.

The author believes that one of the most effective means of reducing students' neuroemotional stress in the process of educational activity is optimal motor activity and physical activity. Expanding the range of students' motor capabilities helps to improve the body's adaptive capabilities to prolonged intellectual stress by optimizing the functioning of the body's main systems - cardiovascular, respiratory, central nervous and peripheral, endocrine, etc., which ultimately contributes to the rationalization of student work.

According to the laws of materialistic dialectics, human reflection is carried out on the basis of active practical transformative activity, so the process of development of any personal quality is carried out not in the form of contemplation of reality, but in the form of actions and operations organized into a system that create certain ideal objects that serve as a means of cognition, development and reflection of the objective world.

These methodological provisions allow us to distinguish three levels in the proposed model of the development of emotional resilience of a personality:

- *the spontaneous-empirical level* is characterized by the situational manifestation of emotional resilience of the individual;

- *the empirical level* reflects the intuitive, unsystematic application of knowledge, skills and attitudes that reflect the content of emotional resilience of the individual;

- *theoretical level* provides for a high level of emotional

resilience formation, after the implementation of a special psychological and pedagogical interaction program.

The reverse side of our model includes the following knowledge, skills and attitudes as structural elements of the concept of «competence», revealing the content of the components of psychologist's emotional stability:

*The cognitive component* includes: knowledge of the content characteristics of the concept of «emotional stability», knowledge of the resources and reserves of the mental organization of the individual, knowledge of psychological and pedagogical conditions for the successful development of emotional stability, the ability to determine the strategy for the development of emotional stability, attitude to their cognitive activity.

*The emotional component* includes: knowledge of methods for regulating complex emotional states, knowledge of methods for developing an optimal level of anxiety, the ability to analyze one's own emotional state, the ability to regulate one's own emotional reactions, and attitude towards one's own emotional experiences.

*The motivational component* includes: knowledge of a rational attitude to the perception of events, knowledge of methods for developing motivation to succeed, the ability to use a rational attitude to develop positive motivation, attitude to motivation to succeed.

*The volitional component* includes: knowledge of methods of self-regulation of behavioral reactions, knowledge of methods of developing an internal locus of control, the ability to regulate one's own behavior, and the attitude of taking responsibility for what is happening.

*The behavioral component* includes: knowledge of the content characteristics of the concept of «personal orientation», knowledge of techniques and methods for studying types of personal orientation, ability to interact with people in the process of communication, ability to interact with people in the

process of solving business issues, ability to defend personal interests, attitude to the type of personal orientation. psychologist, combined into cognitive, emotional, motivational, volitional and behavioral components.

*Spontaneously empirical level of emotional stability of a psychologist.* Cognitive component: there are difficulties in defining the content of the concept of «emotional stability»; the idea of the available resources and reserves of the individual's own mental organization is superficial; there is no knowledge of the conditions for the development of emotional stability, the process of developing emotional stability occurs spontaneously; there is a tendency to reduce cognitive interest.

Emotional component: understanding of the methods of regulating emotional states and methods of psychological and pedagogical correction of anxiety is superficial; difficulties arise in the process of analyzing and regulating one's own emotional reactions and states.

Motivational component: there are difficulties in determining the content of a rational attitude to the perception of events, which prevents their use in the development of positive motivation; there is practically no idea of methods of developing motivation to succeed; motivation to avoid failure dominates.

Volitional component: understanding of the methods of regulating behavioral reactions is superficial, there are difficulties in regulating one's own behavior; knowledge of methods of developing the internal locus of control is random and not formalized; the external locus of control dominates.

Behavioral component: there are difficulties in defining the meaning of the concept of «personality orientation»; the idea of methods and methods of studying its manifestation is superficial; there are difficulties in communicating with other people, defending personal interests in solving business issues.

*The empirical level of a psychologist's emotional stability* [6]. Cognitive component: knowledge about the formation and

content of the concept of «emotional stability» is random and not formalized; regulation of emotional states is based on individual personal resources, the idea of mental reserves remains superficial; cognitive activity is directed to emotionally attractive objects. Emotional component: there are some methods of regulating emotional states, methods of developing an optimal level of anxiety and the ability to adequately assess one's own emotional states, but there is no ability to regulate them; the attitude to emotional experiences is not always adequate to the circumstances.

Motivational component: certain types of rational attitude to the perception of events and their use in the process of developing positive motivation are noted; they have certain methods of developing motivation to succeed.

Volitional component: certain methods of regulating behavioral reactions are manifested; there is an unstable manifestation of the internal locus of control.

Behavioral component: knowledge of the content of the concept of «personal orientation» is accidental and not formalized; occasional constructive interaction with people in the process of communication is manifested, in situations of business interaction, an egocentric position prevails; unstable attitude to the type of personal orientation.

*Theoretical level of emotional stability of a psychologist* [1]. Cognitive component: there is an integral system of knowledge about the formation and development of emotional stability; there is an awareness of personal resources of the psyche, psychological and pedagogical conditions for the development of this property, which allows to independently form emotional stability by correcting its components; Cognitive activity is stable.

Emotional component: they know the methods of regulating emotional states, are able to independently adjust the level of situational anxiety; are able to adequately assess and independently regulate any emotional state, have an adequate

attitude to their own emotional experiences.

Motivational component: deep systemic knowledge of the types of rational attitude to the perception of events, motivation to achieve success is stable.

Volitional component: a holistic view of the methods of regulating behavioral reactions and methods of developing an internal locus of control is noted; the ability to regulate one's own behavior is manifested.

Behavioral component: a holistic system of knowledge about the formation and development of the concept of «personal orientation» is noted; the ability to interact with people in the process of communication, to achieve goals in situations of business interaction and to defend personal interests without harming others is manifested; a stable, conscious attitude to one's type of orientation is formed.

The model of development of emotional stability as a key competence of a psychologist involves quantitative and qualitative changes in the elements of emotional stability (knowledge, skills and attitudes) depending on the level of formation (spontaneous, empirical, theoretical) and personal potential of the subject of interaction.

Thus, the theoretical model of the future psychologist's emotional stability in terms of readiness for professional activity includes emotional and volitional, intellectual and motivational components. Summarizing the theoretical data, we can talk about the main indicators by which we can talk about the presence of a specific component of emotional stability. In particular, the emotional and volitional component, which is characterized by the degree of sensitivity to a critical situation, the level of excitability, anxiety, the degree of severity of emotional experiences, as well as internal control over behavior, and the ability to adequately assess oneself. The intellectual component is expressed by the degree of severity of intellectual emotions that determine the cognitive activity of self-organization, self-regulation and self-control of an

individual's behavior. Motivational component, characterized as a system of motives aimed at overcoming psychological barriers.

Thus, the study of the theoretical aspect of emotional stability led to an empirical study aimed at determining the characteristics of personality profiles of individuals with different levels of emotional stability.

The results of the study emphasize the importance of a comprehensive approach to personality assessment, which includes the analysis of both factors of intelligence and emotional regulation, as well as socio-psychological traits that determine the adaptability of an individual in different life situations.

The sample of the study consisted of 54 students of the Faculty of Preschool Pedagogy and Psychology of the State Institution «South Ukrainian National Pedagogical University named after K.D. Ushynsky». The set of methods and psychodiagnostic techniques included:

The Emotional Stability Scale (G. Eysenck) is designed to assess the level of emotional balance (neuroticism) of a person, i.e., the ability of a person to maintain mental stability in various life situations. The questionnaire is aimed at: Identifying a tendency to anxiety, emotional vulnerability, tension, depression. Diagnosing the level of self-control, the ability to control one's own impulses and emotional reactions. Assessment of resistance to stress factors, ability to remain calm in difficult circumstances. Determining general psychological adaptability, predicting the effectiveness of behavior in stressful or responsible situations. Formation of an idea of a personality profile, which can be useful in psychological counseling, vocational selection, career guidance, and scientific research.

«The 16-Factor Personality Inventory (R. Cattell). This methodology is designed for a comprehensive study of personality by identifying and measuring 16 basic personality traits (factors) that determine the individual style of human

behavior. The questionnaire is aimed at: Diagnosing personality traits such as emotional stability, dominance, courage, sensitivity, self-control, etc. Determination of social adaptability and interpersonal interaction, including a tendency to leadership or subordination, openness or isolation, and the level of sociability. Assessment of professional potential, for example, suitability for certain professions, teamwork, management or creative activity. Identification of tendencies to stress reactions, internal conflicts, anxiety, or tension. An in-depth understanding of the personality structure for the purposes of psychological counseling, psychotherapy, personnel selection, and career guidance.

The Freiburg Personality Inventory (FPI); (W. Fahrenberg, H. Zarg, and R. Hampel). The Freiburg Personality Inventory (FPI) is designed for a comprehensive study of individual psychological characteristics of a person by assessing a number of key traits and states. The questionnaire is aimed at: Identification of stable personality traits, such as emotional instability (neuroticism), aggressiveness, shyness, spontaneity, extraversion, etc. Assessment of social and psychological adaptability, ability to establish interpersonal contacts, and willingness to cooperate. Study of individual differences in response to stress, tension, anxiety, frustration. Identification of a tendency to psychosomatic reactions, such as somatic complaints or depressed mood. In-depth analysis of the motivational sphere, including the desire for dominance, achievement orientation, and self-control. Formation of a psychological profile of a personality used for diagnostics in clinical practice, career guidance, personnel selection, and research.

Despite the closeness or even the coincidence of methodological positions and scientific attitudes of emotional stability researchers, there is a discrepancy in their approaches to its study: some study emotional stability, understanding it as an integral property of personality, others, emphasizing the

specificity of emotional stability, pay attention to the study of emotional regulation of behavior depending on the strength, sign, lability and content of emotions, while others believe that it is the ability to overcome excessive emotional arousal when performing complex activities,

The first stage of our empirical study was a correlation analysis aimed at identifying the nature of the relationships between indicators of emotional stability and various aspects of personality structure. In particular, we analyzed the correlations between indicators of emotional stability and personality factors according to R. Cattell, as well as the FPI methodology.

The results of the correlation analysis between the indicators of emotional stability and personality factors according to R. Cattell showed a number of statistically significant relationships. Thus, positive relationships at the 5% significance level were found between the emotional stability (ES) indicator and the QI+ factor (extraversion), which indicates that individuals with a high level of emotional stability are usually more extroverted, open to social contacts and tend to actively interact with the social environment.

Another interesting finding is the positive correlation between the S (sincerity) and the A+ (affectotimacy) factor, which indicates emotional sensitivity, openness to expressing feelings, trustfulness, and willingness to share one's experiences. At the same time, a negative correlation was found between the S indicator and the G- factor (weakness of the «Super-Self»), which indicates a tendency to less self-control, certain impulsivity, a tendency to be susceptible to external circumstances, and less resistance to social norms and expectations. Such characteristics may reflect flexibility of behavior, but also potential instability in moral and ethical guidelines.

The correlation analysis between emotional stability indicators and personality factors using the FPI methodology

also revealed a number of interesting relationships. In particular, the ES emotional resilience indicator is positively related to indicator III (repressiveness) at the 1% significance level, which may indicate a tendency to suppress emotional impulses and control one's own emotions, which, in turn, helps maintain the stability of the emotional sphere. At the same time, the negative correlation between ES and indicator XII (masculinity-femininity) suggests that individuals with more pronounced emotional stability may have less pronounced traits associated with traditional gender roles.

At the 5% significance level, positive correlations were found between ES and the IV (irritability), VIII (shyness), and XI (emotional lability) indicators. These correlations may indicate that even with high overall resistance to stress and negative influences, certain aspects of the emotional sphere (in particular, situational irritability or increased shyness) may be subject to fluctuations. At the same time, negative correlations with indicators V (sociability) and VI (balance) may indicate a certain contradiction in the personality structure, which is manifested in less social activity and a reduced need for communication with a high level of overall emotional stability.

As for the indicator S (sincerity), its negative correlations with indicators III (repressiveness) and VI (balance) at the 5% significance level indicate that more sincere individuals are less prone to suppressing their emotions and less resistant to the influence of external factors, which makes them more open, but at the same time more vulnerable.

Thus, the empirical study allows us to conclude that the relationship between emotional stability and various personality characteristics is complex and multidimensional. The data obtained indicate that emotional resilience is not an isolated indicator, but is closely integrated into the overall structure of the personality, affecting such traits as

extraversion, affectotimia, self-control, social activity, anxiety, and others. This multifaceted relationship emphasizes the need for a comprehensive approach to personality research that takes into account not only individual traits or factors but also their interaction in a holistic psychological structure.

Based on the results of an empirical study of the emotional stability of a future psychologist, obtained using traditional tests and diagnostic procedures, it became possible to provide a detailed psychological characterization of the individual depending on the level of his or her emotional stability.

The level of emotional resilience was determined as follows. First, the «raw» scores obtained on the scales of the methodology were converted into percentiles. The range from 0 to 25 was considered the range of unexpressed values of the indicator corresponding to a low level of emotional stability; from 25 to 50 - the range of weakly expressed values (low); from 50 to 75 - the range of sufficiently expressed values; from 75 to 100 - the range of pronounced values of emotional stability indicators. Thus, individuals with a general indicator of emotional stability in the range of 0-25 percentiles formed a group with a low level of emotional stability ES- (n=9), individuals with a general indicator whose values are in the range of 75-100 percentiles formed a group with a high level of emotional stability EC+ (n=5).

Emotional stability is one of the key characteristics that determines a person's ability to respond adequately to various life challenges, control their emotions, and maintain inner balance in difficult or stressful situations. This indicator is especially important for future psychologists, whose professional activities are directly related to a high level of emotional stress, the need to support clients and maintain their own psychological balance.

Thus, according to the results of the study, several typical profiles (Fig.1., Fig.2.) of a personality depending on

the level of emotional stability were identified.



| | A | C | E | F | G | H | I | L | M | N | O | Q1 | Q2 | Q3 | Q4 | QI | QII | QIII | QIV |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| —◆— EC+ | 8 | 7 | 6 | 7 | 4 | 5 | 6 | 6 | 5 | 6 | 4 | 4 | 6 | 8 | 5 | 8 | 4 | 3 | 5 |
| ---■--- EC- | 4 | 4 | 4 | 4 | 6 | 7 | 7 | 4 | 7 | 8 | 7 | 5 | 7 | 5 | 5 | 5 | 8 | 5 | 5 |
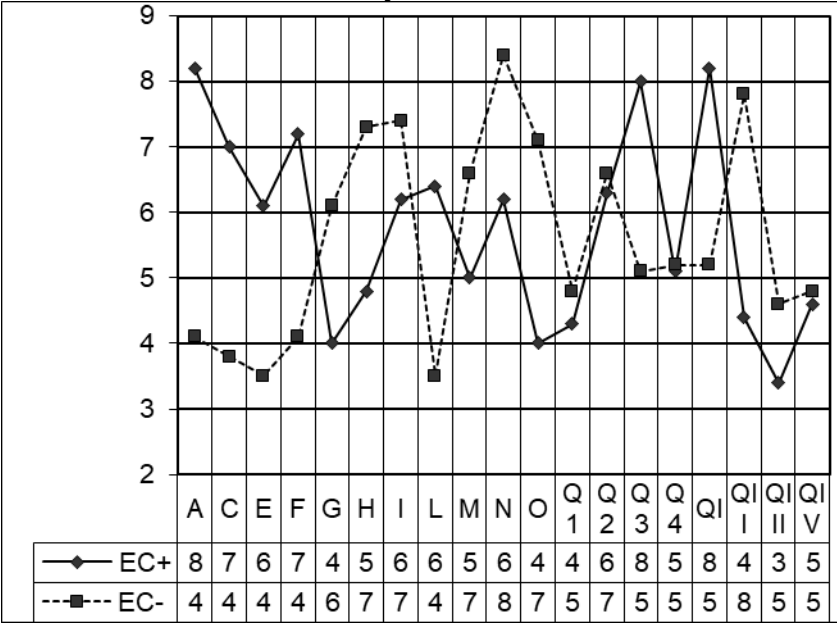
Fig. 1. Profiles of R. Cattell's personality factors
of individuals with different levels of emotional stability

**Note**: conventional abbreviations: EC+ (high level of emotional stability); EC- (low level of emotional stability); indicators of R. Kettell's personality factors: A+ affectotimia – A- syzotimia, C+ strength of the «I» – C-weakness of the 'I', E+ dominance – E-conformity, F+ security – F- anxiety, G+ strength of the «Super-I» – G- weakness of the «Super-I», H+ courage – H- timidity, I+ softness – I- hardness, L+ suspicion – L- gullibility, M+ dreaminess – M-practicality, N+ insight - N- naivety, O+ guilt – O- self-confidence, Q1+ radicalism – Q1- conservatism, Q2+ self-sufficiency – Q2+ dependence on the group, Q3+ high self-control – Q3- low self-control, Q4+ tension – Q4- relaxation, QI+ extraversion – QI-introversion, QII+ anxiety – QII+ emotional stability, QIII+ cortical liveliness – QIII-sensitivity, QIV+ independence – QIV-submissiveness.

|  | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EC+ | 4,8 | 6 | 4,7 | 3,8 | 9 | 7 | 2,2 | 6,3 | 8,6 | 4,2 | 7 | 2,1 |
| EC- | 5,3 | 5 | 3,3 | 6,8 | 4,4 | 3,5 | 6,2 | 5,8 | 9,7 | 7,4 | 4,8 | 7,5 |
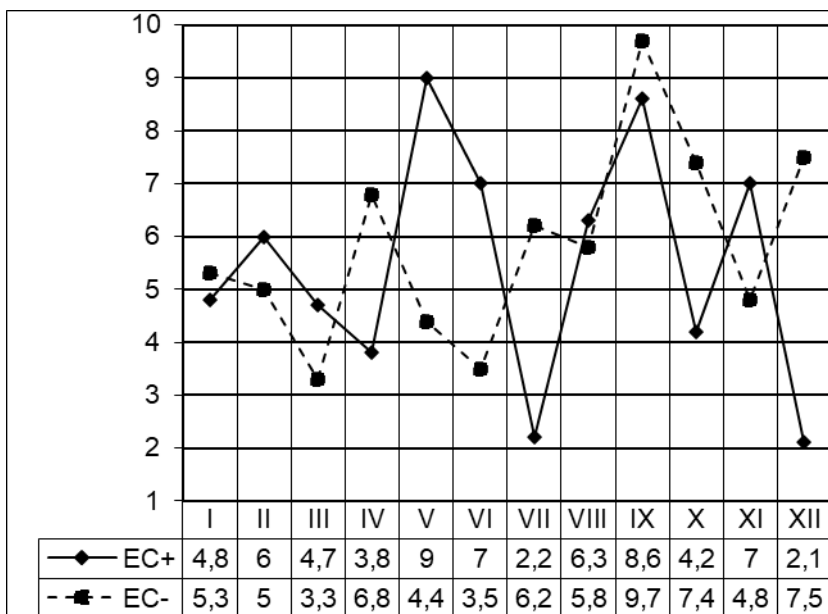
Fig. 2. Profiles of personality factors according to the FPI
methodology for individuals with high and low levels
of emotional stability

**Note**: Abbreviations: EC+ (high level of emotional stability);
EC- (low level of emotional stability); FPI indicators: I –
neuroticism; II – spontaneous aggressiveness; III – depression; IV –
irritability, excitability; V – sociability; VI – balance; VII – reactive
aggressiveness; VIII – shyness; IX – openness; X – extraversion,
introversion; XI – emotional lability; XII – muscularity, femininity

The obtained personality profiles by R. Cattell allow not
only to describe individual differences of people with different
levels of emotional stability, but also to predict their behavior
in various social and professional situations.
The FPI profiles reflect fundamental psychological
differences between individuals with different levels of
emotional stability, which is important for psychological
counseling, correctional work, and career guidance.

Thus, according to the obtained profiles (Fig. 1., Fig. 2.), individuals with a high level of emotional stability ES+ are characterized by emotional stability. The content of this secondary factor is made up of such characteristics as: self-strength, social courage, trustfulness, calmness, self-confidence, high self-control, strong-willedness, low ego tension, and unfrustration. They are also distinguished by the strength of the self, which characterizes them as emotionally stable, mature, self-controlled, capable of realistic assessments of reality, situation management, and the ability to reason. Insensitivity and emotional rigidity may be present. The severity of factors (I+ ), (A+ ) indicates their spiritual, human qualities: cordiality, kindness, openness, attentiveness to others and expectations of the same from them, desire to join and communicate; sensitivity, ability to empathize (sympathy, empathy) tolerance to oneself and others. They can be too soft and dependent. Among their inherent negative manifestations are mannerism, arrogance, pretense, and uncontrolled fantasizing. But at the same time, there is a positive side – sophistication, artistry, a tendency to romanticism, and artistic perception of the world. Some of these qualities contradict each other, but it must be remembered that a living person can indeed be contradictory in their emotional nature. Contradictions can manifest themselves at the level of thoughts and behavior. It should also be borne in mind that a unique combination of these qualities is always a balance between opposites: if rational qualities are more pronounced, the qualities of emotionality, intuition, etc. will be different. The severity of the secondary factor QII indicates the tendency of these individuals to experience positive feelings towards themselves and in the sphere of social interaction, their ability to control their own emotions and behavior, i.e., a sufficient level of emotional maturity. As a rule, low scores on the anxiety factor indicate mental health (provided that their values are not too low).

Such people are characterized by richness and brightness of emotional manifestations, naturalness and ease of behavior, willingness to cooperate, sensitive, attentive attitude to people, kindness and gentleness. Such people are sociable, have many close friends, and in friendships they are caring, sensitive, warm in their relationships, always take an active part in the fate of their friends, know about their experiences, joys and worries. They themselves experience and rejoice with them, actively help their neighbors, and take an active part in their personal lives. They have a wide circle of friends and acquaintances, and they get along easily with people. People are drawn to them, and everyone feels cozy and calm in their company. They themselves feel better in public, get bored alone, seek out society, willingly participate in all group activities, like to work and relax in a team.

They are characterized by the absence of internal tension, freedom from conflict, satisfaction with themselves and their successes, and a willingness to follow norms and requirements. They are inactive, constrained, timid, soft, and satisfied with what is already available and present. They lack persistence and perseverance in their activities, especially in achieving purely personal goals. They are submissive, compliant, too easily agree with power and authority, always ready to listen and accept the advice of an older or more experienced person, they have insufficient activity of their own; they cannot stand rude words, rude people and rude work. Real life easily wounds them. They are soft, feminine, immersed in fantasies, poetry and music. Although they are polite, courteous, and delicate in their behavior, they try not to cause inconvenience to other people, and are especially loved by the team.

They also have a wide variety of poorly differentiated interests, developed imagination, a craving for fantasy and aesthetic activities. They show interest in philosophical, moral, ethical, and worldview issues and sometimes demonstrate excessive preoccupation with personal problems, a tendency to

introspection and self-criticism. They have an increased interest in people and in the nuances of interpersonal relationships, and they have an understanding of the driving forces of human behavior. They lack courage, determination, and perseverance in their behavior. They avoid rivalry, give in easily, and accept help and support. They are able to accurately sense other people, are able to express their thoughts emotionally, interest other people in their problems, and gently, without pressure, persuade them to take their side.

Individuals with a low level of emotional stability ES are characterized by obedience and conformity, they are unable to defend their point of view, and obediently follow a stronger person. They give way to others. They do not believe in themselves and their abilities, so they are often dependent and take the blame. The severity of the H+ factor indicates stress resistance, a tendency to courage, determination, risk-taking, and thrills. However, these individuals are inattentive to details, ignore danger signals, and spend a lot of time talking. They do not experience difficulties in communication. They tend to actively communicate and make contact with people of the opposite sex. They do not get lost when faced with unexpected circumstances. They quickly forget about failures. They are often chosen as leaders in groups where activities involve rivalry and risk.

These people are also characterized by slyness, cunning, experience, prudence, sophistication, social skills, precise minds, emotionally stable, aesthetically sophisticated, insightful towards others, ambitious, unreliable, and cautious. They do not succumb to emotional impulses, behave correctly, politely, and aloofly. They are cunning and skillful in their behavior. They are skeptical of slogans and appeals. They are prone to intrigue. They are soft-spoken, watch their speech and manners.

These individuals are characterized by wealth, flexibility, ease in interpersonal relationships, self-confidence, and success in performing various activities that require activity,

enthusiasm, and determination. However, the lack of constraint and lack of control over one's impulses can lead to non-fulfillment of promises, inconsistency, insecurity, which leads to loss of trust and resentment from friends.

They are also prone to fickleness, shirking their responsibilities, ignoring generally accepted rules, making no effort to comply with social requirements and cultural norms, disregarding moral values, and being capable of dishonesty and lying for their own benefit. Being acutely aware of their failure, they may demonstrate hostility towards others. Conflict behavior is usually the most commonly chosen form of protection against personally traumatizing experiences. Traits of demonstrativeness can be combined with a desire to withdraw from the circle of wide social contacts. These individuals also have great social dexterity, have a lively speech, are highly active, skillfully assess relationships in a team, and are able to use other people to achieve their own goals. They attach great importance to social success and seek public recognition of their personal merits by all means, which can cause discontent among those with whom they have to deal.

An effective way to develop emotional resilience is to simulate emotional stress arising from professional activities. It is based on the fact that most people experience emotionally stressful situations at work and at home. Modeling situations cannot cover the entire range of environmental conditions in which emotional stress can actually occur. However, the presence of a standardized situation allows you to reveal the algorithm of work in the environment of dynamic object management and predict human behavior in these conditions. In addition, modeling allows us to identify the presence of a particular behavioral stereotype in a given person, as well as the mobility of nervous processes, the degree of their inertia, etc. Thus, emotional resilience of future specialists can be developed and ensured by gaining experience of volitional behavior in conditions of emotional tension, improving

physiological processes of adaptation to stress factors, developing skills, abilities, skills of self-regulation of emotional tension. Effective formation of emotional resilience should be carried out against the background of a gradual increase in psychological stress in specially created conditions that simulate professional activity. This can be achieved in different ways, for example, by creating complicated conditions; artificially limiting time and information for solving a particular task; introducing various elements of surprise that require immediate and clear actions.

Thus, the theoretical and empirical study of the scientific topic «Emotional stability as a basis of future psychologist's readiness for professional activity» concluded that emotional stability is one of the key personal qualities that determine the effectiveness of a psychologist's professional activity. It characterizes the ability of a person to maintain internal psychological balance, adequately respond to stressful and conflict situations, and successfully regulate their emotions under conditions of psycho-emotional stress. In the professional activity of a psychologist, which is often associated with a high level of emotional stress due to interaction with clients experiencing stress, anxiety, and crisis, emotional stability becomes the foundation that ensures not only the quality of work but also the preservation of the psychological health of the specialist. A high level of emotional resilience contributes to the formation of such professionally important traits as awareness, self-control, and the ability to empathize without losing internal resources, which is especially important for preventing professional burnout. Formation of emotional stability in future psychologists is an important task of the educational process. This involves not only the theoretical study of the basics of psychological self-regulation, but also the practical mastery of methods of emotion control, development of stress resistance and adequate response in difficult situations of professional

interaction. Thus, emotional stability is not just a personal characteristic, but a necessary basis for the future psychologist's readiness to perform professional duties with high quality, which ensures both the effectiveness of his work and the preservation of his own mental health.

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## EMOTIONAL DEVELOPMENT IN THE PROFESSIONAL ACTIVITIES OF FUTURE SPECIALISTS IN THE SOCIO-ECONOMIC SPHERE

Self-realisation is particularly important for successful adaptation and socialisation in early adulthood. The most significant areas of self-realisation for young people are considered to be personal and professional. These largely determine the development of self-realisation in future specialists in the socio-economic sphere. The process of successful self-realisation places special demands on the individual. The desire for self-development, active participation in learning, initiative, independence, the ability to assess one's internal resources, and to be a competitive specialist. Future specialists in the socio-economic sphere must possess the characteristics of the process of self-realisation, and their abilities can be formed, manifested and changed depending on the type of activity.

The emotional development of professionals in the socio-economic sphere, such as social workers, psychologists and educators, is of great importance for successful professional activity. It includes the development of self-regulation skills, empathy and the ability to build positive relationships with clients and colleagues. Insufficient emotional development can lead to professional burnout, reduced work efficiency, and negative impact.

As noted by foreign authors R. Mekhala and K. Sandhya Mekhala, there is a positive correlation between «self-efficacy» – often considered synonymous with the term «self-realisation» – among representatives of socio-economic professions and their emotional intelligence [17].

For a long time, the concept of 'intelligence' remained one of the most important categories in psychological science, serving as an indicator of mental abilities, cognitive capabilities, and the ability to adapt to society. In classical approaches, intelligence was viewed primarily as a cognitive construct encompassing the ability to think logically, solve problems, memorise information and use it in the course of activity. However, the development of the humanities and the growing attention to the personal dimension of human behaviour gradually led to the need to expand this concept, taking it beyond purely rationalistic interpretations [13, p. 91].

Contemporary research shows that intelligence is not limited to mental operations alone – it encompasses a whole spectrum of processes, including emotional and social aspects that ensure effective interaction between the individual and their environment. As O. Grazevska notes, intelligence should be viewed not only as an «ability to learn», but also as an ability to understand oneself and others, and to use this knowledge to build constructive social relationships [2].

In this context, it became important to develop concepts of social intelligence, which view intelligence as an individual's ability to navigate social situations, predict the

behaviour of others, and engage in effective interpersonal interaction. As O. Trum rightly points out, it is intelligence, integrated with social experience, that acts as «the most perfect form of psychological adaptation» [13, p. 92].

The gradual complication of social processes and the growing role of emotional experience in professional and personal development have led to the emergence of concepts that combine cognitive and emotional components into a single system. This trend is clearly reflected in the emergence of the concept of «emotional intelligence», which, according to Y. Kutsenko, reflects the ability to identify one's own and others' emotions, manage them, and use them to achieve life and professional goals [6, p. 322]. Thus, modern psychology is undergoing a reorientation from a narrow understanding of intelligence as a cognitive ability to a multidimensional interpretation that includes social and emotional components.

The evolution of scientific approaches to understanding intelligence indicates a transition from rationalist models, which focused on thought processes, to complex theories, where the leading role is played by a person's ability to regulate emotions, empathy, and social competence. This integrative approach creates a basis for understanding intelligence as a systemic formation that ensures the harmonious development of the individual and their ability to function effectively in a complex social environment [14, p. 137].

Over the past few decades, the phenomenon of emotional intelligence has become one of the central objects of psychological research, as it is directly related to the formation of a successful, harmonious and socially adapted personality. In modern scientific discourse, this concept is understood as a multi-component formation that combines the cognitive, emotional and social processes necessary for effective human interaction with the environment.

As Y. Kutsenko emphasises, emotional intelligence is the ability to identify one's own and others' emotional states,

interpret them and use the information obtained to regulate behaviour and achieve goals [6, p. 322]. This definition emphasises not only the awareness of emotions, but also their constructive use in the decision-making process, which reveals the integrative nature of this phenomenon. A similar opinion is expressed by O. Grazevska, who notes that emotional intelligence is a necessary condition for the formation of a person's professional orientation, as it allows a person to understand their own motives more deeply, enrich their professional activity emotionally and, at the same time, build effective relationships with others [2].

In foreign psychology, the model of emotional and social intelligence developed by R. Bar-On occupies a prominent place. The scientist considers this construct as a set of skills and competencies that determine an individual's ability to successfully adapt to various social and professional situations. According to Bar-On, there are five areas of competence in the structure of emotional intelligence: self-awareness (self-consciousness, self-esteem, self-confidence), interpersonal skills (empathy, social responsibility, relationship development), adaptation (flexibility, realism, problem-solving skills), stress management (impulse control, stress resistance) and general mood (optimism, life satisfaction) [16]. Thus, emotional intelligence emerges not only as an individual characteristic, but also as a tool for social interaction and adaptation.

An important role in the development of conceptual approaches to understanding emotional intelligence was played by the research of D. Goleman, who supplemented previous models with an emphasis on the practical significance of this phenomenon for professional realisation and personal success in life. According to Goleman, emotional intelligence determines the ability to manage one's own emotions, understand other people's feelings, and build effective interpersonal relationships, which is the foundation for

successful socialisation and professional growth (cited from: Kuritsyna) [5]. In this context, emotional intelligence is seen not only as an internal resource of the individual, but also as a key competence necessary for functioning in modern society.

Ukrainian scientists are actively involved in the development of emotional intelligence issues, emphasising its importance for the formation of the professional culture of future specialists in the social sphere. Thus, O. Melnychuk defines emotional intelligence as a component of professional intelligence that ensures effective interpersonal interaction in the context of socio-economic activity [8, p. 76]. A similar position is taken by M. Moskalov, who considers this phenomenon to be an important factor in the professional development of specialists, emphasising its role in overcoming stressful situations and developing stable social ties [9, p. 79].

Particular attention should be paid to the opinion of O. Nesterenko, who considers emotional intelligence as the basis for the formation of professional competencies of social workers. The researcher emphasises that this phenomenon has a non-linear effect on the development of a specialist's psychological and professional culture, shaping their capacity for empathy, tolerance and constructive interaction [10, p. 48].

The scientific works of B. Savchuk and V. Kovalchuk highlight the problem of forming emotional intelligence as one of the key competencies in the training of modern specialists. The authors emphasise that in the context of globalisation challenges and rapid social change, the development of this quality is becoming necessary to ensure competitiveness in the labour market and the effectiveness of professional activity [11, p. 43].

In modern psychological science, the categories of «emotional intelligence» and «social intelligence» are considered to be interrelated and at the same time independent components of the general intellectual structure of the personality. Their combination creates a holistic foundation for

successful adaptation of a person in society, development of effective communication and ensuring personal and professional fulfilment. However, for a full understanding of the phenomenon of emotional intelligence, it is necessary to deeply comprehend its connection with social intelligence, identify common and distinctive features, and outline the areas where these concepts intersect and complement each other.

As O. Grazevska notes, social intelligence reflects a person's ability to understand the intentions, emotional states, and behavioural reactions of other people, which ensures the building of constructive interpersonal relationships and harmonious coexistence in society [2]. This ability is a necessary prerequisite for social adaptation, the development of communicative competence and the effective functioning of the individual in various spheres of life. In this context, social intelligence is a broader category that includes understanding social signals and contexts, the ability to predict the reactions of others and to form strategies for interaction.

Emotional intelligence, in turn, focuses on the ability to recognise, identify and regulate one's own emotional states, as well as interpret and take into account the emotions of others in order to achieve constructive interaction. As Y. Kutsenko emphasises, it is the integration of emotional experience with cognitive processes that allows a person to effectively solve life and professional tasks [6, p. 322]. In this way, emotional intelligence not only provides internal emotional balance, but also creates conditions for a deeper understanding of other people, bringing it closer to the sphere of social intelligence.

Domestic scientists point to the inseparable relationship between these two constructs. Thus, O. Melnychuk considers emotional intelligence as a component of the professional intelligence of future specialists in the social sphere, which essentially involves the development of social competence and the establishment of effective communication [8, p. 77]. M. Moskalov, in turn, emphasises that emotional intelligence

plays a decisive role in overcoming stressful situations and increasing the adaptive potential of the individual, thereby directly complementing social intelligence as a tool for successful socialisation [9, p. 80].

The works of B. Savchuk and V. Kovalchuk emphasise that the development of emotional intelligence is impossible outside the context of social interaction, since it is society that creates situations where individuals gain experience in regulating their own emotions and learn to understand others [11, p. 42]. This indicates that both types of intelligence are interdependent: social intelligence creates an environment for the application of emotional skills, while emotional intelligence enhances the effectiveness of social behaviour.

A comparison of the two concepts allows us to identify their common characteristics: a focus on interpersonal interaction, the development of empathy, and the ability to predict and regulate behaviour in social situations. At the same time, they differ in focus: social intelligence focuses primarily on understanding social contexts and the dynamics of interpersonal relationships, while emotional intelligence focuses on internal emotional states and the mechanisms of their awareness and regulation [13, p. 92].

In modern psychology, emotional intelligence is seen not only as a tool for adapting to the social environment, but also as a fundamental factor in the development of an individual's psychological culture. Scientists understand psychological culture as a set of values, attitudes and skills that determine a person's ability to self-awareness, constructive interaction with others and responsible decision-making. In this context, emotional intelligence forms the basis for the development of such qualities, as it provides internal harmony and opens up opportunities for conscious management of one's own emotional state.

As O. Nesterenko notes, the emotional intelligence of future social workers has a nonlinear effect on their

psychological culture, as it not only shapes the ability to respond emotionally in an appropriate manner, but also develops the value-motivational level of the individual [10, p. 48]. This means that the ability to recognise one's own emotions and the emotional states of others is closely linked to the formation of ethical guidelines and professional responsibility, which is necessary in socio-economic activity.

Research by O. Melnychuk confirms that emotional intelligence is a key component of professional intelligence, which ensures effective interpersonal interaction in a professional environment [8, pp. 76–77]. She emphasises that the development of emotional competence directly increases the level of psychological culture of a specialist, as it teaches them to consciously regulate their own reactions, avoid conflict situations and build constructive relationships.

Psychological culture is impossible without the ability to respond adequately to stress factors, which is especially important for future specialists in the social sphere. M. Moskalov emphasises that emotional intelligence acts as an internal regulator, thanks to which a person is able to maintain a stable emotional state even in difficult professional circumstances, which helps to prevent professional burnout [9, p. 80].

An interesting approach is taken by B. Savchuk and V. Kovalchuk, who consider the development of emotional intelligence to be one of the key competencies of a modern professional. They emphasise that the development of this quality contributes to the formation of internal readiness to solve complex professional tasks and adapt to a changing socio-cultural environment [11, pp. 43–44]. This confirms that emotional intelligence not only complements cognitive abilities, but also integrates them into a system of values and behavioural strategies.

An important aspect is that the development of emotional intelligence enhances the capacity for empathy, a central element of psychological culture. As G. Yeroshenko

emphasises in his research on the training of future doctors, empathy not only ensures quality communication but also creates an atmosphere of trust between the specialist and the client [4]. This conclusion is also relevant for social workers, as their professional activities involve constant contact with people in crisis situations.

The study of emotional intelligence is impossible without considering its structure, which reveals the internal logic of this phenomenon and allows us to understand the mechanisms of its influence on professional and personal development. In modern psychology, several key models are distinguished that describe emotional intelligence as a multidimensional system of interrelated components.

R. Bar-On's model is one of the most detailed developed in foreign science. The author considers emotional intelligence as a set of emotional and social competencies that ensure the adaptation of the individual to the demands of the environment. The model identifies five basic areas:

1) intrapersonal (self-awareness, independence, self-esteem, self-confidence);

2) interpersonal (empathy, social responsibility, relationship development);

3) adaptive (flexibility, problem-solving ability, realistic perception);

4) stress resistance (impulse control, stress resistance);

5) general mood (optimism, life satisfaction) [16].

This model is distinguished by its emphasis on the adaptive function of emotional intelligence, which makes it extremely relevant for socio-economic professions, where specialists face unpredictable situations on a daily basis and need to quickly mobilise their internal resources.

D. Goleman's model of emotional intelligence develops and conceptually enriches R. Bar-On's approach, focusing not only on the structural components of this phenomenon, but also on its direct practical significance for the effective functioning

of the individual in a professional and social environment. At the heart of this model is the idea that emotional intelligence is not a purely theoretical construct, but rather a system of vital competencies on which the success of interpersonal interaction, the ability to adapt, and resilience to stressors in professional activity depend.

D. Goleman, drawing on the work of his predecessors, in particular R. Bar-On, proposed a more functionally oriented model that allows emotional intelligence to be viewed as a resource for personal development and improving professional performance (cited in: Kuritsyna) [5]. In his model, he identifies two key groups of skills, each of which provides a certain level of personal and social competence.

D. Goleman includes the following in the first group – personal skills: self-awareness – the ability to recognise one's own emotional states, understand their impact on behaviour and decision-making; self-regulation – the ability to control impulsive reactions, maintain emotional balance under stress, and flexibly change behavioural strategies depending on the circumstances; self-motivation – the ability to use one's own emotions as a source of internal energy to achieve goals, maintain an optimal level of performance and focus on results.

The second group – social skills – includes: empathy – the ability to recognise and understand other people's emotional states, to be sensitive to their needs and expectations, which creates the basis for effective interpersonal interaction; relationship management – the ability to build and maintain constructive social contacts, influence group dynamics, prevent and resolve conflicts, and achieve mutually beneficial solutions through cooperation.

Within this model, particular emphasis is placed on the connection between emotional competencies and work performance, confirming the importance of emotional intelligence as a prerequisite for professional success.

Ukrainian researchers also offer their own structural

approaches. Thus, O. Melnychuk interprets emotional intelligence as a component of professional intelligence, structuring it through the ability to recognise, understand and manage emotions in the context of professional interaction [8, p. 77]. In turn, M. Moskalov emphasises the need to include in the structure of emotional intelligence the ability to withstand stress and maintain psychological balance in extreme conditions [9, p. 80].

Domestic authors B. Savchuk and V. Kovalchuk emphasise in their works the importance of considering emotional intelligence as a multi-level structure that combines cognitive, emotional and behavioural components. They stress that the development of all three components is necessary for the formation of high professional competence in future specialists [11, p. 44].

It is important to note that regardless of the differences between the models, all researchers agree that emotional intelligence is an integrative formation where cognitive processes, emotional reactions and social skills interact. As O. Nesterenko emphasises, this interaction ensures the formation of the psychological culture of future social workers and determines their ability to effectively solve complex professional tasks [10, p. 49].

The formation of emotional intelligence in future social workers is not a spontaneous process – it occurs thanks to the targeted influence of the educational environment, pedagogical technologies and social experience. A systematic approach to the development of this phenomenon involves taking into account the internal psychological mechanisms that ensure the formation of skills for recognising, understanding and regulating emotions, as well as the integration of these skills into professional activity.

As T. Demydenko notes, an important condition for the development of emotional intelligence is the formation of emotional competence, which encompasses three interrelated

components: emotional awareness (the ability to recognise one's own and others' emotions), emotional regulation (control and constructive expression of emotions) and emotional expression (adequate communication of emotional states) [3, p. 30]. This confirms that the formation of emotional intelligence is impossible without the development of deep reflection and self-regulation.

Social learning mechanisms play an important role in the process of developing emotional intelligence, when learners acquire emotional and communication skills through observation, imitation and active interaction with others. Research by G. Yeroshenko and co-authors demonstrates that problem-based learning is an effective means of developing emotional intelligence, where students perform tasks that simulate real professional situations, learn to make emotionally balanced decisions and find a balance between their own experiences and the needs of the client [4].

Particular attention is paid to reflective practices, which, according to A. Chernyavskaya, develop students' skills of self-awareness, analysis of their own emotional reactions and their impact on professional activity [14, p. 137]. The ability to reflect allows students not only to become aware of their own emotional states, but also to transform them into a resource for professional development.

Equally important is the training approach, which involves the development of emotional intelligence through interactive forms of learning: role-playing games, simulations, and group discussions. According to B. Savchuk and V. Kovalchuk, such methods contribute to the formation of stress resistance, empathy and the ability to constructively resolve conflicts in future specialists [11, p. 44].

In general, the psychological mechanisms of emotional intelligence formation can be summarised as follows:

1. Reflexive-analytical mechanism – development of self-awareness and awareness of one's own emotions through

observation diaries, self-reports, individual consultations [3, p. 32].

2. Socially interactive mechanism – forming emotional skills in group interaction through discussions, debates, and training sessions [4].

3. Adaptive-regulatory mechanism – learning stress management techniques, overcoming frustration, and developing flexibility in communication [9, p. 80].

The development of emotional intelligence in future social workers requires the purposeful formation of a set of skills, with reflection, social learning and training technologies playing a leading role. These mechanisms allow emotional competencies to be integrated into professional training, making them an integral part of the psychological culture of students.

The emotional intelligence of future social workers is shaped by dynamic socio-cultural and economic changes that have a multidimensional impact on psychological development. Globalisation, digitalisation, migration processes, economic crises and military-political instability are changing not only social reality, but also the requirements for the professional competence of specialists in socio-economic fields. In such conditions, emotional intelligence ceases to be a secondary characteristic and transforms into a strategic competence that determines a specialist's readiness to interact in a multicultural, conflict-prone and emotionally charged environment [17].

As noted by B. Savchuk and V. Kovalchuk, globalisation processes have led to increased demands for flexibility of thinking, emotional stability and the ability to quickly adapt to unpredictable changes in the social space [11, pp. 43–44]. They emphasise that future social workers must possess intercultural communication skills and be able to respond appropriately to emotional challenges that arise when interacting with clients in crisis situations. This requires developed empathy, stress

resistance and a high level of emotional regulation.

Research by K. Maksom demonstrates that socio-cultural transformations, in particular the consequences of social conflicts and military actions, significantly increase the level of emotional stress on future social workers. In such conditions, emotional intelligence acts as a psychological buffer, enabling individuals to withstand high levels of stress, regulate their own experiences and make informed decisions even in situations of uncertainty [7, p. 253]. This makes the development of emotional intelligence a necessary condition for the professional resilience of social workers.

An equally important factor is digitalisation and the development of virtual communications, which are changing the very nature of interpersonal contacts. As O. Shamonova emphasises, in an environment of information overload and constant emotional stimulation, there is a need to be able to separate the significant from the secondary, critically evaluate information flows and manage one's own emotional state in response to digital stimuli [15]. Emotional intelligence in this context acts as a tool for information hygiene and protection against emotional exhaustion.

Domestic studies emphasise that globalisation also increases the importance of intercultural empathy – the ability to understand and accept the emotions of representatives of other cultural and social groups [4]. For social workers, this means the need to develop skills in emotional encoding and decoding of behavioural signals, which largely depends on the level of emotional intelligence development.

Analysing the impact of sociocultural and globalisation processes on the development of emotional intelligence, three main areas can be identified that comprehensively reflect the transformation of the emotional and psychological needs of modern individuals and the professional requirements for future social workers.

First, the emotional load on the individual is increasing,

which is directly related to the expansion of the range of stress factors in a globalised society. In modern conditions, the individual is faced with information overload, unpredictable socio-economic changes and psychological pressure accompanying crisis phenomena on a daily basis. Such factors necessitate the development of advanced emotional regulation and stress resistance skills, the ability to respond flexibly to external challenges and maintain internal balance even in extremely stressful circumstances [7, p. 254].

Secondly, intercultural interaction is becoming more complex, which places new demands on the development of empathy and cultural sensitivity. In the era of globalisation, the scope of interpersonal contacts is expanding: future social workers will work with representatives of different ethnic, religious and cultural communities, which requires a deep understanding of the emotional context of these interactions. The formation of intercultural empathy and tolerance skills is not only a means of improving the quality of professional communication, but also a guarantee of preventing interpersonal and intergroup conflicts [4].

Thirdly, there is a reorientation of professional competencies, within which emotional intelligence is becoming one of the defining elements of a specialist's professional readiness. The modern digital and socially dynamic environment requires specialists to have not only professional knowledge, but also a high level of emotional awareness, self-control, and the ability to interact effectively in conditions of constant change and uncertainty. Thus, the integration of emotional intelligence into the structure of professional competence is an important condition for preparing future specialists for successful work in an unstable socio-cultural and digital space [11, p. 44].

Sociocultural transformations and globalisation processes not only impose new requirements on the training of social workers, but also create unique conditions for the development

of their emotional intelligence as a core competence that determines professional effectiveness and psychological resilience in the modern world.

The modern system of training social workers is focused not only on the acquisition of professional knowledge and practical skills, but also on the formation of a set of psychological competencies that ensure effective activity in complex social conditions. One such competency is emotional intelligence, which, according to Ukrainian researchers, is an integrative personality trait that combines the emotional, cognitive, and social skills necessary for constructive interaction with different categories of clients [8, pp. 76–77].

As M. Moskalov emphasises, the professional activity of a social worker involves constant contact with vulnerable groups of the population in crisis situations and requires a high level of empathy, stress resistance and the ability to make quick decisions in conditions of emotional tension [9, p. 80]. In such conditions, emotional intelligence becomes a basic competence without which it is impossible to achieve success in the social sphere.

Research by H. Yeroshenko demonstrates that effective development of emotional intelligence in students of socio-economic specialities is possible through the integration of special training and practice-oriented methods into the educational process. In particular, problem-based learning, modelling real professional situations, and interpersonal training contribute to the development of skills in recognising emotional states, controlling one's own reactions, and empathic listening [4].

T. Demydenko notes that emotional intelligence should be considered an important component of the emotional competence of future social workers. Its development involves not only working with emotional reactions, but also forming constructive communication skills that allow building trusting relationships with clients and colleagues [3, p. 32]. This is

especially important because professional activity in the social sphere is inevitably accompanied by high emotional stress, which can lead to burnout in the absence of appropriate self-regulation skills.

According to B. Savchuk and V. Kovalchuk, the development of emotional intelligence should be a systematic part of professional education, as it is this competence that ensures the competitiveness of specialists in the labour market and improves the quality of social services [11, p. 44]. In this sense, the development of emotional intelligence cannot be considered an optional skill – it must be integrated into professional training standards.

Researchers K. Maksom and D. Shulga emphasise that against the backdrop of military and social crises, the development of stress resistance as one of the components of emotional intelligence becomes particularly important [7, p. 253]. In this context, the training of social workers should include self-regulation practices, learning methods for overcoming frustration, and developing internal readiness to work in conditions of increased emotional stress.

Thus, emotional intelligence in the structure of professional training of future social workers appears not only as an integrative personal characteristic, but also as a multifunctional tool that ensures the effectiveness of their activities and personal development.

The adaptive function of emotional intelligence manifests itself in the ability of a specialist to quickly and adequately respond to dynamic changes in the social environment, maintain effective interaction with clients and colleagues in conditions of instability and multidimensional social challenges. This is especially important in situations where social workers face crisis situations, multicultural client groups, and the need to make decisions in conditions of uncertainty.

The regulatory function consists in the ability to control

one's own emotional states, prevent impulsive reactions, and maintain emotional balance even in stressful professional situations. This ability creates the basis for balanced decision-making, avoiding conflict escalation and maintaining professional objectivity in interactions with clients who are often in a state of emotional tension.

The communicative function of emotional intelligence reflects its role in developing skills of deep empathy, active listening and assertive communication. A high level of this competence allows social workers to build trusting relationships, which are the basis for successful assistance, counselling and social support.

The preventive function of emotional intelligence is aimed at preventing burnout syndrome, maintaining psychological well-being and increasing personal resilience. Thanks to this function, social workers gain the resources they need to perform their professional duties effectively over the long term without losing their internal motivation and emotional resources.

Emotional intelligence is not only an important element of personal development, but also a defining competence in the professional training of social workers, without which the effective implementation of their activities in modern conditions is impossible.

The practice of developing emotional intelligence in higher education institutions that train social workers is currently developing in two interrelated directions: the integration of emotional competence into educational programmes and the introduction of special training and practice-oriented methods. These approaches not only increase the level of emotional intelligence of students, but also prepare them professionally to work in conditions of high emotional stress.

As emphasised by G. Yeroshenko, O. Ryabushko and O. Klepets, an effective form of work is the use of problem-based learning and situational modelling, which brings students

closer to the realities of professional activity. In the course of such classes, future specialists learn to recognise the emotional states of clients, analyse their own reactions and find adequate strategies for behaviour in crisis situations [4]. This allows the development of emotional intelligence to be integrated into the context of professional training, making it not an isolated process, but part of a holistic educational trajectory.

Foreign universities actively use training programmes for developing emotional competence, combining cognitive and behavioural techniques. According to R. Bar-On, such programmes include self-awareness exercises (emotion diaries), emotional regulation skills training, and the development of empathy and stress resistance through role-playing and group discussions [16]. Importantly, such training involves the gradual development of all five key areas of emotional intelligence: intrapersonal, interpersonal, adaptive, stress resistance, and general mood.

Interactive teaching methods that promote the development of emotional competence are also becoming widespread in Ukraine. According to the observations of O. Galashova and Z. Georgievskaya, the inclusion of problem-based learning methods in foreign language teaching not only improves communication skills but also contributes to the formation of students' emotional sensitivity and the development of empathy and self-regulation [1, pp. 135–136].

B. Savchuk and V. Kovalchuk propose to consider the development of emotional intelligence as one of the key results of implementing a competency-based approach in education. They emphasise that the inclusion of courses on emotional literacy and communication psychology in the curricula of future social workers not only provides theoretical knowledge but also develops skills for the practical application of this knowledge [11, p. 44].

Foreign universities often offer soft skills development programmes that combine the development of emotional

intelligence with the formation of leadership and communication skills. Such initiatives are implemented through group projects, coaching sessions and facilitated discussions that create a safe space for sharing emotional experiences.

An analysis of the experience of Ukrainian and foreign educational institutions shows that the effective development of emotional intelligence in students, particularly future social workers, is achieved through a combination of several complementary approaches that create a comprehensive educational model for developing this competence.

The first approach is integration into educational programmes. It involves the systematic inclusion of courses and training modules specifically aimed at developing emotional competence and reflective skills. This is not just about individual electives or one-off lectures, but about the consistent introduction of emotional intelligence components into psychological and pedagogical disciplines, where students have the opportunity to reflect on the emotional aspects of professional activity. This approach forms the theoretical basis for the further practical implementation of the acquired knowledge, creating the groundwork for the integration of emotional competence into the overall system of professional training.

The second approach is practice-oriented learning. Its essence lies in organising the educational process through modelling real professional situations, solving problem tasks and discussing cases that bring students as close as possible to the realities of their future activities. Role-playing games are particularly effective, allowing students to experience different emotional states, practise communication strategies and develop resilience to emotional challenges. Case studies, in turn, help develop skills for analysing complex social situations and making decisions that take into account the emotional context of interaction.

The third approach is training. It provides targeted development of self-regulation, empathy and effective

communication skills through group and individual sessions. In the course of training, students learn to recognise and interpret their own emotional reactions, develop the ability to manage them and apply the acquired skills in interactions with clients, colleagues and social groups. This form of work, which has a high level of participant involvement, contributes not only to the mastery of specific techniques, but also to the formation of positive emotional experiences in a safe educational environment.

The effectiveness of educational programmes for developing emotional intelligence is ensured by their integrated nature, which combines cognitive, emotional and behavioural levels of training for future social workers.

Emotional intelligence in the professional activity of a social worker is not an auxiliary but a defining characteristic that directly affects the quality of social services, the level of client trust and the ability of a specialist to maintain psychological stability in difficult conditions. The social sphere is by its nature associated with constant interaction with people in crisis situations, so the ability to recognise and respond appropriately to the emotional states of others is a key prerequisite for effective work.

As O. Melnychuk emphasises, the emotional intelligence of a social worker integrates cognitive and affective processes, allowing them not only to understand the client's needs but also to form adequate behavioural strategies for interaction [8, p. 77]. This is especially important when working with vulnerable populations, where professional decisions require a balance between rationality and empathy.

M. Moskalov emphasises that a high level of emotional intelligence acts as a kind of protective mechanism that reduces the risks of professional burnout and helps maintain inner balance even in stressful conditions [9, p. 80]. This confirms the preventive function of emotional intelligence in social activities, which are associated with high emotional stress and

require employees to be able to allocate their own resources.

G. Yeroshenko and his colleagues point out that the development of emotional competence in the training of social workers increases their ability to regulate their emotions and manage interpersonal conflicts [4]. This not only ensures the constructive resolution of professional tasks, but also creates an atmosphere of trust and mutual respect in working with clients.

The studies by B. Savchuk and V. Kovalchuk emphasise that emotional intelligence is a competitive advantage for social workers, increasing their effectiveness and demand in the labour market [11, p. 44]. This is because clients of social services expect not only professional knowledge, but also sensitivity, empathy and the ability to communicate in a supportive manner.

K. Maksom and D. Shulga particularly emphasise the role of emotional intelligence in crisis situations, stressing that it allows social workers to quickly adapt to unpredictable situations, make optimal decisions under pressure, and provide an adequate level of assistance to clients experiencing traumatic events [7, p. 254].

Emotional intelligence in the structure of a social worker's professional activity appears not only as an important personal resource, but also as a multifunctional mechanism that determines the effectiveness of professional duties and ensures the psychological well-being of the specialist.

The regulatory function of emotional intelligence lies in the social worker's ability to recognise and control their own emotional states, maintain inner balance in conditions of high emotional stress, and avoid destructive reactions when interacting with clients or colleagues. Thanks to developed regulatory skills, a specialist is able to prevent impulsive decisions, maintain professional objectivity and ensure a constructive approach to solving complex social situations.

The communicative function of emotional intelligence ensures the establishment of high-quality interaction with

clients, colleagues and representatives of other social institutions. A social worker with a high level of emotional competence is capable of deep empathy, active listening and establishing trusting relationships, which is a prerequisite for effective assistance, counselling and social support. A high level of communicative competence allows the specialist to avoid conflicts, reduce tension in interactions and reach mutually acceptable solutions even in crisis situations.

The adaptive function manifests itself in the ability to quickly and effectively adapt to the dynamic conditions of the modern social environment, which are often accompanied by crises, unpredictable changes and the need to make decisions in conditions of uncertainty. Emotional intelligence contributes to increased stress resistance, the development of flexible thinking, and the formation of the ability to act constructively in non-standard situations.

The preventive function consists in reducing the risks of professional burnout and ensuring the psychological stability of the specialist. Social workers who possess emotional self-regulation skills and are able to effectively process negative experiences demonstrate a higher level of satisfaction with their professional activities and are better able to maintain motivation and internal resources for long-term work in conditions of high emotional stress.

Emotional intelligence is not only a component of personal development, but also a determining factor in the professional fulfilment of social workers, allowing them to act effectively, responsibly and ethically in the face of ever-increasing challenges in the social environment.

Summarising the results of the theoretical analysis, we can say that emotional intelligence is one of the key factors in the professional readiness of future social workers, especially social workers and teachers. Its development ensures psychological stability, forms skills of constructive interaction, increases the level of communicative competence and helps to overcome

stressful situations that are inevitable in social activities. However, the issue of practical study of the level of emotional intelligence development in students and the implementation of programmes aimed at its improvement remains relevant.

In view of the above, in the second part of the study, we focused on the empirical verification of the level of emotional intelligence development of students of the Faculty of Preschool Pedagogy and Psychology, the development and testing of a programme to improve its indicators, and the analysis of the dynamics obtained.

The aim of the experimental study was to identify the level of emotional intelligence development among students of the Faculty of Preschool Pedagogy and Psychology, implement a programme to improve it, and evaluate the effectiveness of the proposed measures.

To achieve this goal, the following tasks were formulated:

1. To determine the criteria and indicators of students' emotional intelligence development.

2. Diagnose the initial level of emotional intelligence using valid psychodiagnostic methods.

3. Develop and implement a programme for the development of emotional intelligence in students, which includes training, reflective and interactive forms of learning.

4. Re-evaluate the level of emotional intelligence after the implementation of the programme and compare the results with the initial data.

Forty students from the Faculty of Preschool Pedagogy and Psychology participated in the study. The sample was formed on the principle of targeted selection: it included second- and third-year students who already had experience in teaching practice, since it is during this period of study that the foundations of professional identity are formed and the active acquisition of skills for future activities begins.

The age range of the participants was from 18 to 21

years. The respondents were female students, which corresponds to the gender specificity of the chosen speciality.

The criteria for inclusion in the sample were: no medical contraindications for participation in psychodiagnostic and training activities; voluntary consent to participate in the study.

The participants were informed about the purpose, methods and expected results of the study and signed an informed consent form to participate in the experiment. To ensure the reliability of the results, the anonymity of the responses and the confidentiality of data processing were guaranteed.

The socio-psychological portrait of the sample showed that most students combine their studies with part-time work, which requires them to have a high level of adaptability, communication skills and stress resistance. This, in turn, necessitates the development of emotional intelligence as a resource for the harmonious combination of academic and personal-professional activities.

During the preparation stage for the experiment, we defined a system of criteria and indicators that allowed us to comprehensively assess the level of emotional intelligence of students. The criteria reflected the key components of this phenomenon, which, according to the results of theoretical analysis, were most important for the professional activities of future specialists in the social sphere.

Three criteria were identified, each of which had three indicators:

1. Emotional awareness criterion – characterised the ability of students to recognise their own emotions and the emotional states of other people.

Indicators: awareness of one's own emotional states; recognition of the emotions of others; ability to reflect on one's own emotional reactions.

2. Regulatory criterion – reflected the ability to control emotional states, manage one's own reactions and adapt to

changing conditions.

Indicators: emotional self-regulation skills; stress resistance and ability to overcome frustration; constructive expression of emotions in various communicative situations.

3. Communicative criterion – assessed students' ability to effectively apply emotional competencies in interactions with other people.

Indicators: development of empathy and the ability to empathise; ability to establish trusting interpersonal relationships; ability to constructively resolve conflict situations.

The choice of these criteria and indicators was based on the approaches presented in the works of R. Bar-On, D. Goleman and Ukrainian researchers Melnichuk [8]; Moskalov [9]; Savchuk, Kovalchuk [11], who emphasised that the effective development of emotional intelligence is impossible without the simultaneous formation of awareness of one's own emotions, skills for regulating them, and the ability to interact emotionally.

The defined system of criteria and indicators made it possible to comprehensively assess both internal (intrapersonal) and external (interpersonal) manifestations of students' emotional intelligence, which was important for the construction of further research.

At this stage of the study, we developed a level-based gradation of manifestations of each of the identified indicators of emotional intelligence, which allowed us to conduct a qualitative and quantitative assessment of its development in students. Three levels of development were identified: high, moderate, and low.

1. High level: students with a high level of emotional intelligence demonstrated a deep awareness of their own emotions and the ability to quickly and accurately identify the emotional states of others, which was confirmed by adequate reflection on their reactions. They were able to effectively regulate their own emotional state, maintain psychological

balance even in stressful situations, and constructively express emotions in professional and educational interactions. In terms of communication, such students easily established trusting interpersonal contacts, demonstrated a high level of empathy, and the ability to constructively resolve conflicts.

2. Moderate level: students with moderate emotional intelligence had partial awareness of their own emotional experiences and the ability to recognise the emotional states of others, but this was not always accurate or timely. Their emotional regulation skills were partially developed: they could control their emotional reactions in most everyday situations, but encountered difficulties during intense stressful situations. In interpersonal interactions, such students demonstrated a willingness to empathise and sought to establish friendly relationships, but sometimes chose less constructive behavioural strategies during conflicts.

3. Low level: students with low emotional intelligence were characterised by a superficial awareness of their own emotions and difficulties in recognising the emotional states of others. They often acted impulsively, were unable to regulate their own emotional state in difficult situations, and tended to express their emotions in unconstructive ways. In the interpersonal sphere, such students had difficulty forming trusting relationships, demonstrated a low level of empathy, and often avoided actively resolving conflicts, which negatively affected the quality of communication.

At the ascertaining and control stages of the experiment, a set of psychodiagnostic techniques was used, which allowed for an objective assessment of the level of development of students' emotional intelligence according to specific criteria and indicators. The methods were selected based on their scientific validity, their proven effectiveness in domestic and foreign studies, and their relevance to the objectives of our experiment.

To assess the emotional awareness criterion, the following

were used: N. Hall's emotional intelligence (EQ) test – to identify the general ability to recognise and analyse one's own emotional states and the emotions of other people; the Emotional Awareness questionnaire (an adapted version of the emotional competence scale) – to detail students' ability to identify their own emotions and understand their impact on behaviour.

The following were used to assess the regulatory criterion: Gross-John's Emotional Self-Regulation Scale (adapted) – to determine the level of mastery of cognitive reappraisal and control of emotional reactions in different situations; the stress resistance and frustration tolerance test (according to R. Nemov) – to assess students' ability to maintain emotional balance under the influence of stress factors and overcome difficulties without losing constructive behaviour.

The following were used to assess the communicative criterion: empathy test (according to the methodology of M. Ulyanova) – to determine the ability of students to empathise and establish emotional contact with other people; K. Thomas's «Conflict Behaviour Strategies» methodology – to analyse the level of constructiveness in the choice of behavioural strategies during conflict situations.

The choice of these methods made it possible to comprehensively study the three components of emotional intelligence (cognitive, regulatory and communicative) and ensure the comparability of results at different stages of the experiment. All diagnostic procedures were carried out individually or in small groups, which ensured the objectivity of the results and comfortable conditions for students.

The ascertaining stage of the study was conducted over two weeks and aimed to obtain initial information on the level of emotional intelligence development among students of the Faculty of Preschool Pedagogy and Psychology. All procedures took place in classrooms during class time according to a pre-agreed schedule, which ensured maximum participation and

comfortable conditions for completing the tasks.

Before the start of the diagnosis, students were informed in detail about the purpose of the study, the principles of confidentiality and voluntary participation. To increase the reliability of the results, we avoided group discussions during the test tasks, ensuring that each test was completed individually.

Data collection was carried out in three consecutive sessions, according to the selected criteria: the first session was devoted to measuring the emotional-awareness component (N. Hall's EQ test and emotional awareness questionnaire); the second session covered the assessment of the regulatory component (emotional self-regulation scale and stress resistance test); the third session was devoted to the study of the communicative component (empathy test and Thomas methodology).

Thanks to the phased organisation, we ensured that all students completed the diagnostic procedures without overloading the participants. The results of the ascertaining stage of the study made it possible to assess the initial level of emotional intelligence development of students of the Faculty of Preschool Pedagogy and Psychology according to specific criteria and indicators. All data were summarised in a generalised table and analysed according to a three-level gradation (high, moderate, low levels).

Emotional awareness criterion: only 22.5% of students demonstrated a high level of development in this component. They clearly identified their own emotional states and were able to recognise other people's emotions in most situations. Half of the sample (50%) was at a moderate level: these students were partially aware of their own emotional reactions, but often had difficulty accurately identifying and interpreting the emotions of those around them. 27.5% of respondents had a low level of emotional awareness, which manifested itself in superficial reflection and uncertainty in recognising other

people's emotional signals.

Distribution of students by levels of emotional
intelligence development

| Criterion | High level | Moderate level | Low level |
|---|---|---|---|
| Emotional awareness | 22,5 % (9 people) | 50 % (20 people) | 27,5 % (11 people) |
| Regulatory | 17,5 % (7 people) | 45 % (18 people) | 37,5 % (15 people) |
| Communicative | 20 % (8 people) | 47,5 % (19 people) | 32,5 % (13 people) |

Regulatory criterion: the lowest results were observed for this criterion: only 17.5% of students had well-developed skills of emotional self-regulation and stress resistance. Most participants (45%) were at a moderate level: they partially controlled their emotions in normal situations but lost their balance during intense stressful situations. 37.5% of respondents had low regulatory component scores, which manifested itself in impulsiveness and difficulty overcoming negative emotions.

Communicative criterion: 20% of students demonstrated a high level of communicative development, showing pronounced empathy, the ability to establish trusting contacts and constructively resolve conflict situations. The largest group (47.5%) was at a moderate level: students sought effective interaction, but sometimes chose passive or avoidant behaviour strategies in conflict situations. 32.5% of participants had low communication skills, which manifested itself in weak empathy and difficulties in building constructive relationships.

A summary of the results showed that most students were at a moderate level of emotional intelligence development across all criteria. The most problematic area was emotion regulation, where the highest percentage of students with low

scores was observed. This indicated the need for targeted development of self-regulation, stress resistance and constructive expression of emotions.

The results obtained provided the basis for the development and implementation of a special programme to improve emotional intelligence, aimed at developing all its components, with a particular focus on regulatory and communication skills.

The results of the assessment stage confirmed the need to create a special programme aimed at improving the emotional intelligence of students at the Faculty of Preschool Education and Psychology. The programme was developed as an integrated cycle of classes using training, interactive and reflective methods aimed at developing all three criteria of emotional intelligence: emotional awareness, regulation and communication.

The goal of the programme is to increase students' emotional intelligence by developing skills of awareness, regulation and constructive use of emotions in interpersonal and professional interactions.

The objectives of the programme are

1. To develop students' ability to recognise and analyse their own emotional states and the emotions of others.

2. To develop emotional self-regulation skills and increase stress resistance.

3. To develop communication skills, including empathy, assertiveness and constructive conflict resolution skills.

4. To promote a positive attitude towards one's own emotional sphere as a resource for personal and professional growth.

The programme lasted eight weeks and included eight thematic modules (two 90-minute sessions per week).

Module content:

1. Introductory module: familiarising students with the concept of emotional intelligence, its structure and significance in professional activity. Exercises for self-assessment of

emotional competencies.

2. Emotional literacy: recognising basic and mixed emotions. Exercises for awareness of physical and cognitive markers of emotional states.

3. Reflection and self-awareness: emotion diaries, discussion of one's own emotional reactions in a group, «emotional pause» techniques.

4. Emotion regulation: mastering methods of cognitive reappraisal, breathing and relaxation techniques, methods of overcoming negative emotions.

5. Stress resistance: learning methods of controlling emotional reactions in stressful situations. Exercises for developing psychological flexibility.

6. Empathy and compassion: role-playing games, discussion of life situations, active listening techniques.

7. Communication and conflict management: practising assertive behaviour, modelling constructive strategies in conflict situations.

8. Final module: reflection on personal experience, determining the dynamics of development, drawing up individual plans for further self-development.

One of the key areas of work was training exercises aimed at creating a safe space for acquiring and consolidating emotional and communication skills. These included role-playing games that simulated professionally relevant situations (communicating with clients, resolving conflicts, interacting within a team), allowing students not only to try out different styles of behaviour, but also to become aware of their own emotional reactions and learn to regulate them. Group discussions served as a platform for discussing personal experiences, practising active listening skills and developing empathy. Simulating situations in small groups helped develop the ability to predict the consequences of different emotional and behavioural strategies, enabling students to make informed decisions.

Considerable attention was paid to individual tasks that allowed students to work on developing emotional intelligence in a person-centred format. In particular, emotion diaries were used to record daily emotional experiences and reflect on their causes and impact on behaviour. This contributed to increasing the level of emotional awareness and the formation of self-observation skills. Self-observation exercises allowed students to identify internal triggers that provoke certain emotional reactions, as well as to develop self-control skills in conditions of emotional stress.

An important component of the programme was cognitive-behavioural techniques that combined work with the emotional and cognitive spheres. Methods of re-evaluating negative experiences were used to help students transform destructive emotional reactions into more adaptive ones, as well as techniques for changing emotional reactions aimed at developing psychological flexibility, the ability to change attitudes towards problematic situations and reduce emotional tension.

Interactive lectures and mini-seminars were used to provide a theoretical foundation and understanding of the skills acquired. These included presentations of scientifically based models of emotional intelligence (in particular, the concepts of R. Bar-On and D. Goleman), discussions of practical cases, and analytical tasks, which allowed students to integrate the knowledge they had acquired into their own professional activities.

During the implementation of the programme, considerable attention was paid to creating a supportive emotional atmosphere where students could discuss their experiences without fear, receive feedback and practise new skills.

The control stage of the study was conducted after the completion of the eight-week emotional intelligence development programme and aimed to verify the effectiveness of the measures implemented. At this stage, the students were re-assessed using the same methods as in the initial stage, which made it possible to objectively track the dynamics of changes and compare the results.

The follow-up survey was conducted under the same conditions as the initial diagnosis, in accordance with the principles of confidentiality and voluntariness. All 40 participants in the experiment underwent retesting, which ensured the completeness of the data and allowed for a comparison of each student's individual results.

The follow-up stage of the study made it possible to assess the effectiveness of the emotional intelligence development programme. A comparison of the results obtained at the initial and follow-up stages revealed positive dynamics across all criteria and indicators.

Distribution of students by emotional intelligence levels before and after the programme

| Criterion | Stage | High level | Moderate level | Low level |
|---|---|---|---|---|
| Emotional awareness | Before the programme | 22,5 % (9 people) | 50 % (20 people) | 27,5 % (11 people) |
| | After the programme | 45 % (18 people) | 47,5 % (19 people) | 7,5 % (3 people) |
| Regulatory | Before the programme | 17,5 % (7 people) | 45 % (18 people) | 37,5 % (15 people) |
| | After the programme | 42,5 % (17 people) | 47,5 % (19 people) | 10 % (4 people) |
| Communi-cative | Before the programme | 20 % (8 people) | 47,5 % (19 people) | 32,5 % (13 people) |
| | After the programme | 47,5 % (19 people) | 45 % (18 people) | 7,5 % (3 people) |

Emotional awareness criterion: the number of students with a high level almost doubled (from 22.5% to 45%), while the proportion of those with a low level decreased more than threefold (from 27.5% to 7.5%). This indicates a significant improvement in students' ability to identify their own emotions, recognise the emotional states of others and reflect on their

own reactions.

Regulatory criterion: the most positive dynamics were observed in this component: the proportion of students with a high level increased from 17.5% to 42.5%, while the number of participants with a low level decreased more than threefold (from 37.5% to 10%). This confirms the effectiveness of the implemented techniques of cognitive reappraisal, self-control and stress management methods.

Communicative criterion: the proportion of students with a high level increased from 20% to 47.5%, while the low level decreased from 32.5% to 7.5%. This indicates a significant improvement in empathy, assertiveness and constructive conflict resolution skills.

Overall, after the programme was implemented, the number of students with high emotional intelligence increased significantly (by 22–27% across all criteria), while the proportion of low levels decreased to a minimum (7.5–10%). The moderate level remained predominant, but its structure changed: most students showed a tendency to move to a higher level.

The developed programme proved to be highly effective: a significant increase in students' emotional intelligence was achieved across all criteria. Particularly significant progress was observed in the area of emotion regulation and the development of communication skills, confirming the usefulness of training and cognitive-behavioural techniques in the preparation of future social workers.

The study confirmed that emotional intelligence is a flexible skill that can be purposefully developed in the educational process. A systematic approach to its formation, which includes a combination of cognitive, training and reflective methods, ensures a steady increase in emotional awareness, emotion regulation and communication skills. In the long term, this will contribute to the professional self-realisation of future social workers and improve the quality of

their work in the socio-psychological sphere.

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## CONFLICTOLOGICAL CULTURE OF FUTURE SPECIALISTS

In the challenging conditions of modern life, the issue of conflict has become relevant in all areas of professional training, especially in teacher education. Upon graduating from higher education institutions, young specialists find themselves in potentially conflict-prone environments, both in everyday life and at work. In such situations, they are forced to address not only professional but also socio-psychological problems.

The conflictological competencies acquired during their studies at higher education institutions should enable future professionals to successfully solve tasks not only related to managing conflicts that may arise in the course of their professional activities, but also to preventing such conflicts and, if necessary, taking measures to resolve them. For this purpose, new programs and courses are being introduced into

the educational process, and new educational technologies are being implemented. Nevertheless, the problem remains pressing. The educational process itself is not devoid of contradictions and is a source of conflicts regarding what and how to teach.

History shows that humanity has formed diverse cultures depending on the natural living conditions of different peoples, as well as on religious, political, and artistic traditions that have developed over centuries. Any collision of different types of cultures inevitably leads to a crisis and conflict.

Whereas in the past cultures were often isolated from each other for extended periods or engaged in struggles for dominance, the modern world is increasingly embracing the idea of cultural equality. Each culture is perceived as a unique national experience of a particular people or as a distinctive way of interpreting universal cultural paradigms.

According to I. Zimnia [3], a cultured person is characterized by the following traits: respect for the dignity of others and preservation of one's own dignity in various situations of social interaction (domestic, professional, societal) – that is, personal culture and self-regulation; adequacy of a person (appearance, manner of behavior, communication) in everyday, professional, and social interaction – i.e., culture of everyday life, work, healthy lifestyle, and communication; adherence to ethno-sociocultural traditions, customs, norms, and etiquette in cross-cultural interaction – i.e., culture of normative behavior, etiquette, relationships, and social interaction; readiness to apply a general cultural individual body of knowledge (humanities, natural sciences, economics, politics, law, etc.) formed through the content of secondary and higher education in solving social interaction tasks – that is, intellectual and subject-specific cultural competence; an insatiable need for personal sociocultural (moral, intellectual, aesthetic, etc.) development and self-development – that is, a culture of self-regulation and personal self-determination;

orientation in the main value-semantic dominants of the modern world, country, and society; awareness of the main directions in the history and preservation of the world's and country's cultural life (painting, music, literature, architecture, etc.) – i.e., general civilizational culture; social responsibility for oneself, one's behavior, and the well-being of others – that is, the culture of social existence.

Analyzing the traits presented by the author, we see that, in essence, this describes a conflict-free person – one who should not provoke conflict. But can self-determination, self-realization, and the preservation of personal dignity truly exist without conflict?

*Culture and conflict* are two factors that have been closely interconnected since ancient times, as humans have always lived within culture – a system that not only helps to examine and resolve conflicts but also serves to prevent them. This is evident through various forms of art-literature, music, visual arts – as well as customs and traditions, all of which function as cultural tools for managing tension. At the same time, conflict itself is an integral part of human life – whether it be an internal conflict within the individual or a conflict with the external environment. Therefore, perhaps culture plays a role in resolving what gives rise to conflict? We believe it is appropriate to examine the very essence of the concept of *conflictological culture*.

Conflict – though not always referred to by that name – was discussed by ancient thinkers. Some of them condemned quarrels and clashes among people and advised avoiding them. Others, on the contrary, emphasized that truth is born in argument, and that confrontation and contradiction are driving forces of change and development. The word *conflict* originates from Latin. It is one of those international words that delights translators – it needs no translation, as both its sound and meaning are nearly identical across languages.

In antiquity, conflict was seen as a life necessity, and

philosophers of the time paid special attention to the issues of military conflict. In the Middle Ages, conflict took on a religious character and was viewed as a battle between two kingdoms – the divine and the earthly. During the Renaissance, conflict was seen as a relic of barbaric times. For scholars of the Enlightenment, conflict gained social significance, and later the focus shifted toward the problems of war and peace.

In the *Philosophical Dictionary*, *conflict* is examined within the framework of social theory – as a clash of interests, motives, tendencies, or subjects of social life. Within a system conceived as a certain integrity, its elements (components) may enter into conflict with one another under the condition that the *open manifestation* of the interests, motives, or goals of certain system elements necessarily activates the opposing interests and motives of others. The emergence of conflict is possible only when, within an integral system, non-identical elements coexist on the same level; therefore, conflict is defined as a specific objectification of the interaction between non-identical elements.

The *Psychological Dictionary* defines conflict as «a contradiction that is difficult to resolve, associated with intense emotional experiences». It distinguishes between different forms of conflict: intrapersonal, interpersonal, and intergroup. In the psychology of business communication, conflict is understood as a clash of oppositely directed goals, interests, positions, opinions, or views of two or more individuals. At the heart of any conflict lies a situation that includes either contradictory positions of the parties on a particular issue, opposing goals or means of achieving them, or a mismatch of interests, desires, and inclinations of the opponents.

From a sociological perspective, the problems of conflict can be analyzed through the lens of the well-known American theorist Lewis Coser, who in 1956 published the book *The Functions of Social Conflict*. In this work – considered foundational in Europe – he provided a widely accepted definition of conflict. Coser demonstrated that no social group

exists without conflictual relations, and that conflicts carry both negative and positive significance for the functioning and transformation of social systems. He argued that the more independent conflicts exist within a society, the better it is for that society.

Coser defined conflict as a struggle arising from a scarcity of power, status, or resources necessary to fulfill values and demands, implying the neutralization, suppression, or elimination of the opponent's goals [11].

Another influential scholar, Ralf Dahrendorf, one of the most prominent Western researchers of social conflict, defines it as «any relationship between elements that can be characterized by either objective («latent») or subjective («manifest») oppositions». He contends that any conflict ultimately boils down to «a relationship between two elements». Even when multiple groups are involved in a conflict, coalitions are formed among them, and the conflict once again assumes a bipolar nature [11].

In modern Ukrainian scholarship, the issue of conflict has been the subject of numerous studies. Among the most significant contributions in various academic fields are the works of M. Piren, A. Dmytriiev, A. Hirnyk, H. Koriak, and L. Nechyporenko.

The author of one of the most fundamental monographs on the sociology of conflict, A. Zdravomyslov, considered conflict to be a crucial component of human interaction in society – a kind of «cell» of social existence. He defined it as a form of relationship between potential or actual subjects of social action, whose motivation is shaped by opposing values and norms, interests, and needs [11].

A. Dmytriiev understood social conflict as a type of confrontation in which the opposing parties aim to seize territory or resources and threaten opposing individuals or groups, their property, or culture in such a way that the struggle takes the form of attack or defense.

A. Hirnyk viewed social conflict as an explicit or latent state of confrontation between objectively divergent interests, goals, and developmental tendencies of social entities – a direct or indirect clash of social forces based on resistance to the existing social order, and a special form of historical movement toward new social unity.

The concept of conflict is both scientific and everyday. In daily language, it is used in a variety of contexts, including metaphorical ones. People speak, for example, of a conflict of opinions, color combinations, or even the conflict between poetry and the prose of life. In science, the term is also widely used, acquiring different interpretations and meanings across disciplines.

The word conflict originates from the Latin conflictus, which literally means «clash», «serious contradiction», or «dispute» [10, p. 39].

When examining conflict as a phenomenon within the student environment, we adhere to the definitions provided by scholars such as V. Halahan, V. Orlov, O. Otych, and O. Fursa, who define conflict as a process of acute escalation of contradictions and a struggle between two or more parties in social interaction, accompanied by negative emotions. They note that this is either an open or latent confrontation between these parties, resulting from their defense of mutually exclusive interests, goals, positions, judgments, or views. Each conflicting party perceives itself as being in the right and decisively engages in the struggle to defend its interests.

Conflicts arise due to the opposition of individuals' interests and social attitudes. They require mandatory resolution, as the normal functioning of a social group or collective is impossible without it [2, p. 12].

From an ethical and aesthetic point of view, a number of authors provide the concept of a *moral conflict*, describing it as a contradictory clash of moral principles in individual or collective consciousness, where a person is forced to choose

what is acceptable to them. These authors emphasize that the peculiarity of a moral conflict lies in the fact that, in certain situations, the choice of an action based on one moral norm leads to the violation of another.

The difficulty does not lie in a person's ignorance of appropriate moral standards, which would prevent them from making the right decision, nor in their unwillingness to comply with a certain moral requirement, but rather in the collision of these conflicting demands. The choice must be made between values that are equally important to the individual but mutually exclusive [2, p. 32].

Thus, according to researchers, we can see that conflict is deeply intertwined with many areas of human life and can influence not only an individual's future actions but sometimes even events of global significance. Across the definitions reviewed, we observe that many conflict factors seek their resolution through the cultural and spiritual lens of the individual.

So, what do we understand by the concept of *culture*?

The word *culture* (from the Latin *cultura*) entered European intellectual discourse only in the second half of the 18th century, when Latin had already ceased to be a living language. Today, the term *culture* is widely used both in everyday life and across various academic disciplines.

At the everyday level, the term has a rather broad and generalized application. In contrast, philosophers consider culture from the standpoint of its essential nature – as a human creation within the «Human–World» system. Cultural theorists and sociologists view culture as a spiritual product created by people (including value systems, morality, ethics, behavior, ways of thinking, etc.). Psychologists are interested in culture as a factor in the formation of individuals' psychological characteristics. Ethnopsychologists study the influence of culture on the socialization and adaptation of different peoples. Numerous other scientific fields also examine culture from the

perspective of their specific focus.

In general, *culture* refers to the totality of material and non-material values, norms, traditions, beliefs, customs, knowledge, symbols, and practices that develop and are transmitted within a society or social group from one generation to the next.

The main aspects of culture include:

1. Material culture: These are the physical objects or artifacts created by human society, such as architecture, art, tools, clothing, technologies, and so on.

2. Non-material culture: These are the intangible elements of culture, such as language, customs, rituals, moral values, religious beliefs, knowledge, social norms, and rules of behavior.

3. Social culture: This encompasses systems of interaction, societal organization, social structures, family relationships, and other social practices.

4. Spiritual culture: This includes religious and philosophical ideas, ethical principles, as well as literature, music, painting, and all forms of art that reflect the inner world of a person.

Culture is an essential part of both individual and societal identity and plays a key role in shaping social norms, values, and worldviews. It is a dynamic phenomenon that constantly evolves and adapts to new conditions and challenges. As a result, there is currently no single universally accepted definition of the concept of *culture*.

Many Ukrainian scholars have addressed the questions and challenges of culture in their works, including L. Berezhnova, V. Zabolotna, T. Kuznetsova, L. Matvieieva, O. Rudnytska, Yu. Soroka, H. Ulunova, among others.

L. Berezhnova writes that culture is a complex, historically developed system of material, spiritual, and social expressions of human activity, which reflects in its content, morphology, and functions the process of human mastery of

reality and self-reflection [4, p. 76].

O. Rudnytska defines the concept of *culture* (from Latin *cultura* – cultivation, growth; in the pedagogical context – education, learning, upbringing) as the totality of society's practical, material, and spiritual achievements, which reflect its historically attained level of development and are embodied in the results of productive human activity, particularly in the fields of education and the arts. At the same time, the term *culture* also refers to an individual's level of education and upbringing, as well as such personal qualities as politeness, neatness, self-restraint, erudition, and so on.

Thus, the idea that culture has a significant educational and formative influence on a person – just like conflict resolution – can be taken as an axiom. The two concepts, *culture* and *conflict*, are mutually complementary foundations in the formation and development of a person as an individual.

In our research, we aim to explore the essence of the concept of conflictological culture and its significance in the formation of specialists in technical fields. This concept has only recently begun to be used in academic discourse and in various professional domains.

Despite appearing to be different in nature, culture and conflict share certain common features. Below are several aspects in which their similarities become evident:

1. Dynamism and change: Culture and conflict are dynamic phenomena that are constantly evolving and developing. Culture evolves along with changes in society, technology, and human interaction. Conflict, in turn, can change as circumstances, interests, and the needs of the parties involved shift.

2. A process of social interaction: Both culture and conflict are the results of interaction between people. Culture is formed through shared experience, communication, traditions, and customs. Conflict also arises as a result of interaction between people when their interests, values, or beliefs collide.

3. Formation of identity: Culture and conflict can influence the formation of individual and group identities. Culture helps define who we are through shared values and practices. Conflict, on the other hand, can intensify the sense of «us» versus «them», which also affects group identity and a sense of belonging.

4. Potential for change and innovation: Conflict, like culture, can be a source of change and innovation. Conflict often pushes people to reconsider their views, values, or approaches, which can lead to new understanding or solutions. Similarly, culture is always open to change through innovation, idea exchange, and the influence of other cultures.

5. Variety of approaches and interpretations: Both culture and conflict can be interpreted and understood differently by different people or groups. Culture may hold different meanings and expressions for various groups. Likewise, conflict can be perceived as a negative phenomenon or as an opportunity for growth and change, depending on context and perspective.

Thus, although culture and conflict are different phenomena, they share similar features related to the processes of social interaction, dynamism, and their impact on society. The phenomenon of conflictology culture refers to the characteristics and principles of human behavior in situations of conflict, as well as the methods of resolving them, which are part of the cultural context. Conflictology culture defines how different societies, organizations, or individuals perceive, understand, and respond to conflicts, as well as which strategies they use to manage and resolve them.

Key aspects of conflictology culture:

1. Approach to understanding conflict: Conflictology culture defines how a society or group interprets the nature of conflict. In some cultures, conflict is perceived as a negative phenomenon that should be avoided or suppressed, while in others it is seen as a normal, natural, and even necessary

element of social interaction that can stimulate development and change.

2. Methods of conflict resolution: Culture influences which methods of resolving conflicts are considered acceptable or effective. For example, in some cultures, methods such as mediation and compromise prevail, while in others greater emphasis is placed on legal or forceful methods of resolution.

3. Role of communication: The communication strategies used during conflicts also depend on the cultural context. In some cultures, direct and open communication is preferred for resolving conflicts, whereas in others an indirect approach or avoidance of open confrontation may be acceptable.

4. Attitude toward conflicts: Within a conflictology culture, a particular attitude toward conflicts may be formed – they may be seen as an inevitable part of life that needs to be managed, or as something to be avoided. This attitude can influence how individuals or organizations shape their strategies for behavior in conflict situations.

5. Norms and rules of behavior: Conflictology culture includes certain norms and rules that regulate the behavior of participants in a conflict. This may include ethical standards, social expectations, or formal rules established by an organization or society.

6. Influence of historical and social context: Conflictology culture is shaped by historical experience and the social context. For example, in societies with a long history of armed conflicts or wars, there may be a developed culture of rapid response to threats and the use of forceful methods.

The importance of conflictology culture:

1. Improving the effectiveness of conflict management: Understanding conflictology culture can help in developing more effective strategies for managing conflicts, taking into account the cultural characteristics of a specific group or society.

2. Reducing tension and aggression: Considering

conflictology culture contributes to the development of approaches that reduce tension and aggression, promoting the peaceful resolution of conflicts.

3. Developing intercultural communication skills: In a globalized world, knowledge of conflictology culture helps improve intercultural communication and cooperation, reducing misunderstandings and conflicts related to cultural differences.

Thus, conflictology culture is an important component of social dynamics, reflecting the specific approaches to conflict in different cultures and influencing how these conflicts are resolved.

In their works, the phenomenon of conflictology culture has been analyzed by A. Verbytskyi, I. Pochekaieva, N. Pidbutska, N. Samsonova, N. Serebrovska, T. Cherniaieva, O. Shcherbakova, and others. Researchers have considered the conflictology culture of an individual as a phenomenon that combines knowledge (teachings) about culture and conflict, directs the ability to apply them in practice, provides skills in forecasting, preventing, and resolving conflicts in various life situations, as well as the ability to adapt to a conflict - prone environment based on cultural and social experience.

N. Samsonova views conflictology culture as part of a broader, more comprehensive, and holistic phenomenon that can be described as professional culture. In her research, she defines «conflictology culture of a specialist» as *«a qualitative characteristic of a professional's activity in a conflict - prone professional environment».* Determining the place and role of a specialist's conflictology culture within the structure of professional culture requires establishing the objective existence of this type of professional culture and its interconnection with other types of professional culture: informational, communicative, methodological, and special, which together reflect the essence of professional activity and culture.

A. Verbytskyi understands conflictology culture as *«a quality of an individual that is manifested in the ability to solve problems and overcome contradictions in constructive ways».* The content of conflictology culture can be revealed through: culture of values and meaning, culture of thinking, culture of feelings, communicative culture, culture of representations, sense of context. Therefore, the development of an individual's conflictology culture should be based on conflictology literacy and conflictology competence, which together form conflictology education or conflictology training of the individual.

O. Shcherbakova believes that an individual's conflictology culture is an integrative quality based on existential and humanistic values, which includes culture of thinking, culture of feelings, communicative and behavioral culture, and is manifested in optimal context-appropriate interaction strategies in conflict that ensure constructive problem - solving [3].

We agree with psychology researcher O. Gomoniuk that the conflictology culture of a specialist in a socionomic profession, along with other types of culture, reflects the maturity and development of his or her personality. The quality of his or her activity in a conflict-prone organizational environment is one of the important components of professionalism and is fully manifested in interpersonal interaction [3, p. 44].

The formation of conflictology culture is an important aspect of modern social dynamics and management. International experience and contemporary scientific approaches to developing conflictology culture encompass a wide range of methods and strategies aimed at effective conflict resolution and prevention in various areas of life. Let us consider several key approaches and practices used in this context:

1. International experience and practices:

• Mediation is widely used in various countries such as the United States, Canada, the United Kingdom, and Australia as a method of out-of-court conflict resolution. Mediation involves engaging a neutral third party who helps the conflicting sides reach mutual understanding and find a common solution.

• Negotiation is also a popular method in Western countries. Specialized negotiation training programs are aimed at developing skills in active listening, empathy, emotional management, and creative approaches to problem - solving.

In many European countries, such as Germany, France, and the Netherlands, emphasis is placed on approaches grounded in human rights principles. This includes ensuring equality, fairness, and respect for the dignity of every individual during conflict resolution.

In the United States and many European countries, the study of conflictology is integrated into school and university curricula. These programs teach students the principles of peaceful conflict resolution, communication skills, and emotional intelligence.

In Canada, New Zealand, and several European countries (for example, Norway and Finland), restorative justice is actively implemented. This approach focuses on restoring relationships between the parties involved in a conflict and rehabilitating offenders, rather than merely punishing them.

2. Contemporary scientific approaches:

Cognitive - behavioral theory: This approach applies the principles of cognitive - behavioral therapy (CBT) to the development of conflictology culture, helping individuals recognize and modify destructive thought patterns that may lead to conflicts. CBT methods are actively used in organizational culture and management to improve conflict management.

Social constructivist theory: This theory emphasizes the importance of social context and interaction in shaping human

understanding of conflicts. It is applied in the development of programs that promote collaborative conflict resolution through interaction and cooperation.

Systems approach: The systems approach views conflicts within the framework of broader networks of relationships and interdependencies. This approach is often used in organizational development and family therapy to understand and modify systemic factors that contribute to the emergence of conflicts.

Emotional intelligence (EQ): Training in emotional intelligence involves developing skills in recognizing and regulating one's own emotions, as well as understanding and managing the emotions of others. This contributes to a deeper understanding of the causes of conflicts and to more effective conflict management.

Intercultural communication: This approach focuses on understanding cultural differences and enhancing communication skills among representatives of different cultures. Intercultural communication training programs are actively implemented in international companies and organizations to prevent cross-cultural conflicts.

3. Practical methods and tools:

Educational and training programs: The development of specialized programs and training sessions aimed at enhancing conflict management skills. These include the use of simulations, role-playing exercises, case studies, and reflective practice.

Use of technologies and innovations: The use of modern technologies such as virtual reality (VR) and simulation modeling to train conflict-resolution skills in a safe environment. For example, VR is used to practice negotiation skills and emotional regulation in stressful situations.

Development of policies and procedures: Creating clear policies and procedures for conflict resolution in workplace and organizational settings. This includes tools such as codes

of conduct, internal conflict reporting systems, and formal mediation mechanisms.

International experience and contemporary scientific approaches to the formation of conflictology culture demonstrate the importance of a comprehensive approach that includes both training and skill development, as well as the creation of appropriate conditions and environments for effective conflict management. This approach takes into account individual characteristics as well as social and cultural contexts, which makes it more flexible and effective in different settings.

Analyzing the definitions of «conflictology culture», we can observe that, in general, the discussion pertains to conflict-prone environments and various types of conflicts—that is, the concept is approached from a conflictological perspective. We believe that the foundation of conflictology culture lies precisely in the cultural significance embedded in the term itself.

Conflictology culture is a phenomenon that can serve as both a condition and a tool for navigating a conflict-laden reality. Only by achieving a high level of its development can a future specialist effectively perform professional duties in conflict-prone settings. Thus, conflictology culture becomes a prerequisite for successful professional activity.

We consider the conflictology culture of an individual as a phenomenon that integrates knowledge (teachings) about culture and conflict, directs the ability to apply them in practice, and provides skills in forecasting, prevention, early intervention, and the resolution of conflicts in various life situations, as well as the ability to adapt in a conflict-prone environment, drawing on cultural and social experience.

The conflictology culture of future specialists in the socionomic sphere is regarded as a component of an individual's overall culture and as part of the professional competence acquired during higher education.

Thus, an analysis of scientific and professional literature on the topics of culture, conflict, and conflictology culture across different fields has shown that there is no single unified approach to defining the concepts of «culture», «conflict» and «conflictology culture». Despite the importance of developing conflictology culture among future specialists, this issue has been insufficiently addressed, which has enabled us to formulate our own definition of conflictology culture for future professionals in the socionomic sphere.

It should be noted that this definition is only beginning to gain relevance in the academic and progressive pedagogical community and is becoming an important issue in the process of training specialists in higher education.

The theoretical model of conflictology culture for future specialists may include the following components: cognitive, communicative, reflective, and emotional-volitional.

These components are key elements that determine how a society, group, or individual perceives, evaluates, and responds to conflicts. While they may vary depending on cultural context, in general they include the following aspects:

Cognitive component: encompasses knowledge of ethical principles, normative and moral regulators of communicative behavior, the causes of conflict, and strategies for conflict resolution.

Communicative component: involves the ability to conduct constructive dialogue (using techniques and technologies of effective behavioral communication) while taking into account the emotional state and psychological characteristics of conflict participants.

Reflective component: is an essential element of constructive interaction, manifesting in (1) an educator's awareness of methods of activity, problems, and ways to overcome them; (2) the educator's self-analysis of personal behavior and communication; and (3) the ability, when necessary, to influence an opponent.

Emotional-volitional component: is expressed in the application of knowledge, abilities, and skills in conditions of conflict interaction and in creating a favorable psychological climate for the productive activity of team members.

Together, these components form conflictology culture, which influences how societies and individuals understand, respond to, and strive to resolve conflicts. The study of these components allows for a deeper understanding of behavioral specifics in conflict situations across various cultural contexts.

In the process of shaping an individual into a specialist, a set of internal (humanistic–humanitarian and psychological) and external (cultural and social) factors influencing the development of conflictology culture has been identified.

Humanistic-humanitarian factors include spiritual, moral, and psychological alienation of professional activity from life processes, unwillingness or lack of knowledge to understand the role of humanism in professional (for example, engineering) activity, and the insufficient professional orientation of humanitarian disciplines.

Cultural factors include insufficient awareness of one's own culture and its connection with global professional traditions, the complex process of inculturation, and the loss of ethnic identity.

Psychological factors include the absence of assertive behavior and insufficient communicative ability in both professional and everyday life.

Social factors include the marginalization of the profession, loss of professional identity, self-determination, and motivation.

In addition, we have identified functions of developing conflictology culture among future specialists in the socionomic sphere:

Integrative function: This function defines the orientation of the educational system and the interdisciplinary links between professional, humanitarian (cultural), and fundamental

cycles of disciplines according to professional orientation. It ensures the integrity and specificity of this knowledge. The integrative function enables a full and harmonious merging of disciplines through integrated classes, special courses, electives, and more. Humanization and the strengthening of humanitarian perspectives in a technical university are impossible without integrative processes in education. The integrative function helps unite humanitarian and technical knowledge into a whole, rather than treating them as separate components of professional competence.

Axiological function: From a methodological perspective, the axiological function in forming conflictology culture is directed toward the student's value and spiritual development, improvement of moral qualities, and development of the emotional and sensory sphere through psychological and pedagogical approaches during the educational process. In our view, the axiological function connects all essential life competencies with professional ones, thereby fostering the development of a well-rounded specialist.

Praxeological - transformative function: This function involves developing practical skills, adaptability to innovations in various fields, creative development, and mastery of advanced technologies. It enables effective cooperation with others and the ability to transform knowledge from the humanitarian sphere depending on the specifics of the profession and the situation.

Cultural–creative function: We consider this function as one that motivates creativity through the prism of cultural achievements and encourages the use of innovative forms and methods in the educational process. It serves as a didactic approach to developing professional competencies through cultural perspectives, enabling specialists to meet professional needs with non-standard approaches and overcome stereotypes in their professional activity.

Psychological-reflective function: Within the

methodology of forming conflictology culture, this function creates favorable conditions for motivation, self-assessment, adaptation, and socialization of students during their humanitarian training. It includes the ability to evaluate oneself and others, based not only on personal feelings but also on the capacity to analyze facts. It contributes to the development of conflict-free communication skills and stress resilience, the ability to make sound, non-confrontational decisions, greater awareness and reflection on one's own actions, as well as the capacity for self-improvement, self-realization, and lifelong learning.

Futurological function: This function plays a decisive role in the formation of conflictology culture among future specialists and has a dual orientation.

The professional orientation helps students become aware of their professional identity and forecast future professional achievements based on the knowledge they have acquired.

The cultural orientation shapes an understanding of cultural dimensions in their future professional activity.

We identified criteria for assessing the formation of conflictology culture in future specialists in the socionomic sphere: motivational-professional, cognitive-creative, and evaluative. For each criterion, specific indicators for assessing conflictology culture were selected.

For the motivational-professional criterion, the following indicators were defined:

1. Lack of motivation to study subjects in the humanities cycle and lack of understanding of their importance for professional development.

2. Lack of aspiration for professional improvement.

3. Absence of motives for independent acquisition of knowledge, self-improvement, and self-assessment.

4. Unwillingness to make efforts to master basic professional competencies, believing that one already

possesses a sufficient level of humanitarian knowledge for future professional growth.

For the cognitive-creative criterion, the following indicators were defined:

1. Weak ability to apply humanitarian knowledge in the context of professional development.

2. Absence of a creative approach to solving professional issues through a humanitarian perspective.

3. Weak ability to analyze, forecast, and draw conclusions based on humanitarian knowledge.

4. Absence of a creative approach to applying humanitarian knowledge in conflict-prone environments and in professional orientation.

For the evaluative criterion, the following indicators were defined:

1. Inability to assess the importance of humanitarian knowledge within the structure of professional knowledge.

2. Inability to draw conclusions and correct one's own mistakes when evaluating the mistakes of others.

3. Underestimation of the role of humanitarian training for future professional activity.

4. Inability to control and evaluate one's own behavior when communicating with others.

According to these criteria and indicators, we distinguished the following levels of assessing the formation of conflictology culture among future specialists in the socionomic sphere: Level I – basic (constitutive), Level II – theoretical (initial), Level III – practical (intermediate), Level IV – creative (sufficient), and Level V – scientific (high).

The qualitative and quantitative composition of the participants in the experiment was determined. The experiment involved 84 bachelor's students from the 2nd, 3rd, and 4th years of study in the specialty 012 Preschool Education at the Faculty of Preschool Pedagogy and Psychology of the South Ukrainian National Pedagogical University named after

K. D. Ushynsky. The experimental group consisted of 40 students in the specialty 012 Preschool Education. Practical Psychology. The control group consisted of 44 students in the specialty 02 Preschool Education. Speech Therapy.

During the ascertaining stage of the experiment, we used the following universal research methods: surveys (interviews), questionnaires, projective techniques, testing, and observation.

Interviews were conducted in a free form. The researcher only determined the general topic, main stages, and boundaries of the discussion, outlined key questions, and proposed assumptions regarding possible results.

Interviews with second-year students focused on their understanding of their chosen specialty, their perception of the necessity of studying humanities subjects, their attitudes toward the role of these subjects in their future profession, and their ability to apply the acquired knowledge. Interviews with senior students concentrated on the perceived usefulness of the humanitarian knowledge they had acquired and their willingness to continue developing it independently.

Questionnaires were administered in the form of written surveys. These surveys allowed us to assess students' interest in humanities disciplines, their motivation for self-development and self-improvement, their acquisition of additional humanitarian knowledge, their attitudes toward the proposed technology for developing conflictology culture, and the level of development of its individual components.

An important and necessary step at the ascertaining stage of the pedagogical experiment was to determine the homogeneity of the control and experimental groups. This homogeneity was ensured by selecting participants from a general population of students majoring in the same specialties and by verifying the baseline level of conflictology culture formation among future specialists.

We used the diagnostic tool «Integral self-assessment of personality: «Who am I in this world?» proposed by

P. Kozliakovskyi, which allowed us to determine indicators of self-assessment-adequate self-assessment, a tendency toward overestimation or underestimation, and both unconcealed overestimation and unconcealed underestimation of self-assessment.

Based on the quantitative data on the adequacy of self-assessment in each group, we formulated the following hypotheses: $H_0$: Spearman's rank correlation coefficient does not affect the adequacy of self-assessment in the studied groups.

$H_1$: Spearman's rank correlation coefficient affects the adequacy of self-assessment in the studied groups.

The calculations of the critical value $\lambda$, using the Kolmogorov-Smirnov criterion at a confidence level of 95%, led to the rejection of $H_0$ and acceptance of $H_1$. This indicates that the difference in the adequacy of self-assessment between participants in the ascertaining stage of the pedagogical experiment (homogeneity of the experimental and control groups) is insignificant.

Conclusion: The selected groups for the pedagogical experiment are homogeneous in terms of self-assessment adequacy, which allows for obtaining reliable comparative data on the quantitative indicators derived from questionnaires and testing.

When determining the initial level of the formation of conflictology culture, we also considered students' resistance to conflict. For this purpose, we applied K. Thomas's method «Diagnosis of an individual's tendency to conflict behavior», adapted by N. Hryshyna.

Based on the diagnostic results, it can be assumed that the overall level of formation of conflictology culture in terms of the tendency toward conflict behavior is homogeneous, and the large percentage of students inclined toward a compromise style of behavior allows us to conclude that these students are psychologically ready to embrace new knowledge. This, in turn, may indicate a satisfactory perception of learning material

and readiness for interpersonal cooperation.

We determined the initial overall level of formation of conflictology culture among future specialists in the socionomic sphere. We proposed the following statistical hypotheses: $H_0$ – the groups differ significantly according to the studied characteristic; $H_1$ – the groups do not differ significantly according to the studied characteristic. We calculated the dmax value using the Kolmogorov–Smirnov criterion. Since $\lambda$ calculated $\leq \lambda$ critical at the 95% confidence level, hypothesis $H_1$ was accepted: the groups do not differ significantly according to the studied characteristic.

Conclusion: The selected groups for the formative stage of the pedagogical experiment are homogeneous in terms of the levels of formation of the criteria of conflictology culture in future specialists in the socionomic sphere.

At the formative stage of the study, students in the experimental group were taught according to our author's methodology. They completed a course in the academic discipline Conflictology, with a special emphasis on practical classes.

The full program of practical sessions for the course was designed to achieve three main goals: cognitive, affective, and psychomotor. In each session, students implemented one or several of these goals.

At the first stage, which involved the actualization of participants' existing experience and knowledge, a session was conducted on the topic *«The Concept and Main Features of Conflict. Models of Behavior in Conflict Situations»*. During this stage, students' previous experience and knowledge regarding strategies and models of their behavior in conflict situations were activated. Through the proposed exercises, students:

1. Became attuned to the topic of the session.

2. Worked on becoming aware of their own automatic reactions to conflict situations and the interrelation between

perception of a situation and choice of response strategy (cognitive, affective, and psychomotor domains).

3. Reflected on the influence of a participant's stance and mindset on the nature and outcomes of interaction in a conflict situation.

4. Concluded the group's work by discussing the values that should guide one's behavior during a conflict situation (affective domain).

The next stage involved analyzing prior experience, identifying stable behavior patterns, outlining problems and tasks, and, due to the significant amount of material, partly covering the acquisition of new knowledge, studying the theoretical basis, and beginning to develop practical skills (in particular, communication skills necessary for conflict resolution).

Students worked on the topic «General Strategies for Conflict Resolution. Basic Communication Skills Required for Working with Conflicts». Objectives of the session:

1. To generalize students' experience regarding stable behavior patterns in conflict situations.

2. To outline problems and tasks.

3. To acquire new knowledge.

4. To develop basic communication skills necessary for dealing with conflicts.

Through the proposed exercises during the session, students:

1. Focused on discussing values as regulators of human behavior (affective domain).

2. Became familiar with general strategies for conflict resolution (theoretical part, cognitive domain).

3. Had the opportunity to imagine themselves in a conflict situation and learn various conflict resolution strategies through discussion and comparison.

4. Practiced communication skills, particularly the technique of active listening (verbal and nonverbal behavior,

asking questions, clarifying, etc.), and identified its key elements.

5. Paid special attention to practicing paraphrasing skills and discussed the main «rules» of paraphrasing.

6. Summarized the session by emphasizing the important experience gained (cognitive, affective, and psychomotor domains).

At the next stage of training, students continued mastering new knowledge and studying the theoretical foundation, while the main focus was placed on developing new skills. Students worked on the topic «Skills Necessary for Working with Conflicts». The main objective of this session was to develop skills for preventing and resolving conflicts and interacting with participants in conflict situations.

Through the session and exercises, students:

1. Activated their knowledge from the topic «Communication Skills Necessary for Conflict Resolution» (cognitive and psychomotor domains).

2. Learned about the formula for expressing one's own feelings and experiences in a conflict situation using the «I-statement» technique (theoretical part), and practiced formulating «I-statements» in practice.

3. Discussed the main differences between «I-statements» and «traditional» statements during conflicts (cognitive, affective, and psychomotor domains).

4. Paid particular attention to practicing basic communication skills necessary for a person acting as a mediator in resolving a conflict between two parties, including the use of a neutral, non-judgmental approach when working with conflicts.

5. Summarized the valuable experience gained and consolidated the results of the session on the topic «Skills Necessary for Working with Conflicts» (cognitive, affective, and psychomotor domains).

The following stage focused on the practical application

of newly acquired knowledge, abilities, and skills. Students worked on the topic «Skills for Working with Conflicts at the Community (Social System) Level». The main goal of this session was to use new knowledge and to practice and apply conflict management skills in real-life situations.

The session involved all students in a joint role-playing exercise, during which they participated in a procedure known as a «community justice forum».

A community justice forum is a procedure involving a joint meeting of the offender, the victim(s), their families and supporters from the community, and a specially appointed facilitator. The purpose is to discuss the offense (conflict situation) and its consequences, as well as to jointly determine how the situation can be resolved or remedied.

During the session, students gained experience in participating in a community justice forum and had the opportunity to apply all the acquired knowledge and skills in practice while working through the conflict situation (cognitive, affective, and psychomotor domains).

As noted above, in order to assess the level of students' knowledge and skills on the topic of conflict resolution, specially developed didactic tests were used. Separate blocks of these tests were designed to measure the level of relevant knowledge (theoretical component) as well as the students' abilities and skills (practical component). The initial (diagnostic) assessment of the students' knowledge and skills in the course was carried out before the start of the cycle of practical classes aimed at developing students' conflictology competence. The final (summative) assessment was conducted at the end of the cycle.

For students' independent work in the course *Conflictology*, the group project method was used. Students began working in groups from their first years of study, which contributed to a positive climate in the team, facilitated faster adaptation, and motivated them to learn.

Objective: the formation of the cognitive-creative, cultural, motivational-professional, personal-adaptive, and evaluative components of the conflictology culture of a future specialist in the socionomic sphere.

The project method contributed to: Increasing interest in the discipline and motivation to study it; Acquiring skills for independent work and continuous learning, raising the level of self-education; Developing the ability to work in groups (in our work, we emphasize group projects); Forming communication skills and public speaking abilities; Developing the skills to search for and systematize knowledge in scientific research; Cultivating creative potential and creative thinking.

An important form of independent work during the study of the discipline was participation in academic conferences. Participation in conferences helped confirm the proper level of scientific work, revealed the student-researcher as a linguistically tolerant individual.

The stages of preparation for participation in a conference were divided into those performed independently by the student, which included: Selecting a topic; Developing a plan; Reviewing literature sources; Selecting video and audio materials and preparing a presentation; Mastering the content of the report and its main research findings; Preparing theses for publication (in accordance with the conference requirements); Delivering the report at the conference and answering questions.

Participation in a conference was regarded as an independent scientific activity of the student. However, it required the guidance of a teacher – not to dictate what the student should do, but to steer their efforts in accordance with a scientific approach.

A key element of this preparation, shared by both the teacher and the student, was a preliminary presentation or rehearsal conducted prior to the actual conference performance.

Preparation and performance at conferences were

regarded not only as independent research work, but also as self-realization, as students acquired skills of independent research activity and the ability to publicly demonstrate their own achievements and results.

Our experience shows that, despite technological progress and the development of computer tools, interest in workbooks as educational aids is increasing. Many researchers who are concerned with the integration of workbooks into higher education have discussed this issue in their works.

We regard the student's workbook for independent work as an educational tool that promotes cognitive, creative, and independent development of the specialist, helps in mastering knowledge in a particular discipline through solving non-standard tasks, and fosters the ability to assess one's own capabilities as well as those of others. Workbooks should serve as a foundation for understanding lecture material, improving its assimilation, and forming the components of conflictology culture in future specialists.

The results of the applied methodology made it possible to determine students' attitudes toward the surrounding world and other people, as well as their social attitudes toward various spheres of interaction where tolerance and intolerance are manifested. This was crucial, because with a high indicator of low tolerance, there would have been no sense in implementing the proposed pedagogical system or continuing further research. This methodology was important in developing the technologies for our further study and for determining the cultural component of the conflictology culture of future specialists in the socionomic sphere.

Let us present some examples from the developed and implemented «Student Workbook for Independent Study in the Discipline Conflictology». Students were offered engaging tasks to test their knowledge on the following topics: The Concept of Conflict in a Historical Perspective. Causes of Conflicts and Conflict Situations. Main Periods and Stages of a

Conflict. Sources of Conflicts and Stress. Methods of Conflict Management.

For tasks on these topics, we applied game-based exercises, which are also considered innovative teaching methods. Students were offered interesting assignments in the form of unusual questions, filling in diagrams and independently developing their own diagrams, crosswords, word puzzles, and problematic (pedagogical) situations.

Crosswords in particular proved to be a popular method of engaging with the material. While working on crossword-based tasks, students experienced not a sense of compulsion but rather an atmosphere close to leisure activities, which contributed to a more relaxed and motivated learning process.

Each task block for a given topic includes 8–10 tasks, depending on the complexity and scope of the topic, and incorporates assignments such as, for example, writing a definition of a term. We understand that every term may have multiple definitions, so students are offered two options: either write down a definition and provide a reference to the source, or formulate their own understanding of the term based on the studied material in order to see whether the student actually grasps its meaning.

Other assignments may include creating a diagram for the topic, completing a table, or solving a puzzle. Some tasks include additional guiding questions. For instance, an exercise may be divided into two parallel columns-one containing terms and the other containing definitions in a mixed order, with both columns numbered. The student must match each term with the correct definition and write the correct pairing in the answer key provided. If the answers are all correct, the letters from the key form a word related to the topic or the discipline.

The workbook is designed in such a way that the student's motivation to complete the tasks is not driven solely by external pressure or the number of points awarded. Instead, it actively engages students and teaches them to evaluate their

own abilities and the abilities of others.

At the final stage of the experimental study, we conducted diagnostics of the formation of conflictology culture in future specialists in the socionomic sphere. The evaluation was carried out across the following components: motivational-professional, personal-adaptive, cultural, and evaluative.

1. Motivational-professional component. To obtain the results of the formative stage of the experimental study on the implementation of the pedagogical system for developing the conflictology culture of future specialists in the socionomic sphere, and to determine the levels of the motivational-professional component, we used T. Ehlers' «Personality Diagnostics Method for Motivation for Success».

Table 1

Levels of Formation of the Motivational-Professional Component of Conflictology Culture in Future Specialists in the Socionomic Sphere

| | Control Group | | Experimental Group | |
|---|---|---|---|---|
| Level | Quantity | % | Quantity | % |
| Scientific | 2 | 4 | 3 | 6 |
| Creative | 21 | 51 | 22 | 56 |
| Practical | 11 | 31 | 10 | 29 |
| Theoretical | 9 | 12 | 4 | 7 |
| Constitutive | 1 | 2 | 1 | 2 |
| Total | 44 | 100 | 40 | 100 |

Conclusion. The difference between the levels of formation of the motivational-professional component of conflictology culture in the EG (experimental group) and CG (control group) is significant, which speaks in favor of the results achieved by the experimental group and confirms the effectiveness of the proposed pedagogical system for developing conflictology culture.

2. Cognitive - creative component. In the study, our aim

was to determine the level of the cognitive-creative component of the students, which involves the level of knowledge in humanities and cultural studies, the acquisition of new humanitarian knowledge, the development of creativity, and the ability to apply these in professional activities.

The level of the cognitive - creative component was assessed using the test «Determining the Social Creativity of an Individual», through which we identified the level of creativity in both the experimental group (EG) and the control group (CG).

According to the levels we proposed, we interpreted the test results as follows: Very low / low level = Constitutive level. Below average / slightly below average = Theoretical level. Average = Practical level. Slightly above average = Creative level. High = Scientific level.

Table 2

Levels of Formation of the Cognitive-Creative Component of Conflictology Culture in Future Specialists in the Socionomic Sphere

| Level | Control Group | | Experimental Group | |
|---|---|---|---|---|
| | Quantity | % | Quantity | % |
| Scientific | 4 | 8 | 5 | 13 |
| Creative | 10 | 23 | 10 | 26 |
| Practical | 17 | 39 | 15 | 38 |
| Theoretical | 12 | 26 | 8 | 20 |
| Constitutive | 1 | 4 | 2 | 3 |
| Total | 44 | 100 | 40 | 100 |

Conclusion. The difference between the levels of formation of the cognitive-creative component of conflictology culture in future specialists in the socionomic sphere in the EG (experimental group) and CG (control group) is significant, which confirms the effectiveness of the proposed pedagogical system and supports the results demonstrated by the experimental group.

3. Personal-adaptive component. To determine this component during the formative stage of the pedagogical experiment, we used several methods in order to identify the final result of the formation of the personal-adaptive component of conflictology culture.

The «Personality Questionnaire» (developed by N. Reivald) made it possible to determine the level of five key personal qualities from the perspective of an individual's social essence and main individual-psychological characteristics: organization, diligence, collectivism, inquisitiveness, and aesthetic development. These qualities provided a clear understanding of how pedagogical technologies influenced the state of students' socialization and their readiness for self-education and self-development.

A significant difference in the formation of the personal-adaptive component of conflictology culture in future specialists in the socionomic sphere is observed in the control group (CG) at the constitutive and methodological levels compared to the experimental group (EG) (3% higher at the constitutive level and 9% higher at the methodological level). These results indicate that students in the control group are less resilient to conflicts and lack sufficient experience in conflict situations, which highlights the need for teacher guidance and consultation.

4. Cultural component. The results of the formative stage of the pedagogical experiment on the implementation of the proposed pedagogical system for developing conflictology culture in future specialists in the socionomic sphere revealed the levels of formation of the cultural component.

To ensure the reliability of the component's assessment, a set of diagnostic tools was applied, with the scores subsequently converted into levels according to the proposed criteria.

The following methods were used: The Express Questionnaire «Tolerance Index», which assessed the level of

general, ethnic, and social tolerance, as well as tolerance as a personal trait; The «Types of Ethnic Identification» method, aimed at determining the type of ethnic identity in order to reduce the risk of conflicts with representatives of other cultures.

The results of the methodology allowed us to determine students' attitudes toward the surrounding world and other people, as well as their social attitudes toward various spheres of interaction in which tolerance and intolerance are manifested. A high indicator of a low level of tolerance would have rendered the implementation of the proposed pedagogical system and further research meaningless. Therefore, this methodology played an important role in the creation of technologies for our subsequent research and in identifying the cultural component of the conflictology culture of future specialists in the socionomic sphere.

5. Evaluative component. To develop the evaluative component in future specialists in the socionomic sphere, we designed and implemented mixed-type workbooks, i.e., workbooks that contain both informational and assessment blocks.

Table 3

Levels of Formation of the Evaluative Component
of Conflictology Culture in Future Specialists
in the Socionomic Sphere

| Level | Control Group | | Experimental Group | |
|---|---|---|---|---|
| | Quantity | % | Quantity | % |
| Scientific | 1 | 1 | 2 | 4 |
| Creative | 14 | 32 | 18 | 46 |
| Practical | 16 | 33 | 15 | 41 |
| Theoretical | 10 | 28 | 4 | 7 |
| Constitutive | 3 | 6 | 1 | 2 |
| Total | 44 | 100 | 40 | 100 |

It is important to note the difference in the results at the scientific, creative, and practical levels between the EG (experimental group) and CG (control group), which amounted to 25% in favor of the EG, indicating the effectiveness of the author-designed workbooks.

Thus, the percentage results show a higher value in the EG compared to the CG at the scientific and creative levels. The practical level is almost identical (with an insignificant difference of 1%), which is satisfactory for the study of humanities in higher education institutions, since the practical level represents a transitional stage for applying knowledge in professional activities. The knowledge corresponding to this level is based on school knowledge but has not yet been applied in professional practice.

Accordingly, the results at the theoretical and constitutive levels are higher in the CG compared to the EG.

The components we have outlined and tested are important for the formation of professional competence in future specialists in the socionomic sphere, and they require a humanitarian approach, which depends on the students' level of motivation to study humanitarian disciplines.Therefore, the conflictology culture of a future specialist in the socionomic sphere is the highest degree of readiness for professional interaction in a conflict-prone environment.

It is a systemic, multi-component formation of professionally significant, socio-psychological, operational, and behavioral characteristics of an educator that contributes to the constructive resolution of conflicts between participants in the educational space in the context of interaction.

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## FORMATION OF PROFESSIONAL AND PEDAGOGICAL CULTURE AS A VITAL COMPONENT OF FUTURE SPECIAL EDUCATORS' READINESS FOR PROFESSIONAL ACTIVITY

The period of study in higher education institutions represents one of the most critical phases in the personal and professional development of future specialists. During this time, foundational value orientations, life positions, and attitudes toward the surrounding reality, including one's chosen profession, are established. Therefore, it is imperative that the educational content during this period serves as a foundation for the further refinement of cultural values and norms, facilitating the formation of a high level of pedagogical culture. Pedagogical culture, in particular, equips future special educators with a focus on humanitarian and personal development. Given the current intensification of social and economic challenges in Ukrainian society, there is an increasing demand for these educators to possess high professional and moral qualities, the

ability to make timely and correct decisions independently, and the creativity to work with various categories of children to provide quality and timely correctional services.

Pedagogical culture, as a scientific concept, is characterized by several key aspects:

1. It is an integral quality of the individual.

2. It projects general culture into the sphere of professions of the «human–human» type.

3. It encompasses a synthesis of high professionalism and the internal qualities of the specialist.

4. Its development influences the formation of the future specialist's spiritual and moral values.

Professional and pedagogical culture represents a domain for the creative application and realization of a future specialist's pedagogical abilities. It also reflects the requirements imposed on special educators, including professional readiness, the ability to enhance professional qualifications, awareness and realization of professional interests, the capacity to apply knowledge and professional skills in practice, rational organization of work, self-education, achieving a level of competence that meets labor market demands, and the ability to adapt to contemporary socio-economic and production conditions.

These requirements necessitate an improvement in the quality of training for future special educators. Studying and mastering the fundamentals of professional and pedagogical culture will contribute to the personal spiritual and moral growth of students and the development of their pedagogical and cultural abilities in both theoretical and practical aspects.

The foundations of professional and pedagogical culture are significant in social and pedagogical activities and require serious scientific-theoretical and practical preparation from future specialists. Future special educators will be able to expand the professional field of education not only by being educated but also by being emotionally sensitive to their

students, possessing developed humane feelings, and a high level of spiritual development.

In our understanding, pedagogical culture can be considered the highest manifestation of professional education and competence of future specialists, as it is at the level of pedagogical culture that the individuality of each student can be expressed. It is important to emphasize that an individual's pedagogical culture is characterized by a combination of personal traits, a humanistic orientation of activity, creative professional thinking, the ability for effective communication, and an increased social responsibility for one's activities.

Professionalism and professional competence of a special educator are not only about achieving high professional results and productivity but also about specific personal structures – systems of psychological attitudes, professional value orientations, and internal attitudes toward work.

With the adoption of a new humanistic, personality-oriented paradigm of education and the activation of pedagogical research focusing on updated forms of learning, pedagogical methods, and innovative technologies, there has arisen a need to adjust the tasks facing the development of education in Ukraine in general and higher education institutions in particular.

The culture of professional activity of a future special educator is manifested through their general culture. One of the integral characteristics of their personality, as research indicates, is professional and pedagogical culture. A necessary prerequisite for its formation is the development of a system of theoretical provisions that reveal the essence of this concept, its structure, and its relationship with related concepts.

Analysis of scientific works by researchers such as V. Andrushchenko, O. Bida, V. Hladush, O. Homoniuk, I. Hushlevska, A. Kapska, V. Nahaiev, O. Pometun, M. Fitsula, S. Chorna, and others has shown a growing interest in issues related to the professionalism of educators, specifically:

professional orientation, professional competence, professional functions, professional qualities, and professional values.

An integrative indicator of the success of professional formation can be pedagogical culture or the culture of pedagogical activity. A concept closely related to this phenomenon is «professionalism». Researchers, when examining the essence of «pedagogical professionalism», identify its main components: professional competence, professional activity, professional creativity, professional skills, and professional mastery [12, p. 31].

Components of a special educator's professionalism include professional communication and sociability, professional knowledge and skills, and professional self-improvement [10, p.62].

A professional is a worker who possesses a high level of theoretical preparation and a developed system of generalized skills and abilities for working in their chosen profession. The criterion of preparedness is their ability to perform work (professional activity) of varying complexity in accordance with accepted standards. The range of complexity of a specific type of work (content, volume, sequence of tasks, etc.) determines the basic level of qualification [13, p. 369-369].

*Values in the Professional Activity of a Special Educator*

By taking into account the characteristic needs of an individual and correlating them with the humanistic content of the special educator's profession, we can identify the following groups of values:

• values reflecting the specifics of altruistic professional activity;

• values of ethical responsibility toward the profession;

• values associated with the needs for self-realization, self-affirmation, and self-improvement of the special educator, and achieving professionalism in their activities [9, p.26].

Thus, the formation of a special educator's professionalism is closely linked to the development of their

motivational and value sphere (needs, feelings, beliefs, values, ideals, character traits, etc.).

*Competence as a Component of Professionalism*

The concept of «competence» serves as an alternative to «professionalism» and is increasingly used to assess business qualities instead of «professionalism» [6, p. 2]. The term «professionalism» pertains to technological preparation. The concept of «competence» includes content of a supra-professional nature, components of which are referred to as «basic qualifications». These are personal qualities such as independence in actions, a creative approach to any task, readiness to update knowledge, mental flexibility, readiness for systemic and economic thinking, the ability to engage in dialogue, collaborate in a team, communicate with colleagues, knowledge of foreign languages, computer literacy, ecological and economic knowledge, technology transfer, marketing, and intellectual property protection [ibid., p. 8].

Professional competence can be defined as a qualitative characteristic of the degree to which an individual has mastered their professional activity, which includes:

1. Awareness of one's motivations for this activity—needs and interests, aspirations and value orientations, motives for activity, understanding of one's social roles.

2. Assessment of one's personal properties and qualities as a future specialist—professional knowledge, skills, and abilities, professionally important qualities.

3. Regulation of one's professional development based on this understanding [1].

Therefore, competence is a component of professionalism, determines it, and correlates with it as a category of possibility and reality.

*Professional and Pedagogical Culture as a Pedagogical System*

Considering that a system (from Greek σύστημα – combination, formation) is a set of defined elements with

regular connections or interactions between them [14, p. 58], we can assume that professional and pedagogical culture is a pedagogical system. At the same time, it constitutes a personal formation, a dialectically integrated unity of pedagogical values, among which there are specific connections and relationships that are formed, realized, and improved in various types of professional and pedagogical activities and communication, determining their nature and level.

When diagnosing professional and pedagogical culture, we aim to address the following tasks:

• determine the current level of development of professional and pedagogical culture;

• identify the potential for the development of this quality.

These diagnostics are necessary for the correction and improvement of the professional training of future special educators in higher education institutions.

*Criteria and Indicators for Assessing Professional and Pedagogical Culture*

The issue of measuring professional and pedagogical culture is closely related to the problem of criteria and levels of its formation.

In scientific literature, a criterion is defined as: a basis for evaluating something [2, p. 20]; a feature on the basis of which an assessment of a phenomenon, action, idea is made; a feature taken as the basis for classification [5, p. 13].

Thus, a criterion is a set of features and properties of a phenomenon, object, or subject that allows us to judge its state, level of development, and functioning. A criterion is a variable that takes different values for different cases or at different times within the same case. Criteria enable us to assess the state of the diagnostic object.

To make measurements, it is necessary to identify indicators of the variable (criterion). An indicator is what is perceptible; it is an observable manifestation of the criterion,

through which we can evaluate the degree of its presence or development. Indicators serve as the measurable or qualitatively assessable expressions of a particular criterion, allowing for a more precise and reliable assessment of the phenomenon under study.

Taking into account that the term *system* (from the Greek «σύστημα» – combination, formation) refers to a set of specific elements that are interconnected or interrelated [14, p. 58], we can assert that the professional and pedagogical culture of a special educator can be regarded as a pedagogical system. At the same time, it constitutes a personal construct – a dialectically integrated unity of pedagogical values, between which exist certain relationships and connections. These relationships are formed, realized, and refined through various types of professional-pedagogical activities and interpersonal interactions, thereby shaping the nature and level of professional performance.

When diagnosing the level of professional and pedagogical culture, two key objectives emerge:

• to determine the current level of development of this professional quality;

• to identify the potential for further development and enhancement of this competence.

These diagnostic efforts are essential for correcting and improving the professional training of future special educators within institutions of higher education. It is through such evaluation that the educational process can be made more responsive to the evolving demands of the teaching profession and the specific needs of students with special educational needs.

The challenge of measuring professional and pedagogical culture is closely linked to the issue of defining clear and relevant criteria and levels of its formation. In scholarly literature, a *criterion* is defined as a basis for evaluating something [2, p. 20]; a feature on the basis of which a

phenomenon, action, or idea is assessed; or a characteristic taken as the foundation for classification [5, p. 13].

Thus, a criterion refers to a set of features and properties of a phenomenon, object, or subject that make it possible to judge its condition, stage of development, and functionality. A criterion is, in essence, a *variable* – one that may assume different values under varying circumstances or over time within the same case. In order to operationalize a criterion for practical use, *indicators* must be identified. An *indicator* is an observable manifestation of a criterion – a measurable or qualitatively expressed characteristic that enables the evaluation of the object's condition [3, p. 59].

The culture of an individual may be viewed as the degree of their overall creative activity and self-realization. It defines the specialist's culture as a reflection of socially significant personal qualities demonstrated across various forms of individual activity-knowledge, interests, convictions, behavior norms, and attitudes [4].

This understanding of individual culture can be expanded by integrating specific requirements associated with professional and pedagogical culture. The criteria for its assessment should meet the following conditions:

1. They must be expressed through a set of qualitative indicators, allowing the evaluator to distinguish between higher or lower degrees of manifestation.

2. They must reflect the dynamic nature of the measured quality over time and within cultural-pedagogical contexts.

3. They should encompass, to the extent possible, the main types of pedagogical activity relevant to the profession [17, p. 57].

Assessment criteria are generally divided into two broad categories:

1. Process-oriented criteria, which guide the researcher in evaluating transformations within the process itself, and transitions to new qualitative states.

2. Result-oriented criteria, which focus on assessing the transformation of the research subjects, including the development of their personal qualities, behavioral traits, and professional competencies [1, p. 94].

In evaluating the level of professional and pedagogical culture among future special educators in a higher education setting, result-oriented criteria have proven especially useful. The indicators of competency formation should reflect both the internal and external dimensions of professional and pedagogical culture. This allows for the characterization of this culture as a dynamic system with structural and functional manifestations.

The formation of professional and pedagogical culture thus involves shifting the focus from the mere accumulation of predetermined knowledge, skills, and abilities toward developing the capacity to act effectively in practice. In other words, the goal is not only to possess information but to be able to apply it with purpose, creativity, and pedagogical sensitivity.

Furthermore, it is critical to note that the development of professional and pedagogical culture is a long-term process. It requires intentional efforts by educational institutions to design pedagogical environments that foster reflective practice, ethical awareness, collaboration, openness to innovation, and commitment to lifelong learning. Such a culture supports the educator in becoming not only a skilled practitioner but also a moral agent, a co-creator of inclusive educational spaces, and an advocate for the rights and dignity of every child.

Ultimately, by cultivating a holistic and value-based professional and pedagogical culture, we prepare future special educators not only to fulfill their roles effectively but to contribute meaningfully to the transformation of education systems in ways that uphold equity, diversity, and humanistic values.

To more fully define the essence of professional and

pedagogical culture, it is important to examine its structure and key components.

In academic literature, the term *«structure»* (from Latin *structura* – construction, arrangement, order) is understood as a systematic connection between the components of objects and phenomena of nature and society, thought and cognition. It is a set of essential interrelations among the parts of a whole, ensuring its integrity; an internal organization of something.

The nature of these interconnections – as well as the system of relationships between elements – depends on the quality and quantity of those elements. Based on this understanding, and considering *criteria of professional and pedagogical culture* as distinct features that serve as the basis for evaluating its level of development, we assert that these criteria must correspond to its core components.

Since professional and pedagogical culture is a complex, multifaceted personal construct, its structure can be described as an integration of functionally interconnected components: motivational-value, cognitive, personal, and behavioral.

By *level of development* of professional and pedagogical culture, we refer to the presence of a humanistic outlook, the degree of competence acquisition, and the extent to which a special education teacher realizes their abilities and personal qualities in practice. To determine this level means to provide both a quantitative and qualitative evaluation of the state of its core criteria and indicators.

Analyzing the structural components and corresponding indicators of professional and pedagogical culture allowed us to identify four conditional levels of its formation: elementary, reproductive, productive, and creative.

1. Elementary level. At this stage, none of the components of professional and pedagogical culture are fully developed. Students demonstrate insufficient professional knowledge, skills, and competencies for effective problem-solving in professional settings. They lack essential

professional qualities and the motivation for self-improvement. Their value orientations and moral behavior are unstable. Students tend to be passive, show little initiative, avoid challenges and decision-making, and are reluctant to explore new aspects of pedagogical practice. They struggle with constructive dialogue, articulating and defending their point of view, choosing appropriate communication styles, and fostering a positive psychological climate. Their proficiency with digital technologies is limited, making it difficult for them to process, search, or present information effectively.

2. Reproductive level. This level is marked by partial development of most components and a low motivation for improvement. Students possess a limited range of professional knowledge, skills, and competencies, lack many key personal qualities, and have a vague understanding of educational values and effective communication. They are not yet capable of applying creative approaches to solving professional problems. Their knowledge and use of digital tools and information presentation remain fragmented and superficial.

3. Productive level. At this stage, students have sufficiently developed all components necessary for competent professional performance. They possess professional knowledge, skills, and competencies, and demonstrate most of the essential personal qualities. They show a desire for self-improvement and are capable of creative problem-solving. Students value the goals of pedagogical work and are proficient in using digital technologies, managing information, and presenting it effectively. They are able to engage in meaningful dialogue, express their ideas clearly, adapt communication styles appropriately, and promote a psychologically supportive environment. However, they may still encounter challenges and occasionally require external support or encouragement.

4. Creative level. This highest level is characterized by the full development of all components of professional and pedagogical culture. Students demonstrate deep, well-

integrated knowledge, strong professional skills, competencies, and qualities. They are highly motivated toward continuous self-development and have internalized stable, meaningful values related to pedagogical work. They actively and creatively solve professional tasks and confidently make independent decisions. They show mastery in digital technologies, information management, and presentation. Furthermore, they are adept at communication, persuasive in expressing their views, sensitive in adapting their interaction styles, and capable of creating a positive emotional and psychological atmosphere.

The criteria and indicators described above formed the basis for diagnosing and analyzing the current state of professional and pedagogical culture among future special education teachers.

The essence and structure of a future special education teacher's professional and pedagogical culture define a set of key functions. These include:

• motivational (driving professional engagement and personal growth);

• cognitive (facilitating the acquisition and application of pedagogical knowledge);

• regulatory (promoting self-discipline and responsible decision-making);

• normative (ensuring adherence to ethical and professional standards);

• educational (shaping values, attitudes, and moral awareness);

• communicative (enabling effective interaction with learners, families, and colleagues);

• creative and constructive (stimulating innovative thinking and problem-solving in educational contexts).

The increasing demands placed on today's special educators call for a significant improvement in the professional training provided at institutions of higher education. A central component of this improvement is the development of

professional and pedagogical culture, which integrates students' and educators' sociocultural awareness, intellectual potential, and moral values.

The effectiveness of educational practice largely depends on a future teacher's professional competence, intellectual breadth, cultural sensitivity, and ethical maturity. These qualities must be nurtured and developed during the university years. A prospective special education teacher should not only be prepared to fulfill job responsibilities, but also be equipped with the knowledge, skills, and competencies necessary to organize and manage their professional activity independently and meaningfully.

A critical element in this process is the ability to engage in self-education and self-development, which involves deliberate personal transformation, a reflective mindset, and proactive participation in the social and professional environment.

Studies by scholars, along with practical observations, indicate that the intensification of self-education and self-development among future professionals requires the following components:

- awareness of the need for pedagogical knowledge;
- clear goal-setting aimed at mastering innovative pedagogical principles;
- availability of diverse learning materials for independent study;
- moral and volitional readiness to overcome personal shortcomings;
- consistency and perseverance in addressing challenges;
- a step-by-step approach to increasing the complexity of learning tasks;
- high standards for personal accountability and self-criticism;
- continuous self-monitoring and honest self-evaluation [8, p. 3].

To effectively develop these qualities, future special education teachers must master various forms of self-discipline and self-improvement, including:

• cultivating personal responsibility and internal discipline;

• making rational use of time and adhering to a daily routine;

• independently studying specialized and scientific literature;

• engaging in physical self-improvement and personal health practices;

• developing perseverance and a strong work ethic;

• strengthening willpower, character, courage, and confidence.

To enhance self-education and personal development, students must also learn how to plan their activities with clarity and efficiency. Therefore, future special educators should develop the following skills:

• the ability to set concrete goals for self-education and self-improvement;

• the capacity to carry out planned activities and tasks for self-development;

• the skill to analyze and learn from failure constructively;

• the readiness to set and maintain high personal standards;

• the discipline to complete tasks within defined timelines [15].

In summary, the defining characteristics of an active and engaged student – one who is preparing to become a competent special educator – include:

• involvement in social and civic activities;

• a drive for expanding personal and professional horizons;

• genuine interest and passion for the teaching

profession;

- • readiness for creative and professional innovation;
- • a strong vocational orientation;
- • and a sustained commitment to personal growth through self-education and self-cultivation.

It is important to emphasize that all the listed criteria and indicators are interrelated. Motivational development drives cognitive engagement, fosters the growth of subjective experience, and encourages the formation of clear value orientations. In turn, this dynamic enables the application of knowledge and skills in professional pedagogical scenarios, which reflect the personal-reflective dimension of pedagogical culture.

Let us now focus on the level-based classification of pedagogical culture. In our framework, the level of pedagogical culture among future special education teachers is determined by the degree of development of its core components. We distinguish three levels: high, medium, and low.

*High Level – Professionally Creative*

A high level of pedagogical culture characterizes students who:

- • demonstrate clear values and beliefs related to the expression of their professional pedagogical identity;
- • possess the necessary knowledge and well-formed personal and professional qualities;
- • approach pedagogical work with both children and colleagues at a high standard;
- • engage in creative problem-solving of pedagogical challenges;
- • exhibit a strong and sustained need for personal and professional growth;
- • achieve excellent results in academic learning and self-development.

At this level, there is a well-established cognitive interest in enhancing one's pedagogical culture, along with an intrinsic

motivation and value-driven attitude toward its continuous improvement. Students actively seek opportunities to reflect on their experiences, participate in cooperative learning, and immerse themselves in meaningful professional activity. All components of pedagogical culture are well-developed and integrated, and a vivid desire for further improvement is evident.

*Medium Level – Professionally Adaptive*

A medium level of pedagogical culture is typical of students who:

- possess a sufficient base of professional and psychological-pedagogical knowledge;
- plan to base their future practice on this knowledge, though without a persistent drive for self-improvement;
- demonstrate moderate success in dialogic communication and interpersonal interaction.

This level is marked by:

- an interest in learning about pedagogical culture;
- an emerging need for self-development, motivated both intrinsically and extrinsically (e.g., the desire to become a competent specialist);
- occasional initiative in communication with peers;
- curiosity about observing behavioral changes in modeled psychological and pedagogical situations.

At this level, some components of pedagogical culture are better formed than others, and the desire for self-improvement is still developing. This level may be described as professionally adaptive, as students are gradually adjusting to professional standards but lack full internalization of pedagogical values.

*Low Level – Professionally Critical*

A low level of pedagogical culture is seen in students who:

- show little to no interest in improving their pedagogical culture;
- are focused mainly on achieving passing grades in core

subjects;

- • consider humanities courses and interpersonal training as secondary or irrelevant;
- • receive low academic results in general education disciplines;
- • display arrogance or superiority in peer interactions;
- • lack a genuine drive for self-development.

At this level, students may engage in self-improvement only occasionally or when prompted by situational demands. In practice-based settings, they tend to assume a passive or observational role, and their activity is often limited to fulfilling academic requirements. They do not perceive pedagogical culture as a vital aspect of their future profession. This level is marked by the absence of essential components of pedagogical culture and the motivation to develop them, and as such, is regarded as professionally critical.

Pedagogical culture encompasses the full spectrum of social reality in which a special education professional acts not only as a teacher but also as a methodologist, researcher, organizer, and psychologist, considering the complexity of psychological and pedagogical dimensions.

In identifying the key components and criteria of pedagogical culture, we rely on the understanding that its structure mirrors the organization of the human personality itself. Culture, in essence, is a mode of human existence. The individual, as a bio-social system, is an integrated and open entity consisting of interconnected subsystems (components) and their stable interrelations.

Based on the principle of unity between personality, culture, and activity, we have outlined those components through which the process and outcomes of pedagogical culture formation can be most clearly observed.

To enhance the quality of professional training and foster pedagogical culture in students, we propose integrating a set of organizational and pedagogical conditions into the educational

process. These conditions include concrete, practice-oriented measures that support the comprehensive development of all components of pedagogical culture. Their implementation will ensure meaningful professional growth and readiness among future special education teachers, contributing to the overall improvement of their training at higher education institutions.

While examining the organizational and pedagogical conditions for shaping the pedagogical culture of future special education teachers in institutions of higher education, it is essential to identify a set of necessary and sufficient conditions.

By *necessary conditions*, we mean those without which the process of forming pedagogical culture cannot take place at all. In contrast, *sufficient conditions* are associated with the causes, prerequisites, and contradictions inherent in this process. We interpret sufficient conditions as those that are desirable and conducive to the successful realization of the formation of pedagogical culture. Their sufficiency is derived from the outcomes of experimental and exploratory work.

In this study, the notions of «necessity» and «sufficiency» refer to a comprehensive set of organizational and pedagogical conditions, none of which can be excluded without compromising the integrity of the phenomenon under investigation. Therefore, we emphasize that the formation of pedagogical culture cannot be achieved through isolated or incidental measures. It requires a coherent and systematic combination of conditions, strategically embedded in the professional training process of future special educators.

It is important to note that the formation of pedagogical culture is objectively influenced by broader educational trends, socio-philosophical issues of culture, the state and quality of the education system, the organization of the learning process in higher education institutions, and the culture of the institutions themselves where future educators are trained.

The following organizational and pedagogical conditions must be implemented in the process of professional preparation

of future special education teachers:

– Enhancing personal agency as a means of fostering self-development in future special educators;

– Stimulating self-awareness and self-improvement through creative tasks, exercises, and pedagogical situations;

– Integrating interactive teaching methods into the educational process; – Developing personal qualities and pedagogical reflection through the use of training-based pedagogical technologies.

Each of these conditions supports a different component of pedagogical culture. Specifically, the first condition targets the development of the motivational and value-oriented component; the second fosters the cognitive-axiological component; the third enhances the conative and behavioral component; and the fourth strengthens the reflective and personal component. However, these distinctions are conditional, as all components and conditions are interrelated and interdependent, thus forming a holistic and synergistic system.

Let us now examine the rationale for selecting these conditions and explore the essence of each. We will also provide a detailed characterization of their theoretical foundations, methodological support, and practical implementation strategies.

To begin with, the first organizational and pedagogical condition – enhancing personal agency as a means of self-development for future special educators – aims to shape the motivational and value-based indicators of pedagogical culture. The success and effectiveness of future teachers' educational activities depend significantly on their personal stance, level of engagement, awareness, responsibility, creativity, and their ability to create a positive learning environment that supports their own growth. It is especially important to highlight that both personal and professional development are closely tied to a well-developed internal motivation and active participation in the process of acquiring pedagogical culture.

The motivational sphere of future special education teachers, in the context of developing their pedagogical culture, is primarily grounded in their needs – dynamic and active psychological states that reflect their dependence on the current level of development and expression of their own pedagogical culture. These needs stimulate learning and cognitive activity aimed at overcoming such dependence.

In psychological terms, a motive refers to the internal or external driving force that prompts an individual to engage in certain activities in order to satisfy specific needs. In the context of professional training, a motive is understood as «a set of internal or external conditions that trigger and guide a person's activity; a compelling and determining choice that directs action toward a material or ideal goal, and an awareness of the reasons behind one's choices and behavior» [18].

Students develop motives to build their own pedagogical culture only when they become aware – during their studies in higher education institutions – of the critical role that pedagogical culture plays in their future professional practice. Thus, only a consciously recognized need can be transformed into a motive, and only under conditions in which this need is consistently passed through the phase of motivation and translated into practical action. Consequently, motives are viewed as outcomes of the motivational process, forming the motivational domain of a future teacher. This domain represents a form of internal psychological activity that organizes actions and stimulates active student engagement.

Therefore, at the core of the motivation to develop pedagogical culture lies a need, which manifests psychologically as a motive and can take the form of various psychological variables, such as interests, aspirations, convictions, and attitudes.

External motives are shaped by material and social considerations, including the societal perception of education as a value and the recognized need for well-developed

pedagogical culture in future educators. In contrast, internal motives stem from an innate drive for self-realization aligned with each student's inherent abilities. These internal motivations foster a thirst for knowledge, a drive for self-improvement and self-discovery – prerequisites for forming the pedagogical culture of students pursuing the specialty 012 «Preschool Education».

When pedagogical work is perceived as a personal value from the early stages of higher education, internal motivation for forming pedagogical culture can flourish – but only if appropriate conditions are created. Under these conditions, students can not only recognize their current level of pedagogical culture but also assess that of their peers, and apply their abilities, knowledge, and skills in interpersonal interactions with other members of the educational community.

In the absence of such conditions, opportunities for self-realization are suppressed by unmotivated activities that rarely go beyond a purely mechanical level of performance. This underscores the direct correlation between internal motivation and the formation of pedagogical culture in future special educators: it is this motivation that enables students to reveal their knowledge and competencies and build effective interpersonal relationships based on a high level of pedagogical culture.

We argue that students' internal motivation to develop pedagogical culture depends significantly on their subjectivity, which serves both as a condition and a means of self-development for the future specialist. Subjectivity can be defined as the source or initial cause of activity, while the subject is understood as the bearer of this activity – an individual capable of engaging in dialogic relationships not only with others but also with themselves, i.e., a reflective person.

Subjectivity makes the future special educator responsible for understanding the goals and tasks of their professional activity. It enables them to plan, analyze failures, adjust their behavior, and reshape themselves as an active agent

of professional practice—thus elevating the level of their pedagogical culture. Subjectivity encompasses a system of self-perceptions as a professional, professional self-esteem, professional ideals, and awareness of the significance of one's professional role.

Here is the improved English translation of your Ukrainian academic text, refined for clarity, flow, and scholarly tone:

*Thus, the first organizational and pedagogical condition involves viewing students' subjectivity as a qualitative state of personality that manifests in a high level of activity driven by internal motivation.* In other words, subjectivity represents the true «selfhood» of the individual, characterized by self-awareness, independence, initiative, openness to self-improvement, self-development, self-regulation, self-identification, self-education, and self-discipline. These attributes collectively serve as internal motivators for the development of pedagogical culture in future special education teachers.

We identified this condition based on the understanding that being a subject means initiating and actively engaging in practical activity. Through such activity, individuals gain knowledge, develop needs and motives, and become the creators of their own pedagogical culture.

In practical terms, the formation of the motivational sphere of future special educators began with encouraging them to recognize the personal and professional value of possessing a high level of pedagogical culture. We emphasized the importance of internal orientation toward achieving desirable outcomes in activities related to the formation of pedagogical culture.

It is important to note that the need for knowledge is one of the first characteristics of a subject. This includes acquiring psychological and pedagogical knowledge, understanding patterns of personality development, recognizing causal relationships between knowledge and the ability to establish

effective, pedagogically sound interpersonal interactions, and integrating practical experience into personal consciousness. These elements collectively fuel the motivation to shape one's own norms of pedagogical culture.

Our concept of students' subjectivity is closely linked to their internal motives to improve their level of pedagogical culture based on acquired knowledge. The value of subjectivity lies primarily in the individual's ability to apply their capabilities in the practical provision of specialized support to their future pupils – while simultaneously demonstrating a high level of pedagogical culture.

The level of subjectivity among students is directly dependent on their orientation toward the development of pedagogical culture. This orientation presupposes the presence of a core set of value orientations and a hierarchy of activity motives. A subject-oriented personality is committed to the realization of a meaningful life plan and the improvement of purposeful systems and personal goals. All of this contributes to the formation of a unified sense-making behavior and a strong desire to cultivate an internal need to become a competent professional with a well-developed pedagogical culture.

To foster such subjectivity and stimulate students' motivation for self-development and self-improvement, it is essential that educators create *success situations* – learning environments in which students' achievements in the development of pedagogical culture are recognized as valuable, unique, and personally meaningful. This approach helps future professionals develop practical skills in self-analysis and accurate self-evaluation.

In particular, to determine their professional orientation, future special educators need to gain practical subject experience. This experience helps them internalize professional values and establish a clear hierarchy of personal and professional priorities.

In shaping students' subject experience, we identified

four interrelated and mutually reinforcing components:

1. *Value-based experience*, which directed students' efforts toward developing their own pedagogical culture.

2. *Motivational experience*, which helped students assess their own potential and use personal strengths more efficiently during the development of pedagogical culture.

3. *Operational experience*, which involved specific practical strategies for translating students' capacities into tangible skills that reflect pedagogical culture.

4. *Collaborative experience*, which encouraged joint problem-solving through the selection of optimal strategies for interpersonal interaction.

In practice, the subject experience acquired by students during their studies became a motivational foundation for their active participation in simulated situations of professional-pedagogical interpersonal interaction. Thus, students' subjectivity can be seen as a complex of internal motives for personal and professional development and self-realization. These motives include not only their professional orientation but also cognitive interests, needs, and behavioral drivers grounded in their system of values, level of intellectual and cultural development, upbringing, and overall education. Together, these factors determine the degree to which their pedagogical culture is formed.

Internal motives are largely shaped by external factors, particularly by the organization of pedagogical interaction within the educational process.

Through engaging with their peers and adopting shared values and life orientations – especially when collaboratively solving pedagogical tasks – students began to form new needs that were previously underdeveloped or absent. These included the need to enhance their own level of pedagogical culture in areas such as communication, tolerance toward others, conflict resolution, pedagogically balanced interaction, and constructive dialogue building. As a result, it can be affirmed

that students' subjectivity was manifested in their need for creative engagement during their academic experience at higher education institutions.

From a methodological perspective, enhancing students' subjectivity is most effective when incorporated into seminar-based learning through the use of dialogue, debates, role-playing, case studies, and other interactive teaching strategies.

To support the development of subjectivity, future teachers were encouraged to work systematically on personalized plans for practical actions they would initiate within the current academic year – both for their general personal and professional growth and, more specifically, for cultivating their pedagogical culture.

The manifestation of student subjectivity – as an indicator of a well-formed motivational sphere – can be identified through several key characteristics:

1. Readiness to adapt successfully to ever-changing educational and sociocultural contexts through the use of interactive learning and teaching methods.

2. A consistent need for active and independent participation in educational activities.

3. Awareness of personal growth potential in relation to the development of pedagogical culture, along with a willingness to transform educational practices into opportunities for self-improvement.

4. A desire to form a unique pedagogical perspective and to develop creative approaches to pedagogical culture and its practical applications in simulated teaching situations.

5. Intentional work on personal character development, including strengthening potentially strong traits and correcting weaker ones.

6. Self-perception as an active subject of the educational process, demonstrated through goal-setting, planning, and self-directed correction of learning strategies.

7. A sustained drive toward self-education and self-

improvement.

In summary, by fostering students' subjectivity, it becomes possible to achieve the highest attainable level of self-development for each individual.

This, in turn, enhances the key indicators of the motivational-value component of pedagogical culture—namely, a strong orientation toward developing one's motivational and value-based domain, and a focused motivation to succeed in the profession.

The second organizational and pedagogical condition – encouraging self-knowledge and self-improvement through the use of creative tasks, exercises, and pedagogical situations – is primarily aimed at developing the cognitive component of pedagogical culture.

This condition is based on the understanding that human experience, knowledge, skills, moral traditions, and interpersonal relationships, when applied in practical pedagogy, inevitably intersect with the broader cultural context of the time. This dynamic interaction generates pedagogical ideas and leads to professional and personal self-improvement. Thus, pedagogical culture naturally becomes an integral part of general culture [18].

In this study, we proceeded from the standpoint that the design of professional training programs for future specialists – especially those whose roles require constant communicative interaction – should be grounded in practical activities focused on cultivating pedagogical culture.

It was found that in today's educational landscape, a competitive advantage for future special education teachers lies not only in their ability to work effectively with children, but also in their psychological and pedagogical interaction with parents. This dual engagement reflects the educator's pedagogical mastery and overall cultural competence. A high level of pedagogical culture supports personal development, enables the educator to go beyond routine tasks, and fosters the

ability to create and convey personally meaningful values.

The choice of this second condition was informed by scholarly perspectives emphasizing the value of resolving pedagogical situations as a means of improving educational quality and communication outcomes.

The significance of integrating individual creative tasks and pedagogical scenarios into the learning process was highlighted in the work of I. Palshkova [10]. Her well-reasoned conclusions formed the basis for our development of tailored creative exercises and teaching situations, which were incorporated into individualized student instruction.

Palshkova defines a pedagogical situation as a short-term interaction between participants in the educational process, rooted in opposing norms, values, and interests, accompanied by strong emotional responses and aimed at building meaningful relationships.

From a methodological standpoint, it was essential to approach the professional training of future special education teachers through the lens of humanistic philosophy [17] and to consider the culture and structure of the pedagogical environment itself.

Accordingly, it is advisable to implement educational formats that promote active participation from all members of the teaching and learning community [16] and to foster a supportive atmosphere that enables the full development of each learner's potential. This approach activates the transformative power of higher education and aligns well with the use of creative tasks, exercises, and pedagogical situations.

In support of the second organizational and pedagogical condition, we also drew on the insights of S. Chorna, who emphasizes the importance of a thoughtful and well-founded approach to building the theoretical basis of pedagogical culture.

Chorna advocates for organizing pedagogical communication through exercises and scenarios designed to foster pedagogical skills and techniques [18]. On a practical

level, pedagogical situations enhance student engagement and learning motivation because they involve open, dynamic interactions between teachers and students.

By working through these tasks, instructors gain a valuable opportunity to observe students' attitudes, expectations, and emotional responses in real time – insights that can inform strategies for advancing pedagogical culture.

In our view, the preparation of future special education teachers should involve not only the use of standard tasks, exercises, and pedagogical situations that require them to act as competent professionals, but also those that encourage the demonstration of pedagogical intuition, tact, erudition, tolerance, and improvisational skills in communication. These tasks and activities should be carefully selected to promote both personal and professional growth, contributing significantly to the development of pedagogical culture.

By engaging in these tasks, exercises, and pedagogical scenarios, future educators not only acquire pedagogical culture but also absorb the cultural and educational heritage, becoming active participants in innovative pedagogical interaction. Thus, creating a culturally rich, informative, and development-oriented interactive learning environment in seminar settings – through the active use of creative tasks, exercises, and pedagogical situations – enables future special educators to demonstrate examples of humane pedagogical attitudes and a value-based approach to their future professional responsibilities. This, in turn, fosters the effective formation of all key indicators of the cognitive-axiological component of pedagogical culture, including:

• the breadth and depth of theoretical knowledge about pedagogical culture;

• clarity of expression, critical and meaningful thinking, knowledge flexibility;

• pedagogical intuition and a humanistic approach to

education;

• and the development of pedagogical reasoning and reflection.

Our study also considered that pedagogical situations, problem-solving tasks, and exercises should realistically simulate specific conditions and the dynamic nature of professional practice. This helps students immerse themselves in the experience of being professional special educators. The primary requirement in designing these tasks was to model the activities of both instructors and students in a way that directly supports the development of pedagogical culture.

In classroom settings, students were presented with tasks, exercises, and pedagogical situations designed to:

• foster theoretical understanding in resolving misunderstandings and conflicts through pedagogically informed communication;

• enhance psychological and pedagogical competence by participating in problem-solving scenarios, thus allowing students to deepen their theoretical knowledge;

• encourage independent cognitive activity by simulating pedagogical scenarios involving conflict and helping students identify optimal solutions through tolerant behavior (designing, modeling, and solving psychological-pedagogical and professional situations).

We found that the use of creative tasks, exercises, and pedagogical scenarios contributed to the improvement of:

1. Self-awareness, necessary for adjusting one's cognitive responses in complex or crisis situations as well as everyday professional life.

2. Self-assessment, which influences a student's relationships with others, their self-criticism, personal expectations, and attitudes toward success and failure.

3. Awareness of potential difficulties – intellectual, motivational, moral, and emotional – as well as various barriers

(psychological, psychophysiological, and specific), and the ability to overcome them. This enhances communicative potential and enables students to build effective relationships with children and colleagues based on mutual understanding, cooperation, non-conflict interaction, and empathy.

4. Mutual understanding, which serves as both a tool of influence and a guarantee of professional affirmation, free from biases and stereotypes, grounded in partnership and cooperation.

From a methodological perspective, the tasks, exercises, and creative scenarios offered to future special education teachers were grouped into four categories:

Competitive situations, which effectively stimulate student engagement and motivation. These may include activities such as «brain ring» games, «Intellect Show», case studies, and individual or group competitions.

Care-based situations, where the focus is not on proving one's abilities, but on providing benefit and joy to others, becoming a source of positive emotional experience. The key goal is to instill in future educators the idea of care as a purposeful and meaningful act done for the well-being of others.

Play-based situations, which combine real and symbolic interpersonal dynamics. Games eliminate the fear of being «imperfect» by providing a safe space to explore different roles and justify unusual behavior as part of the narrative.

Inquiry-based situations, which require solving cognitive challenges through exploration and discovery. These are implemented through participation in contests, debates, round tables, and other formats encouraging reflective inquiry.

By engaging with these practical, modeled tasks and exercises, students gained deeper insight into their own behavior and errors. They developed the ability to evaluate themselves and others more adequately, overcome communication barriers, and dismantle stereotypes that hinder

effective interaction.

*Emphasizing the Development of Pedagogical Culture through Creative Tasks and Psychodramatic Methods*

It is important to highlight that the use of pedagogical scenarios, creative tasks, and exercises involved the application of the psychodrama method. This approach enabled students to enhance their practical skills in sensing group dynamics, evaluating emotional climates within the team, and modifying the atmosphere to foster tolerant and respectful relationships.

When solving challenging pedagogical situations, we regularly organized structured discussions that directly addressed current social issues in Ukrainian society. These open-ended, problem-based discussions – without a single «correct» answer – allowed future special education teachers to compare their personal views on a topic with those of their peers. Participation in such dialogues contributed to refining their theoretical understanding of pedagogical culture and encouraged the development of reflective and pedagogical thinking.

To ensure the success of these discussions, we adhered to the following key principles:

1. Creating an atmosphere of mutual acceptance and respect for differing opinions and perspectives, regardless of how unusual they may seem.

2. Avoiding the imposition of one's own «only right» point of view;

3. Ensuring that all participants had the opportunity to speak in turn, identifying key issues, highlighting compelling viewpoints, and focusing students' attention on the most thought-provoking statements;

4. Stimulating the uncovering of new dimensions of the issue in order to keep the dialogue dynamic and forward-moving.

These discussions facilitated the comprehensive development of pedagogical thinking, nurtured students'

positive character traits, and helped reduce negative ones, thereby harmonizing the entire spectrum of emotional responses. To cultivate and reinforce a tolerant mindset and reduce aggression – an essential aspect of pedagogical culture – we conducted a dedicated discussion titled «Fostering Tolerance in an Aggressive World».

Thus, in an educational environment grounded in free interpersonal communication and exchange of ideas, pedagogical culture must become a norm of behavior and mutual respect among all participants in the educational process. Engaging students in solving creative tasks, exercises, and pedagogical scenarios provides a real opportunity to encourage self-awareness and personal growth. As our experience has shown, these practical activities help develop key personal capacities, such as: self-consciousness, self-reflection, self-criticism, self-assessment, self-organization, self-commitment, self-control, self-correction, self-knowledge, a sense of humanity, a high level of personal responsibility and respect for others, a focus on reputation and ethical behavior, and strong personal principles.

The cognitive component of pedagogical culture – characterized by the depth and breadth of theoretical knowledge, literacy, reflective and creative thinking, intellectual flexibility, pedagogical intuition, and a humanistic pedagogical stance – can be significantly enhanced in this context. Concepts such as perception, understanding, and recognition are deeply enriched through this process.

Creative tasks, exercises, and pedagogical scenarios help future special education professionals develop the ability to view the world from multiple perspectives – both their own and those of others. They begin to recognize their future students and their families as individuals with alternative value systems, different logical frameworks, and distinct behaviors, who have every right to be different.

To support the formation of this cognitive component, we

deliberately engaged students in resolving complex, ambiguous pedagogical situations that required critical thinking and ethical judgment. While preparing for these discussions, students learned to work with historical documents, draw from factual knowledge, and apply newly acquired concepts and terminology.

As a result of participating in these practical activities, students gained real insight into the importance of pedagogical culture as a professionally essential personal quality. Special education teachers, in fulfilling their responsibilities, are constantly engaged in communication – not only with children but also with colleagues – and therefore must embody the values and behaviors that define a culturally competent educator.

In our view, the third organizational and pedagogical condition – the active use of interactive teaching methods in the educational process – is primarily aimed at developing the conative-activity component of pedagogical culture. Let us substantiate this position by outlining the theoretical and methodological aspects of implementing this condition in the professional training of future special education teachers.

First and foremost, we emphasize that the professional development of future special education professionals is directly dependent on the level of their pedagogical culture. Therefore, higher education institutions play a leading role as key social institutions responsible for cultivating this culture. Particular attention in this context is given to innovative pedagogical technologies, which represent a system of methods for pedagogical interaction whose consistent implementation ensures the achievement of educational goals.

Among numerous pedagogical innovations, interactive learning stands out as the most effective in fostering cultural relevance, accessibility, and a developmental approach to education. It also enables active engagement between instructors and students. By employing interactive learning

strategies, students gain the opportunity to significantly improve the quality of their academic and cognitive activity, while also enhancing the formation of the conative-activity component of pedagogical culture.

As noted by O. Pomietun, «interactive learning gains special significance in the development of pedagogical culture». In an environment of interactive engagement, students can transform their behavioral patterns and internalize new ones through the analysis of their own reactions, practical decisions, and actions. In our study, we proceeded from the premise that the core of interactive learning is interpersonal cooperation, aimed at changing and improving future professionals' behavioral and functional models through collaborative learning. It is widely acknowledged that «interactive approaches are among the most effective today, as they place the learner in an active role of knowledge-seeker and critical thinker».

We fully support the position of Ukrainian scholars [5; 14; 19], who assert that interactive teaching methods foster students' personal development, self-determination, individualization, social identification, and integration, and thus have a profound impact on the formation of pedagogical culture. Through interactive learning, future special educators are provided with a platform to freely express their opinions and engage in hands-on actions that reflect their level of pedagogical culture in interactions with others.

During practical sessions based on interactive methods, instructors purposefully developed specific competencies in students, including:

– engaging in dialogue, expressing empathy in communication, and actively listening to others;

– confidently articulating personal viewpoints while understanding and respecting the perspectives of conversation partners or opponents;

– applying effective models and strategies for

constructive conflict resolution and building cooperative partnerships.

All of these competencies are directly related to, and representative of, the indicators of the conative-activity component of pedagogical culture.

In the context of the professional development of future educators, interactive learning proves to be one of the most effective approaches, as it is personality-oriented, reflective, based on dialogue, and realized through the influence of immediate social interaction. It is precisely under the conditions of interactive learning that equal and respectful collaboration between instructors and students is ensured during the development of pedagogical culture.

Interactive learning shifts the focus toward the formation of competitive professionals with a strong drive for success, a desire to gain real-world experience, the need for creative self-expression and self-realization, and the capacity to live and work effectively in a constantly changing world [20].

From a practical standpoint, it has been found that one of the most essential methods of interactive learning is the interactive game, which forms the foundation of nearly all other interactive techniques. Through game-based interaction, both personal and professional qualities can be modeled, enhanced, and developed. These include communication skills, attentiveness, emotional intelligence (the ability to understand one's own and others' emotions), as well as creativity and imagination. Students also learn to apply creative approaches to solving professional tasks and cultivate a motivation for continuous personal and professional growth [20].

In today's world, a specialist is to a large extent the product of their own efforts. As noted by P. Shcherban [20], the term «interactive games» emphasizes two key characteristics of the relationships within the learning process: first, between teachers and students; and second, among students themselves within the learning group. A simulated

pedagogical scenario allows participants to act within a play-based structure, offering a space for effective cooperation. The game is designed not only to guide personal development but also serves as a universal educational format through which powerful processes of self-assessment, self-determination, self-expression, and self-affirmation take place.

Interactive games are especially beneficial in cultivating the following practical competencies in future special education teachers:

- the ability to organize and manage student groups;
- making optimal decisions in diverse pedagogical situations;
- practicing role-based behavior in educational contexts;
- resolving conflicts constructively;
- cooperating effectively in teams;
- and establishing appropriate authority and leadership roles.

The advantage of interactive games over traditional teaching methods lies in their adaptability to simulate a wide range of pedagogical challenges and problem-based scenarios that professionals are likely to encounter in real-life practice. Importantly, interactive games address two essential dimensions:

Intrapersonal communication – students are encouraged to analyze their own attitudes and emotional responses to pedagogical situations, allowing them to choose the most appropriate and effective course of action.

Interpersonal communication – participants engage in collaborative interaction within simulated environments, experimenting with their behavior, and developing practical skills that align with the dynamics of the game. This process contributes to the gradual and meaningful formation of pedagogical culture.

Our conceptual understanding of the scientific term

«interactive game» is that it represents an intentional intervention by the instructor into the group dynamics occurring «here and now». This intervention structures student activity in accordance with a defined educational objective.

The interactive games employed during the formation of pedagogical culture in future special educators – particularly business games and situational role-playing exercises – were designed to mirror real-life and professional scenarios. These simulations provided students with practical experience in navigating the types of situations they are likely to face in their future teaching careers, helping them build both the resilience and adaptability essential for professional success.

As a result of applying various interactive teaching methods, students developed a deeper understanding of pedagogical culture and a tolerant attitude toward others. These methods fostered a general orientation toward tolerant and pedagogically balanced behavior. The knowledge students acquired about pedagogical culture and tolerance helped each participant recognize the value and appropriateness of their decisions, contributed to their understanding of the limits of tolerance, and enabled them to systematize information about possible and necessary alternative actions in the process of forming pedagogical culture.

While completing tasks offered through interactive games, participating in discussions, debates, and argumentative dialogues, students gradually became convinced that pedagogical culture is a professionally essential personal quality of a future special education teacher. Such a teacher must possess practical skills in organizing communication with both colleagues and students, demonstrate a high level of culture in pedagogical interaction, and maintain a tolerant attitude toward all participants in the communication process.

The interactive games were based on personal and interpersonal challenges, designed to highlight essential elements of pedagogical interaction. These challenges were

embedded in an artificially created context that reflected real-world decision-making schemes. In this setting, the intellectual and emotional energy of the participants was channeled toward the development of pedagogical culture. In other words, the simplified environment of the interactive game made it easier for future special educators to understand the structure, dynamics, and cause-and-effect relationships of professional situations – more effectively than in the often-overwhelming real-world context. Within this space, they could safely experiment with new behaviors and test their ideas in practice with relatively low risk.

In the process of developing pedagogical culture among future special education teachers, we deliberately applied the recommendations of leading national researchers [2; 4; 7] during the organization of interactive games. These strategies made it possible to:

Master the ability to resolve misunderstandings and overcome contradictions through communication (dialogues, thematic disputes);

Become familiar with the peculiarities and risks of engaging in conflict while fulfilling professional duties, providing each participant with the opportunity to monitor their own behavior and develop pedagogical ethics and communicative competence as core indicators of the conative-activity component of pedagogical culture;

Independently initiate the modeling of professional situations in order to seek optimal solutions while maintaining tolerant behavior (i.e., projecting and resolving pedagogical situations with ethical awareness).

It should be emphasized that the game-based activities in which students actively participated were designed to serve a range of important functions:

1. Self-realization: providing each student with the opportunity to apply their own abilities and pedagogical potential in a simulated environment.

2. Motivational stimulation: fostering a genuine interest in the topic under study.

3. Developmental function: enhancing qualities such as attention, observation, willpower, persistence, tolerance, and other personal characteristics.

4. Communicative function: helping future special educators absorb elements of pedagogical communication culture through educational and cognitive interaction.

5. Diagnostic function: revealing possible gaps in theoretical knowledge or behavioral inconsistencies that need to be addressed.

6. Corrective function: making it possible to introduce positive changes into the personality structure of future special educators and improve the development of the conative-activity component of their pedagogical culture.

Through interactive play-based learning, future special education teachers were provided with a realistic opportunity to acquire practical skills in constructing appropriate and pedagogically sound communicative interactions, both with their future students and with potential colleagues. This game-based learning format proved effective in translating theoretical knowledge into practical actions, allowing students to embody their knowledge through meaningful experiences.

We firmly believe that the use of interactive games – as one of the most effective forms of interactive methods – offers future special educators the opportunity to verify their acquired psychological and pedagogical knowledge, test their teaching skills in practice, and gain deeper insights into their actions. This process also enables them to adjust and refine their behavior, ultimately enhancing their pedagogical and communicative style.

As a result of this kind of activity, indicators of the conative-activity component of pedagogical culture will be developed both purposefully and effectively. This is of particular importance in preparing students for future careers in

education – roles that require constant interpersonal interaction with students, their parents, and fellow educators. These professionals will not only interact with but also influence, guide, and educate others, making the formation of such critical components as communicative competence and pedagogical ethics especially important. These qualities ensure adherence to appropriate norms in interpersonal communication and contribute significantly to professional success in the field of special education.

The practical outcome expected from the implementation of the third pedagogical condition is the growth of communicative competence and pedagogical ethics as essential criteria of the cognitive-activity component of the pedagogical culture of future special educators. This component involves the development of both basic and complex communicative skills, which are crucial for effective professional activity in the field of special education.

In particular, significant attention was given to the formation of a range of basic skills, including:

• verbal and non-verbal communication skills (such as the ability to speak clearly, actively listen, and use gestures, facial expressions, body language, and eye contact);

• the ability to distribute attention effectively during communication;

• social perception skills (the capacity to perceive and understand the internal emotional state of a communication partner through external cues);

• the ability to anticipate the reactions of communication partners;

• the ability to present oneself appropriately in various communicative contexts;

• and the skill of self-regulation and behavior management during interactions.

At the same time, the development of complex

communicative skills was also prioritized in the practical activities. These skills include:

- the ability to establish both professional and emotional rapport with interlocutors;
- the capacity to initiate and carry out a targeted communicative strategy (sometimes referred to as a «communicative offensive») with a specific educational purpose;
- the skill of maintaining or regaining initiative in the communicative process;
- and the ability to guide interaction toward solving specific pedagogical tasks.

Thus, since pedagogical culture reflects the level of psychological and pedagogical preparation of students in institutions of higher education, there is now a pressing need to improve the forms and methods of communicative interaction. This improvement should be based on the purposeful application of interactive teaching methods, which provide a dynamic and student-centered approach to learning.

The study is grounded in the position that interactive learning formats create the most favorable and conflict-free conditions for organizing the educational process. These conditions promote self-education, self-development, and self-improvement among students and actively contribute to the formation of their pedagogical culture.

In conclusion, it should be emphasized that interactive games, as a key form of active learning, promote the development of a system of cognitive operations, have a positive influence on the formation of moral and aesthetic values, and enhance both the practical-action-oriented sphere and the self-regulatory mechanisms of students. In essence, these methods cultivate the conative domain – a core indicator of the cognitive-activity component of pedagogical culture.

These benefits are particularly evident in the professional

training of students majoring in 012 «Preschool Education» during their studies at institutions of higher education. Interactive games and methods not only support the professionalization of communication but also foster the internal motivation and personal growth necessary for success in contemporary pedagogical practice.

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## PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE EDUCATORS ON THE IMPLEMENTATION OF AN INCLUSIVE EDUCATION MODEL

In the process of democratization, Ukrainian society is expanding the priorities of the individual and gradually introducing the ideas of humanizing education. Modern preschool and school institutions educate children from different groups, many of whom have special educational needs. The concept of inclusive education reflects one of the main democratic ideas – «all children are valuable and active members of society». Studying in inclusive educational institutions is beneficial for children with special educational needs, as well as for other children, family members and society as a whole. Interaction with children without psychophysical disorders contributes to the cognitive, physical, speech, social and emotional development of children with

special educational needs. At the same time, children with a typical level of development demonstrate appropriate behavioral patterns for children with special educational needs.

Modern Western scientists T. Lormant, J.M. Deppeler, D. Harvey and others, developing the problem of integration of children with special educational needs, insist that inclusive education for a child with developmental disabilities should be the same in almost all respects as the education received by children without disabilities.

The concepts of inclusion and integration have become an integral part of pedagogical science and practice relatively recently. In foreign practice, integration is seen as an opportunity for children with neurotypical development and children with special educational needs to live and learn together. It is provided by organizational, didactic, economic and methodological means.

It should be noted that the development of the idea of «integration» dates back to the 20s of the last century and is associated with the name of L. S. Vygotsky. According to this prominent psychologist of the first half of the twentieth century, social and intellectual disabilities are not always the result of a child's «defects» but are the result of the interaction of social and biological factors. Therefore, considering that the psychological characteristics of a child have a social core, a violation of social behavior caused by a physical defect can be overcome by social influence.

In the second half of the twentieth century, researchers in the field of special education focused on the development of education for different categories of children with special needs. Among the general trends of this period are the improvement of the legislative framework for special education, differentiation of educational institutions and types of education. In the 60s of the twentieth century, B. Nerier's idea of normalizing living conditions for people with special educational needs was popular in the West [9]. Normalization

was understood as a concept of society development that takes into account the possibility of socialization of persons with special needs, and such persons are recognized as normal members of society. This concept was based on the fact that:

- the need for love and a stimulating environment is equally important for a child with neurotypical development and a child with disabilities;

- a disabled child should live in conditions as close to normal as possible;

- the government should promote the fact that every child with special educational needs is brought up in a family;

- regardless of the severity of the developmental disability, every child should be given the opportunity to receive an education [10].

The development of education in Western Europe in the 70s of the twentieth century outlined the following strategies for education for children with special educational needs: expanding access to education regardless of health status; mainstreaming; inclusion; integration.

According to domestic scholars (A. Kolupayeva and others), expanding access to education regardless of health status includes desegregation of special educational institutions and further transfer of children with special educational needs to mass preschools and schools.

Mainstreaming means that children with developmental disabilities are in the special education system but interact with their peers in extracurricular activities, which provides an opportunity for such children to develop social skills and expand social contacts [3].

The development of mainstreaming dates back to the 60s of the twentieth century. American scientist M. Reynolds published a special education program focused on maximizing the inclusion of children with developmental disabilities in the general education space. In 1962, he proposed the concept of a cascade of services [11], which is a model for designing

services to meet the educational needs of individual students. That is, it is a system of social and psychological measures that allow a child with special educational needs to interact as effectively as possible in the general stream (mainstream).

In various studies, mainstreaming is defined as: «a systemic initiative aimed at protecting children with developmental disabilities from unnecessary restrictions» (J. L. Paul, 1977); «an educational methodology» (D. Johnson, 1982); «the practice of integrating» children with special educational needs into general education classes (D. T. Kearns, 1988).

Today, the terms «inclusion» and «integration» are becoming more and more common.

In our country, the issues of integrated education and upbringing have been the subject of study by many scholars, including V. Astapov, V. Gudonis, E. Danilaviciute, V. Zasenko, A. Kolupaieva, and others. The works of N. Belopolska, S. Dmitrieva, A. Kolupaieva, L. Shipitsyna, N. Shmatko reflect the general principles of integrated learning. B. Shapiro studied integration through a socio-political model of attitudes toward children with disabilities.

In modern works of foreign scholars, the concept of «integration» is considered as: a method of social adaptation (A. Zotova, 1997); as a means of social rehabilitation (L. Vasylenko, L. Shipitsyna); as the ultimate goal of social and pedagogical rehabilitation (L. Kosheleva, N. Morova, T. Karandayeva).

In a broad sense, «integration» is an important area of preparation of persons with special educational needs for independent living, based on the process and result of providing children with special educational needs with equal rights and real opportunities to be involved in all types of social life of society together with all its members [3].

In a narrow sense, «integration» is the involvement of children with psychophysical disabilities in the general education school system [4].

Some scholars, analyzing the integration of a child with developmental disabilities into the circle of ordinary peers, believe that such an educational process will have a number of problems, which are primarily related to the unwillingness of teachers in general education institutions to provide the necessary conditions for the education of children with special educational needs. Among other problems of integrating children with developmental disabilities into the general education space, they note: lack of communication skills with children with neurotypical development; unformed need for such communication; negative attitude towards others; inadequate self-esteem.

The current world educational practice is characterized by the replacement of integration with inclusion, i.e. the transition from a system that adapts a child to the requirements of education to the adaptation of the system to the needs of the child.

The terms «integration» and «inclusion» are related, but not identical, as they are characterized by different degrees of involvement of children with developmental disabilities in the educational system. The main difference between inclusion and integration is the recognition of the need to take into account and adapt to the individual needs of children with special needs, rather than to adapt them to the requirements of society. The basis of inclusive education is characterized by an ideology that excludes any discrimination against children and ensures equal treatment, but creates the necessary conditions for children with special educational needs. Within the framework of an inclusive approach, every child with developmental disabilities needs not only individualized psychological and pedagogical support, but also special correctional support.

Effective inclusive education requires the development of a specific teaching and learning strategy. Learning in inclusive settings allows children to gain knowledge and experience that

will help reduce discrimination, as co-education helps to recognize and accept differences.

However, the effective functioning of an inclusive educational environment requires competent professionals who can provide quality support to a child with special educational needs. That is, the dynamic development of inclusive education for children with special educational needs necessitates the need for high-quality training of future teachers for professional activities in the new environment. According to the Law of Ukraine «On Education», the state must provide training for specialists to work with people with special educational needs at all levels of education. This makes the problem of the readiness of the education system as a whole and each teacher to work with children in an inclusive environment extremely important.

At the present stage of development of society, any specialist is characterized, first of all, not only by the amount and quality of knowledge, but also by the ability to apply this knowledge in their professional activities, to make responsible professional decisions in new and uncertain conditions. Within this paradigm, a teacher's readiness for professional activity can be interpreted as the development of professional self-awareness, the acquisition and improvement of professionally important personal qualities, self-education for the purpose of further development of educational and professional competencies, as well as the formation of motivational and value-based attitudes towards the future profession. Also, in the organization of higher professional education, an important component of it is the depth of student's awareness of the importance of their future professional activity and their focus on further self-education.

The problem of ensuring the readiness of future teachers for inclusive education has been studied by many scholars, including S. Mironova, A. Kolupaieva, O. Martynchuk, H. Pershko, N. Sofiy, Z. Shevtsiv, N. Figol.

G. Pershko considered the peculiarities of training social workers for the integration of children with special educational needs into the general education space, identified indicators and criteria of students' readiness to integrate children with developmental disabilities into the environment of general education institutions and developed content and technological support for preparation for such integration processes [7].

O. Hnoievska identified the directions, stages, and developed a methodology for the formation of correctional and pedagogical competence of primary school teachers. Among the main components of correctional and pedagogical competence, she outlined the following: motivational, reflective, cognitive and operational [1].

I. Malyshevska outlined the integrative nature of training psychological and pedagogical staff to work in inclusive settings, substantiated the content of training educators, psychologists, social pedagogues to work with children with special educational needs, developed and tested a system of training psychological and pedagogical specialists [5].

O. Martynchuk analyzed the experience in special education of foreign specialists in countries with a high level of development of education systems, substantiated the theoretical and methodological foundations of training specialists in the field of inclusive education, developed the concept of training a future special teacher, and determined the conditions for the functioning of the system of training future specialists [6].

I. Demchenko characterized the essence and structure of primary school teacher's readiness to work with children with special educational needs, substantiated the concept of primary school teacher training in an inclusive primary school, and identified the pedagogical conditions for teacher training for professional activity [2].

3. Shevtsiv developed the concept and model of forming the readiness of students majoring in «Primary Education» to work in an inclusive educational environment [8].

The works of these specialists argue that a teacher's readiness to work in inclusive education can become the basis for the formation of new professional and pedagogical thinking and professional competence. It should be borne in mind that future specialists should not only know and use ready-made algorithms and methods of working with children with special educational needs in their own pedagogical practice, but also, in the absence of the desired results, select methods that will allow them to adapt or modify modern teaching methods, educational materials, taking into account the individual characteristics of a child's development, and it is innovative teaching methods in higher education with the use of modern technical means that make it possible to develop the

The purpose of the study was to establish and compare the level of students' self-assessment of their readiness to work with children with special educational needs and the level of their actual readiness for professional activity in an inclusive educational environment.

The ascertaining experiment included two questionnaires that allowed us to study the level of students' self-assessment of their readiness to work with children with special educational needs, as well as a test and situational tasks that allowed us to study the real level of students' readiness for their professional activities in the field of inclusive education.

The questionnaire «Me and Inclusive Education» was developed by S. Panarina to determine the level of awareness and self-assessment of students' readiness for future work with children with special educational needs, as well as the peculiarities of their personal attitude towards inclusive education. The questionnaire consists of 10 questions with three answers. The maximum number of points is 30. The coefficient is 0.3. Based on the results of the survey, we estimated the level of formation as follows: 90-100% – a very high level of self-esteem, 75-89% – a fairly high level of self-esteem, 60-74% – an average level of self-esteem, 0-59% – a

low level of self-esteem.

The questionnaire «My readiness for professional activity in an inclusive educational environment» was developed to study the self-assessment of students' readiness for professional activity with children with special educational needs. The questionnaire consists of 40 statements, to which the student had to mark the answer option that was as close as possible to his/her opinion on the following scale: 1 – no, 2 – rather no than yes, 3 – rather yes than no, 4 – yes. The maximum number of points is 160. The coefficient is 1.6. According to the results of the survey, the level of formation was assessed as follows: 90-100% – a very high level of self-esteem, 75-89% – a fairly high level of self-esteem, 60-74% – an average level of self-esteem, 0-59% – a low level of self-esteem.

The test «Basic Concepts of Inclusive Education» was developed by a teacher of the discipline and aimed at studying the real level of mastery of the basic concepts of inclusive education. It contained 40 questions, each with only one correct answer. A student receives 1 point for a correct answer to a question, and 0 points for an incorrect answer. The maximum number of points is 40. The coefficient for assessing the number of correct answers is 0.4. According to the results of the survey, the level of mastery of the basic concepts was assessed on the following scale: 90-100% – high level of terminology proficiency, 75-89% – sufficient level of terminology proficiency, 60-74% – satisfactory level of terminology proficiency, 0-59% – unsatisfactory level of terminology proficiency.

The situational tasks we developed were aimed at studying the real level of students' readiness to work with children with special educational needs. A total of ten tasks were developed, which outline various problem situations that may arise in groups of preschool educational institutions where children with special educational needs study.

At the ascertaining stage of the study, during individual conversations, students received five situational tasks, while

the other five tasks were left for the control experiment. During the individual discussion of the task, the student, relying on his or her theoretical knowledge, suggested ways to solve the proposed problem situations. For each solved case study, the student could receive a maximum of 4 points according to the following criteria: 4 points – the student gave an accurate and complete answer; 3 points – the student made some inaccuracies or left part of the case study undisclosed, provided that the fundamental points were disclosed correctly, minor errors were eliminated by the student when they were pointed out; 2 points – the student's answer contains several significant inaccuracies, vagueness of the answer, almost half of the questions of the situation remained unresolved, the answer is not reasoned, the student has difficulties in solving the pedagogical situation; 1 point – the student does not provide a specific solution to the case study, is unable to present his or her vision of the situation, does not know the correct answer to additional and leading questions. The maximum number of points a student could receive for solving situational tasks is 20. The coefficient is 0.5. Thus, based on the results of solving situational tasks, the level of real readiness was assessed at the following levels: 90-100% – high level of readiness, 75-89% – sufficient level of readiness, 60-74% – satisfactory level of readiness, 0-59% – unsatisfactory level of readiness.

We will present the results of the ascertaining experiment conducted in group 1 and group 2 before studying the discipline «Inclusive Education» according to the above criteria and analyze students' self-assessment of their readiness for professional work with children with special educational needs and students' actual readiness.

Here are the results of the study of students' self-assessment of their awareness and readiness to work with children with special educational needs based on the results of the questionnaire «Me and Inclusive Education» at the statement stage of the experiment in the experimental and

control groups.

According to the results of the questionnaire, 10% of students showed a very high level of self-assessment of awareness of working with children with special educational needs, 50% of students showed a high level of self-assessment, 25% of students showed an average level of self-assessment and 15% of students showed a low level of self-assessment of awareness. Thus, we can see that most students rate their awareness of working with children with developmental disabilities quite highly.

Here are the results of the study of students' self-assessment of their readiness to work with children with special educational needs based on the results of the questionnaire «My readiness for professional activity in an inclusive educational environment» at the statement stage of the experiment in the experimental and control groups.

According to the results of the questionnaire, 10% of students showed a very high level of assessment of their readiness for professional activity in an inclusive environment, 55% of students showed a high level of self-assessment, 25% of students showed an average level of self-assessment, and 10% of students showed a low level of self-assessment. Thus, we can see that most students assess their readiness for professional work with children with special educational needs at a fairly high level.

According to the test results, all 100% of students showed an unsatisfactory level of proficiency in the terminology of inclusive education. Thus, we can see that no courses previously taken by students have familiarized them with the concepts of inclusive education even at a satisfactory level, although the discipline «Inclusive Education» is not the only link in preparing students to work with children with special educational needs.

Here are the results of assessing the real level of students' readiness to work with children with special educational needs

based on the results of solving situational tasks. Unlike questionnaires and tests, situational tasks allow us to study the level of students' real readiness for professional activity in the deepest way, since the student must provide solutions to certain situations based on his or her knowledge and understanding of the peculiarities of working with children with special educational needs.

According to the results of solving situational tasks, only 25% of students showed a satisfactory level of readiness to work with children with special educational needs, and the vast majority of students showed an unsatisfactory level of readiness to work with children with special educational needs, that is, according to the results of the ascertaining stage of the study, 75% of the subjects are not ready to work in inclusive education.

Let us outline the main difficulties that students encountered in solving situational tasks at the stage of the ascertaining experiment.

Situational task 1 consisted in the fact that students had to propose ways to organize a comprehensive lesson on the development of coherent speech, providing for the interaction of children with normal and impaired speech development (in the group of preschool children there is a child with generalized underdevelopment of speech of the third level). In solving this task, students demonstrated insufficient understanding:

- levels of speech underdevelopment (they were unable to describe the main difficulties observed in children with generalized underdevelopment of speech of the third level);

- the term «complex lesson» and how to organize it, taking into account the interaction of different children in the group of preschool education;

- problems of development of emotional and volitional sphere and ways to overcome them.

Case study 2 was aimed at solving the problem of

reluctance of some parents of children with neurotypical development to attend a group of preschool education for a child with musculoskeletal disorders. In solving this task, students faced the following difficulties

- they could not give enough arguments in favor of the joint stay of different children in the group of preschool education;

- they could not choose an effective form of work with parents who do not agree to the joint stay of their children with a child with musculoskeletal disorders;

- were unable to answer which of the specialists should be involved in working with parents to form an understanding of the need to integrate such a child into a group of IPE.

Case study task 3 involved working with the mother of a child with autism to develop an understanding of the need for the child to participate in a Children's Day celebration, as the mother doubts the appropriateness of the child's participation in such an event. The following mistakes were made in solving this task:

- students showed insufficient understanding of the process of organizing a holiday with the participation of a child with autism;

- students were unable to provide a large number of arguments to reassure the mother of a child with autism and convince her that it is appropriate for the child to participate in such an event;

- students demonstrated insufficient understanding of the difficulties that may arise during the holiday if a child with autism takes part in it.

Case study task 4 was aimed at selecting recommendations for parents of a child with a persistent hearing impairment who demonstrated restrained behavior in the group of preschool education, but demonstrated completely different behavior at home. In solving this task, students faced the following difficulties:

- they could not fully describe the reasons for such different behavior in the preschool group and at home;

- accordingly, it was difficult for them to formulate recommendations for parents on ways to overcome such undesirable behavior;

- were unable to characterize a child with a persistent hearing impairment.

Situation task 5 involved the creation of ways to correct the aggressive behavior of a child with mental retardation in relation to other children in the group of preschool education. Students had the following difficulties in solving this task:

- they did not understand enough the possible causes of aggressive behavior of a child with mental retardation;

- they could not find enough ways to correct such behavior.

When solving situational tasks, students clearly showed us their unpreparedness for practical professional activities in an inclusive educational environment. At the stage of the formative experiment, provided that the ways of forming the inclusive readiness of future teachers are adapted, we will try to eliminate the difficulties that arose at the stage of the confirmatory experiment and prevented the formation of the real readiness of teachers to work with children with special educational needs.

Despite the fact that students express a positive attitude towards staffing groups of preschool education with children with different health and mental developmental characteristics, readiness to work with children with special educational needs in an inclusive group, motivation to gain new knowledge in the field of correctional pedagogy and readiness to interact with specialists of the inclusive resource center, they have no real idea and do not understand the essence of such education. Although almost all students have a positive attitude towards the idea of inclusive education, they have no practical experience and do not know how to help children with special

educational needs.

Despite the fact that according to the questionnaire «Me and Inclusive Education» 10% of students showed a very high level of self-esteem, 50% of students showed a high level of self-esteem, 25% of students showed an average level of self-esteem, and only 15% of students showed a low level of self-esteem, according to the test «Basic Concepts of Inclusive Education» all 100% of students showed an unsatisfactory level of knowledge of terminology. In other words, students have very limited understanding of the peculiarities of physical and mental development of children with developmental disabilities and programs for working with such children in an inclusive group.

Let's compare the results of the study of students' self-assessment of their readiness according to the questionnaire «My readiness for professional activity in an inclusive educational environment» and the actual level of students' readiness to work with children with special educational needs based on the results of solving situational tasks.

Although the majority of students highly appreciated their awareness of interaction with children with SEN in accordance with their age and personal characteristics, expressed methodological readiness and highly appreciated their knowledge in the field of inclusive education, they did not cope with the situational tasks at a very high level, as they had not yet mastered the course «Inclusive Education» and had no real ideas about the organization of the process of inclusive education in preschool education institutions.

Despite the fact that as a result of the questionnaire «My readiness for professional activity» 10% of students showed a very high level of self-assessment, 55% of students showed a high level of self-assessment, 25% of students showed an average level of self-assessment and only 10% of students showed a low level of self-assessment, according to the results of solving situational tasks, only 25% of students showed a

sufficient level of readiness, while 75% of students showed an unsatisfactory level of readiness for professional activity in inclusive education.

The fact-finding experiment on the study of students' readiness and awareness of working with children with special educational needs has shown that there is an urgent need to adapt modern teaching methods to the conditions of distance education to develop students' readiness to work with children with special educational needs. It is necessary to choose such ways of forming readiness that will contribute to the real practical preparation of students to work in an inclusive environment.

Formation of students' readiness to work with children with special educational needs in inclusive education included two components.

The first component – theoretical – took place within the framework of lectures and independent work of students and involved mastering the theoretical foundations of inclusive education and its basic principles, the regulatory framework of inclusive education in Ukraine, familiarization with the responsibilities of the teacher and assistant teacher in the preschool educational institution to work with children with developmental disabilities, as well as with correctional and developmental work in the organization of inclusive education.

The second component – practical – took place within the framework of practical classes and independent work of students and involved the development of skills and qualities necessary for future teachers to work with children in inclusive education. In addition, students performed an individual research task, the basis for which was the theoretical knowledge gained during lectures. According to the course curriculum, the individual research and development task included the development of an individual development program for a child with special educational needs, based on the conclusions of the inclusive resource center on a

comprehensive psychological and pedagogical assessment of the child's development provided to the students.

The course curriculum provides for the following teaching methods: work in small groups, work with reference, information and methodological sources, presentation of the results of practical tasks, case studies.

The forced introduction of distance learning prompted us to look for methods that could complement the existing course curriculum, taking into account the new teaching conditions, so that the management of students' cognitive activity in the process of their educational and professional training would not only be at a high level, but also help students to master the theoretical and practical knowledge that they will need in their professional activities in an inclusive environment.

After studying and analyzing innovative teaching methods in higher education institutions, we selected several methods that were best suited to distance learning: the use of audiovisual methods; group training methods; and the method of pre-programmed errors.

The first practical lesson on the topic «Children with special educational needs» in the experimental group was conducted using the innovative teaching method we chose, adapted to the conditions of distance education – the use of audiovisual method. At the end of the first lecture, students were divided into mini-groups and asked to prepare visual demonstrations about children with special educational needs using the audiovisual method. The students had to describe children with developmental disabilities who need inclusive education, select audiovisual support (fragments of correctional and developmental classes that can be found freely on the Internet) that clearly demonstrate what kind of special educational needs these children have. The following categories of children requiring support for education were identified for the task: blind; visually impaired; deaf; hard of hearing; severely speech impaired; autism spectrum disorders;

musculoskeletal disorders; intellectual disabilities.

During the practical session, each mini-group first demonstrated a fragment of a lesson with a child with special educational needs, after which other students made assumptions about which category of children with developmental disabilities this child could be classified as. Then, the students who spoke described the presented developmental disorder and answered questions from other students about children with such disorders.

At the second practical lesson on «Special Education in Ukraine and Modernization of the Education Sector», students demonstrated their slides, which provided a visual representation of the structure of the special education system in Ukraine. Since there was a need to familiarize students with the structure of not only special preschools, but also special schools, the students were divided into two groups for this task: the first group prepared visual slides about special preschools in Ukraine, and the second group prepared visual slides about special schools in Ukraine. During the practical session, students took turns presenting their reports and answering additional questions on the following topics.

The third workshop on «Inclusive Education as a Model of Social Order. The regulatory framework for inclusive education» was held in the form of a discussion. The students had to analyze the current regulatory framework for the organization of inclusive education in Ukraine, in particular the Law of Ukraine «On Education», the Law of Ukraine «On Preschool Education», and CMU Resolution No. 530 «On Approval of the Procedure for Organizing Inclusive Education in Preschool Education Institutions». After the lecture, the students were also divided into two groups, each of which received an additional task: the first group prepared visual slides on the algorithm for enrolling a child with special educational needs in a preschool education institution, and the second group prepared visual slides on the algorithm for a

teacher's activities when a child with special educational needs is enrolled in his or her group. During the practical session, students demonstrated their visual slides and answered additional questions about the tasks they had completed.

During the fourth practical lesson on the topic «Conditions for ensuring the quality of inclusive education», the Order of the Ministry of Education and Science of Ukraine No. 609 of 08.06.2018 «On Approval of the Model Regulations on the Team of Psychological and Pedagogical Support for a Child with Special Educational Needs in a General Secondary and Preschool Education Institution» was studied in detail using an innovative teaching method adapted by us - the method of pre-programmed errors. After the lecture, the students were divided into mini-groups of four and were given the task of describing the main functions of the members of the Team for Psychological and Pedagogical Support of a Child with Special Educational Needs, namely: the administration of the preschool education institution, a practical psychologist, defectology teachers, a teacher and a teacher's assistant, and parents of a child with special educational needs. During the practical lesson, students described the functions of the selected members of the Psychological and Pedagogical Support Team for a child with special educational needs, after which we conducted a small survey on the Google Forms platform, which consisted of both true and false statements, and students had to determine which statements about the work of the Support Team were true and which were false. Each question had two answers and students had to choose only one statement that they thought was true. Students answered the questions and sent their questionnaires, after which we were able to see at what level this topic was mastered.

The fifth practical lesson on the topic «The role of parents in the implementation of inclusive education» involved an individual task – after the lecture, students were asked to prepare advice for parents whose children attend an inclusive

group of preschool educational institutions, taking into account the type of disability: For parents of blind children; for parents of visually impaired children; for parents of deaf children; for parents of hard of hearing children; for parents of children with severe speech disorders; for parents of children with autism spectrum disorders; for parents of children with musculoskeletal disorders; for parents of children with intellectual disabilities. At the practical session, each student demonstrated visual slides with their advice, after which we discussed whether all the tips were appropriate, and other students had the opportunity to supplement these slides with some of their own advice.

At the sixth practical lesson on the topic «Individualized Development Program (IDP) as a mechanism of individual educational trajectory for a child with special educational needs and meeting his or her additional needs in the educational space», students got acquainted with the conclusion of the inclusive resource center on a comprehensive psychological and pedagogical assessment of a child's development, the structure of the IDP, how to correctly determine learning goals and objectives, how to review and adjust the IDP. After that, the students were offered an individual research task - to develop an individual development program for a specific child with special educational needs. Students received five conclusions on a comprehensive assessment of a child's development provided by the Inclusive Resource Center. Based on the conclusion provided to them, each group had to develop five different individual development programs. In doing so, each student in the group was assigned a different role: administrator, educator, assistant educator, and remedial teacher. At the seventh practical lesson, each group presented the individual development program that they had developed.

The eighth practical lesson on «Correctional and developmental work as a mandatory component of inclusive education» was conducted using our chosen innovative

teaching method – group training. As part of the practical training, students were divided into two groups. It was necessary to conduct a correctional lesson for a child with special educational needs according to an individual development program that students had previously developed and present it to other students. Since the students developed only five individual development programs, there were two lessons for each child. In each group, students took turns playing the role of the child and the speech therapist.

At the ninth and tenth practical lesson on «Differentiated Approach to a Child with Special Educational Needs in the Conditions of Preschool Education», students prepared visual slides on adaptation and modification of the workplace and educational materials for children with special educational needs. All categories of children requiring support for education were listed for the assignment.

Let us analyze the practical classes conducted with the experimental group at the formative stage of our study.

At the first practical lesson, students prepared meaningful demonstrations and selected fairly high-quality fragments of correctional and developmental classes with children of the categories of disorders they studied. At first, each mini-group of students demonstrated a fragment of the lesson, and other students made their assumptions about which category of children was considered in the video, and then the student who spoke gave a meaningful description of children with the selected developmental disorder. At the stage of making assumptions, it was found that some students made mistakes, confusing blind children with visually impaired children, deaf children with hard of hearing children, children with autism spectrum disorders with children with intellectual disabilities. But thanks to the use of audiovisual support, it was possible to demonstrate more clearly the difference between these categories of children, while supplementing the differentiated characteristics of each type of disorder.

The second practical session featured presentations by two groups. The first group described the structure of the system of special preschool educational institutions in Ukraine, and the second group described the structure of the system of school educational institutions in Ukraine. At the beginning of the class, a discussion was held on the distinction between the concepts of «segregation», «integration», and «inclusion», and the relationship between the concepts of «special education», «integrated education», and «inclusive education». Students were asked to characterize the concepts of «segregation», 'integration' and «inclusion» according to their understanding. The greatest difficulties arose when distinguishing between the concepts of «integration» and «inclusion», as most students identified these concepts. The same difficulties arose when distinguishing between the concepts of «special education», «integrated education», and «inclusive education». The discussion revealed that students found it very difficult to distinguish between these education systems, confusing the above-mentioned models of society and educational models, trying to identify inclusive education as a part of special education. For the practical lesson, the students prepared visual slides about the special education system in Ukraine at its two main stages - preschool and school. In completing this task, it was found that the students did not study the material very deeply and used not the most up-to-date information. Not all students were able to describe the advantages of certain special education institutions, the peculiarities of their functioning, and the programs children study in such institutions.

The third practical lesson was a discussion of the current legal framework for inclusive education in Ukraine. The students studied in detail the Law of Ukraine «On Education», the Law of Ukraine «On Preschool Education», the Resolution of the Cabinet of Ministers of Ukraine No. 530 «On Approval of the Procedure for Organizing Inclusive Education in Preschool Education Institutions» and highlighted the main

provisions related to the organization of the educational process in the context of inclusive education. The students demonstrated a sufficient level of ability to work through regulatory documents and highlight the main points in them. In addition, they heard two presentations: the first group demonstrated visual slides about the algorithm for enrolling a child with special educational needs in a preschool education institution, and the second group demonstrated visual slides about the algorithm for a teacher's activities when a child with special educational needs is enrolled in a group. In completing this task, the students were able to find relevant information and meaningfully address the questions posed.

During the fourth practical lesson, students characterized the main functions of the members of the Team for Psychological and Pedagogical Support of a Child with Special Educational Needs. When performing this task, it was found that not all students understood the essence of the task. Most students described the main functions of the administration of the preschool education institution, a practical psychologist, defectology teachers, a teacher and an assistant teacher, and parents of a child with special educational needs, quoting the provisions of the Order, but not taking into account that it was developed for both preschool education institutions and school education institutions. In other words, they failed to analyze what functions would be performed only by members of the Team for Psychological and Pedagogical Support of a Child with Special Educational Needs in Preschool Education Institutions. After that, a small survey was conducted, which consisted of both true and false statements, and students had to determine which statements about the work of the Support Team were true and which were false. The students were sent a link to a Google form where they had to answer the questions based on their knowledge. In completing this task, students demonstrated a fairly high level of mastery of the material, with most answers being correct.

For the fifth practical lesson, students prepared advice for parents whose children attend an inclusive group of preschool educational institutions, taking into account the type of disability: for parents of blind children; for parents of visually impaired children; for parents of deaf children; for parents of hard of hearing children; for parents of children with severe speech impairments; for parents of children with autism spectrum disorders; for parents of children with musculoskeletal disorders; for parents of children with intellectual disabilities. Most students coped with this task at a fairly high level, but some recommendations were not always appropriate for the type of disorder chosen by the student. Also, some students, relying on information on the Internet, made recommendations without taking into account the age of the children for whom they were developed. Very often, such recommendations are developed both for parents of preschool children and for parents of school-age children. But at the same time, preschool children do not yet have the same types of activities that are available to school-age children. This suggests that students sometimes read the sources superficially and do not analyze which of the proposed tips is not suitable for preschool children. Other students (besides the speaker) discussed which tips would not be appropriate for a particular type of disorder and supplemented the speaker's answer if they had any additional ideas. The students were very active, which resulted in the development of fairly high-quality recommendations for parents whose children attend an inclusive group in a preschool education institution, taking into account the type of disorder.

The sixth practical lesson was devoted to familiarizing students with two documents – the conclusion of the inclusive resource center on a comprehensive psychological and pedagogical assessment of a child's development and an individual development program. The actual form of the individual development program was downloaded from the

Resolution of the Cabinet of Ministers of Ukraine No. 530 «On Approval of the Procedure for Organizing Inclusive Education in Preschool Education Institutions» and worked out with the students. It was explained in detail for how long it is drawn up, where to get general information about the child, where the existing level of knowledge, skills and abilities of the child and the child's educational difficulties are described. Students demonstrated a good level of understanding of the structural components of an individual development program and the responsibilities of members of the team of psychological and pedagogical support for a child with special educational needs in its development.

During the seventh practical lesson, each mini-group made up its own individual development program based on the conclusion of the inclusive resource center on a comprehensive psychological and pedagogical assessment of the child's development. Based on the results of the individual research task, the following mistakes were identified:

- The individual development program did not outline all of the child's developmental needs.
- Not all long-term goals and short-term objectives were clearly linked.
- Not all the auxiliary aids that the child needs were specified.

n the eighth practical lesson, students conducted a correctional lesson for a child with special educational needs according to the individual development program they presented in the previous practical lesson. In each group, students took turns playing the role of a child and a speech therapist. Most students coped with the task at a sufficient level. Correctional classes contributed to the child's development, helped to overcome and compensate for the speech disorder that hindered his or her development. The correctional classes used game-based learning tools,

encouraged children's speech activity, and used exercises aimed not only at correcting the speech disorder but also at developing attention, memory, and imagination. Among the difficulties in organizing a correctional lesson, students faced the following:

1. Insufficient understanding of the structure of a correctional lesson taking into account the child's special educational needs.

2. Inability to adapt teaching materials to the special educational needs of the child.

The ninth and tenth workshops were aimed at developing visual slides on adaptations and modifications of the workplace and teaching materials for children with special educational needs. During the ninth workshop, the students discussed what is meant by the concepts of «adaptation» and «modification» of the workplace and teaching materials in the form of a conversation. It was found that not all students distinguish between these two concepts and how they differ from each other. The content of these concepts was additionally explained so that each student could learn the difference and prepare visual slides with high quality. At the tenth practical lesson, we listened to students' presentations on adaptation and modification of the workplace, educational materials for children with the categories of disabilities that were selected. The students prepared visual slides that well covered the tasks. However, due to a lack of experience in working with children with special educational needs, not all students were able to develop visual slides for the selected type of disorder.

During the practical component of the formative stage of the experiment, it was found that even students who demonstrate a sufficiently high level of theoretical knowledge and take practical tasks seriously do not always approach the essence of the issue in a meaningful and reflective manner. Due to a lack of experience working with children with special educational needs, they often make mistakes in characterizing

children with specific types of disabilities. These errors occur both when drafting individual development programs and when designing correctional lessons or visual slides related to the adaptation and modification of the workplace.

At the end of the formative stage of the experiment, repeated questionnaires were conducted to study how students' self-assessment of their readiness to work with children with special educational needs changed, as well as a test and control situational tasks to study how the actual level of students' readiness for their professional activities in the field of inclusive education changed after the formative stage of the study in the experimental group and the usual course «Inclusive Education» in the control group. The results of students' diagnostics at the final stage of the experiment are presented in the following subsection.

At the last stage of the study, a control experiment was conducted to determine the effectiveness of the methods used in the formative experiment, which included an awareness test, a CRT, and a study of the level of empathy.

Repeated testing on the developed questionnaire to identify the level of awareness of children with special educational needs in the experimental group showed the following results: 60% of the subjects demonstrated a high level of awareness, which is significantly different from the data obtained at the baseline stage (0%). At this stage, no students with a low level of awareness of children with special educational needs were identified. Also, 40% of students had an average level of awareness, which indicates the transition of those students who previously demonstrated a low level to an average level, and those who had an average level to a high level. Thus, comparing the results of the control stage with the results of the assessment stage, we can conclude that the majority of students have increased their level of awareness of children with special needs.

Comparing the results of the control group's pre- and

post-experiment, we can see that the level of awareness of the subjects has hardly changed, since this group is a control group and neither lectures on the course «Special Psychology» nor the formative experiment developed by us were conducted in it.

Next, in the control experiment, students completed the tasks of the Color Attitude Test. The subjects were offered the same definitions as in the statement stage, supported by photographs: «a child without psychophysical disorders», «a child with mental retardation», «a child with cerebral palsy», «a blind child», «a deaf child» and «a child with autism».

The first concept presented to the students was, as in the formative stage, the concept of «a child without psychophysical disorders». Most of the subjects in the experimental group of 6 (60%) correlated this concept with the same color, which they put in the first place among their preferences. Such a choice indicated that the subjects, as in the formative experiment, had a positive attitude to this concept and emotionally accepted it. At the same time, the majority of students chose purple and red as their associations, which, according to color symbolism, are quite active. Therefore, students naturally attributed them to a child without psychophysical disorders. Only 2 people (20% of the subjects) chose a different color for the concept of «child without psychophysical disorders» than in the preference chart. In this case, the color associated with preschool children was in the middle of the preference, and this indicated a neutral attitude towards this concept. And the number of students who have a negative attitude to the concept of «a child without psychophysical disorders» is also 2 (20%) people. Therefore, just like in the statement experiment, most of the subjects emotionally accept the definition of «a child without psychophysical disorders».

Next, the definition of «child with mental retardation» was proposed. According to the results of the elections, 50% of the subjects are ready to accept this concept (against 35% in

the formative experiment). Another 40% are neutral about it and only 10% completely reject it, but in the formative experiment the number of students who rejected this concept was 25%.

The concept of «a child with cerebral palsy» was also accepted by 50% of the subjects from the experimental group, and at the statement stage, the percentage of students who positively perceived the concept of «a child with cerebral palsy» was 35%; 10% of students were neutral and 40% of future teachers rejected it completely. At the same time, in the control test, those students who did not accept the concept of «a child with cerebral palsy» most often associated it with the color blue, not gray, as it was in the formative experiment. Students who accepted this definition associated it with purple and green colors, as in the pretest.

The number of students who responded positively to the definition: «a child with autism» in the control experiment was 60%, compared to 35% in the formative experiment. In the control experiment, there were 20% of subjects who were neutral about it and 20% of students who rejected this concept altogether. Thus, it can be seen that the definition of «child with autism» evokes emotional acceptance in the majority of subjects in the experimental group. The colors associated with the concept of «child with autism» were green (the vast majority of those who accepted this concept), red, and in some cases yellow.

The next concept that was presented to the students, as at the statement stage, was «deaf child». The concept of «deaf child» was accepted by 70% of students, which is significantly different from the figures at the baseline (35%). The number of students who are neutral about this concept is 20%. And only 10% of the subjects have a negative perception.

The last concept proposed was «blind child». At the experimental stage, the number of students who perceived the concept of a «blind child» was 60%. The number of students

who were neutral about this concept was 20%. And 20% of students rejected the concept altogether. Thus, we can see that at the experimental stage, the perception of the concept of a «blind child» became positive for more students, while at the statement stage the indicators were quite ambiguous. This child was accepted by 45% and sharply rejected by 45%.

Comparing the results of testing the students of the experimental group using the CRT methodology in the formative and control experiments, we see that the level of acceptance of all concepts related to the designation of children with psychophysical disabilities has increased significantly.

The control group was tested using the same procedure. The first presented concept «A child without psychophysical disorders», as in the statement experiment, about half of the students correlated this concept with the color that they put in the first place among their preferences. This choice indicates that the subjects have a positive attitude toward this concept, emotionally accepting it. At the same time, they usually associated it with the color yellow. A neutral attitude to the concept of «Child without psychophysical disorders» was demonstrated by 20% of students against 30% at the baseline stage of the study. And 30% of students did not accept this concept (25% at the baseline stage). Thus, a slight redistribution of preferences did not significantly change the attitude of students in the control group to a child without any characteristics.

Next, the concept of «child with mental retardation» was proposed. According to the results of the elections, 40% of the subjects in the control experiment are ready to accept this concept, one way or another, compared to 35% in the formative experiment. Also, 30% of the subjects are neutral in the control experiment, as well as in the formative experiment, and 30% completely reject it. In the control experiment, the majority of students associated this concept with gray, black, and blue, just as in the pretest, they were not the colors of preference. Those

students who demonstrated acceptance of this definition associated it with red. Subjects who were neutral about this concept chose purple and green.

The level of acceptance of the definition «Child with cerebral palsy (CP)» among students in the control group is 30%, which is almost the same as the results of the formative experiment (35%). 40% of students at the control stage were neutral to this concept, compared to 20% at the formative stage, and 30% of the subjects completely rejected it (compared to 45% at the formative stage). Thus, we can see that there were positive changes in the level of perception of the concept «Child with Cerebral Palsy (CP)» not only in the experimental group, but also in the control group, which can be explained by the fact that the control group also began to study disciplines that allow them to get to know children with psychophysical characteristics in the 4th year. At the same time, students who did not accept this definition either at the beginning of the study or at the end most often associated this concept with the gray color. And those subjects who accepted the definition «Child with cerebral palsy (CP)» associated it with purple and green colors, as in the formative experiment.

Our proposed definition: «A child with autism» was accepted by 40% of students in the control experiment, and 35% in the formative experiment. Almost the same number of subjects as at the beginning of the study (30%) were neutral about this definition. In the control experiment, 30% of the subjects in this group rejected this concept (30% were not ready to accept it in the statement experiment). The colors associated with the concept of «child with autism» were green (the vast majority of those who accepted this concept), purple, and yellow.

The next proposed concept for students of the control group was «deaf child». The number of students who perceived this concept positively was 30%. Neutral attitude to it was also 30%. And the number of students who completely rejected this

concept was 40% of the control group. At the stating stage, the data were distributed as follows: 35% – 30% – 35%, which is not significantly different from the control group.

The last concept we proposed, «blind child», was positively received by 40% of respondents. The neutral attitude of 30% of the respondents, while in the preliminary experiment the number of students was 10%. And 30% of respondents had a completely negative perception of this concept.

Comparing the test results of the control group in the pretest and posttest, we see that the level of perception of the defined concepts «A child with mental retardation», «A child without psychophysical disorders», «A child with autism», «A deaf child» and «A blind child» did not change significantly. More significant changes have affected only the concept of «Child with cerebral palsy (CP)», which can be explained by both greater awareness of students about children with physical disabilities and the impact of the media, which has recently been very active in covering topics related to this category of children and adults.

Regarding the development of empathy: Comparing the results of the experimental group in the pre- and post-test, we can see that the level of empathy of the subjects has increased. Thus, at the beginning of the study, 20% of students demonstrated a high level of empathy. At the final stage, 50% of the subjects showed a high level of empathy. The average level of empathy in the formative experiment was in 50% of the subjects, and in the control experiment in 30% of the subjects. A low level of empathy in the formative experiment was shown by 30% of students in the experimental group and 20% of students in the control group. That is, in general, the level of students with a high level of empathy increased significantly and the level of students with a low level decreased slightly, which may be the result of the formative experiment we conducted.

Comparing the results of the pretest and posttest in the

control group, we can see that at the beginning of the study, 20% of students demonstrated a high level of empathy, and at the end of the study, only 10% of them remained. The average level of empathy in the pre-test was 50%, and in the post-test it increased to 60%. A low level of empathy was shown by 30% of students in the control group, both in the formative experiment and at the control stage. All this indicates that the level of empathy in the control group has not changed significantly. In the control group, it was at a medium to low level. In the control test, a high level of empathy was demonstrated by 50% of students in the experimental group and only 10% of students in the control group. The medium level of empathy was demonstrated by 30% of students in the experimental group and 60% of students in the control group, and the low level was dominated by 30% of subjects in the control group and only 20% of students in the experimental group. Thus, it can be stated that the level of empathy in the students of the experimental group increased more significantly than in the students of the control group, i.e., the work conducted with students contributed to the increase in their level of empathy.

At the final stage of the experiment, we conducted a control study that allowed us to examine how students' self-assessment of their readiness to work with children with special educational needs and the level of students' actual readiness for their professional activities in the context of inclusion in the experimental (which worked according to the modified curriculum of the course «Inclusive Education») and control groups (which worked according to the Technological Map of the discipline «Inclusive Education») changed.

The control experiment included two questionnaires (the same ones that were offered to students at the stage of the formative experiment), which allowed us to study how the level of students' self-assessment of their readiness to work with children with developmental disabilities changed after

taking the course «Inclusive Education», as well as a control test and control situational tasks (which differed from those presented to students at the stage of the formative experiment), which allowed us to study how the real level of students' readiness to work in an inclusive.

After the formative stage of the study in the experimental group, the very high level of self-assessment decreased from 10% to 0%; the high level of self-assessment decreased from 50% to 25%; the average level increased from 25% to 60%; the low level remained at the same level of 15%.

Thus, we see a downward trend in the very high and high levels of students' self-assessment of their readiness for professional activities in inclusive education. Mastering the discipline «Inclusive Education» allowed students to get acquainted with the peculiarities of their future professional activities and to see that in fact their readiness is not as high as they expected. After conducting a second survey, we see a significant increase in the average self-assessment of readiness by students in the experimental group.

After the formative stage of the study in the experimental group, the very high level of self-assessment decreased from 10% to 0%; the high level of self-assessment decreased from 55% to 30%; the average level increased from 25% to 60%; the low level remained at the same level of 10%.

Thus, here we also observe a downward trend in the very high and high levels of students' self-assessment of their readiness for future professional activities, while the average level of self-assessment is growing and becoming closer to the actual readiness indicators, which we will discuss below.

After mastering the discipline «Inclusive Education», 10% of students showed a high level of proficiency in the course terminology; 55% of students showed a sufficient level; 20% of students showed a satisfactory level; the unsatisfactory level decreased from 100% to 15%. Thus, we can see that students have quite successfully mastered the theoretical

knowledge of the basic concepts of inclusive education and the peculiarities of its functioning in the general education system.

After listening to the course «Inclusive Education» in the control group, 5% of students showed a high level of proficiency in the course terminology; 35% of students showed a sufficient level; 45% of students showed a satisfactory level; the unsatisfactory level decreased from 100% to 15%.

The indicators of mastering theoretical material in the experimental group are higher than in the control group. The high level of proficiency in the terminology of inclusive education is 5% higher in the experimental group, the sufficient level is 20% higher in the experimental group, the satisfactory level is 25% lower in the experimental group, and the unsatisfactory level was the same in both groups. In general, compared to the baseline stage of the study, we see a high increase in the indicators of mastering theoretical material by both groups, but this percentage was higher in the experimental group.

After mastering the discipline «Inclusive Education», a high level of real readiness to work with children with special educational needs in the experimental group was shown by 5% of students; a sufficient level was shown by 65% of students; the satisfactory level decreased from 25% to 20%; the unsatisfactory level decreased from 75% to 10%.

Thus, we can see that after conducting practical classes using the teaching methods we adapted to the conditions of distance education, students demonstrated a fairly high level of performance on the control situational tasks. Their responses were more thorough than those we received at the statement stage of our study.

After studying the course «Inclusive Education», no student in the control group showed a high level of real readiness to work with children with special educational needs; 35% of students showed a sufficient level; the satisfactory level increased from 25% to 50%; the unsatisfactory level decreased

from 75% to 15%.

Thus, we can see that after the practical classes based on the Technology Map of the discipline «Inclusive Education», the control group did not show as good results as the experimental group, which studied using innovative teaching methods adapted by us to the conditions of distance learning.

The indicators of real readiness to work in an inclusive educational environment in the experimental group are significantly higher than in the control group. Thus, the high level of real readiness is 5% higher in the experimental group, the sufficient level is 30% higher in the experimental group, the satisfactory level is 30% lower in the experimental group, the unsatisfactory level is 5% lower in the experimental group than in the control group.

Thus, it can be argued that after the formative stage of the experiment, the level of students' real readiness to work with children with special educational needs has increased significantly compared to the ascertaining stage of the experiment. At the same time, the experimental group showed better results because they received practical training using innovative teaching methods adapted to the conditions of distance education.

After the experimental study, the high level of proficiency in the terminology of inclusive education increased from 0% to 10% in the experimental group and from 0% to 5% in the control group; the sufficient level increased from 0% to 55% in the experimental group and from 0% to 35% in the control group; satisfactory level increased from 0% to 20% in the experimental group and from 0% to 45% in the control group; unsatisfactory level decreased from 100% to 15% in the experimental group and from 100% to 15% in the control group.

After the experimental study, the high level of readiness to work with children on situational tasks increased from 0% to 5% in the experimental group and did not change (0%) in the control group; the sufficient level increased from 0% to 65% in

the experimental group and from 0% to 35% in the control group; satisfactory level decreased from 25% to 20% in the experimental group and increased from 25% to 50% in the control group; unsatisfactory level decreased from 75% to 10% in the experimental group and from 75% to 15% in the control group.

Thus, as a result of the experimental study, we found that students who worked according to the modified work program of the course «Inclusive Education» showed better results in assessing the real level of their readiness for professional activity in inclusive education, while the level of their self-assessment decreased (became more adequate). This indicates that students, having familiarized themselves with all aspects of their future professional activities, were able to realize that their readiness is not as high as they hoped at the beginning of the experimental study, since working with children with special needs requires not only great dedication, but also an understanding of the developmental characteristics of each particular child, a high level of knowledge of the regulatory framework for organizing inclusive education, the ability to organize the educational process taking into account the developmental characteristics of each particular child.

The modern system of higher pedagogical education provides for the acquisition of knowledge about the peculiarities of development, upbringing and education of children with psychophysical developmental disorders by future teachers in the field of inclusive education. Modern transformation processes in relation to inclusive education require proper training of professional teaching staff.

The term «inclusive education» is defined as a system of educational services based on the principle of ensuring the fundamental right of children to education and the right to receive it at the place of residence, which provides for the education of a child with special educational needs in a general education institution.

The term «readiness to work with children with special

educational needs» is defined as a set of knowledge, skills and abilities in the field of upbringing, education and development of children with different levels of psychophysical development.

Among the main components of readiness to work with children with special educational needs, we have identified psychological readiness and pedagogical readiness. These components include understanding of the essence of inclusive education; knowledge of the peculiarities of age and personal development of a child with special educational needs; ability to organize the educational process for children with different levels of psychophysical development; conducting correctional and developmental classes using all the possibilities of the educational institution; professional self-education.

Among the main problems of preparing teachers to work in inclusive education, we have identified the following: psychological unpreparedness of teachers to work in inclusive education; insufficient practical training of future teachers; insufficient scientific substantiation of the theoretical foundations of the process of organizing the preparation of students to work in an inclusive educational environment; lack of necessary modifications of the content, forms and methods of teaching professional and methodological disciplines of professional training.

After studying the existing innovative teaching methods, we chose the following as the most suitable for use in distance education: audiovisual method; group training method; method of pre-programmed errors.

At the ascertaining stage of the study, the level of students' self-assessment of their readiness to work in an inclusive educational space and the level of their actual readiness to work with children with special educational needs were studied. It was determined that both groups (experimental and control) are at approximately the same level of readiness. Both groups self-assessed their readiness highly, while their

actual readiness was very low.

After the formative experiment, we repeated the self-assessment questionnaire on readiness to work with children with developmental disabilities, as well as the control test and control situational tasks. The results of the analysis showed that the level of self-assessment in both groups decreased, as students gained realistic ideas about their future professional activities. At the same time, the level of real readiness in the experimental group was significantly higher than in the control group.

Thus, the data we obtained confirm our hypothesis: in the experimental group, where innovative teaching methods were introduced into the educational process, the level of real readiness is much higher than in the control group, which worked according to the Technological Map of the discipline. The introduction of innovative teaching methods really contributes to the development of a higher level of readiness of future educators to implement an inclusive approach in preschool education.

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## FORMATION OF REFLECTIVE COMPETENCE
## OF FUTURE SPECIALISTS
## IN THE SOCIONOMIC SPHERE

In the context of the modernisation of Ukrainian higher education towards European integration in the context of the creation of a single European educational space, the issue of professional development of future socionomic specialists is of particular importance. In the educational process, reflection is one of the main components of activity, and therefore, reflective competence appears as a necessary component of educational and professional education.

The formation of a competence-based approach in any professional activity of a specialist is not possible without the use of theoretical foundations outlined in numerous studies by psychologists, educators and practitioners. Thus, A. Derkach believes that professional competence should be defined as the ability of a person to solve a certain range of professional tasks,

and L. Grebenkina defines professional competence as an element of pedagogical professionalism along with professional culture and the need for professional growth. According to V. Baidenko, professional competence can be seen as the willingness and ability to act appropriately in accordance with the requirements of the case, to solve tasks and problems in a methodically organised and independent manner, and to self-assess the results of their activities. J. Raven considered competence as a specific ability necessary for the effective performance of a certain action in a certain field, based on professional knowledge, subject skills, abilities, ways of thinking based on responsibility for decision-making.

The concept of «competence» and its classification have been analysed by many domestic researchers: O. Borysiuk, N. Volkova, L. Dolynska, I. Ziaziun, O. Lebid, M. Leontian, O. Lozova, V. Lozovetska, S. Maksymenko and foreign scholars: J. Burgioni, F. Weinert, J. Tardif and others.

In their studies, Ukrainian scholars S. Bondar, I. Holovan, O. Ovcharuk and I. Rodygina defined the concept of competence as a set of knowledge and skills to analyse professional activities, predict the results of professional activities based on this analysis and use the information obtained. I. Rodygina outlines the specifics of competence as a pedagogical phenomenon: competence is not a specific subject skill, not an abstract generalised mental behaviour or logical operation, but a specific life skill that is necessary for any person, regardless of profession, age, marital status, etc. [16].

The integrating component in the structure of professional competence of a socionomic specialist is precisely reflective competence, which characterizes the degree of mastery of a set of reflective competencies, which includes a characteristic of reflective activity using knowledge, skills, and abilities of professional and life experience, according to Yu. Babayan and K. Nor [3].

As evidenced by the analysis of studies [11; 16; 17; 19],

scientists who develop the problem of forming the competence of future specialists emphasize the multidimensionality of the concept of reflective competence. According to the main conclusions of scientists, reflective competence is understood as the ability to carry out research activities, reflective characteristics of consciousness, organizational and professional skills.

The problem of reflexive competence is drawn attention to by such researchers as: Y. Babayan, H. Bagaeva, T. Bondarenko, O. Gerasymova, V. Zelanova, H. Kameneva, M. Kaletskyi, O. Marikina, E. Merzon, I. Nurgatina, I. Ostapenko and others.

The problem of forming readiness for professional reflection in the field of education is considered in the works of A. Guriev. The features of the formation of reflective competence of students in the educational process are defined in the works of Yu. Babayan and K. Nor. The development of pedagogical reflection as a condition for preparing a future education specialist for professional activity is presented in the studies of M. Karnelovich and others.

Reflective competence is a professional quality of a person that allows you to effectively carry out reflective processes, implement reflective abilities regarding the process of development and self-development, promote personal growth and self-improvement, as well as develop a creative approach to professional endeavors, ultimately increasing efficiency and effectiveness.

Related to the concept of «reflective competence» are the concepts of «reflective abilities», «reflective position», «reflective culture», «reflective processes», «reflective skills of a student», «professional reflection», «reflective activity».

Reflection, reflexivity and reflective competence are terms that are related to each other, but have different meanings and characteristics. Reflection is the process of understanding one's own experience, thoughts, feelings and actions. It is the act of returning to one's own experiences and analyzing them

and includes awareness of one's own feelings and motivations, and also contributes to the development of self-awareness (during reflection, an individual can ask himself questions such as «What did I learn?», «What emotions did I feel?»). Reflection is a tool for self-improvement and development, both personally and professionally. Reflexivity is the ability of an individual to use reflection in their activities and life, that is, it is a more permanent system of skills that is inherent in the individual. It includes not only the ability to introspect, but also the willingness to change based on the conclusions obtained. It combines emotional, cognitive and behavioral aspects. It depends on the level of self-awareness, openness to new ideas, and willingness to adjust one's behavior. Reflexivity is more related to how a person integrates their reflections into daily life and decision-making. Reflective competence is the ability of an individual to effectively and consciously use reflection and reflexivity in learning, professional activities and personal life. It is the integration of self-reflection skills into the individual's competences. It includes not only the ability to understand and analyse one's experience, but also the ability to apply this knowledge to improve personal and professional development. It has a practical aspect, as reflective competence allows you to formulate learning strategies, make decisions and solve problems effectively. It is related to other competences, such as critical thinking, communication skills, and adaptability.

Thus, reflection is a process, reflexivity is the willingness and ability to engage in this process, and reflective competence is an integrated skill that allows you to use reflection effectively in various areas of life.

In the pedagogical dictionary, the concept of «reflection» (from late latin reflexio) is defined as going back, reflection, self-observation. An analytical review of data on reflection [7] shows that reflection is defined as a multifaceted process that includes the following features: awareness and analysis of one's own states and actions, awareness of the perceptions of

others; striving for self-knowledge; understanding and rethinking of those contents of consciousness that reflect the activities, personality of a partner, etc. Reflection is a process of conscious and critical analysis of one's own experience, thoughts, feelings, and behavior and includes self-observation, self-analysis, and self-evaluation. Self-observation is a process by which an individual uses subjective conscious observation to study one's own mental processes, characteristics, and states in real time. Self-analysis is the process of analyzing one's thoughts, feelings, and behavior after they have occurred. This is an internal process during which a person reflects on their own actions and tries to understand why they behave in a certain way and not otherwise. Self-esteem is the process of evaluating themselves and their behavior in accordance with their own values and beliefs. Self-esteem involves the process of identifying a person's ability to understand and evaluate their skills, activities, characteristics, motivations, behavioral goals, the ability to act in accordance with external conditions and environmental requirements, as well as the ability to set specific goals for themselves.

Reflection is a complex psychological process that involves systematic reflection, analysis and comprehension of one's own experience, as well as deep internal processes. This requires the individual to have the ability to introspect, or internal self-observation, which is a key aspect of self-awareness and personal development. In the context of learning, reflection acquires special importance, since it stimulates the cognitive development of the learner and helps to form analytical and critical thinking.

Reflection is the awareness of practice, the objective world, culture. In the study of reflection as a phenomenon of human consciousness and thinking, two vectors can be distinguished: firstly, reflection is the principle of human thinking, which directs it to the awareness of its own aspects; critical analysis of knowledge and methods of cognition; the

activity of self-knowledge, and secondly, reflection is the process of reflecting by one person the inner world of another person and realizing how it is perceived by communication and interaction partners.

In scientific studies (M. Archer, S. Zanazzi, O. Zimovin, R. Kurganov, T. Selyukova, M. Tomassini, G. Shedrovitsky, etc.), attention is paid to the essence of the concepts of «reflection», «reflexivity» and «reflective activity». According to L. Podkorytova, reflection is both a process (it is a cognitive process, includes meta-processes of various functions and properties), a state (it has a positive or negative character, facilitates or hinders problem solving), and a property (defined through the category of abilities).

The possibility of studying the problem of forming the reflective competence of future specialists in the socionomic sphere is determined by the wide representation of its individual aspects in philosophical, psychological and pedagogical works.

To understand the main processes and patterns that have become fundamental for professional reflection, it is necessary to turn to the philosophical development of the problem. In philosophical works, reflection was considered as a process of self-knowledge by the subject of internal mental states. Thus, for ancient authors, the purpose of reflection was self-knowledge of a person, there was no attribution of reflection to the human mind. During this period, dialogue became a means of reflection. Socrates developed his own method of conducting a dialogue, and he defined reflection as one of the means for knowing and improving oneself. Plato proposed a discursive-textual form of Socratic dialogues, filling them with original content. Thus, the education of prudence was equated with the processes of self-knowledge. Aristotle understood reflection as something that belongs to the divine mind, capable of developing the unity of the conceivable and thought, that is, designating intellectual reflection as thinking about thinking.

In modern philosophy, the understanding of reflection deepens. R. Descartes laid the foundation for a natural-scientific approach to the phenomenology of reflection, he believed that reflection allows us to distract ourselves from everything external, bodily and focus only on the content of our thoughts. As a special method – introspection, which indicated the direct nature of the knowledge of our own mental life.

J. Locke divided human experience into internal, which concerns our mind, and external, oriented to the external world and defined reflection as a problem of the internal mechanism of consciousness, that is, thanks to reflection, one can know one's own mental activity.

I. Kant defined reflection as the ability to structure and organize the material of consciousness, the possibility of covering a multitude of knowledge in one consciousness. Reflection is the awareness of the relationship of certain ideas to different sources of knowledge, and only thanks to it, their relationship to each other can be correctly determined.

The development of the concept of reflection, the transition from the position of passive observation to active interpretation, is associated with the ideas of I. G. Fichte and F. Hegel. Reflection was understood as a special form of subjective activity that transforms reality, and led to a change in the understanding of the role and functions of reflection. F. Hegel identified reflection and consciousness, interpreted reflection as a conscious activity process that creates a subjective otherness of activity in various forms. Hegel was the first to consider reflection through a reflective movement that exists in various forms: established reflection; external, i.e. comparative reflection; defining reflection. That is, reflection is a complex phenomenon that manifests itself in various modes, types and forms. Reflection is considered as a tool for both introspection and development necessary to overcome stereotypical and patterned thinking.

E. Husserl identified the universal methodological

function of reflection. He substantiated a new type of transcendental reflection, that is, the act of direct grasping, intuitive understanding of an object, disinterested observation, separating it from natural.

The phenomenology of reflection was considered by P. T. de Chardin, who formulated this concept as follows: reflection is defined as the ability of consciousness to direct its attention inward and comprehend itself as an object with clear stability and unique significance – the ability not only to possess knowledge, but also to understand oneself, not just to know, but to realize what you know. It is reflection that is the main phenomenon of human mental life, which separates it from the animal world.

In the era of postmodernism, characterized by the denial of universal truths, the deconstruction of metanarratives, and the pluralization of meanings, the function of reflection is undergoing a radical transformation. Traditionally, reflection was viewed as a dialogical process that involved the comparison of an individual's internal experience with external, often transcendental or socially sanctioned, norms and ideals. In the context of the postmodernist rejection of a single, objective reality and the fragmentation of identity, the external «interlocutor» for reflection loses its ontological and epistemological stability. This decentralization of the external dimension leads to the internalization of the dialogical function, moving it into the internal space of the subject, where it manifests itself as an internal dispute between a person and himself. This phenomenon reflects not only the multiplicity of perspectives and narratives that an individual incorporates, but also the inevitable ambivalence and paradox of postmodern identity, which is constantly constructed and deconstructed in the process of understanding.

Such an internal dispute is not just a monologue, but a dynamic clash of the individual's multiple selves, which arise as a result of the influence of various cultural, social and media

discourses. Each of these selves (e.g., professional selves, social selves, idealized selves, authentic selves) may have its own values, motives and goals, which often come into conflict.

Thus, reflection becomes an arena for a constant negotiation process between these fragmented identities, where the absence of an external arbiter leads to the need for independent meaning-making and decision-making in a situation of radical uncertainty.

Moreover, such a process can be accompanied by existential anxiety and a sense of confusion, since the subject is deprived of a stable point of support. However, at the same time, it opens up space for existential freedom and creative self-construction, where the individual becomes the architect of his own identity and value system, constantly rethinking and rewriting his own narrative in a continuous internal dialectical dispute.

In psychological research [21; 26] reflection is considered through: attitude to one's existence, mediated by joint activity; leading factor of personal and professional development; subjective-personal new formation, aimed at the ability to change oneself, others and reality.

In the psychology of reflection, the following dimensions of research are distinguished: metacognitive approach (intellectual reflection); problem of awareness of various processes and activities; idea of the psyche of other people; tendency to introspection. Reflection is both a mental process, a mental property, and a mental state at the same time, but it is not reduced to each of them.

In foreign psychology, the process of studying reflection was quite complex and inconsistent. A. Buseman first proposed to allocate research on reflection and self-awareness into the psychology of reflection. Reflection was interpreted as any transfer from the outside world to oneself.

Cognitive psychology studies the processes of metamemory (memory of one's own memory) and

metathinking (processes of regulating thinking), which are reflective phenomena. P. Dorner defines reflection as the ability to think about one's own thinking with the aim of improving it.

D. Mezirow argues that the process of forming the «meaning» of any experience includes perception and interpretation – reflection [25]. In turn, learning means the further use of these interpreted meanings for decision-making.

J. Piaget developed reflective issues and defined the concept of reflective abstraction (the ability to deductively build a hypothesis and think through a system of processes for its verification) – the most important feature of intelligence at the stage of formal operations. Thus, for the first time a specific description of the reflective procedure was given. The periodization of the ontogenesis of reflective thinking was considered by analogy with the periodization of the development of a child's intelligence.

Z. Freud, C. G. Jung, A. Adler, M. Klein defined reflection as a mechanism of self-knowledge and self-awareness. S. Freud emphasized the importance of unconscious processes and their influence on behavior. And the concept of reflection is a way of realizing and understanding these internal conflicts. The technique of free associations allows you to highlight unconscious thoughts and feelings, thereby promoting reflection and self-knowledge. Understanding your own unconscious processes and defense mechanisms is the way to achieve insight, which is an important part of the process of self-knowledge. C. G. Jung developed the concept of individuation, and reflection plays a key role in this process. Jung focused on the collective unconscious and archetypes, which can be understood and comprehended through reflection, which contributes to the achievement of selfhood. A. Adler considered reflection as a means of understanding one's position in society and one's relationships with others. Reflection helps an individual understand their goals and

motivations in life, which is the basis of their concept of the desire for significance and success. M. Klein focused on early emotional experiences and formed object relations. Reflection allows you to analyze the child's relationship with the outside world and the mental conflicts associated with these relationships. Reflection is necessary for understanding projections and identifications, which helps to better understand internal conflicts.

The research of reflection, its methodological basis is devoted to the works of scientists: K. Rogers defined the phenomena of personality formation, A. Maslow and V. Frankl considered the transformation of personality due to the internal potentialities of personality development mechanisms, the system of value orientations. Indicators of a well-functioning personality are reflection, trust in one's inner motivations and intuitive assessment, as well as constantly growing confidence in one's own decision-making abilities, congruence. Reflection is an important process of personality development, as it contributes to self-awareness, understanding of one's values, beliefs and feelings. K. Rogers considered self-actualization as a person's desire for growth, development, independence, self-expression and activation of all possibilities. The desire for self-actualization is not just one of many motives, but the center around which all other aspirations are focused. Reflection is a fundamental element of the process of self-actualization, as it allows a person to become aware of their inner aspirations, needs and abilities, and also contributes to the development of congruence – a state of inner harmony, where a person acts in accordance with their own values and beliefs.

A. Maslow defined self-actualization as the full use of talents, reflective abilities, and potential. Self-actualized people devote their lives to a calling or chosen profession. It is reflection that contributes to personal growth. The reflective process, in particular, allows you to determine true aspirations, in particular to self-expression, development and

independence. Thus, reflection contributes to self-actualization, is a necessary condition for achieving the meaning of life and constant self-improvement.

V. Frankl argued that happiness and self-actualization are not the main goals that a person can strive for. Instead, these states are possible as a result of a deep process of realizing meaning in life, and arise when an individual overcomes the limitations of his own «I», dedicating himself to something greater – a cause, a value, or another person. In this context, reflective processes play a key role – they help the individual find and realize this meaning, comprehending his own actions, motivation and their meaning in the broader picture of being. Through reflection, a person not only discovers meaning, but also actively «creates» it, interpreting his experience and taking responsibility for his response to the challenges of life. The process of reflection helps the individual to acquire this meaning, comprehending actions, motivation and their meaning. Thus, reflection not only contributes to personal growth, but also becomes the basis for achieving harmony and deep inner satisfaction in life.

Modern scholars consider a self-actualising personality as an individual with developed authenticity, creative activity, and the ability to reflect and self-reflect [10]. According to scientists, the main factor in achieving the heights of professionalism is self-actualisation, which is based on the realisation of one's personal and professional potential [22].

That is, self-actualisation can be seen as a process of change that results in the formation of an individual trajectory of personality development, and reflection in this process contributes to the process of awareness of being, analysis and search for promising ways of improvement.

In modern national research, the study of reflection in the field of the regulatory sphere of personality is quite widespread, as evidenced by the works of O. Miroshnyk, I. Kostenko, and I. Dorozhko. The analysis of an empirical

study conducted by O. Miroshnyk indicates that among all the components of self-regulation, the process of personal reflection plays the greatest role, which includes not only planning future behaviour, but also the tasks of managing, evaluating and correcting performance [26].

A. Chagovets believes that in order for a person to understand himself, the ability to reflect is necessary, since reflection is a way of in-depth comprehension and disclosure of one's own mental capabilities [20]. Thus, according to experts, full personal development is impossible without reflection.

R. Pavelkiv believes that if earlier reflection was considered as an explanatory means of functioning of mental processes or a categorical definition was used to substantiate theoretical concepts of mental development, now this phenomenon is also a special psychological subject of experimental study, which has specially developed methods for this purpose.

The effectiveness of their use in order to solve a number of applied problems in the field of pedagogical, age, engineering, and social psychology indicates the organic connection of the psychology of reflection with existing psychological traditions and the growing influence on the development of the latter in the context of scientific and technological progress [13].

In psychology, reflection takes the form of an actor's, a person's, awareness of how he or she is actually perceived and evaluated by other individuals. Reflection is not just knowledge or understanding of oneself, but also finding out how others know and understand this person, the peculiarities of his or her character, emotional reactions and cognitive developments, etc. The product of reflection, in turn, is not knowledge in itself, but the way of obtaining this knowledge, i.e. the knowledge with which we usually deal.

Thus, in psychological studies, reflection is considered: through the attitude to being; activities that contribute to the

formation of a certain idea of oneself; the ability to perform socially significant actions.

The development of the problem of reflection continues with the emergence of scientific disciplines taking into account reflection in psychology, pedagogy, psychotherapy. The number of interdisciplinary, comprehensive developments on reflection is increasing, there is a synthesis of the results of theoretical and practical research, where such approaches are formed as: information-cybernetic, logical-mathematical; normative-activity, systemic-structural; personal-activity, existential-cultural.

The current state of the phenomenology of reflection allows us to assert that it is solved in several directions: personal, intellectual, cooperative, communicative, existential, sanogenic. Each of the above approaches considers the specifics of the study, manifestations, stages, criteria of the phenomenon of reflection.

Developing, forming and manifesting itself in interconnected, interdependent types of human activity, reflection finds its reflection:

- in the sphere of communication (through building relationships with other people, assessment and self-assessment, acceptance/rejection/isolation);

- in intellectual activity (when solving various tasks and analyzing ways to solve them);

- in the personal sphere (through building a self-attitude towards oneself as an individual, subject, personality in the aspect of self-realization);

- cooperative reflection ensures coordinated activity;

- cognitive reflection is determined by the relationship between the objective situation and one's own actions, knowledge about the object and ways of acting with it.

Psychological interpretation of reflection reveals practical significance. The phenomenon of reflection is a special form of self-analysis, which allows access to the preconscious and allows

you to analyze thoughts, feelings, actions.

At the present stage, there is both a deepening of the problem of reflection formation and the interaction of the psychology of reflection on the basis of interdisciplinary research with pedagogy, psycholinguistics, psychosemantics, philosophical disciplines, sociology, etc.

The works of J. Dewey influenced the fact that today professional reflection of teachers is one of the most important subjects of research in the field of education. Reflection is defined as a certain form of thinking with the following aspects in pedagogical activity: activity under the influence of external circumstances, traditions and activity aimed at solving problem situations. Reflection allows you to consider events in a broader context, to see how different facts are correlated. J. Dewey described reflection as an active and careful analysis of any belief or presumed form of knowledge, taking into account the foundations that support it and the consequences to which this analysis leads.

D. Kolb proposed a cyclical model of experiential learning, which emphasizes the importance of reflecting on one's own actions, understanding the experience gained, and using it for the next step.

D. P. Liston defines reflection through the understanding of experience depending on what is in the center of attention: the fourth level is factual reflection (focus on daily routine actions and activities, that is, the lowest level of reflection); the third level is procedural (assessment of what the student does); the second level is confirmatory (analysis of the approaches and practices that have been applied); the first level is critical reflection (focus on the moral imperatives of learning). And then a high level of development of reflection involves both an analysis of the causes and consequences of pedagogical choices and actions.

The structure of pedagogical reflection consists of subjective-personal, professional-pedagogical, professional-

personal components. The interpretation of reflection in pedagogy also depends on which subject area is involved: firstly, professional activity, professional communication, professional thinking, professional experience, and, secondly, depending on which subjects of the pedagogical process are involved.

In the psychological and pedagogical literature [7; 8; 13; 14], reflection is considered in various aspects:

- as a system-forming element of scientific knowledge;

- as a professionally important quality of specialists in the socionomic sphere;

- as an analytical and retrospective aspect of professional activity;

- as a component of creativity;

- as a component of professional training of future specialists;

- as a component of innovative activity of specialists.

In pedagogical activity, reflection is perceived as a characteristic of a teacher's professional self-awareness with emotional, evaluative, cognitive, and motivational components. Pedagogical reflection is a unique mechanism of self-change and self-development of the teacher's personality.

The emergence of reflective-activity pedagogy is associated with the interaction of general pedagogy, pedagogical psychology, reflective acmeology, reflective psychology and reflective pedagogy. A specialist in search, decision-making must simultaneously maintain two vectors: his own professional judgment and research results.

A topical issue in foreign educational practice is the question of ways to develop reflection and reflective competence. Researchers identify the following as the main ways of development: group discussions and feedback; keeping reflective diaries; various methods of reflective writing; writing an essay; comparing one's practice with theoretical paradigms; reflective interview with a supervisor; mentoring.

Thus, within the framework of the activities of the German Center for Pedagogical Education, the role of reflective learning is increasing at all stages of specialist training, which requires the use of effective forms and methods that contribute to the critical analysis of professional knowledge and skills for the constructive improvement of pedagogical activity. In the current realities of reflective teacher education in Germany, the focus is on professional support for pedagogical reflection in various forms, such as supervision, coaching and organizational support. In this regard, the Center for Teacher Education is developing special training programs for supervisors, coaches, mentors and tutors [14].

Modern researchers G. Degtyar, M. Marusynets interpret pedagogical reflection as a self-analysis by teachers of their professional activities. The importance of distinguishing different types of reflection within the framework of professional reflection is emphasized: pedagogical (regarding students), business (regarding other participants in the educational process) and self-reflection (oriented to the personality of the teacher himself) [11]. The problems of forming reflective competence in future teachers were studied by L. Kiyashko, Yu. Babayan. A. Derkach, V. Zhelanova, O. Polishchuk studied the reflective competence of teachers. V. Zhelanova defines the reflective competence of future teachers as metacompetence, and this is an integrated characteristic of a person, which is represented by a set of constructs capable of reflective activity. Thus, pedagogical reflection is considered as an important element of professional reflection.

One of the modern ways of implementing professional development and activity is the form of direct participation of specialists in the socio-economic sphere in the work of innovative educational programs. The focus is on the specialist and the formation of his new professional position in the conditions of real professional activity. Professional

development of specialists is effective under conditions of experience, professional dialogue and reflection. Indeed, «reflection is the driving force of professional growth, because only constant analysis of one's own experience, awareness of progress, transformation of the content and forms of professional practices enable the teacher to constantly improve his skills» [15, p. 67].

An important task of psychological and pedagogical science in the field of professional work is to ensure the correspondence between a person and a profession. Professional reflection is a necessary component of the psychogram of professions belonging to the socio-economic sphere. The formation of professional reflection is of key importance in the social sciences and humanities, because reflection contributes to the self-realisation of a future specialist in the socio-economic sphere through the knowledge of one's own potential, qualities and development prospects. The educational trend towards the formation of an active personal position of a future specialist involves orientation of students in the field of knowledge about themselves, their educational needs, opportunities and abilities, as well as knowledge about their personal potential, possible routes of its realisation and development in the process of professional education. Modern studies emphasise [10; 13] that students need to develop reflection, which in the future at the stage of professional activity will allow them to program and predict their actions taking into account their resources. Therefore, the issue of the need to form professional reflection, namely reflexive competence in future specialists in socio-economic specialities is important.

In the educational process, reflection is one of the main components of activity, both for the teacher and for the student. In all learning processes, the educational environment is actualized, which is based on the activation of students, cooperation, creating conditions for practice, for gaining

experience, its analysis and reconstruction through reflection. Reflection forms the basis of the teacher's professional activity, and ensures the effectiveness of the educational process through: setting pedagogical goals and objectives, choosing and applying appropriate technologies, control, self-analysis, analysis of professional activity. The desire to analyze one's own actions, deeds, to reflectively reflect interaction with the environment (students, colleagues, etc.) contributes to personal and professional maturity.

New information technologies are actively introduced into the educational process and contribute to the expansion of the information space. In the digital world, the characteristic options of modern professionals (both students and teachers) are continuous education and self-education, and the teacher today acts both as a facilitator and as a coordinator of the educational process. Innovative educational technologies should contribute to the disclosure and realization of the potential of students of higher educational institutions. Such competencies as reflection, emotional intelligence, tolerance, teamwork, etc. become important. The future of specialists who are competitive in the labor market depends on the quality of training and acquisition of competencies in higher education institutions. Competencies acquired within the framework of modern educational approaches contribute to the accumulation and effective assimilation by students of theoretical knowledge and skills and their use in professional activities.

The development of information and communication technologies makes it possible to create new educational environments. The spread of smart technologies in the world occurs in different directions: the information and technical resource is updated, new online educational platforms and special distance education programs are created, and learning models and methods are developed. Distance education has a number of advantages that make it a priority for a wide range of people. One of the main advantages is accessibility: thanks

to online courses, you can get an education without being tied to a specific place or time, which is especially important for people who, for various reasons, cannot attend traditional educational institutions, such as distance, work, family responsibilities, health, etc. It should be noted that there is a wide selection of programs that allow you to choose such educational areas that meet their interests or career needs. Many platforms offer courses from leading universities and specialists in their field, which allows you to gain knowledge at the highest level. However, there are both advantages and specific disadvantages of distance education. The advantages also include a flexible schedule and continuity of learning, modularity, cost-effectiveness and social justice [17].

Students can choose their own development and learning trajectory and determine the pace of their learning. However, successful distance learning requires strong motivation, since the student independently masters most of the educational material, which requires sufficient willpower, responsibility and self-control. In addition, distance learning makes it difficult to develop communication skills, confidence and teamwork skills. In a distance learning situation, the format of interaction between the «student and teacher» changes, which leads the student to work independently to a greater extent, as well as to reflect on and analyze their intentions. Practical and laboratory classes cannot be completely replaced by computer simulators. The effectiveness of the educational process of students directly depends on their individual characteristics, level of preparedness, motivation and potential learning opportunities. In this context, an important condition for achieving high results is the adaptation of the educational process to the different needs of students. Traditional teaching methods, in particular lecture and frontal forms of learning, are no longer so effective in achieving this goal, because they do not always take into account the personal and cognitive characteristics of students. To create favorable conditions for

learning and development, it is necessary to transform approaches to organizing the educational process, using innovative methods and strategies that activate students, promote their involvement and independent activity. One of the most important skills that contribute to the successful implementation of such changes is reflection and critical thinking. Reflection, as a process of analyzing one's own experience, plays a key role in self-regulation and self-direction of the educational process, and also contributes to the development of educational independence and internal motivation. The process of reflection in learning involves analyzing one's own learning experience, identifying strengths and weaknesses in the process of mastering educational material and developing specific plans for further self-improvement. The main goal of reflection is to increase the effectiveness of learning, develop metacognitive skills, that is, the ability to control and regulate one's own thinking and learning.

Considering different positions, we should highlight a number of personality qualities that a modern specialist should possess for optimal intercultural, social, public and interpersonal communications. Important professional qualities that are formed as a result of reflection are: responsibility, ability to make independent decisions, critical thinking, self-criticism, tolerance, readiness for dialogue, self-actualisation, self-education. According to A. Zyazyun [8], reflexive processes go beyond self-knowledge and understanding; they also include awareness of how others see and interpret personality traits, including traits, emotional reactions, cognitive images, etc. In addition, an important aspect is the personal involvement of participants in the reflection process, which significantly increases the effectiveness of learning and professional development. In addition to increasing the share of professional competencies expressed in specific skills of the professional sphere, it also helps to develop problem-solving skills, the ability to interact collectively and overcome conflict

situations, and enrich professional and personal experience. The acmeological significance of reflective competence for professionals is that the ability to reflect and knowledge of its mechanisms allow them to form their own values and principles, determine growth strategies and encourage continuous self-development and creativity in relation to their professional activities.

According to the analysis of psychological, pedagogical and special literature [7; 10; 11], the most effective way to develop reflective competence of future specialists in the socionomic sphere is to use problem-based learning methods, create acmeological conditions, correlate the professional experience of participants and the given problem field, as well as organize activities aimed at increasing reflexivity. In the process of studying at the university, a student must possess competencies that characterize readiness for successful professional activity, in connection with which there is a demand for the development of reflective competence in students. The growing amount of information, technological changes and complex problems of the modern world require specialists to acquire the skills of independent thinking, critical analysis and the ability to make informed decisions. In this context, the development of reflection and critical thinking becomes a priority task of education. The analysis of scientific works confirms that the relevance of the development of reflection and critical thinking in the modern educational environment not only remains high, but also grows.

Summary of scientific research [1; 3] indicate that the development of reflection and critical thinking in the educational process has a significant impact on the development of personality. They contribute to the formation of students' skills of analysis, self-control, the ability to make informed decisions and critically evaluate information. These skills become useful not only in the academic environment, but also in real life, where specialists have to constantly deal with

information and solve professional tasks in conditions of uncertainty and unpredictability.

A strategic approach to developing students' reflection and critical thinking is important for several reasons:

1. Preparing for complex decisions: reflection and critical thinking help students develop the skills of analysis, evaluation and making informed decisions, which is extremely important in today's world, where complex tasks and pressing issues often arise that require a balanced approach.

2. Improving self-education: the strategic development of critical thinking and reflection encourages students to be active participants in their own learning process and personal development. This allows them to take more responsibility for their own learning.

3. Developing a critical perspective: critical thinking helps students to be critical consumers of information, distinguish between true and false information, and understand different perspectives and points of view.

4. Developing reflection and critical thinking skills is of great importance for students' professional realization. These abilities allow them to effectively analyze situations, solve problems and make informed decisions, which increases the competitiveness of graduates in the labor market.

Thus, the modern educational paradigm involves the creation of psychological and pedagogical conditions aimed at developing the subjective position of the applicant: through his activity, reflection, ability to dialogue, critical thinking.

Thus, the development of critical thinking and reflection is important both for professional training and for the comprehensive personal development of students. These skills contribute to competitiveness in professional activity and the implementation of their active civic position.

The need for a reflective attitude of a specialist to his activity is also determined by the factor that the source of professional growth is the constant awareness of his own

experience. Purposeful development of reflective competence of future specialists in the socionomic sphere allows you to form important professional qualities that contribute to the effective performance of professional duties. Therefore, an important aspect in the development of reflective competence of future specialists in socionomic specialties in the conditions of a higher education institution is the organization of a reflective environment.

The concept of «reflective environment» is quite new and little studied. This category can be defined through: a system of conditions for the development of the personality, which opens up the possibilities of self-exploration and self-correction of socio-psychological and professional resources. The main function in this case is the need for reflection; a system, the functioning of which occurs due to self-regulation and reflective mechanisms; external and internal pedagogical conditions, in which there is an active formation of a culture of pedagogical activity, in other words, there is an opportunity for the individual to choose the goals, content and methods of self-development and self-education, there is a change in ideas about himself as a professional; the integrity of the interacting participants and the environment of the educational process, spiritual and material values, which contribute to the development of students' reflexivity; the organization of a system of conditions and opportunities, which contribute to the effectiveness of the processes of self-exploration, self-actualization and self-realization of the personality of the future specialist on the basis of the formation of his reflexivity [12].

That is, the reflective environment determines the specific organization of interaction between participants in the educational process, which is reduced not only to the implementation of the expectations of modern society from the educational process, but also to the personal expectations of the subjects of this interaction. In the reflective environment, there is maximum consideration of their needs and the appropriate

adjustment of relationships determines its variable nature. Thus, the reflective environment is characterized by a system of relationships that develop and are dynamic. Students and teachers construct the educational environment based on needs and development guidelines. In this case, subjective difficulties or internal contradictions may arise. However, the conflict situation determines the possibility of rethinking one's own cultural norms and creating new ones. In addition, the reflective environment itself enables a free and conscious choice of perspectives, value orientations, forms of self-realization and self-development.

The specificity of a reflective environment that promotes the development of reflection and reflective abilities of higher education students is provided by:

1. Taking into account the meaning and significance of motivation for reflection in the content and form of educational courses. Filling courses with content that promotes the formation of motivation for reflection not only of oneself and other objects of interaction, but also of socio-pedagogical activity and specific professional situations. Therefore, systematic measures are needed to strengthen the influence of the academic discipline on the formation of the need for reflective activity. To this end, it is necessary to enrich educational programs with reflective content. Among the different types of lecture organization – lecture-discussion, lecture-dialogue, as well as lectures that are problematic in content and structure – can contribute to increasing interest in reflective activity. During lectures, reflective analysis of classes is important, which makes it possible to understand the lecture material, critically reflect on theoretical categories and practical consequences. Practical and seminar classes in each discipline become more intensive in terms of forming the need for reflective activity. The ability of students to express themselves freely in practical and seminar classes helps them to build their reasoning and actualize personal meanings and values.

2. Implementation of interdisciplinary connections to form a holistic structure of scientific knowledge about the reflective competencies of future specialists in the socionomic sphere. Inclusion in the lecture material of such topics as: «Age features of the development of reflection», «Specifics of reflection in professional activity», «Reflective competence of psychologists», «Types of competencies of specialists in the socionomic sphere», «Development of reflection using art technologies», etc. This not only enriches the information field of future specialists (defined as the subjective reflection of information in the minds of students), but also helps to resolve the contradiction that often arises between the fragmentary knowledge that students receive while studying various disciplines and the need for their integrated use in their professional activities. This contradiction can be resolved only if a comprehensive approach to training specialists is used.

The process of forming reflective competence should be carried out continuously throughout the course of study in professionally oriented disciplines, including the participation of students in specially designed learning tasks not only in the classroom but also in extracurricular activities. The practical implementation of the idea of integration of disciplines determines the logic of studying basic, specialised and specialised disciplines, which takes into account integrative links at the level of content, forms, methods and means, as well as technological support. Such means include: searching for the main and essential; finding contradictions; establishing similarities and differences between phenomena and facts; establishing causes and consequences of phenomena; comparing different options for action by their main features; rational explanations; own examples, experience and knowledge, logical presentation of events, decisions supported by processes. The other group is formed by various algorithms, action plans, instructions, systems of questions and tasks, schemes of step-by-step completion of educational tasks, tests and a set of tools that allow students to

enter a reflective position and meet the requirements for the meaningful acquisition of professional knowledge.

3. The concept of implementing extracurricular activities in the «student-teacher» system is based on a competency-based approach and is focused on the comprehensive training of future specialists, aimed at stimulating students' creative thinking, forming soft skills, developing research abilities, and developing reflection. The tasks of extracurricular activities are solving problems of individual choice of educational trajectory, forming readiness for active professional and social activity, realizing individual potential, developing reflection, creative abilities, etc. As a result of competency-based activities, future specialists are better prepared for productive, independent and responsible activities in the professional field. Extracurricular activities in the «student-teacher» system not only deepen the academic knowledge, skills and abilities of students of higher education institutions in the field of professional activity, but also affect the development of general competencies that help in the formation of personal and professional identity. Such activities contribute to the formation of the ability to acquire new knowledge and improve the general educational level, form psychological readiness for professional activity in uncertain situations, ensure the development of future specialists who are able to act flexibly and actively in changing labor market conditions, and provide graduates with the opportunity to continue their professional education. The program of extracurricular activities is implemented through the development and improvement of reflection, social activity, emotional intelligence, purposefulness, responsibility, communication skills and tolerance, i.e. «soft skills». Extracurricular activities also contribute to the introduction of new learning technologies – edutainment. Education is based on the concept of satisfaction from the learning process of students and teachers (primary interest in the subject, phenomenon and information). In other words, it is a space where scientific

projects are discussed, practical issues are solved, research is conducted and urgent professional problems are discussed.

Forms of interaction between teachers and students are diverse, including: meetings and discussions, applied research and consulting, support for student projects and increasing the professional awareness of future specialists. The use of information and communication technologies allows you to expand the circle of participants who can actively participate in the work, namely: full-time and part-time students, graduates of educational programs, stakeholders, specialists from various fields and everyone who is interested in cooperation. The extracurricular space in the «student-teacher» system makes it possible to move from the «education-education» model to the «education-engagement» model, creating conditions for the implementation of both creative competence and the acquisition of professional skills by future specialists. Thus, extracurricular work with students is a comprehensive activity for the training of future specialists, which is aimed both at acquiring professional knowledge and skills of future specialists, and at developing reflection, critical analysis, research skills, forming soft skills, and activating students' creative thinking.

4. Inclusion in reflective activity based on knowledge obtained and mastered during training and quasi-professional activities.

R. Bubnis states that the experience of students obtained in educational practice is based on hidden reflection, when theoretical systems of knowledge presented in lectures are connected with previous experience, that is, with experience obtained in practice and vice versa. In reflective learning, students' experience is transformed into experiences through reflection. Future specialists learn and consolidate basic theoretical knowledge in practice, master the ability to reflect and find solutions. Solving reflective tasks helps to increase interest in the discipline being studied, and forms in applicants the skills of choosing a constructive solution, understanding the

experience gained, and finding a way out of possible life situations. The use of reflective tasks allows students to gradually form reflective skills. By including reflection in the educational process, you can develop the ability to prove your point of view, understand and reflect the states and feelings of other participants in the process, and demonstrate this understanding to them.

The use of reflective tasks contributes to the achievement of a high level of reflective activity by students and activates their dialogical interaction with the teacher. Educational practice becomes a plan for the self-development of the student's personality based on self-analysis. To achieve the goals of professionally oriented practice, the tasks used allow students to take a reflective position. For successful professional activity from many positions, empathetic communication of experts in the socio-economic sphere, seeing it through the eyes of a person seeking help, and analyzing the personal qualities of an expert are very important. To overcome the difficulties of applying experience in real situations, it is necessary to use reflective development methods, such as a sequence of action scenarios and algorithms.

An important aspect of the work is the introduction and analysis of student intern diaries, in which they not only record their work, but also analyze it. Each event, consultation, and communication with people should be accompanied by reflection and introspection, during which the level of professional requirements required of each student gradually increases.

5. Inclusion of students in active equal reflective dialogue. The essence of reflective dialogue in the educational process is to review the functions of traditional educational activities: 1) discovery of the problematic nature and meanings of realities; 2) creation of educational conditions that remotely provide social protection associated with the development of reflective competence, creative thinking and active self-attitude;

3) psychological support that guarantees the development of various forms of creative activity of the individual.

Reflective dialogue is not a series of individual tasks, but the search for solutions to existential problems by students and teachers. Reflective dialogue in the educational process contributes to the formation of the personality, which occurs in interaction with other people at the level of creative orientation [19]. In order to initiate reflective dialogue, almost all areas of study in the professional cycle should include questions that encourage reflection, analysis, and reflection.

According to P. Ramsdan, firstly, it is important to know how to apply strategies that promote reflective learning in the educational process, secondly, to understand why it is necessary, but the motivation to apply reflective learning and reflective learning in education is of crucial importance, which can change students' understanding and improve teaching.

The reflective competence of a student can be determined through the following components: reflective skills; experience of reflection, which is applied in the educational and professional activities of a future specialist based on motivation and values; ability and willingness to participate in reflective practices and constantly update; knowledge of the psychological and pedagogical aspects of reflection, reflective activity and related phenomena, etc.

Thus, reflective competence allows students to realize their goals and personal capabilities and move towards self-determination.

To solve the tasks set, a complex of empirical research methods was used: observation, conversation, standardized questionnaires, psychodiagnostic methods of studying personality. To study the components of reflexivity, the methodology «Determining the level of self-actualization of the individual» and projective methods were used.

According to the results of an empirical study of self-actualization of second-level higher education students (test

«Determining the level of self-actualization of the individual»),
it was found that the following are inherent in students:
independence, autonomy (as the main criterion of mental
health of the individual, integrity and fullness) (80%);
understanding of the existential value of life «here and now»
(32%); the search for harmonious existence and healthy
relationships, rather than manipulating people for one's own
benefit (52%); self-understanding, sensitivity to one's own
desires and needs (32%); the ability to build long-term, friendly
relationships with other people (25%); ability to adequately
express oneself in communication (25%); conscious «I-
concept» (32%). Strengthening reflection can have a positive
effect on both the desire for self-knowledge, the ability to self-
disclosure, and the self-realization of future specialists, the
manifestation of their creative potential.

Therefore, the formation and improvement of reflective
competence of future specialists in socionomic specialties
should occur provided that students are included in a reflective
environment. The influence of the reflective environment on
the formation and development of reflective competence of
applicants was assessed during monitoring of the experimental
and control groups. The level of reflective competence of future
specialists in socionomic professions was determined by the
degree of formation of their constituent components: using
questionnaires and tests (in the author's modification)
«Assessment of the need for the formation of reflective
competence», «Assessment of the ability to self-development,
self-education» the motivational and axiological component was
assessed; The questionnaire «Professional reflection of a
socionomic specialist», analysis and solution of pedagogical
situations (author's modification) were used to diagnose the
content-process component; observation of students in the process
of pedagogical practice – to determine the operational-activity
component; content analysis of reports on pedagogical practice,
expert assessment method, test «Reflection on self-development»

– to consider the professional-creative component.

The results of the statistical analysis indicate the effectiveness of the influence of the reflective environment on the formation of reflective competence, as indicated by the comparative analysis of the first and second control sections (experimental and control groups). Thus, the high level of reflective competence of future specialists in socio-economic specialties in the experimental group is higher than in the control group (difference 6,3%). The sufficient level of competence in the experimental group was 41,6%, which is 12,9% higher than in the control group. The average level was recorded in 26,6% of students in the experimental group and 38% in the control group. The low level is 24,5% and 32,3%, respectively (difference 7,8%). If at the ascertaining stage a high level of reflective competence in students was not detected, then at the control stage it was demonstrated by 7,3% of respondents in the experimental group and 1% in the control group. Sufficient level is inherent in 41,6% of respondents (it was 26,6%). The number of students with average (from 33,8% to 26,6%) and low (from 39,6% to 24,5%) levels has significantly decreased. There were no significant changes in the control group. Sufficient level at the control stage was shown by 28.7% (it was 27,1%); average – 38% (it was 34,4%), low – 32,3% (it was 38,5%).

The results obtained show a significant increase in the number of students who understand the importance of reflection in their professional activities and show initiative and independence in expressing the value of reflection. Students in the experimental group made fewer logical and substantive errors in analyzing and evaluating socio-pedagogical situations and their own professional activities. Students were less likely to offer formulaic solutions to socio-pedagogical problems and showed a more personal attitude to what was happening. Future specialists demonstrated a constructive attitude towards the object of knowledge; the ability to consciously analyze the reasons for their actions; to be proactive, to establish and maintain

professional reflective relationships based on self-analysis and self-awareness; the ability to generalize factors and phenomena that arise in socio-pedagogical situations and identify them; the ability to design socio-pedagogical activities on this basis.

Thus, the importance of a reflective environment in the formation and development of reflective competence is confirmed by qualitative and quantitative changes in its indicators. The development of reflective competence of future specialists in the socio-economic sphere will contribute to the formation of conscious values and principles, will encourage self-development and the disclosure of creative potential in the conditions of the educational environment.

Based on the results of research in the aspect of training future specialists in the socio-economic sphere, it can be assumed that the practical significance of reflection becomes a necessity for productive activity for the purpose of prevention, processing of emotional professional burnout, and the formation of stress resistance. That is, reflection can be considered as an important component in the formation of emotional stability, prospects for professional development, and congruence. Purposeful development of the personality of a future specialist with a formed psychological culture, with developed intellectual qualities, possessing a humanistic position, is possible in the presence of developed reflective processes.

For the development of reflective decentration, self-regulation of reflective processes, effective methods for increasing the level of metareflection are: self-report procedures, problem exercises, self-analysis protocols, reflective interviews, reflective debates, reflective monologues. Reflective-activity intentions are aimed at developing the creative potential of students through the use of innovative technologies and means (reflective-game, training methods, reflective-activity technologies, etc.).

An important direction in the formation of reflective competence of future specialists in the socio-economic sphere

is the use of art technologies. In their works, researchers note [5; 6] that various types of creative activity can have an important developmental and preventive effect. Innovative approaches in education contribute to the manifestation of the creative potential of the individual, therefore the use of art technologies in the programs of disciplines of psychological and pedagogical orientation is appropriate. The use of art methods allows for a more effective influence on the formation of the emotional sphere of the personality, encourages the further development of compensatory properties of preserved functional systems, and actualizes hidden resources. Art methods are used as a means of professional work at the developmental and corrective levels of studying the inner world of the individual, its psychological characteristics. Art therapy can also be considered as «an innovative educational technology of «treatment» by means of fine arts, namely drawing, graphics, painting, sculpture for the harmonious development of the individual. As auxiliary means in art therapy, music, fairy tales, dance, games, drama, etc. are used» [18, p. 34]. Art technologies act as a method of healing, to achieve integrity, and a method based on creative activity, and a method of creative self-expression. Healing is associated with spiritual integrity, harmony of spirit and body. Art is psychotherapeutic in its nature and essence, because it is associated with the adaptation of a person to the surrounding reality, the meaning of the existence of the «I» and the inner being of a person [1].

Art space promotes the development of reflection, or, as a result of reflection, there is an opportunity to find alternative and new solutions to complex situations, to address the existing difficulties of existence, to symbolically experiment with emotional states, to explore experiences, to increase the effectiveness of adaptive abilities. The main task of art therapy is to identify situations and experiences that cause pain and suffering with the help of symbols, images, metaphors [9]. Art space creates conditions for self-expression and personality

development, which are associated with the development of creative potential. For the stable functioning of the mind and mental health, the unconscious and consciousness must be inextricably linked and function in a coordinated manner, believed C. G. Jung. If this connection is broken or dissociated, psychological stress may occur. In this regard, symbols play the role of a messenger that transmits information from the instinctive part of the psyche to the rational. Decoding these symbols enriches the possibilities of consciousness, it again learns to understand the forgotten language of instincts. Symbols appear not only in dreams, but also in any mental representations. There are symbolic feelings and thoughts, actions and situations. Often even inanimate objects interact with the unconscious, creating symbolic situations that repeat. The consciousness of a civilized person is a part of the psyche that has been reliably separated from the primary instincts, which have only lost contact with consciousness and are forced to remind of themselves with distractions. Modern man protects himself from a collision with his own duality by creating a system of isolated areas, where he places the events that happen to him and around him in a certain order. Thus, they are stored in different boxes and do not intersect, and, with the help of art therapy methods, one can face his own secrets and hidden experiences.

It is the art space that allows one to express, play out aggressive impulses, and reflect threatening aspects as many times as the individual needs for healing and restoration. Reflection stimulates the ability to self-regulate, and through creative self-expression, particularly important aspects of development are symbolized. The processing of unconscious experiences is embodied in the product of creative activity, which allows the experience to return to the same place, but in a changed form. That is, new experiences, new experiences are processed and assimilated. The main thing in art therapy is to get acquainted with the inner world, mental space, and focus not on the result, but on the process. Art methods contribute to

the development of reflection, self-awareness, mobilization of creative forces, and transformation of personal experience.

Let's explore several well-known and modified art therapy exercises aimed at developing the reflective aspect.

The technique «Drawing Music with Hands» encourages the identification of the main resources of personal development at the moment, the search for resources for self-improvement. The technique allows you to: learn to listen and hear your inner states; identify and realize needs, attitudes and values; develop sensuality, emotional intelligence; develop the experience of reflecting on your emotional states. The technique of drawing music with your hands helps to reduce the work of internal censorship, interpret events differently; identify, realize and analyze desires, complex situations; promotes self-disclosure and development of emotional intelligence, the ability to spontaneity of actions and feelings, creative vision of events.

The technique «Letter to a feeling» helps to understand your own feelings, analyze sensations and emotions that accompany a certain feeling, develop the ability to accept different feelings, develop the skills of transforming negative feelings. As a result of using the technique, students should learn to analyze, accept, experience feelings. Learn to interact with feelings through texts, see the value of feelings and their impact on personality development. This technique forms the ability to recognize and use the resource of different feelings, to avoid affective states that can arise due to the restraint and denial of feelings. With the help of this technique, one separates oneself from feelings (from the problem, i.e. I am not the problem), and this facilitates work with internal contradictions. The technique forms the ability to treat feelings (and oneself) carefully. A fully written letter is a resource [6].

The technique «Meeting without a Mask» is aimed at developing reflection skills, developing communication skills, training flexibility of thinking, and developing empathy. The

idea of the technique is that one participant talks about a problem situation, and the second participant looks for a solution, looks at the situation from a different angle, together they determine the non-obvious pros and cons, perhaps there is an opportunity to notice some funny moments. After finishing, they analyze their actions. The ability to solve complex problems and find a way out of difficult circumstances develops self-reflection, contributes to the activation of reflective thinking, and makes it possible to evaluate their experience.

Technique «Creating a Mandala». The main idea of creating a mandala is to provide favorable conditions for the spontaneous manifestation of one's own inner state. A mandala is considered complete when, looking at it, the creator feels pleasure from contemplation. In a general sense, a mandala is a universal symbolic model of the universe, human consciousness, and life processes – it embodies the birth of life and its manifestations. Mandala in Sanskrit means: circle, round, circular, disk, wheel, ring, sphere, ball, orbit, country, territory, region, society, totality... The meaning of the mandala symbol is a sacred space that protects the center. This symbol is one of the most important motives in the objectification of unconscious images. C. G. Jung argued that the idea of the mandala and its form itself was developed not only by different cultures and religions, but also by creatively gifted people, primarily artists, this same form of the mandala was seen in the drawings of people with emotional difficulties who tune themselves to develop a single rhythm of man and nature through drawing mandalas. Mandala is a circle of symbolic forms, which means one basic pattern: the central symbol represents the Absolute, and other symbols located in key compass directions represent the manifested aspects of the Absolute [23]. The concept of a symbol is defined as an image that has a certain meaning and possesses a certain power, which has a certain value for denoting a certain state. In the most general view, symbols are polysemic signs that have

additional or figurative meaning. A symbol is a discrete, conventional mark of a holistic continuous image. This symbolic form reintegrates the perception of the world and unites a person with cosmic reality. Therefore, working with a mandala allows you to gain the experience of reflection.

At the current stage of development of art therapy, fundamentally new directions of art technology appear: free drawing, unconscious drawing, neurographics, which actualize the unconscious content of a person, contribute to the processing of repressed experiences and the creation of a constructive reality. The studies of J. Oster, P. Gould show the relationship between the nature of the image on the sheet and the mental state of a person. Neurographics is a projective method that has a number of sequences, algorithms, steps, and is based on the idea of neuroplasticity, the mental and emotional state of a person. The spheres of transformation available in neurographics are the management of communication, relationships with other people, abstract figures and the method of creative management of one's reality, the search for creative contexts of the object world. The transpersonal or supraconscious level of human creative activity is a special state (heuristic state of consciousness) that arises when a person's consciousness is fully focused on a specific problem task, as well as when the individual is generally involved in the process of activity. In such a state, a person's reserve capabilities (cognitive and physiological) are maximally mobilized and access to the unconscious becomes possible. To be capable of creativity, a person must step out of the ordinary, the usual understanding of the world. Reflection requires turning consciousness to oneself, is an internal perception that has signs of intentionality. The source of reflection is internal processes, the process of reflection is discourse, its result is the individual's awareness, comprehension, reinterpretation and rationalization of the essence of complex situations and the search for solutions. Thus, with the help of art technologies, as a

result of reflection, a person's connection with the external world and the internal world is established, the presence, degree and level of development of consciousness and self-awareness, the ability to transform experience and actualize personal potential are determined.

The development of reflection in future socionomic specialists is a key aspect of the formation of professional competencies. Reflection helps to analyze one's own actions, to be aware of one's emotions, and to understand how they affect interaction with others. Several important aspects related to the development of reflection can be distinguished: first, goal setting, that is, the formation of the skills to set goals for oneself and develop strategies for achieving them, is an important step towards the development of self-reflection; second, awareness of one's experience; third, the development of critical thinking, emotional intelligence, the ability to critically evaluate information and one's own actions; fourth, feedback from teachers and practitioners contributes to a deeper understanding of personal and professional aspects; fifth, group discussions; participation in group discussions allows students to exchange ideas, see situations from different perspectives, and find solutions; sixth, psychological practices and methods of self-observation can contribute to the awareness of internal processes.

Therefore, the higher education system is faced with the task of ensuring effective professional training of future specialists in an educational environment that promotes self-determination, activation of personal potential, self-actualization and self-realization. The form and content of training should reflect and complement each other, and in the educational process, an important perspective is the development of reflective competence of a future specialist in the socio-economic sphere. The formation and improvement of reflective competence of future specialists in socio-economic specialties occurs provided that students are included in a reflective

environment. A specially organized reflective educational environment provides conditions for the ability to competently solve complex tasks and problems, provides for conducting research and/or implementing innovations in situations characterized by uncertainty of conditions and requirements.

Therefore, reflexive competence appears as a necessary component of educational and professional education, which allows us to conclude that students need to develop reflective skills as the basis for successful professional activity of future specialists. The reflective competence of future specialists in socionomic specialities is a systemic component of professional activity and can be defined as an integrative quality of a personality that provides professional motivation, motivational orientation to reflection in activity, comprehensive knowledge of reflection itself, which allows to act effectively and adequately, predict the consequences of difficult situations, understand and creatively solve the problems of the present. The desire to analyse and reflect on one's actions, deeds, personal qualities, and self-control contributes to the personal development and professional formation of students in the educational and reflective space. Reflective competence ensures effective management of the process of mastering knowledge of future specialists, is the basis of the fundamental processes of self-knowledge, self-regulation and self-actualisation.

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## ENHANCING SPEECH COMPETENCE
## IN FUTURE SPEECH THERAPISTS

The relevance of the research is driven by the increasing number of children with speech disorders, which highlights the importance of training highly qualified and competent speech therapists. A high level of professional competence enables these specialists to effectively diagnose, correct, and develop speech in children of different ages.

Speech therapists play a crucial role in special education, ensuring an individualized approach to the development of each child's speech. To perform this role successfully, future professionals must possess not only theoretical knowledge but also a high level of personal speech culture, as well as the ability to adapt and apply speech techniques in working with children who have various types of speech disorders.

According to the findings of researchers such as N. Basalyuk, H. Bilavych, M. Bahrii, A. Kaplienko, and N. Sinopalnikova, in today's educational environment – where inclusive education is gaining increasing importance – speech therapists work closely with teachers, psychologists, parents, and other professionals. Therefore, the development of speech competence contributes to more effective communication, which is critically important for the exchange of information, coordination of actions, and development of individualized programs for children.

Scholars including O. Martynchuk, N. Pakhomova, L. Fedorovych, and L. Chernichenko emphasize that, in light of the rapid advancement of innovative information technologies, the requirements for professionals' speech competence are constantly increasing. Future speech therapists must be able not only to apply traditional methods but also to integrate new approaches, digital tools, and technologies into their work with children.

Thus, the improvement of speech competence is a necessary condition for the effective training of future speech therapists, enabling high-quality professional practice, efficient communication, and alignment with modern challenges in the field of special education.

Speech therapy (logopedics) has a long history linked to the development of medical, pedagogical, and psychological sciences. In the modern educational system, speech therapy plays a key role in the development, education, and social integration of children with speech disorders.

A speech therapist is a specialist in the field of logopaedia (from Greek logos – speech and paideia – education), which is the science of speech disorders and their correction [17, p. 287]. According to the World Health Organization (WHO), a speech therapist is recognized as a medical or educational professional engaged in the prevention, diagnosis, and treatment of communication disorders, including speech, language, voice,

hearing, and swallowing impairments [13, p. 10].

N. Sinopalnikova notes that speech therapists work with individuals of various age groups and carry out corrective and rehabilitative activities aimed at improving communication abilities and, consequently, quality of life. The scholar also emphasizes the importance of an interdisciplinary approach, where speech therapists collaborate with other professionals (e.g., physicians, psychologists, educators) to achieve the best outcomes in the treatment and rehabilitation of individuals with speech disorders [16, p. 176].

Thus, a speech therapist is a professional who diagnoses, prevents, and corrects speech disorders in children and adults. Their work involves assisting individuals who experience difficulties with articulation, speech development, communication, or other aspects of verbal functioning. Speech therapists address a wide range of disorders such as dyslalia, stuttering, dysarthria, alalia, aphasia, and others, including impairments resulting from illness or trauma.

The main responsibilities of a speech therapist include: diagnosing speech disorders; developing individualized correction plans; conducting corrective sessions; providing consultations to parents and educators.

Modern speech therapists work in various institutions, such as preschools, schools, medical facilities, rehabilitation centers, and may also engage in private practice.

We share the opinion of L. Fedorovych, who argues that the existing system of professional training for speech therapists is only partially justified. This is due to the fact that «The development of a narrow specialization, which presents the speech therapist solely as a highly qualified specialist, in some way limits them, renders them professionally indifferent, and incapable of fully perceiving new facts and phenomena. In such a situation, the speech therapist will not be able to master new types of cognitive tasks, problems, theories, and methodologies» [17, p. 287].

According to researchers such as N. Basalyuk, O. Martynchuk, and others, the direction of future speech therapists' training should be oriented towards preparing professionals capable of working in dynamic contemporary conditions, creating a developmental and educational environment that is conducive to the life and personal development of the child. Therefore, it is essential to cultivate the creative and research components of the personality of higher education students, who must be prepared to function effectively under modern conditions [1, p. 31], [11, p. 141].

N. Pakhomova believes that the current system of professional training for future speech therapists places significant emphasis on theoretical aspects, while the practical component is often accompanied by numerous psychological and social challenges. The training of speech therapists should focus on the processes occurring in the sociocultural environment, as well as on innovation in the context of inclusive education and the transformation and adaptation to European standards and national expectations as part of the ongoing transformation of the entire higher education system [13, p. 21].

Both Ukrainian and international pedagogy and psychology have accumulated rich experience in studying the issues of professional training of educators, including future speech therapists. Numerous academic studies address professional pedagogical education (e.g., L. Velytchenko, S. Daneshfar, I. Zyazyun, M. Moharami, O. Savchenko, S. Symonenko, and others); the development of teachers' personalities is explored in the works of I. Havrysh, Z. Kurland, A. Kuzhelnyi, L. Potapkina, etc.; issues of readiness for inclusive practice are examined in the research of N. Basalyuk, A. Kaplienko, L. Chernichenko, among others. Studies by H. Bilavych, A. Kurenkova, L. Potapkina, T. Potapchuk, Yu. Riptsun, N. Sinopalnikova, L. Fedorovych, and others focus on the formation of professional competence and readiness for professional activity among future speech therapists.

The issue of improving the quality of higher education students' preparation specifically, future speech therapists, for their professional roles in preschool education institutions, within the framework of a competency-based approach, is addressed in the research of O. Martynchuk, N. Pakhomova, L. Spivak, L. Fedorovych, L. Chernichenko, and others.

The core concepts of this study include: «readiness», «competence», «professionally-oriented speech» and «speech competence».

The term «readiness» in scientific literature is interpreted broadly; it encompasses both personal psychological qualities and a system of professional and academic knowledge, skills, and abilities necessary for the successful performance of professional and educational functions. In particular, A. Kuzhelnyi traditionally defines «professional education» as both a process and a result of forming an individual's readiness for professional activity in a specific field. That is, readiness is considered a criterion of a specialist's professional competence [9, p. 79].

At the same time, scholars such as V. Moskalyets and L. Potapkina define readiness as a set of personal qualities, knowledge, skills, and abilities acquired by higher education students during their professional training, which together form professional competence. This readiness ensures the effectiveness of an individual in carrying out professional and educational functions and reflects their capacity to fulfill high professional roles and social responsibility [12, p. 270], [14, p. 201].

N. Sinopalnikova proposes defining readiness for professional activity in speech therapy as a comprehensive characteristic of a specialist's personality, which includes a system of knowledge, skills, professional traits, motivation, and psychological orientation that ensures successful performance in the field of speech therapy [16, p. 178].

According to N. Pakhomova, the main components of readiness for a speech therapist's professional activity include:

1) theoretical knowledge in speech development,

linguistics, pedagogy, psychology, and methods of corrective work;

2) understanding of different types of speech disorders, their diagnosis, and therapeutic and educational methods;

3) the ability to apply theoretical knowledge in practice;

4) diagnostic skills, as well as the ability to develop and implement correctional programs;

5) proficiency in various methods and techniques of speech therapy;

6) personal qualities, motivational and psychological readiness, communication skills, and reflexivity [13, p. 23].

Thus, readiness for professional activity in speech therapy encompasses both knowledge and practical skills, as well as personal traits, motivation, psychological preparedness, and communicative abilities that enable effective and result-oriented performance in this field.

The concepts of readiness and competence are closely interrelated, particularly in the context of speech therapist training. Both terms describe a specialist's capacity to perform professional duties effectively, yet each has its own specific focus and meaning.

For instance, A. Kaplienko defines readiness as a state of preparedness for a particular type of activity, encompassing knowledge, skills, personal traits, motivation, and psychological orientation needed for successful task completion. In the case of speech therapists, this implies the presence of theoretical knowledge and practical skills required to work effectively with children with speech disorders [7, p. 87].

In contrast, competence (from Latin competo – to achieve, to correspond, to adapt) is a more comprehensive concept. It not only includes knowledge and skills but also the ability to apply them effectively in real-life contexts. Competence entails problem-solving, decision-making, ethical judgment, adaptability, communication, critical thinking, and reflection [4, p. 142].

Readiness can thus be considered a necessary stage on the path to forming competence. It provides the foundation on which professional competence is built. Without a state of readiness – encompassing essential knowledge, practical abilities, and appropriate psychological orientation – achieving full professional competence is impossible.

A. Kuryenkova also emphasizes that competence emerges on the basis of readiness – when an individual not only possesses knowledge and skills but is also able to apply them effectively in professional practice. In this context, competence is the manifestation of readiness in action, where readiness transforms into the ability to solve professional tasks at a high level. Thus, competence is the realization of readiness within the framework of professional activity. In the training of speech and language therapists, it is important not only to provide knowledge and skills but also to foster readiness, which becomes the foundation for developing professional competence [10, p. 28].

Accordingly, competence is an integrative characteristic of an individual that combines knowledge, skills, experience, and personal qualities, enabling effective performance and success in a particular activity or profession. Competence is critically important for success in any professional field, as it ensures the ability to perform tasks efficiently, make well-founded decisions, and adapt to rapidly changing conditions. In education and professional training, the focus on competence development helps ensure high-quality preparation of specialists capable of meeting real-world professional challenges.

According to B. Grudinin, the competence-based approach is a foundation for modernizing contemporary higher education. A competent person is not only an expert in their field, but also someone who is able to respond quickly and appropriately to situations and take responsibility for their decisions [4, p. 144].

The author argues that the competence-based approach

shifts the focus of the educational process from the accumulation of formal knowledge to the development of the ability to act in professional contexts. Professionals who are competitive in today's environment must be able to interact effectively with all members of a professional team. In the case of speech and language therapists, this includes the ability to participate in the psychological and pedagogical support of children with special educational needs [4, p. 145].

Therefore, the competence-based approach to training future speech therapists requires the development of a comprehensive set of competencies in higher education students, beyond basic knowledge and skills, to ensure their effectiveness in professional practice.

O. Martynchuk asserts that the competence-based approach in training future speech therapists is implemented through several key components. These include the integration of theoretical knowledge and practical skills, the development of personal qualities, and the motivation for professional self-improvement [11, p. 142].

Thus, the competence-based approach emphasizes practical learning outcomes, the integration of theory and practice, attention to personal development, the motivational dimension, comprehensive assessment, and feedback.

In our view, the specific content of speech therapist training should be based on the unique characteristics of their professional activity. Accordingly, the range of competencies required by future speech therapists depends on the type of work they are expected to do, taking into account the features of the educational environment.

We agree with A. Kaplienko, who notes that the modern educational system promotes the active inclusion of children with speech disorders in mainstream educational institutions through the creation of inclusive groups in preschools and inclusive classrooms in general education schools. Based on this, the following specific features of speech therapists' work

with children who have speech disorders can be outlined: such children live and learn in an inclusive educational environment; within this environment, they are motivated to resemble their peers with typical speech development [7, p. 87].

L. Chernichenko emphasizes that in an inclusive environment, the work of speech therapists is not limited to corrective interventions. Facilitating the socialization of children with speech disorders is becoming increasingly important. Observations show that speech disorders act as a barrier to barrier-free communication between children and their peers and adults, often leading to communication and socialization difficulties. Deviations in the speech domain may also be accompanied by changes in the emotional and volitional sphere, which can result in the development of negative personality traits (excessive shyness, withdrawal, negativism, etc.) [18, p. 64].

The author highlights that the organization of speech therapy work considers the wide variability of speech disorders (e.g., stuttering, general speech underdevelopment, dysarthria, dysgraphia, dyslexia, etc.), which can complicate the acquisition of the school curriculum and contribute to the formation of negative attitudes toward learning. Furthermore, children with speech disorders often present with musculoskeletal disorders (such as cerebral palsy) and intellectual developmental delays, including speech impairments. Multiple disorders are also common – for example, in cases of severe speech and language underdevelopment, mild motor, visual, and auditory impairments are often observed. All of this may negatively impact the overall development of the child [18, p. 66].

H. Bilavych and M. Bahrii share L. Chernichenko's and other authors' view that the study, correction, and education of such children require adherence to an interdisciplinary approach. In this approach, speech therapists apply their knowledge from the fields of medicine, psychology, and

special education. At the same time, under inclusive education conditions, speech therapists must pay attention to the socialization of children and the creation of a healthy microclimate within the children's group to ensure comfortable conditions for the development and education of children with special needs [3, p. 7; 18, p. 71].

All of this significantly expands the functions of the speech therapist, as, in addition to developing individualized correctional programs, tracking the child's developmental dynamics, and assessing progress in program mastery, the therapist must pay increased attention to communication – not only with the parents of children with speech disorders but also with the parents of other children, educators, psychologists, and others [3, p. 8].

In this regard, the professional competence of a speech therapist includes deep knowledge in the fields of speech development, linguistics, psychology, pedagogy, and methods of corrective work. As O. Martynchuk aptly notes, the professional competence of a speech therapist encompasses knowledge of various types of speech disorders, methods for their diagnosis and correction, characteristics of children with special needs; skills in diagnosing speech disorders, developing individualized correctional programs, conducting speech therapy sessions, and using various methods and techniques in working with children; as well as the ability to work with modern technologies used in speech therapy [11, p. 142].

L. Chernichenko emphasizes that it is also important for a speech therapist to have the skills to work with different age groups and the individual characteristics of each child, and the ability to communicate with their parents and other specialists to achieve optimal results in speech development [18, p. 57].

L. Fedorovych notes that the professional competencies of a speech therapist include socio-personal competencies (development of professional motivation and interest in the field, professionally important personality traits, professional

self-awareness, pedagogical competence), theoretical competencies (psychological-pedagogical, specialized, and interdisciplinary knowledge, development of a scientific worldview), practical and methodological competencies (formation of professional skills such as diagnostic, orientational, prognostic, and others), as well as professional and methodological competencies (professional skills), and professionally important abilities. According to the researcher, these components form a holistic structure of a speech therapist's professional competence, which ensures their ability to effectively work with children and adults with speech disorders [17, p. 288].

Scholars (O. Dmytrieva, T. Dokuchyna) argue that professionally oriented speech plays a key role in the training of future speech therapists, as it is the primary tool of their professional activity. Knowledge and command of professionally oriented speech ensure effective communication, proper diagnosis and correction of speech disorders, as well as interaction with other professionals and the parents of children [5, p. 157].

According to N. Sinopalnikova, professionally oriented speech of a speech therapist includes specialized terminology, knowledge of diagnostic and corrective methods, and communication skills with children, parents, and other professionals. All these are manifestations of speech competence within a specific professional context [16, p. 176].

The concepts of «professionally oriented speech of a speech therapist» and «speech competence» are closely related, as the former is a component of the latter. To summarize, speech competence encompasses a wide range of knowledge, skills, and abilities related to language proficiency, while professionally oriented speech is a specific manifestation of this competence in the context of the speech therapist's professional activity.

Linguists and psycholinguists (F. Batsevych, N. Zasekina)

believe that speech competence is the ability of a person to use language effectively and in accordance with linguistic norms for communication. It includes the knowledge and skills necessary for constructing utterances, understanding others' speech, and appropriately using linguistic and non-verbal means in various communicative situations [2, p. 149; 6, p. 77].

According to L. Zasekina, the core components of speech competence are:

1) linguistic competence – knowledge of grammar rules, vocabulary, phonetics, and morphology;

2) communicative competence – the ability to use speech effectively, considering context, goals, and social norms;

3) pragmatic competence – the ability to use language appropriately depending on the situation, interlocutors, and their roles;

4) sociolinguistic competence – the ability to adapt speech to various social contexts, taking into account cultural features, age differences, status, etc.;

5) discourse competence – the ability to produce coherent, logical, and structured speech, organizing thoughts into texts or speeches.

Developed speech competence allows a person to freely and confidently express thoughts, understand others, construct dialogues, and participate in various types of communication [6, pp. 78–79].

The speech competence of a speech therapist includes the ability to express oneself clearly, articulately, and grammatically correctly, as well as to interact effectively with children, their parents, and other specialists. It involves knowledge of speech norms and disorders, the ability to diagnose speech problems and develop individualized correctional programs. Speech competence implies the ability to use diverse methods and techniques of corrective work to develop speech in children with various speech disorders. It includes the knowledge, skills, and abilities necessary for

effective communication, diagnosis, and correction of speech disorders in children and adults [20, p. 352].

N. Pakhomova views the speech competence of a speech therapist as an integrated concept that entails not only language proficiency but also the ability to use it to achieve professional goals, such as diagnosing and correcting speech disorders, conducting consultations, etc. These abilities are realized through professionally oriented speech. Without an adequate level of speech competence, a speech therapist cannot effectively use professionally oriented speech, as they would lack sufficient knowledge and skills to use language appropriately in a professional context [13, p. 24].

Psycholinguists J. Holmes and N. Wilson believe that the communicative component of speech competence in future speech therapists is a vital aspect of professional training, as it determines their ability to interact effectively with both children with speech impairments and their parents, as well as colleagues and other professionals involved in the educational and correctional process [20, p. 355].

O. Dmytrieva and T. Dokuchina identify the following as key components of the communicative aspect of a speech therapist's speech competence: the ability to listen and understand the interlocutor; the ability to interpret non-verbal cues (facial expressions, gestures, intonation); proficiency in clearly and comprehensibly expressing oneself to effectively convey information to children, colleagues, and parents; the ability to demonstrate empathy, understand the emotional state of the interlocutor, and adjust communication accordingly to create a supportive atmosphere during correctional work; the ability to respond effectively to children's emotions, offering support during challenging moments in learning and correction; the ability to adapt communication style to various situations and interlocutors, modifying methods and approaches based on feedback; the capacity to provide constructive feedback that supports the correction of speech

disorders and motivates children toward progress – an equally important skill in communicating with parents to engage them in the corrective process; adherence to standards of speech culture and professional ethics, confidentiality, and responsibility in each situation; and compliance with the principles of effective interpersonal communication with colleagues and other specialists [5, p. 160].

A high level of speech competence and communication enables a speech therapist to accurately formulate thoughts and clearly deliver instructions and recommendations, which is critically important for successful speech therapy sessions. Professionally oriented speech, as a tool of this competence, ensures effective communication and interaction with all participants in the correctional process.

In summary, the concept of «speech competence of a future speech therapist» is clarified as the unity of theoretical and practical readiness to carry out professional activities, as well as the ability to perform professional functions in a thorough and creative manner. The result is the creation of optimal psychological and pedagogical conditions for effective corrective and pedagogical intervention. The foundation of speech competence formation lies in linguistic and professional knowledge, knowledge of specialized disciplines, specific methodologies, linguistics, pedagogy, and psychology, assessed by the degree of integration of all knowledge components, the depth of mastery, and the ability to apply them appropriately in practice.

We hypothesize that the development of speech competence in future speech therapists will be more effective under the following pedagogical conditions:

1) raising awareness among higher education students, future speech therapists, about the importance of professionally oriented speech in their professional activities;

2) careful selection of professional vocabulary and language material, considering the specific nature of its use in

the speech therapist's professional communication;

3) the use of methods that stimulate communicative activity among higher education students during the study of professional disciplines.

The experimental study involved students of the Faculty of Preschool Pedagogy and Psychology at K. D. Ushynsky South Ukrainian National Pedagogical University. A total of 27 participants were divided into an experimental group (14 students) and a control group (13 students). During the ascertaining phase of the experiment, empirical research methods were used: pedagogical observation, questionnaires, testing, analysis of students' practical work outcomes, as well as educational plans and training programs to determine the current state of speech competence formation in future speech therapists.

The study identified the following criteria for evaluating the formation of speech competence in future speech therapists:

1) theoretical knowledge in linguistics;

2) understanding of speech development processes;

3) knowledge of speech disorders;

4) effectiveness of professional communication;

5) skills in interacting with children, their parents, and colleagues.

To assess each of these criteria, a series of diagnostic tools were developed and implemented. Students were invited to complete a questionnaire containing items aimed at self-assessment of their knowledge in linguistics (phonetics, morphology, syntax), theories of children's speech development, methods for diagnosing speech disorders, practical skills in conducting speech diagnostics and developing individualized speech correction programs, and their self-perceived communicative abilities in professional practice.

Future speech therapists were offered tests that covered linguistic knowledge and communicative interaction, as well as professional knowledge in specialized disciplines, specific methods, pedagogy, and psychology. The results were

evaluated by generalizing all components of knowledge.

Practical tasks were conducted, such as role-playing exercises simulating real-life situations, where future speech therapists had to demonstrate their skills in diagnostics, correction, and interaction with children, their parents, and colleagues. Practical case studies were also used to analyze specific real-life or simulated scenarios to assess the participants' ability to develop and implement corrective programs. Below are examples of proposed exercises:

1. «Discussion on linguistic topics».

Objective: to determine the depth of understanding of theoretical aspects of linguistics through discussion and argumentation.

Description: a group discussion was organized on specific topics such as phonological or morphological features of speech. Participants discussed theoretical issues and shared their knowledge.

2. «Speech development case study»

Objective: to assess participants' ability to understand and analyze speech development processes in children.

Description: participants were presented with scenarios depicting the speech development of children of various ages and were asked to identify the developmental stages observed and suggest appropriate corrective methods.

3. «Clinical case analysis»

Objective: to assess the ability to identify types of speech disorders and propose appropriate correction strategies.

Description: higher education students were given clinical cases describing speech disorders and asked to diagnose the disorders and propose a correctional work plan.

4. «Simulation of parental consultation»

Objective: to assess participants' ability to effectively interact with parents, explain information, answer questions, and resolve potential conflicts using professional communication skills.

Description: 1) a simulation of a consultation with parents was conducted, where participants had to discuss the results of diagnostics, the correction plan, and respond to the parents' questions; 2) a «conflict» situation with the parents of a child requiring resolution was simulated.

5. «Group work and collaboration with colleagues»

Objective: to evaluate participants' skills in effective collaboration and interaction with colleagues.

Description: a group project was organized, where participants had to collaborate, share ideas, and work together to find solutions. Their interaction and communication within the group were assessed.

The performance of higher education students during their internships in speech therapy centers or preschool educational institutions was also assessed. The evaluation focused on their ability to conduct diagnostics, implement correctional programs, and interact with children and colleagues. Video recordings of future speech therapists conducting speech therapy sessions were analyzed to assess their practical skills and speech competence. The quality and effectiveness of programs, methodological recommendations, and didactic materials developed by the students during their practice were also evaluated, specifically regarding their use in correcting speech disorders in children.

Self-assessment of their own knowledge and skills by future speech therapists, as well as peer assessment during group projects and practical tasks, were taken into account. The results of practical tasks, control tests, and final assessments – covering both theoretical and practical content – were also analyzed.

The proposed methods, through a comprehensive approach, enabled a multifaceted evaluation of the level of speech competence formation in future speech therapists, taking into account both theoretical knowledge and practical skills.

Based on the results obtained during the ascertaining stage of the experiment, the levels of speech competence

formation were determined for each criterion: high, sufficient, medium, and low.

A high level of speech competence in future speech therapists was characterized by: deep linguistic knowledge, the ability to analyze and synthesize information, and apply knowledge in complex situations; thorough understanding of complex aspects of speech development, the ability to differentiate between various stages and types of speech development; comprehensive knowledge of all types of speech disorders, ability to diagnose them, and to develop and implement effective correctional methods; effective communication, the ability to build trusting and professional relationships, clear and grammatically correct speech; a high level of collaboration, the ability to provide consultations, organize joint activities, and engage in high-quality cooperation with colleagues and other participants in the correctional process.

A sufficient level included: solid linguistic knowledge, understanding of basic terms and concepts, and the ability to apply this knowledge in practice; awareness of key stages and factors influencing speech development, understanding of the main differences between typical and disordered speech development; knowledge of the main types of speech disorders, their causes, symptoms, and correction approaches; adequate communication skills, the ability to interact effectively with both children and adults, and confidence in their own speech competence; ability to engage in constructive interaction and respond to the needs of both the parents and colleagues.

A medium level was characterized by: acquisition of basic linguistic knowledge and understanding of key terms and concepts, though difficulties were observed in applying this knowledge in practice; knowledge of the main stages of speech development and understanding of the differences between typical and disordered speech development; awareness of the main types of speech disorders, but some errors in identifying symptoms and correction methods; underdeveloped

communication skills, with limited ability to interact confidently with children and adults due to a lack of confidence in one's own speech abilities; collaboration with parents and colleagues was marked by communication errors and insufficient interaction effectiveness.

A low level was characterized by: limited understanding of basic concepts and terms, weak knowledge of the main areas of linguistics; insufficient understanding of the stages and factors of children's speech development, superficial knowledge of normal and impaired speech development; poor understanding of types of speech disorders, lack of awareness of their causes and consequences; significant difficulty in establishing contact with children and adults, low confidence in one's own speech competence; lack or limited interaction skills, inability to respond adequately to the requests and needs of others.

The distribution of future speech therapists across the levels of speech competence formation is presented in Figure 1, with the data expressed as percentages.
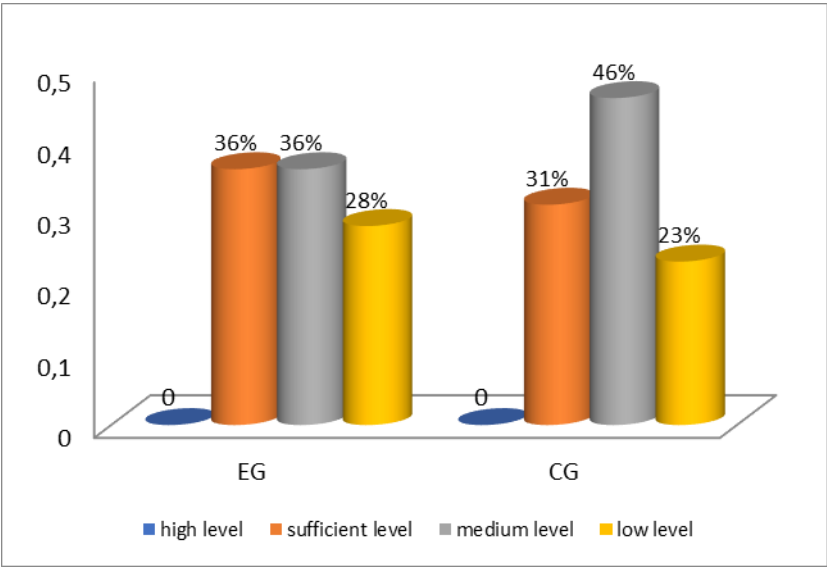
Fig. 1. Distribution of future speech therapists
by levels of speech competence formation

The results presented in Figure 1 indicate that none of the higher education students achieved a high level of speech competence formation. Most future speech therapists in both groups corresponded to the sufficient level – 36% of respondents (5 individuals) in the EG and 31% (4 individuals) in the CG and to the medium level – 36% (5 individuals) in the EG and 46% (6 individuals) in the CG. A low level was recorded in 28% (4 individuals) of the EG and 23% (3 individuals) of the CG.

It should be noted that the main difficulties for the students arose in practically oriented tasks: they struggled to identify speech disorders, match correction methods to the symptomatology of the disorders, and lacked skills in building effective professional communication with children as well as interacting with the children's parents and colleagues.

The data obtained highlighted the need to develop an experimental methodology for improving speech competence in future speech therapists.

At the formative stage of the experiment, a set of methods and tools was selected and implemented into the educational process for the EG students, contributing to the enhancement of their speech competence.

The experimental methodology for improving the speech competence of future speech therapists was developed based on previously identified pedagogical conditions and criteria for speech competence formation. The methodology was integrated into the educational process at the Faculty of Preschool Pedagogy and Psychology of the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky» and was implemented both during academic coursework and internships in specialized preschool institutions.

To raise students' awareness of the importance of professionally oriented speech in their future professional activities and to enhance their speech competence, both traditional forms and methods (lectures and practical classes in linguistics, speech therapy, psychology, and specialized methodologies) and interactive, innovative teaching methods and forms were used.

During lectures and practical classes, special attention was paid to familiarizing students with modern methods of diagnosing and correcting speech disorders, as well as to activating their theoretical knowledge through the analysis of specific speech therapy cases and problem situations, along with the exchange of experiences and opinions. Diagnostic and corrective methods were practiced using specialized equipment (vibrational massage trainers, breathing simulators, and demonstrations of speech therapy techniques with mirrors, articulation probes, etc.).

In accordance with the pedagogical condition of «careful selection of professional vocabulary and language material, considering its specific use in the professional speech of a speech therapist», the students were not only taught professional terminology but also shown how to use it appropriately depending on the context of communication. The correct use of specialized terms and language structures significantly impacts the effectiveness of a speech therapist's professional activity. This contributed not only to the professional development of the students but also to the future effectiveness of their work with children, parents, and colleagues.

During both lectures and practical sessions, students were not only introduced to terminology denoting speech disorders, but emphasis was placed on developing the ability to use these terms correctly in communication with colleagues and parents, as well as in the development of individualized correctional plans. For example, when explaining the diagnosis

«dysarthria» to parents, a speech therapist must be able to clearly explain that it is a disorder related to inadequate functioning of the muscles responsible for articulation. Similarly, the term «phonemic hearing» is used to describe a child's ability to differentiate language sounds, and its accurate usage is essential in diagnosing speech disorders.

Future speech therapists were also trained to formulate their thoughts clearly and to articulate instructions and recommendations precisely. For instance, when describing a correctional plan, a therapist might use phrasing such as: «The goal of therapy is to improve articulatory clarity through exercises aimed at strengthening tongue muscles». Such constructions help structure information and ensure its accurate delivery.

It was emphasized that a speech therapist must be able to adapt their vocabulary depending on the audience. For example, when working with parents, a therapist may use more general terminology or explain professional terms in simpler language to ensure better understanding. On the other hand, when communicating with colleagues or writing academic papers, the use of specialized vocabulary is essential. Examples were provided of how language materials are applied in specific contexts – for instance, when describing diagnostic results, a therapist may use terms such as «phonemic hearing» and «phonetic level» to accurately and precisely convey the nature of the identified issue.

The third pedagogical condition was «the use of methods that stimulate communicative activity of higher education students during the study of professional disciplines». In line with this condition, role-playing games were actively used in the experimental work, as they enable students to practice communication and interpersonal interaction skills, and enhance professional abilities in diagnosing and correcting speech disorders in conditions close to real-life situations. For example, diagnostic situations were simulated, where students

played the roles of a speech therapist and a child with a particular speech disorder. The objective of such an exercise was to develop diagnostic skills, observe symptoms, and activate the ability to ask clarifying questions. Task: the therapist was expected to conduct an initial examination, ask relevant questions, provide a preliminary assessment, and develop a plan for further work.

Correctional sessions were also simulated, including both group and individual sessions aimed at developing children's communication and coherent speech. Scenarios involving consultations with parents were modeled to help students practice conveying diagnostic information and giving appropriate recommendations. Attention was given to simulating crisis situations, such as conflicts with parents who disagreed with their child's diagnosis. The aim of these exercises was to enhance communication skills in difficult situations, learn to control emotions, and maintain constructive dialogue.

As part of the study, students were assigned to organize and conduct seminars – for example, preparing and delivering a seminar on speech disorders, correctional methods, or other key topics for junior-year students. The goal of such activities was to develop public speaking skills, the ability to organize educational events, and the capacity to present information effectively.

Role-playing exercises were organized according to specific criteria, such as:

1) realism – scenarios were designed to closely resemble real-life situations specific to the work of a speech therapist;

2) feedback – after each task, participants engaged in group discussions with constructive feedback from all participants;

3) use of real tools and materials from speech therapy practice.

Significant emphasis was also placed on organizing and conducting discussions and debates focused on complex or

controversial topics. These allowed future speech therapists to develop critical thinking and argumentation skills. For example, debates were held on terminology alignment in domestic and international speech therapy practice.

Additional topics included:

- modern methods of speech disorder correction;

- ethical issues in speech therapy practice and ways to address them;

- the role of the speech therapist in an interdisciplinary team, including responsibilities in different contexts and contributions to developing individualized correctional plans;

- analysis and discussion of technological tools, such as specialized software for speech skill training, apps for developing phonemic awareness, vocabulary enhancement, and grammar correction;

- the influence of family environment, social conditions, and bilingual settings on speech development in children with speech delays;

- involving parents in completing home assignments, holding regular consultations, and training parents to support speech development at home.

In conducting discussions, the following principles were adhered to: clearly defined topic and objectives; encouraging all participants to engage actively and express their views; providing feedback and summarizing key takeaways; using real-life examples and cases to ensure discussions were practice-oriented and valuable for future speech therapists.

Project-based work was also implemented, as the project method is an effective tool for enhancing the speech competence of future speech therapists. It allows students to apply theoretical knowledge in practice, develop planning and implementation skills, and strengthen communication and teamwork.

Proposed projects included: developing a correctional program for a specific speech disorder; creating

methodological materials for working with children; organizing a seminar or training for parents; analyzing complex real-life cases. These projects were carried out during the students' teaching practice in preschool educational institutions.

For example, students independently selected a specific type of speech disorder (such as stuttering, dyslalia, or alalia) and developed a comprehensive correctional program for working with a child with that disorder. The aim of such a project was to develop students' skills in analysis, planning, and implementation of corrective interventions, as well as in adapting methodologies to the individual needs of the child. Participants created a detailed correctional plan that included exercises, games, technologies to be used, and methods for assessing the effectiveness of the program.

A project focused on developing methodological materials for working with children involved creating a set of resources (games, exercises, didactic cards) designed for children with various speech disorders.

Organizing a seminar or training session for parents aimed to develop students' communication skills with parents and teach them methods for supporting their child's speech development at home. Future speech therapists developed the seminar program, prepared presentations and materials, and conducted practical exercises or discussion sessions.

Examples of proposed seminar topics included: «Child's speech development: the role of parents in the correction process», «Speech games: learning through play», «Articulation problems: helping your child pronounce sounds correctly», «Vocabulary enrichment: helping your child learn more words», «Grammatical accuracy: developing speech grammar in children», «Speech interaction: developing a child's communication skills», «The role of the family in speech development: creating a supportive environment at home», «Speech therapy massage and breathing exercises as tools for improving speech», «Modern technologies:

supporting children with speech disorders».

Participants in the experimental group selected or combined topics based on their interests. A key requirement for these events was their interactive nature, practical orientation, and active feedback component.

Projects were implemented in accordance with the following requirements:

1) clear planning – defining objectives, tasks, and deadlines;

2) teamwork – fostering students' collaboration skills;

3) application of theoretical knowledge in practical or near-practical contexts;

4) project evaluation by participants with follow-up feedback for refinement and improvement.

Another method used to enhance future speech therapists' speech competence was the case method (situational analysis), which allowed students to immerse themselves in real or simulated professional situations. This helped develop their analytical thinking, decision-making abilities, and teamwork skills.

Students were presented with case studies describing speech disorders in children, including background information on family history, speech development, and previous correctional attempts. Their task was to analyze the case and propose a correctional plan. In this way, students learned to examine specific cases of speech disorders, identify causes, consequences, and possible corrective strategies – fostering their ability to evaluate situations critically and make well-informed decisions.

The case method facilitated the activation of previously acquired theoretical knowledge in solving real or simulated situations, which improved material retention and enabled effective communication both among students and with practicing speech therapists. Through case discussions, students shared and defended their ideas, debated solutions,

and gained exposure to diverse professional perspectives.

To improve the communicative component of speech competence, tasks were developed and implemented to enhance active listening skills, descriptive speech practice, group discussions of scientific articles and debates, as well as writing essays and reports on diagnostic or corrective work.

Nonverbal communication training sessions were conducted using exercises such as:

1) «Mirror» – aimed at developing the ability to recognize and accurately reproduce nonverbal cues, as well as understanding the role of nonverbal communication in conveying emotional states and mood;

2) «Reading emotions» – improving the ability to identify emotions through nonverbal signals;

3) «Silent communication» – enhancing the ability to convey messages without words;

4) «Voice modulation» – improving the control of intonation and timbre to reinforce verbal messages and optimize interaction with children.

Given that improving speech culture is a crucial aspect of future speech therapists' competence, various exercises were used to develop expressive intonation, correct pronunciation, rapid adaptation of speech to communicative contexts, public speaking confidence, clarity, fluency, and logical speech structuring, as well as mastery of professional terminology.

For example, the «Speech crossword» task required students to create a crossword puzzle using terminology commonly applied in speech therapy practice, with each answer containing professional terms. Improvised dialogues were also conducted on assigned topics such as parental consultations or interaction with children. Participants had to quickly adapt their speech according to the situation. Short exercises were included to train diction, speech fluency, and articulation clarity – such as reading complex phrases or tongue twisters.

The experimental work involved modern educational tools, including interactive whiteboards, multimedia resources, and profession-oriented computer programs and apps. Specifically, speech skill training software and mobile applications were used – featuring game-based tasks, phonemic awareness development, articulation training, and rhythm exercises. Tools and simulators for developing auditory perception and training phonemic hearing were demonstrated, including auditory stimulation devices.

Students were trained to use interactive whiteboards, a powerful modern tool in speech therapy practice that enhances the effectiveness of correctional work and makes sessions more engaging and illustrative for children. This tool integrates the functions of a computer, projector, and board, enabling interactive interaction with content. Future speech therapists explored the advantages of using the whiteboard professionally – it allows for the display of images, videos, and animations to help children better understand and remember content, increase motivation, and stimulate communication.

For instance, while introducing new vocabulary, related images can be shown to stimulate visual perception. When a child correctly completes a task, they may receive visual or auditory praise, encouraging further participation. Students learned to create interactive games using the whiteboard to capture children's interest, especially during activities focused on phonemic awareness where the child must identify the correct sound or word.

The interactive whiteboard's potential also supports fine motor skills development, as children often use a stylus or their fingers to complete tasks like tracing letters, writing words, or assembling images. This enables a personalized approach according to each child's speech development level. Additionally, by using visual materials, children can create their own stories, fostering speech thinking and coherent language skills.

When developing the experimental methodology, we recognized that multimedia resources play a significant role in the modern training of future speech therapists, providing an interactive and visually rich learning process. These tools contribute to more effective knowledge acquisition and the development of professional skills. Their use enables students to better understand complex theoretical concepts, master practical techniques, and become familiar with real clinical cases.

During practical training sessions with future speech therapists, we used video materials demonstrating various aspects of the speech therapist's work – for example, conducting speech therapy sessions, diagnosing speech disorders, and implementing correctional techniques. These materials helped students visualize the theoretical knowledge they acquired during lectures.

During practical classes and while preparing for project work or role-playing, higher education students were shown videos featuring real cases of children with various speech disorders. Such materials enabled future speech therapists to better understand the specifics of working with different disorders and observe the outcomes of professional intervention at different stages of correctional work.

Multimedia presentations containing text, images, animations, and videos were widely used to visually explain theoretical concepts, contributing to better understanding and retention of the educational material. During practicum, future speech therapists used software for speech recording and analysis, which helped identify issues related to articulation, speech rate, rhythm, and intonation in children.

Students were also introduced to online platforms and programs designed to support speech development. These platforms offered various interactive tasks aimed at training auditory attention, developing articulation and grammatical skills, and enhancing phonemic awareness. For the participants of the experiment, a review of modern Ukrainian-language

online platforms and applications was conducted. These included:

«Rozumnyky» – a Ukrainian educational platform offering interactive tasks for preschool and early school-age children, with sections dedicated to speech development, auditory attention, and other essential skills;

«Mova – Dity» – an online platform featuring interactive games and tasks for speech development in children, focusing on vocabulary enrichment, auditory attention, and articulation improvement;

«Kazkar» – an application offering audio fairy tales, interactive tasks, and games for speech development. Listening to tales fosters auditory attention, while interactive tasks enhance speech skills;

«Logopedychni Igry» – a program providing a variety of interactive games for speech and auditory attention development, including tasks to train articulation, phonemic awareness, and other critical speech aspects.

In our experimental work, we adhered to the following principles for effective technology integration:

1) technologies were used to complement, not replace, traditional teaching methods;

2) they ensured practical training through speech situation recording and simulation;

3) the effectiveness of technology use was regularly assessed, and subsequent work was adjusted based on feedback and results.

Upon completion of the formative stage of the experiment, a comparative stage was organized. According to the criteria and levels of speech competence formation identified during the diagnostic phase, this stage involved testing, questionnaires, interviews, and analysis of learning outcomes and the ability of future speech therapists to solve professional tasks similar to those used at the initial stage.

The goal of the comparative stage was to determine

quantitative and qualitative changes in higher education students regarding their theoretical linguistic knowledge, understanding of speech development processes, awareness of speech disorders, effectiveness of professional communication, and skills in interacting with children's parents and colleagues.

The results of the comparative stage of the experiment, showing the distribution of future speech therapists by levels of speech competence formation, are presented in Figure 2.
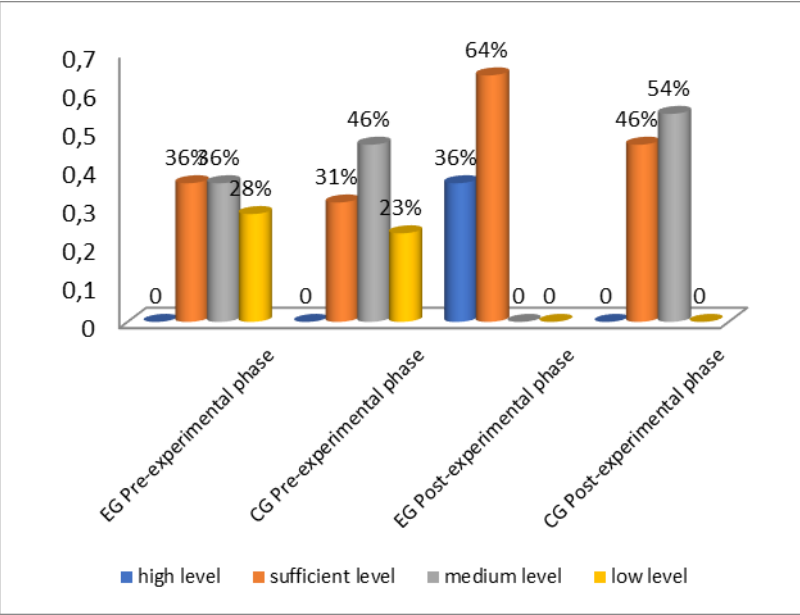


Fig. 2. Distribution of future speech therapists by levels of speech competence formation (comparative phase)

The data presented in Figure 2 illustrate the changes observed in both groups. Notably, all higher education students who participated in the experimental methodology for enhancing speech competence (Experimental Group – EG) reached either a high level – 36% (5 individuals) or a sufficient level – 64% (9 individuals). Prior to the experiment,

participants in this group had shown sufficient and average levels (36% each), while the remaining 28% demonstrated a low level of speech competence.

The situation in the Control Group (CG) also changed: although there were no students remaining at a low level of speech competence after the intervention, the overall competence level was significantly lower compared to the Experimental Group. None of the future speech therapists in the Control Group achieved a high level; instead, 46% (6 individuals) demonstrated a sufficient level, and 54% (7 individuals) remained at the average level. At the beginning of the study, the Control Group included students at sufficient (31%), average (46%), and low (23%) levels.

The results of the comparative stage of the experiment confirmed that the experimental instruction – implemented using the described methods and tools – contributed to the improvement of speech competence among future speech therapists. It facilitated the integration of theoretical knowledge with practical skills, ensuring more effective education and better preparation for real-world professional challenges. It also promoted a clearer understanding of the role and importance of professionally oriented speech in their future professional activity.

For instance, future speech therapists learned to adapt their speech according to communicative context and the professional development level of their communication partner. They acquired skills in resolving conflict situations and organizing group communication. An expansion of professionally oriented vocabulary enabled them to communicate more freely on professional topics, engage in discussions and debates. Moreover, clarifying speech therapy terminology helped them develop logical structuring of professionally relevant information while planning corrective therapy and writing diagnostic profiles.

Thus, higher education students in the experimental

group enriched their professionally oriented vocabulary, learned to use it appropriately, formulate their thoughts accurately, and interact effectively with children, their parents, and colleagues. This, in turn, will enhance the quality of their future professional activities and positively influence the outcomes of their work.

The analysis of the theoretical foundations of the study made it possible to systematize contemporary scientific approaches to defining speech competence. It was clarified that the speech competence of future speech therapists represents an integrative characteristic that includes the unity of theoretical and practical readiness for professional activity. This readiness is based on the acquisition of linguistic and professional knowledge and the creative and proficient performance of professional duties, resulting in the creation of optimal psychological and pedagogical conditions for effective corrective-pedagogical intervention. In the course of the research, criteria and levels for assessing the formation of speech competence in future speech therapists were identified. This allowed the development of a clear assessment system and helped determine the state of their speech competence before and after implementing the experimental enhancement methodology.

The experimental methodology for improving speech competence among future speech therapists was built on an individualized learning approach, the integration of theoretical knowledge with practical activities, the use of interactive teaching methods, regular training and simulation sessions, the implementation of practice-oriented tasks, and ongoing reflection. Recommendations were developed for the use of modern technologies and multimedia tools to enhance educational effectiveness. The approbation of the comprehensive methodology for enhancing speech competence in future speech therapists confirmed its effectiveness. The experiment results showed a significant improvement in the

level of speech competence among students who participated in the training program – all of whom reached high or sufficient levels. Therefore, the methodology for developing speech competence in future speech therapists demonstrates high effectiveness. It can be recommended for implementation in the educational process at higher education institutions that train future speech therapists.

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## EMPATHY AS A PROFESSIONALLY SIGNIFICANT QUALITY OF A FUTURE SPECIALIST IN THE SOCIO-ECONOMIC SPHERE OF ACTIVITY

The most important moral quality of specialists in the socio-economic sphere (psychologists, teachers, social workers) is empathy in their relationships with people. Empathy contributes to the harmony of interpersonal relations, moral growth of the individual, and effective mutual understanding.

Determining empathic abilities in a person is increasingly becoming a subject of scientific study in the field of psychology and pedagogy. Empathy plays a leading role in the development of various cognitive processes, emotional and volitional spheres, is an important component in relationships between people, makes it possible to predict the actions of

others, to assume their thoughts and statements, to understand the reasons for the actions of other people. Empathy also helps a person to be socially developed and active.

In today's world, especially in the conditions where a person has to adapt to sudden changes in the surrounding reality, withstand emotional stress, and witness many life situations, the study of empathy and empathic abilities of a personality is of great importance.

It is worth noting that the concept of empathy has a deep understanding of human internal processes and a broad interpretation in psychological and pedagogical research. At the present stage of development of science, there is no generally accepted idea of empathy in psychological literature. The interpretation of this phenomenon depends on the approach of the scientist. There are significant differences in interpretations of this concept among researchers. Therefore, there is a need to analyze and systematize existing approaches to defining empathy, describing its structure and mechanisms of formation.

The concept of «empathy» became widespread in the psychological literature in the early 50s of the XX century. Empathy (from the Greek empatheia) is an understanding of the emotional state, penetration - sympathy for the experiences of another person.

In the scientific works of scientists A. Smith, G. Spencer, G. Schopenhauer, A. Lipps and others, the concept of «empathy» is considered as a psychological phenomenon of psychology and philosophy, where in such disciplines as ethics and aesthetics the concept of «sympathy» was identical in meaning. Some definitions emphasize the emotional or rational aspects of empathy, in particular: «inner sensitivity», «affective connection with other individuals», and the ability to «feel» the subtle, sensual, deep emotional states of another person [1].

In the works of representatives of the psychoanalytic trend, the phenomenon of empathy is presented through the prism of the relationship between cognitive and emotional

processes. S. Freud emphasizes the importance of empathy in the process of socialization of the individual and notes the imitative basis of the empathic process, linking the mechanism of imitation with identification [23]. Emotional involvement in the experiences of another person gives rise to certain feelings and emotional reactions, even with the initial perception of the partner's affect. The founder of analytical psychology, C. Jung, considers empathy as the transfer of subjective content to an object, which creates subjective assimilation that causes consent or its illusion between people. Scientists' consideration of empathy in this context allows for a deeper understanding of empathic processes in interpersonal communication.

For the first time in psychological science, E. Titchener uses the term «empathy». The scientist considers empathy to be the ability to feel (imagine) oneself in certain situations or objects [1]. The author also translated the German word «einfuhlung» (experience, empathy) and included empathy in the list of complex feelings [3].

According to Schopenhauer, people's compassion for each other is mainly based on their sense of community. In the process of empathy, a person identifies with others, transforms the experiences of others into his or her own, and strives to stop the suffering of others, which brings him or her pleasure and happiness.

Scientist E. Frome considers the concept of empathy as a condition for the emergence of full-fledged interpersonal relationships in compliance with psychological equality and self-realization of participants in equality [4].

S. Freud, emphasizing the importance of empathy in the socialization of the individual, singles out in the empathic process primarily its imitative nature, linking imitative mechanisms with identification. From identification, «through imitation, there is a way to understanding the mechanism that makes our position in relation to someone else's mental life possible» [4].

Representatives of humanistic psychology believe that empathy is an essential condition for spiritual development, change, and personal growth. Under the concept of «empathy», C. Rogers understands a certain way of coexistence with other people, perception of their inner world, without identification with a person. The famous humanist outlined the stages of empathic interaction: entering the world of the other person's «I» and adapting to it, engaging in the process of reflection, leaving the realm of the other «I». K. Rogers also identifies such basic functions of empathy as cognitive (enrichment of personal emotional experience), motivation of behavior related to help, harmonization of relations between people (improvement of the atmosphere of interaction, building trust) [28, 29].

According to V. Frankl, empathy is a form of compassion between people that emphasizes the need to accept the differences of another person with a sense of love. Love, in the author's understanding, is manifested in the recognition of a person's right to his or her own style of existence.

Based on the analysis of literary sources, V. Krotenko [12] found that the problem of empathy in foreign psychological literature was considered by such scientists as A. Ben, T. Lipps, W. McDougall, G. Allport, G. Rike, T. Ribot, C. Rogers, G. Sullivan, A. Smith, G. Spencer, S. Freud, E. Fromm, and others. The scientist notes that, on the one hand, empathy is presented as a direct emotional response of a person to the experiences or expressive signs of the interlocutor's face, and, on the other hand, empathy is close to «understanding» or is defined as the emotional aspect of the latter.

In the modern interpretive psychological dictionary by V. Chapar, empathy is defined as «...comprehension of the emotional state, penetration-learning into the experiences of another person» [24, p.129]. According to this definition, we can interpret that empathy is based on human feelings and emotions.

Having analyzed the works of scientists, it is worth

noting that empathy in modern psychology has many interpretations, including the following: awareness of the emotional state of another individual, immersion in his or her experiences; the ability to respond emotionally to the experiences of a person or animal; the ability to put oneself in the position of a partner; an exclusively emotional phenomenon; a feeling that is a prerequisite for spiritual unity [11].

Ukrainian scientists O. Oryshchenko and O. Sannikova define empathy as a complex integral property of a personality that includes three levels.

Qualitative and dynamic (the emergence and course of empathic reactions) properties form the formal and dynamic level of empathy.

The socially imperative level includes personal and social ideas about the socio-cultural norms of empathy.

The space for expressing empathic feelings and the moral and ethical content of the object reflect the content-personal level [19].

Such a division includes both personal and social aspects, which contributes to the understanding of the multifaceted nature of empathy.

According to I. Stich, empathy is a socio-psychological property that includes a set of abilities, such as the ability to understand the emotional state of a person, to respond emotionally to his or her experiences, to apply types of interaction that alleviate the suffering of another [26].

According to S. Maksymenko, the scientist considers empathy to be an individual psychological property of a person, a tendency to empathy and compassion, which in the process of communication helps to achieve balance and socially determines human behavior [15].

According to T. Vasylyshyna, empathy is a person's ability to reflect the inner world of the interlocutor, his or her emotional experiences, which contributes to the achievement of mutual agreement of positions, mutual understanding in the

process of interpersonal interaction [5].

According to the views of L. Zhuravleva, empathy is a specific form of mental reflection by the subject (empathizing) of objective reality, which is mediated by the inner world of the subject (empath). Accordingly, empathy consists in the reflection by the subject of empathy of the empath's experiences and transformational experiences in their own [8].

In the works of I. Stich, empathy is a socio-psychological property that combines a set of socio-psychological abilities of a person, through which this property is revealed both in relation to the subject and the object of empathy [27].

Scientist M. Ponomaryova suggests considering short-term and long-term empathy. Short-term empathy is characterized by limited contact with other people during communication, in which a person feels the position of another. Instead, long-term empathy lasts for a long time and requires closer communication with another person.

The research of scientists allows us to conclude that empathy acts as a regulator of human relationships through their interaction and understanding of each other. Our theoretical analysis makes it possible to determine that empathy is a multilevel, complex phenomenon that is a combination of emotional, cognitive and behavioral abilities of a person. The multitude of different opinions and approaches to defining the concept of empathy indicates the lack of development and the absence of a single, convincing theory of the emergence and existence of this phenomenon.

Thus, empathy is understood as a personality trait that represents a set of social and psychological abilities of an individual, namely: the ability to respond emotionally to the experiences of another, the ability to recognize the emotional states of another and mentally transfer oneself into the thoughts, feelings and actions of another, the ability to use methods of interaction that alleviate the suffering of another person. Empathy is a means of socialization and adaptation of

the subject to the environment, i.e., a necessary condition for the harmonious development of the individual. It is also a necessary element of the professional personality of a socio-economic specialist.

Thus, based on the theoretical material presented in this paper, we can conclude that the psychological phenomenon of empathy has been studied for a long time since ancient times. The number of views on its nature, functions and development in the ontogeny of personality is numerous, so today we can say that there is no single definition of the term «empathy». However, we cannot ignore the fact that various interpretations of this term have many similarities with each other.

Summarizing the considered scientific views, we can say that in general, empathy is a feeling, cognition by the subject of the immanent world of another individual, as well as the subject's sensory and emotional responsiveness to negative and positive experiences, feelings, emotions of another subject as phenomena of reflective, mental, sensual, emotional and motivational reactions in individual psychological matrices, forms of compassion, support, empathy; the experiences themselves can be correlated not only to a real specific subject, but also to the experiences, emotions, feelings, ideas, ideas of characters from literary works, cinema, stage art, etc.

The abilities that contribute to the development of empathy include: emotional response to the experiences of another, the ability to differentiate the emotional states of another, the ability to use methods of interaction that alleviate the suffering of another person, etc.

Studies have shown that with the development of a person's individuality, there is a gradual process of empathy formation. It is a transition from lower, instinctive forms of empathic response to higher, moral forms. In its developed forms, empathy becomes a psychological mechanism for understanding the personality of another person and, in this sense, becomes the basis for the formation of a certain program

of interaction with another.

Thus, it is empathy that makes it possible to bring the process of human personality development to a level that corresponds to the psychological laws of subject-subject interaction of people, where equal psychological positions of participants, activity of both parties, mutual penetration into the world of feelings and experiences of each other, the desire for compassion and active mutual humanistic orientation are assumed.

The psychological literature offers various classifications of empathy; traditionally, domestic and foreign psychology distinguishes the following types of empathy. For example, in the Dictionary of Practical Psychology edited by S. Golovin, empathy is of the following types: emotional empathy – based on the mechanisms of projection and imitation of motor and affective reactions of others; cognitive empathy – based on intellectual processes (comparison, analogy, etc.); predictive empathy – manifested by the ability to predict the affective reactions of others in specific situations.

According to the classification of V. Boyko, the author distinguishes the following types of empathy: rational empathy, which is realized through inclusion, attention to others, intensive analytical processing of information about them; emotional empathy, which is realized through emotional experience (feelings); intuition, which allows processing information about a partner at the unconscious level.

The model of empathy, which includes four levels of constructs that are interconnected and influence each other, was substantiated by M. Davis: antecedents – the empath's ability to perceive the perspective and the ability to experience emotional reactions; processes that include unconscious behavior and those based on conditioned reactions (a cognitively complex process of perceiving another person); intrapersonal outcomes – are affective reactions of the empath, for example, when he/she experiences the same or similar impact on another person (parallel

outcome), or when he/she experiences an affect that is a reaction to the situation of another (reactive outcome); interpersonal outcomes – are manifested in altruism and help [16].

Based on the theoretical analysis, I. Stich summarized that researchers distinguish the following components in the structure of empathy: emotional – the ability to recognize and understand the experiences of another person; cognitive – the ability to understand the thoughts, feelings and actions of another person; behavioral – the ability to implement such ways of interaction that alleviate the suffering of another person [27].

According to the analysis of scientific works with the position of Y. Menderitskaya, empathy includes the following elements: the ability to emotionally react and respond to the experiences of a communication partner; the ability to understand and recognize the state of another person; the ability to choose and implement adequate methods and techniques of interaction, which involves altruistic behavior towards others [14].

Having analyzed the works of prominent scientists, we note that scientists identify various functions of empathy, which is a determining factor in the behavior of a person. Several representatives of this approach (I. Vallon, E. Liebhart, T. Lipps, A. Mehrabian, T. Ribot, D. Sidman, M. Harris, L. Hong, S. Schafer, N. Epstein) interpret the existence of a relationship between the empathic abilities of a person and his or her tendency to altruism. On the other hand, empathy is a specific emotional form of cognition, the main object of which is a person (D. Arlow, D. Bires, D. Wilmer, S. Mahoney, S. Marcus, K. Rogers, M. Scheler).

The scientist V.V. Labunska in her works identifies: emotional, cognitive, behavioral functions of empathy [7]. V. Boyko defines the functions of empathy in the process of communication as increasing the level of identification with another; relieving tension, discomfort caused by the experiences of another; contributing to the satisfaction of the

need for one's own well-being; developing selfish ways of behavior and strategies of interaction «for oneself».

Today, an important and relevant aspect is the study of empathy in future specialists in the socio-economic sphere of activity; empathy is not only an important means of adaptation in the professional and educational environment, which promotes harmonious interpersonal relations of all subjects of the educational process, the development of basic competencies, socio-professional competencies, a positive attitude towards others, which reflects the morality of the future specialist.

In the conditions of the professional and educational space for training specialists in the socio-economic sphere, the formation of empathy should be guided by the substantive characteristics of the levels of its development.

A low level of empathy is associated with the inability to empathize, lack of interest, understanding and acceptance of the feelings and thoughts of others, which leads to misunderstanding in contacts with others, and a low ability to empathize. Empathy is a professionally important personality quality that helps to understand another person and interact effectively with him or her and is key in the professional activities of socio-economic specialists.

People with a sufficient level of empathy are characterized by developed social emotions, easily adhere to accepted social norms, and are able to understand the thoughts and feelings of others, realize their values and motivational attitudes during interaction.

High level, people understand and feel others better than themselves, trust their feelings and intuition. Waiting for social approval of their actions, impulsive, actively looking for a way out of a difficult situation from the other's point of view, optimistic, successful, this level is characterized by excessive immersion in empathy, vulnerable, understanding the nuances and complexities of the other's inner world, trusting feelings

and intuition.

Socio-professional empathy is a person's readiness to cognize, analyze, evaluate actions, empathize emotionally in situations of interaction, build favorable relationships, and warn of deformations in socio-professional and personal development.

Famous educators and psychologists attached great importance to the education of an empathetic, compassionate personality; Sukhomlynsky guided teachers to develop the ability to feel themselves in another person and a person in themselves; Sh. Amonashvili addresses the problem of empathy, kindness, and humanity in his works; his pedagogical system is imbued with humanism, love, and respect for students. Sh. Amonashvili speaks of empathy as «warmth of the heart», as «the gift of feeling another person». The author emphasizes that empathy as a personal trait of teachers is a prerequisite for the formation of children's ability to «feel another person».

To study the level of empathy development, various psychodiagnostic methods for assessing emotional and volitional qualities of a person are used.

Diagnostics of empathy can be carried out by the methodology «Emotional, cognitive and effective empathy» (E. Troitskaya), which allows to study individual structural components of empathy (positive emotional, negative emotional, cognitive and effective), as well as the final indicator of empathy [21].

The questionnaire for diagnosing the ability to empathize was developed by A. Mehrabian and M. Epstein in 1972 and adapted by Y. Orlov and Y. Emelyanov in 1986. This methodology allows to determine the tendency of empathy in the subjects.

The Emotional Response Scale by A. Megrabyan and P. Epstein allows analyzing general empathic tendencies and empathy parameters, such as the level of expression of the

ability to emotionally respond to the experiences of another. It should be noted that A. Mehrabian considered empathy to be the ability to sympathize with another person, to feel what another person feels, to experience the same emotional states, to identify with him or her [18].

The methodology was used to study the general level of empathy; the objects of empathy are social situations and people whom the subject could empathize with in everyday life. The questionnaire consists of 25 closed judgments, both direct and reverse. The subject has to assess the degree of his/her agreement/disagreement with each of them. The scale of answers (from «strongly agree» to «strongly disagree») makes it possible to express the attitude to each communication situation.

Instructions. Read the following statements and evaluate the degree of your agreement or disagreement with each of them (tick the appropriate box on the answer sheet), based on how you usually behave in similar situations.

Processing the results. There is a scoring sheet for processing the answers. Processing is carried out in accordance with the key. Each answer is awarded from 1 to 4 points. The total score is calculated by summing the points. The degree of expression of the person's ability to emotionally respond to the experiences of others (empathy) is determined by the table of conversion of raw scores into standardized scores of the Steny Scale.

Analysis and interpretation of the results 82-90 points – very high level; 63-81 points – high level; 37-62 points – normal level; 36-12 points – low level; 11 points and less – very low level [13].

The methodology of I. Yusupov «Diagnostics of the level of polycommunicative empathy» allows to determine the general level of empathy, as well as its levels in different spheres of human life. The author of the methodology classifies empathy based on the object to which it is directed: empathy

with parents, animals, empathy with the elderly, children, characters in fiction, strangers or unfamiliar people. Let's take a closer look at each of the above scales, using this methodology to determine not only the overall level of empathy, but also its levels in different areas of human life:

1. «Empathy with parents» reveals the ability to empathize with one's own parents, to be indifferent to their life, feelings, and mood. The scale demonstrates the tendency to understand family members and forgive offenses.

2. «Empathy with animals» determines the ability to sympathize with animals, interest in them, the ability to take a stray animal into one's home and help the victim.

3. «Empathy with the elderly» diagnoses the tendency to sympathy, empathy, participation to older people, understanding and patience with their sometimes-excessive care, irritability, and possible unfair reproaches during their illness.

4. «Empathy with children» allows you to determine the level of empathy in relation to children, the ability to sympathize with them, understanding the essence of their bad or sad mood, the ability and love to find a common language and interact with them.

5. «Empathy with the heroes of fiction» reveals a tendency to sympathize with the heroes of films/books, the ability to get used to their role, a deeper perception of the plot, the essence of the story, an emphasis on the experiences of the characters themselves, rather than their actions.

6. «Empathy with strangers or unfamiliar people» diagnoses the ability to empathize with other people, to be indifferent to their troubles and fate, to listen and help a person if necessary.

It is not the fact of experience that is assessed, but rather the tendency to experience it, since the manifestation of an emotional response in real life is associated with certain social restrictions. The questionnaire is based on the diagnosis of the

factors that determine the development of the subject's empathic potential: 1) the ability to take on a role; 2) sensitivity; 3) the experience of this experience in the emotional memory of the test subject. Quantitatively, the test captures images of the subject's actions, presented as a listing of a discrete series of open variables, actualized by a verbal description and associated with the situations that correspond to them [13].

The objects of empathy are social situations present in the character, which the subject could empathize with in everyday life, accumulating emotional and cognitive experience in the process of socialization. Diagnostics is conducted in the form of a verbal text using a blank methodology in the form of closed judgments. The stimulus material is judgments standardized on a 90-point rating scale, with which the subject can differentially agree or disagree, expressing his or her attitude to the proposed social situations. Each individual judgment is not diagnostic; only the aggregate of responses determines the indicators of empathy vectors, as well as the overall level of empathy. The test has additional scales of insincerity, trustworthiness, and psychological defense that allow for an accurate assessment of the obtained indicators.

V. Boyko's «Methodology of Empathic Abilities» considers empathy as a rational, emotional, and intuitive form of reflection that is a means of «entering» the space of another person. According to his definition, empathy is «the most valuable means of cognition of human individuality for the purpose of education and training, treatment and prevention» [17]. The purpose of the study of this methodology is to reveal empathy, that is, the ability of a person to empathize with the problems of other people.

The method of empathic abilities by V. Boyko allows to diagnose the general level of empathy and the development of individual components of empathy, such as rational, emotional,

intuitive channels of empathy, empathic attitudes, ability to penetrate, and identification in empathy. The questionnaire consists of 36 statements that define the features of empathic judgments and predict their possible development. The indicators of individual scales and the overall final score are analyzed. Scores on each scale can vary from 0 to 6 points and indicate the importance of each parameter of the empathy structure.

The importance of each parameter in the structure of empathy is expressed by six scales: rational channel of empathy, emotional channel of empathy, intuitive fall of empathy, attitudes that promote or hinder empathy, penetrating ability in empathy, identification in empathy. Scores on each scale can range from 0 to 6.

According to the criterion of the leading component of empathy: V. Boyko distinguishes the following types of empathy:

1) rational empathy, which is realized through inclusion, attention to others, intensive analytical processing of information about them.

2) emotional empathy, which is realized through emotional experience (feeling,

3) intuitiveness, which makes it possible to process information about the partner at the unconscious level.

In this methodology, the author presents the following parameters of empathic abilities.

1. The rational channel of empathy indicates the focus of a person's attention, perception and thinking on understanding the essence of any other person, his or her condition, problems and behavior. Spontaneous interest in another person opens the door to emotional and intuitive thinking of the partner.

2. The emotional channel of empathy captures the ability of empathy to enter into an emotional resonance with others - to empathize, to cooperate. Emotional sensitivity becomes a means of penetrating the partner's energy field. Understanding the inner world of another person, predicting his or her

behavior and effectively influencing it is possible only if the partner is energetically adapted. Participation and empathy work as a link for people.

3. The intuitive channel of empathy allows a person to predict the behavior of partners based on experience stored in the subconscious to act in the absence of initial information about them. At the level of intuition, various information about partners is closed and generalized.

4. Attitudes that encourage or discourage empathy. The effectiveness of empathy is reduced if a person tries to avoid personal contact, considers it inappropriate to show interest in another person, makes sure that he or she is calm about the experiences and problems of others. Such assumptions severely limit the range of emotional sensitivity and empathic perception.

5. The ability to penetrate empathy is considered an important communicative trait of a person, which allows you to create an atmosphere of openness, trust, and sincerity. The partner's relaxation encourages empathy, while an atmosphere of tension, unnaturalness, suspicion prevents disclosure and empathic understanding.

6. Identification is an important condition for successful empathy. This is the ability to understand another based on empathy, putting oneself in the partner's shoes. The basis of identification is the ease, mobility and flexibility of emotions, the ability to imitate.

The empathy channels, presented in all their diversity of interrelationships, play a supporting role as a single system, the main indicator of the level of empathy, the result of which is the sum of points obtained because of adding up the single points scored for each answer of the test subject that coincided with the key.

The methodology «Empathy Test for Adults» by L. Zhuravleva consists of collision stories, the characters of which find themselves in various empathogenic situations. For

each situation, there are seven possible answers to resolve them. There is also the subject's own response, which, according to its content, is classified by the experimenter as one of the proposed ways to resolve the situation. The characters of the stories are a peer, an adult, a child, an elderly person, and an animal. Each of the proposed answers represents one of the types or forms of empathy, as well as the corresponding empathic attitude.

In this way, the following research scales (factors) will be identified: antiempathy; indifference (passive contemplation of the situation) – indifferent empathic attitude; empathy – egocentric empathic attitude; concern for the feelings of another (compassion) – subject-centered empathic attitude; modeling of behavior (internal assistance) – passive empathic attitude; real assistance not to the detriment of oneself – active empathic attitude; altruistic behavior (real assistance to the detriment of oneself) – effective transcendental empathic attitude.

The diagnostic procedure also provides for the determination of a general indicator of empathy – the sum of indicators of antiempathy and all forms of selfempathy. Such empathy is called integral. The levels of its development are also differentiated – very low, low, medium, high, very high [10].

A methodology for assessing emotional intelligence (N. Hall's EQ questionnaire), based on general theoretical provisions about emotional intelligence, which makes it possible to recognize and manage one's emotions depending on the situation.

Diagnostics «Emotional Intelligence Level» by N. Hall. In addition, it should be noted that empathy is a basic component of emotional intelligence and plays an important role as a professionally significant personal quality of a socio-economic specialist in interaction. The methodology is designed to identify a person's ability to understand relationships, which is represented in emotions, and to manage their emotional sphere on the basis of decision-making. It consists of 30 statements and

contains five scales, in particular: scale one – «Emotional Awareness»; scale two – «Managing Your Emotions»; scale three – «Self-Motivation»; scale four – «Empathy»; scale five – «Recognizing the Emotions of Others».

The respondent is presented with statements that reflect different aspects of life. To the right of each statement, write a number based on the degree of agreement with it: strongly disagree (-3 points); mostly disagree (-2 points); partially disagree (-1 point); partially agree (+1 point); mostly agree (+2 points); strongly agree (+3 points). The results are processed by comparing 30 answers to the «key» and calculating the results. Interpretation of the results: levels of partial emotional intelligence in accordance with the sign of the results: 14 and more – high; 8-13 – average; 7 and less – low [10].

D. Lucin's EmIQ questionnaire explains and describes emotional intelligence as the ability to understand one's own and others' emotions, the ability to manage one's emotions and the emotional states of others. Understanding emotions is the ability to recognize one's own emotions and those of others, emotional states and experiences, the ability to name an emotion, recognize it, and be able to establish cause and effect relationships between different emotions. Emotion management is the ability to control the manifestation of emotions, understanding and controlling their manifestation according to the situation, the ability to manage emotions, the ability to suppress excessively strong emotions, and the ability to control the external expression of one's emotions.

There are two «dimensions» of emotional intelligence: intrapersonal (understanding and managing one's own emotions) and interpersonal (understanding and managing the emotions of others). Components of emotional intelligence: understanding other people's emotions; understanding one's own emotions; managing other people's emotions; managing one's own emotions, controlling one's own emotions, expressions.

The «EmIn» questionnaire contains 46 statements with which the respondent agrees or disagrees using a four-point scale. It also combines statements into five subscales, which in turn are combined into four general scales. Before its publication in 2006, the Emotional Intelligence Questionnaire (D. Lucin) had been developed and tested for a very long time to obtain valid and reliable results.

The Cook-Medley Hostility Scale (CMHS) was developed on the basis of the corresponding MMPI scale. The technique is a questionnaire designed to diagnose the tendency to hostile and aggressive behavior. Based on the results of the survey, the level of cynicism, aggressiveness, and hostility is calculated.

The Cook-Madley Hostility Scale separates the concepts of hostility and aggression, in addition to these two indicators, this questionnaire provides results on the cynicism scale, the test has 27 questions. The methodology can be used both for self-diagnosis and in the work of a practical psychologist to determine the subject's tendency to aggressive behavior in social contacts, business and interpersonal communication. The specified examination time is 15-20 minutes.

The scales on which the stimulus material is based can be defined as follows:

1. Cynicism is a tendency to disregard the moral and ethical values of society. Distrust of the ability of other people to perform highly moral and altruistic acts. Doubts about the high level of competence in any area of their activity. The tendency to explain the reasons for the behavior of others by the presence of negative character traits or useful intentions.

2. Aggressiveness. The tendency to aggressively remove and destroy obstacles. This feature can be manifested in the active aggravation of conflict situations, angry reactions, threats or the desire to use physical force.

3. Hostility. The tendency to experience negative emotions towards others, which can be manifested in feelings

of disappointment, irritation, hostility, anger, negative assessments of their personal qualities.

Methodology of E. Pomytkin «Study of emotional states of a person». This technique helps to determine in which modality positive states prevail and in which negative ones. The test consists of 74 short questions, in which the name of a particular emotion or emotional state, positive or negative, is given, and the subject chooses one of three options – very rarely, sometimes, often.

The interpretation of the results consists of 5 gradations of personality states, each of which is divided into positive and negative:

1) personality states;
2) aesthetic states of personality;
3) moral and humanistic states of personality;
4) intellectual and creative states of personality;
5) intimate and personal states of personality.

In terms of degree, each of the personality states has a high, medium, and low level.

When studying the level of empathy, it is desirable to pay attention to the development of self-knowledge of the individual, which will make it possible to identify features that will help to find out the degree of satisfaction or dissatisfaction with oneself, which is important for the further development of the necessary traits of a future specialist in the implementation of professional activities. The results of the study will provide information for reflection and improvement of personal qualities.

A number of techniques can be used for self-knowledge of a person, for example, the «Test for Detecting the Mood for Interpersonal Communication», which contains a list of qualities where you need to try them on yourself and assess the degree of their expression. The results will provide three indicators of interpersonal communication mood: negative, neutral, and positive [2].

The next Forverg questionnaire on contact, the instruction suggests that you evaluate yourself on a nine-point scale and indicate to what extent you are endowed with each of the six qualities (empathy; warmth, respect; frankness, sincerity; specificity; initiative; directness) in relationships with people. In this questionnaire, we diagnose three indicators of establishing contacts: tension, restraint, contact [2].

The «Is Your Character Strong» test will allow you to determine the indicators of character: persistent, realistic, unbalanced. The Power of Influence test will check how much power of suggestion you have or are able to influence and persuade others. In general, there are three indicators of the power of suggestion: active, restrained, and passive. Test to determine emotional stability, indicators: sufficient, medium, low. Detection of a tendency to neuroticism, indicators of tendency: high, normal, low. A test to identify the dominant formula for converting the energy of influence, questions allow you to look into your own emotions, indicators of the conversion of energy of influence - euphoric activity, refractory activity, dysphoric activity. Identification of control in communication, the test contains ten items describing reactions to certain situations, in general, three indicators of communicative control are identified: high, medium, low. The test for the ability to live in harmony with oneself makes it possible to determine the indicators of the ability to live in harmony with oneself, to show self-control: satisfied, ambivalent, dissatisfied. Identification of the ability to achieve success, i.e. to be determined to succeed: determined, restrained, indecisive. Summarizing the test results, we can characterize volitional activity, emotional mood, and energy efficiency [2].

Thus, the core characteristic of a personality is the mechanism of self-tuning, selfadjustment, self-determination, which ensure volitional activity, emotional state and energy efficiency.

The analysis of the scientific literature on the problem under study and its empirical study allow us to formulate the following conclusions. In recent decades, empathy in personality development has increasingly become the subject of psychological research. In today's conditions, empathy, as a psychological phenomenon, plays an important role in interpersonal communication, increases motivation and productivity, and affects the personality as a whole. It is important to research and study empathy in the professional development of specialists in the socio-economic sphere, because empathy is one of the important professional qualities, such as the ability to be sincere in interaction with a client, to understand his or her emotional state, to correctly reflect and convey their own feelings.

In the current conditions of world globalization, economic instability and a shift in ecological balance in all countries, the importance of specialists of the socio-economic type of professional activity or «helping» profession (psychologists, psychotherapists, teachers, social workers, etc.).

One of the important problems of modern society is the problem of humanization of human relations with other people. In the study of I. Shtykh, the concepts of «humanity» and «humanistic orientation» are closely related to the concept of empathy. At a time when there is a lot of competition, consumerism, and aggression towards each other in society, the problem of humanity and empathy is especially relevant [27].

The process of establishing new values, the main of which is the formation and development of the spiritual culture of the individual, is of particular relevance. An integral part of this type of culture is emotional maturity, the ability to empathize, and the ability to understand and accept others. Empathy is a key condition for this process. Today, psychologists talk a lot about the problem of developing and shaping an empathetic personality characterized by flexibility in communication, positive thinking, and the ability to decenter

and altruistic behavior.

The specificity of professional activity of specialists in the socio-economic sphere of activity requires the ability to receive, analyze, interpret and record information, establish contacts with people in accordance with psychological laws. Thus, the task is to ensure that socio-economic specialists working with people have not only professional knowledge and skills, but also professionally significant personal characteristics that contribute to solving personal problems and fulfilling their needs. This requires the development of the emotional sphere of these specialists as a tool for professional problem solving and as a means of resisting professional deformations.

The most important moral quality of specialists in the socio-economic sphere of activity, which contributes to the formation of their professional communicative competence, is empathy in relationships with people. When providing psychological assistance, empathy contributes to harmonious interpersonal relationships, personal morality, and mutual understanding.

The basis of our study is the work of foreign authors; the issue of empathy was studied by A. Bandura, R. Diamond, A. Maslow, R. May, F. Alport, C. Rogers, C. Horney, and S. Freud. The study of empathy as a psychological phenomenon is related to the work of such scientists as: V. Abramenkova, N. Aminov, E. Bozhovich, T. Gavrilova, S. Maksymets, M. Molokanov, L. Tkachuk, E. Typtia, T. Fedotiuk. Many domestic researchers consider empathic ability as one of the components of the communicative competence of participants in interpersonal communication.

In psychology, there are different approaches to understanding empathy. Speaking about empathy, psychologists also see it as the origin of moral development of a person. Empathy means compassion, empathy, and understanding of the psychological states of others. As defined by E. Thatcher, empathy as a designation of the process of

feeling, generalizing the ideas developed in the philosophical tradition of sympathy, with theories of feeling [9].

One of them is the consideration of empathy as a personality quality, its ability to penetrate through feelings into the inner world of other people, sympathize with them, share their experiences, the ability to see oneself in the place of other people, and the willingness to provide them with all possible assistance [20].

Empathic abilities for specialists in the socio-economic sphere of activity, especially psychologists, are important for productive interpersonal communication and mutual understanding. Meanwhile, the development of empathy in modern young people remains at a low level. A large number of studies have been devoted to the problem of personal empathy, and the issue of empathy of future specialists in the socio-economic sphere of activity has not been studied sufficiently. Therefore, the problem is socially significant in today's conditions and requires its study.

One of the most important problems of modern society is the problem of human relations with other people. The process of establishing new values, the main of which is the development of personal culture, is becoming particularly relevant. An integral part of this type of culture is the ability to empathize, the ability to understand and accept others. The key condition for this process is empathy, which is the main achievement in the work of specialists in the socio-economic sphere, such as psychologists, teachers, and social workers who influence people. The analysis of the concept of «empathy» revealed that it is perceived as an ability, a process, a state. Empathy is one of the most important professionally important personal qualities of a psychologist. Among the professionally important qualities of a psychologist's personality, it is customary to emphasize the ability to empathy, reflection and professional psychological thinking, a feature of which is the need for generalized and indirect knowledge of the

psychological mechanism of human actions that lead to finding ways to effectively interact with him in the conditions of professional activity.

The formation of the professional identity of specialists in the socio-economic sphere of activity is a special process, in many ways different from analogues related to other fields of activity. This profession makes special demands on a person's personality, so that in the process of studying, a student acquires such personal characteristics as internalization, reflexivity, and the ability to empathize to a greater or lesser extent. Empathy in human-to-human professions is considered as a factor in the formation of motivation, which led to the choice of this profession and as a factor in the success of professional activity.

Analyzing various theoretical approaches to the study of empathy, it can be determined that empathy is considered a necessary factor in the moral development of a person. It is seen as an effective means of disclosing and mastering the inner state, moral relations, cultivated aesthetic norms, and promotes the development of humane relations and altruistic behavior. Empathic compassion, empathy acts as a mediating motive when providing assistance to a person.

According to O. Vavryniv, empathy is a multilevel, complex phenomenon that is a combination of emotional, cognitive and behavioral abilities of a person. The ability to empathize is the ability to provide an emotional response to the experiences, thoughts and feelings of the object of empathy [3].

Each person comes into society with his or her own unique set of qualities, experience, thinking, perception, worldview, and habits. In this regard, our main task is to learn how to interact with people while respecting their individuality. That is, today society is facing an acute problem of its humanization. The ability to understand the essence of a person's experience, to feel their sorrows and joys, to penetrate their inner world all these abilities in psychology can be

combined with the concept of «empathy».

Empathy is the core of communication; it allows us to make interpersonal relationships more harmonious and human behavior more socially conditioned.

Developed empathy is an important quality of a person whose work requires understanding the mental state of another person and a sense of the inner world. Therefore, specialists in the socio-economic sphere psychologists, educators, social workers, will differ significantly in their empathic characteristics from all other people. Moreover, this difference can be both in the direction of increasing empathy, for example, in practical psychologists, counseling people, and in the direction of decreasing it in social workers, who are constantly faced with the unpleasant aspects of human life.

However, the question remains whether empathy changes in the course of a person's professional life or whether people choose professions based on their existing empathic characteristics. In today's conditions, this is especially true for specialists in the socio-economic sphere of activity (psychologists, teachers, social workers), because their professional activity depends primarily on empathy.

Empathy that is directed at another person is considered compassion, it is manifested as care. Compassion reflects the individual's experience of the other's well-being. It arises in a situation where the state experienced by the partner prompts the individual to reveal his or her best moral qualities, and there is a need to help the person.

Having studied the ideas of modern psychologists about empathy, we have identified three main approaches to its understanding. In the first approach, empathy is perceived as a mental process aimed at perceiving various open variables of the object of empathy, understanding them, and building a plan to help the object. In other words, it emphasizes the dynamic, procedural, and phased nature of empathy.

In the second approach, empathy is perceived as a

mental, empathic response to a stimulus. Some researchers believe that empathy is the emotional ability to respond to cues that convey another person's emotional experience. Others believe that empathy is a behavioral ability that manifests itself in helping, facilitating, altruistic behavior in response to the experiences of another. Empathy is also seen as an unquestionably positive attitude toward another.

In the third approach, empathy is perceived as a human ability or property that has a complex affective, cognitive, and behavioral nature. The definition of this component may include accepting the role of another, interpreting behavior, and determining the emotional state.

The ability to empathize is a significant and necessary quality for people. This is especially true for those categories of people whose professional activities are directly related to communication – psychologists, teachers, social workers, i.e. specialists in the socio-economic sphere. In the most general sense, empathy for these professionals is determined by their ability to put themselves in the client's shoes, to feel their emotional state, which will ensure the choice of the necessary line of behavior with the communication partner.

We understand empathy as the ability to consciously understand the emotional state and inner world of another person, during which the subject of empathy has a need to help the object of empathy, a desire to overcome his or her negative state. The training of socio-economic specialists implies their readiness to work in the public space according to the «person-to-person» type, which reproduces the relationship of one person to another on the basis of interaction, mutual understanding, mutual respect, mutual assistance, etc. The activities of representatives of the socio-economic sphere are aimed at achieving the following social ideals: high quality of life, well-being, health, education, personal development, etc.

Therefore, the purpose of the study was to examine the features: level, content and methods – of empathy experience

by students with a psychological learning profile in connection with their individual psychological characteristics. The study we conducted, the sample of which was third-year students – future psychologists (n = 30) (we used the following methods: «Emotional Response Scale» by A. Mehrabian and N. Epstein to determine the level of severity of the ability to emotionally respond to the experiences of another; «Diagnostics of the level of polycommunicative empathy» by I. Yusupov, to identify empathic potential; «Diagnostics of empathic abilities» by V. Boyko, to determine the general level of empathy and the development of individual components of empathy.

According to the results of the first methodology «Emotional Response Scale» by A. Mehrabian and N. Epstein, 30% of psychology students have a high level of empathy; they are characterized by a more pronounced positive emotional reaction and have a tendency to actively help others. 60% of the subjects have a sufficient level, controlling their own emotional manifestations. A low level of empathy was found in 10%, who have a minimal ability to empathize, it is difficult to establish warm and trusting relationships.
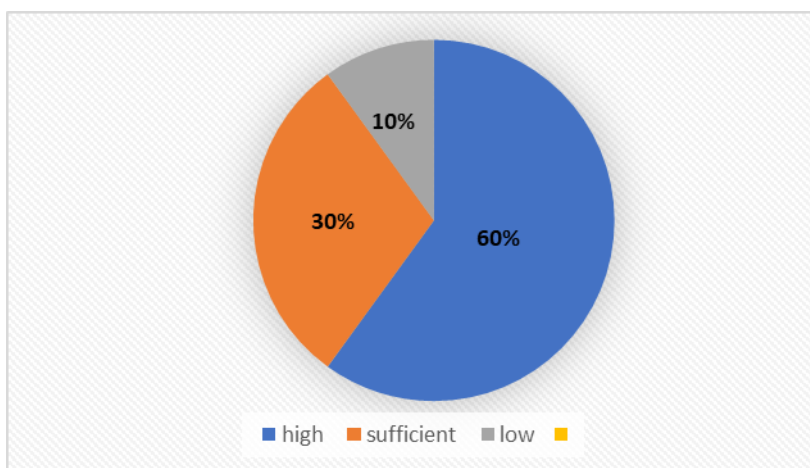


Fig.1. Levels of empathy (Emotional Response Scale

methodology by A. Mehrabian and N. Epstein)

According to I. M. Yusupov's methodology «Diagnostics of the Level of Polycommunicative Empathy», 25% of future psychologists have a high level of empathy, they are sensitive to the needs and problems of others. The average level is 60%, and they tend to restrain feelings and emotions, keeping them under control. A low level of empathy was found in 15%, which indicates the inability to consider the situation from the other side, their opinion is considered the only true one.
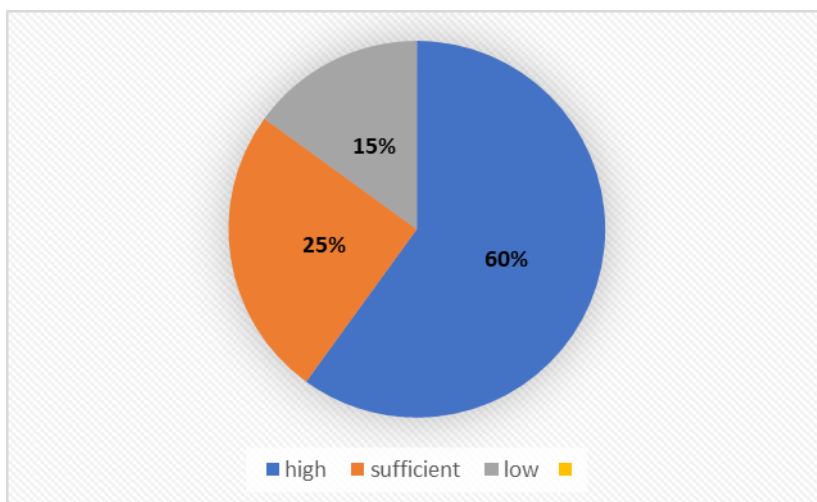


Fig.2. Levels of empathy (methodology «Diagnostics of the level of polycommunicative empathy» by I. Yusupov)

«Diagnostics of Empathic Abilities» by V. Boyko shows a high level of empathy, which is possessed by 10% of the subjects, they are characterized by a high level of development of empathic abilities, focus of attention, perception of thinking. The average level of empathy is observed in 80% of future psychologists, who are characterized by a sufficient level of

development of the rational, emotional and intuitive channel of empathy. 10% of students were diagnosed with a low level of empathy, who are indifferent to the feelings of others, interested in their own feelings, unable to understand and see the emotions of others.
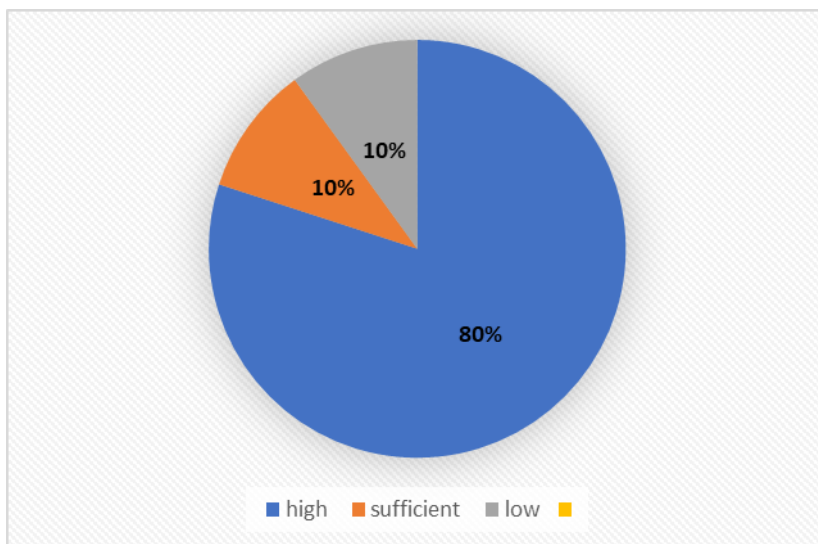


Fig. 3. Levels of empathy «Diagnostics of empathic abilities» by V. Boyko

Thus, the study revealed positive dynamics in the development of empathic abilities of future specialists in the socio-economic sphere. This is an important indicator of a more meaningful perception of students' personal qualities and their role in future professional activities. In general, the data obtained indicate the professional and personal development of students and are certainly an important indicator of their successful socialization in higher education. Still, some future psychologists have a low level of empathy. Therefore, for this category of psychology students, future specialists in the socio-

economic sphere, we recommend a training program to increase the level of empathy.

In our opinion, the educational factor has a great influence in the learning process. It is important not only to competently organize the educational process in order to acquire the necessary knowledge and skills by future specialists in the socio-economic sphere, mastering professional technologies, but also to create a special educational environment that allows to actively shape the personality of a professional. We offer several directions of educational influence on the personality of future representatives of socionomic professions.

The first area involves the active involvement of students in volunteer activities, which are essentially «helping» in nature. Participation in volunteer and charitable activities not only allows students to practice various technologies of helping people in need, but also gives them the opportunity to better understand the humanistic content of students, to get used to the profession, to realize the presence or absence of the necessary personal qualities that are professionally oriented and extremely important in terms of professional efficiency.

The second direction is based on the active involvement of students in research projects of specialized orientation. This contributes to the successful professional socialization of students, as they acquire important knowledge and skills in terms of professional competence and develop their emotional and personal sphere, including their communication and empathic abilities.

The third direction requires the inclusion in the educational process of a sufficient number of disciplines that contribute to the comprehension of one's personal readiness for the chosen profession and create motivation to develop the necessary personality qualities. It is necessary to include additional disciplines and elective courses that emphasize the personal aspect of the profession.

The fourth area requires attention to the organization of practical training of future socio-economic specialists. It is important that the selected practice sites maximize the involvement of trainees in the process of professional communication with both clients and employees, which will allow them to «live» understand the meaning of the concept of «difficult life situation» of a client, feel their need for help and feel their personal involvement in it.

Compliance with the above conditions will not only improve the quality of professional training of future representatives of the socio-economic sphere in higher education institutions, but will also ensure their active personal development, including such professionally important quality as empathy.

The professional activity of specialists in socio-economic professions is an activity in which professional competencies are consciously used by a specialist in order to provide social and psychological assistance to a person who has applied to him/her. The ability to empathize is a rather important addition to the professional activities of socio-economic professionals, and empathy is a key condition for this process. Professionally significant qualities include: reflection, empathy, emotional stability, attentiveness, observation; speed of decision-making; communication and organizational skills.

The dynamic development of society, major social issues, and changes in the international political situation necessitate further development of the socio-economic sphere of activity as an important tool for positive impact on society. In today's environment, the problem of high-quality training of specialists is relevant and in demand. It is important to emphasize that the socio-emotional sphere is the field of activity of professionals (psychologists, teachers, social workers) who not only have a purely technological aspect of the profession, but also have a special personal portrait due to the specifics of the so-called «helping» professions. The requirements of such professions

include developed empathic abilities of the individual, since empathy is considered a necessary factor in the moral development of the individual, promotes the development of humane relations, and an altruistic style of behavior. Prospects for further research include the development of a program of trainings, exercises and tasks to increase the level of empathy of future specialists in the socio-economic sphere.

Professional psychological activity puts before the individual the requirements for the ability to be sincere in relations with the client, to understand his emotional state, to correctly reflect and convey the feelings he is experiencing now. Without the practical mastery of such a mental reality as empathy, it is impossible to achieve effectiveness in professional activities.

Empathy is the ability to understand and share the feelings, experiences, and experiences of other people, the ability to step into someone else's shoes, feel real emotions, and understand them. Why is empathy important? Empathy helps us to establish deep and genuine connections with other people, allows us to better understand their needs, feelings, and expectations, and provides support and compassion in difficult life situations. In the professional sphere, empathy is especially important for professionals working in the social sciences, especially psychology, where it is necessary to establish an emotional connection with clients.

There are different approaches to understanding empathy in psychology. Speaking of empathy, psychologists also see it as the source of moral development of a person. Empathy means compassion, empathy, and understanding of the psychological states of others. As defined by E. Thatcher, empathy is a designation of the process of feeling, summarizing the ideas developed in the philosophical tradition of sympathy with theories of feeling [9].

Empathy plays an important role in our social interaction and is of particular importance in the modern world, where the

level of social contacts and interaction has reached high levels. That is why empathy is becoming increasingly important today. Research in psychology and sociology shows that empathy plays a key role in our interpersonal relationships and society as a whole. It promotes a better understanding of other people, helps build trust, reduces conflict, and fosters collective cohesion.

Numerous studies also show that empathy has a positive impact on people's physical and mental health. Empathic people have lower stress levels, are more resilient to psychological stress, and have greater psychological stability. In addition, empathy helps to increase self-esteem and life satisfaction.

In our country, almost every pedagogical institution of higher education has psychology faculties, where students enter every year. For a future psychologist to be qualified, knowledge of psychology alone is not enough. A true professional must have professionally important qualities. Therefore, the study and formation of empathy as a professionally important quality, the ability to feel the emotional state of another person, to empathize, sympathize with him or her, and to be ready to help, is especially relevant today.

In the study of the peculiarities of empathy in university students, L. Dvornichenko noted that the choice of profession affects the peculiarities of empathy. Psychology students have the development of the following personal traits that affect the quality of communication and show empathic abilities: empathy, intuitive understanding of another person [6].

Empathy as a personality trait is a professionally necessary quality of a future psychologist. Successful work of a specialist is impossible with a low level of empathy development. It is important to be able to approach the inner world of another person in accordance with their emotional state.

Among the professionally important qualities of a psychologist's personality, it is customary to distinguish the ability to empathy, reflection, and professional psychological thinking, a feature of which is the need for generalized and

indirect knowledge of the psychological mechanism of human actions, leading to finding ways to effectively interact with him or her in the context of professional activity. Thus, empathy as a professionally important quality of a psychology student begins to form from the very beginning of studying at a university and is improved throughout his or her studies.

In order to form empathy in psychology students in the form of group work, the following tasks need to be performed: to activate and interest psychology students in the need to form empathy in the process of professional training; to actualize empathic tendencies of the individual in preparing a psychologist for professional activity; to identify ways of professional development and improvement of empathic response in psychology students.

According to N. Shikirava's research, the implementation of empathy development training for practical psychologists involves the simultaneous development of personal and professional empathy [25].

Empathy is one of the important personal qualities of a psychologist. It helps them to better understand the client and establish strong relationships with them. The training program for future psychologists consists of specially organized training sessions aimed at non-verbal and interpersonal communication, designed to take into account the level of empathy development of future psychologists.

The purpose of the training program is to develop the level of empathy in psychology students using non-verbal and interpersonal communication techniques.

At the initial stage, trainings are held aimed at getting to know each other, interpersonal interaction, and developing skills in «reading» the partner's non-verbal signals.

At the main stage of the work, trainings are aimed at developing the ability to sympathize and empathize with others, develop the ability to understand one's own emotional world and the inner world of the interlocutor, and develop

psychological observation.

At the final stage, the training is aimed at consolidating the skills acquired during this training program, summarizing the results, and empathic diagnostics of personal qualities.

The level of empathic communication between a psychologist and a client is largely determined by the degree of adequacy of the client's perceptions, the nature of the interpretation, and the correspondence of subjective perceptions to objective personal characteristics. The high professionalism of a psychologist capable of effective empathic communication implies a vivid development of professional abilities, deep knowledge of psychology, and non-standard possession of skills necessary for the successful performance of this activity.

It is important to note that empathy is a skill that can be developed and strengthened. Here are some ways to increase your empathy level.

Listen actively. One of the key aspects of empathy is the ability to learn to listen to other people. Pay attention to their words, emotions, and non-verbal cues. Give them your full attention, don't interrupt them or interrupt them. Ask questions to deepen your understanding and show interest.

Practice emotional reflection. Emotional mapping is the ability to understand and respond to another person's emotions. Try to recreate their emotions in yourself to get a sense of what they are going through. This will help you establish an emotional connection and show that you genuinely understand their feelings.

Develop social imagination. Social imagination allows us to put ourselves in the other person's shoes and see the world through their eyes. Try to imagine yourself in the other person's situation and ask yourself the following questions. «How would I feel in this situation?», «What thoughts and emotions would I have?». This will help you develop deeper understanding and empathy.

Practice non-verbal communication. Non-verbal cues

such as gestures, facial expressions, and tone of voice can be a powerful tool for empathy. Observe other people's nonverbal expressions and try to understand what emotions they convey. Pay attention to your own non-verbal communication and try to be consistent between your words and body language.

Exercises to develop empathy that can be conducted in group work of psychology students.

«Playing the role of a counselor». Ask a friend or family member to share with you a problem or difficult situation they are facing. Then imagine yourself as their counselor and try to put yourself in their shoes. Give them emotional support and offer constructive solutions.

«Emotional diary». Keep a diary in which you record your own emotions and experiences, as well as those of other people you observe. Analyze these entries and try to understand what factors influence people's emotional state.

«Role play. Act out a situation with a friend or partner in which one of you will experience strong emotions or difficulties. Try to put yourself in that person's shoes and recreate their emotional state. Then discuss your feelings and understanding of the situation.

«Theater of Emotions. Gather a group of friends and ask each person to express a certain emotion using gestures, facial expressions and body language. The rest of the participants should try to guess what emotion they are portraying. This will help you to better recognize and understand emotions in nonverbal communication.

So, developing empathy is an ongoing process that requires practice and self-awareness. Don't be afraid to be open and sensitive to other people's emotions, and you will be able to create harmonious and supportive relationships in all areas of life. Training is one of the most effective methods of developing empathy, as this form of work helps to develop the ability to sympathize, empathize, and develop psychological observation, which is essential in the professional activities of

psychologists.

The objectives of the training are: to develop and improve the ability to understand one's own emotional world; to develop and improve the ability to empathize and empathize with others; to develop and improve psychological observation; to develop skills in reading non-verbal signals.

The main principles of the training sessions are: voluntary participation; feedback principle; principle of being in the moment; principle of expressing one's own personal opinion; principle of confidentiality.

Training methods and techniques: game exercises, group discussion, role-playing and business games.

Stages of training work: the initial stage is aimed at getting to know each other, interpersonal interaction and developing skills in reading non-verbal signals of a partner; the main stage is aimed at the ability to sympathize and empathize with others, understand one's own emotional world and the inner world of the interlocutor, develop psychological observation; the final stage is aimed at consolidating skills and empathic diagnostics of personal qualities.

Recommendations for the development of personal empathy:

1. Develop interest in other people.

2. Monitor your own emotions, body language, and somatic changes (heart palpitations, numbness, intense sweating, feeling cold or hot, etc.)

3. Get involved in volunteer activities.

4. Read fiction and watch movies, focusing on the emotional states and personal qualities of the characters.

5. Take part in interactive activities that involve teamwork, which is the basis for developing conflict resolution skills, cooperation and understanding of different views

6. Participate in trainings aimed at developing the emotional and sensory sphere and building emotional resilience.

7. Learn relaxation practices to improve the level of self-regulation development, which includes the ability to manage one's own emotional reactions.

8. Learn to listen, show compassion for your partner.

9. Perceive and understand emotional signals and build effective interpersonal communication.

The components of the training program for the development of empathy of socio-economic specialists that we have identified are closely related and interact with each other. Taken together, they can be considered as a model for the formation of empathic abilities, since they characterize it as a holistic systemic formation.

Thus, the profession of future specialists in the socio-economic sphere (psychologist, teacher, social worker) makes special demands on the individual: to understand the emotional state of the client, to be sincere in relations with him/her, to be able to convey and feel the feelings experienced. Without the practical mastery of such a mental reality as empathy, it is impossible to achieve effectiveness in professional activities. Approaches to the problems of empathy have many definitions, models of the empathic process, stages, levels, and mechanisms are proposed. The ambiguity of the term «empathy» makes researchers use more unambiguous concepts, such as 'identification', «empathy».

Empathy is a category of modern psychology that means understanding the emotional state of another person, involuntarily experiencing a similar feeling, and feeling for them. The problem of studying empathy is always relevant for specialists in the socio-economic sphere. The problem of researching and developing empathy is especially important in the professional development of a psychology student. To show empathy towards the interlocutor means to look at the situation from his/her point of view, to experience similar feelings, to understand and accept his/her current emotional state. To be in a state of empathy means to perceive the inner

world of another, while preserving emotional and semantic shades, which makes it possible to achieve efficiency in professional psychological activity.

In order to use empathy as a tool in work, a psychologist must be ready to listen to their clients, understand their feelings and emotions, and find ways to help them cope with their problems. It is also important to learn how to control your own emotions and not to transfer them to clients.

One of the ways to develop empathy is to work on your own emotional openness, willingness to be sensitive and understanding. You also need to improve your communication skills and emotional intelligence to effectively interact with clients and understand their needs.

Thus, empathy is an integral part of a psychologist's work, which allows the specialist to establish a trusting relationship with the client and help them cope with difficulties. A good psychologist should always show empathy, understanding and willingness to help their clients, despite the emotional difficulties that may arise in the course of work.

Empathy is a component of personal development, the development and transformation of consciousness – both of an individual and of the whole society. That is, if a person is holistic and mentally developed, he or she must have empathy. People with developed empathy can feel the emotions of the interlocutor, deeply understand his or her experiences and feelings. Well-developed empathy is necessary for everyone who works in the socio-economic sphere, in the profession of person-to-person. It helps build friendships, create a positive culture of communication, and effectively solve professional problems. Among the components of empathy are concepts that are very important for society, such as compassion, empathy, and concern for the feelings of another person. This is what makes us feel worthy and safe, creating an atmosphere of spirituality, humanity, and humanity in our environment.

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## PSYCHOLOGICAL AND PEDAGOGICAL READINESS OF FUTURE SPECIALISTS TO WORK IN PRESCHOOL INSTITUTIONS WITH AN INCLUSIVE FORM OF WORK

The relevance of the study is determined by the fact that under the influence of many factors, such as biogenic, sociogenic and psychogenic, children with various disorders in development and behavior are increasingly common. Earlier, in the traditional education system, such children studied in special (corrective) institutions, homes or specialized pre-school institutions and boarding schools, which could not provide the necessary level of socialization and development. Research of modern scientists (Yu. Bystrol, V. Bondar, E. Danilavichuta, I. Demchenko, A. Kolupayev, I. Malyshevsk, I. Rodimenko, T. Skrypnyk, etc.) prove that it can be done only in the conditions Social features or violations, in addition, inclusive education contributes to the development of

tolerance, mutual understanding and diversity in society.

In the last 20 years, there have been some steps in the last 20 years to develop inclusive education as an important direction for the social development of society and the development of the country's educational system, but there are significant obstacles that inhibit the process of development of inclusion in our country. The main obstacles include: insufficient funding, lack of specialized resources and insufficient training of specialists (teachers, speech therapists, social and corrective teachers, practical psychologists, etc.).

The problem of training of specialists for work in educational institutions with an inclusive form of work, according to researchers (S. Vitvitskaya, N. Guziy, I. Dmitriev, N. Kichuk, O. Kucheruk, O. Martinchuk, S. Mironov, A. Pedorych, O. Proskurnyak, L. Chernichenko, and Inclusive education is a relatively new concept in Ukraine, and most educators do not have appropriate training; The second problem is the lack of a systematic approach to preparation, since educational programs for future educators often do not include sufficient specialized inclusive education courses; The third aspect is the lack of practical experience with children with special educational needs and psychological and pedagogical unpreparedness for its implementation, which arises from teachers fears, bias, stigmatization or lack of understanding of the needs of children with special educational needs (SEN).

Complex measures are needed to solve these problems, in particular, the modernization of GHE training programs for training of educational specialists, increasing the number of practical classes, introduction of methods and forms that contribute to the formation of psychological and pedagogical readiness of future specialists, creation of conditions for practical improvement an inclusive form of work. These problems have identified the purpose and objectives of this study.

The purpose of the study: to analyze the theoretical and methodological foundations of the problem of formation of

psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work, to develop and tested the methodology of its improvement.

The tasks of the study are defined:

1. To analyze the theoretical and methodological foundations of the problem of formation of psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work.

2. Determine the criteria and levels of psychological and pedagogical readiness of future specialists of preschool education (psychologists and speech therapists) to work in the conditions of an inclusive institution of preschool education.

3. Develop a methodology for improving the psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work.

4. To select methods and forms that contribute to the improvement of psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work.

5. Test the developed technique, followed by evaluation of its effectiveness.

The theoretical and methodological basis of the study were: key principles of psychological and pedagogical theories of patterns of personality development in the conditions of study, as well as specific aspects of education of children with special educational needs (B. Bloom, V. Zasenko, A. Kolupayev, I. Kuzava, etc.); research of the phenomenon of psychological readiness for activity (S. Vitvitskaya, I. Malyshevskaya, O. Martinchuk, etc.); concepts of personal and professional development and formation of professional readiness of personality (V. Andrushchenko, S. Vitvitskaya, L. Ziazun, etc.). In addition, the results of research in the field of special psychology and corrective pedagogy in the context of inclusive education were taken into account (V. Bondar, N. Kichuk, I. Kuzava, L. Chernichenko, etc.).

Presentation of the basic material of the study. The problem of psychological and pedagogical readiness for professional activity becomes especially relevant now because of the need of society in specialists who not only have professional knowledge, skills and skills, but also capable of adapting, self-development and improvement in the fast-changing world [8, p. 54]. Another 30 years ago, the main attention was paid to the professional competence of the GHE graduates, while today the emphasis is shifting to psychological and pedagogical readiness for professional activity. This topic is revealed in the research of many modern scientists, such as S. Vitvitskaya, O. Golentovskaya, V. Gorbunov, V. Hrynova, N. Guziy, N. Kichuk, I. Malyshevskaya and others.

In psychological science (I. Saliychuk, M. Tomchuk), the term «readiness» is perceived as an independent characteristic of a person capable of changes in response to changing conditions, and is used to describe the results of development in various fields such as: professional activity, sports, training, etc. [20, p. 53], [21, p. 127]. At the same time, L. Potapkin considers his readiness as a special mental state that provides high performance. She believes that this phenomenon is an intermediate state between mental processes and personality traits, which shapes the functional level and, against its background, the processes necessary for the successful implementation of professional functions are developed [19, p. 168].

I. Malyshevskaya's opinion is also right, which emphasizes that readiness is a person's homework for certain behavior and performing active actions that allow successfully to perform tasks that are appropriate to the internal motives and psychological characteristics of the individual [16, p. 48]. V. Grinova adds that readiness for activity includes the formation of the necessary relationships, attitudes and qualities of the individual, which allow the future specialist to consciously and honestly begin to perform professional duties [8, p. 76].

The analysis of existing approaches to the concept of

readiness shows that it is often regarded as a complex and multidimensional process that covers several aspects that help a specialist to effectively perform their duties. Readiness includes components such as: theoretical knowledge; practical skills; personal qualities, such as empathy, stress resistance, self-regulation, tolerance, ability to self-analysis and self-reflection; professional self-determination and ability to continuous professional development and learning throughout life; Internal motivation to succeed in the selected field. These components are interconnected and influence the overall efficiency of professional activity [4], [5], [8], [16].

In this study, the focus is on professional readiness, which is understood as the subjective state of the individual, which considers himself capable and prepared for a certain professional activity and seeks to realize these abilities.

Summarizing the scientific ideas about the phenomenon of «readiness for professional activity», we can define that it is considered as a complex characteristic of the individual, which includes knowledge, skills, installations, personal qualities and motivation necessary for the effective performance of professional activity. It reflects the ability of a specialist to successfully overcome difficulties and perform professional tasks, adapting to changes in the professional environment, as well as constantly developing and improving their professional competencies.

Analysis of scientific works (S. Vitvitskaya, N. Huziy, O. Kucheruk, etc.) allowed to clarify the main components of professional readiness: the cognitive component – the availability of the necessary knowledge and skills concerning the specificity of the profession, its theoretical and practical aspects; practical component – the ability to apply knowledge and skills in real work situations, to solve professional tasks and to achieve the set goals; motivational component – the presence of intrinsic motivation for professional activity, interest in work, desire to succeed in the selected field;

emotional-volitional component – the development of qualities such as stress resistance, emotional stability, confidence in their abilities, the ability to make decisions and take responsibility; The social component – the ability to communicate and cooperate with colleagues, the ability to team work, adherence to ethical standards and standards of the profession [4], [9], [15].

N. Guziy emphasizes that professional readiness is formed during training, practical activity and personal development and is a dynamic process that requires constant improvement and adaptation to the changing conditions of the professional environment [9, p. 309].

In the pedagogical sphere, readiness was considered from various aspects: as a student's preparedness for school education, further education in a higher education institution, the implementation of various types of professional activity, as well as solving pedagogical tasks and situations [1, p. 168].

According to the definition proposed by V. Andrushchenko, readiness in pedagogical sense is a complex concept that includes a set of knowledge, skills, attitudes, attitudes and personal qualities necessary for the successful fulfillment of pedagogical tasks. It covers readiness to work in the educational sphere, the ability to effectively interact with students, colleagues, parents, as well as readiness to solve pedagogical situations and adapt to changes in the educational process [1, p. 169].

Therefore, pedagogical readiness can be considered at different levels:

1) readiness for learning - applies to both students who should be prepared for school or ZNO, and the teachers themselves, who should be ready for constant improvement of their skills and professional development [6, p. 153];

2) readiness for professional activity – the level of preparation of the teacher for the fulfillment of his professional duties, including knowledge of teaching methods, the ability to

plan and implement educational and educational processes, as well as to solve pedagogical tasks [11, p. 16];

3) readiness to solve pedagogical situations – the ability of the teacher to quickly and effectively respond to various situations in the educational process, make sound decisions and act in accordance with ethical standards and standards [9, p. 312].

Thus, the readiness in pedagogical sense is a multidimensional characteristic that provides successful professional activity of the teacher.

L. Potapkin defines the teacher's psychological readiness as a key aspect that ensures the success of the teacher's educational process and includes various psychological factors that influence the ability to effectively perform educational tasks, interact with other participants in the educational process and adapt to changes in the educational environment [19, p. 53].

Psychological readiness, according to I. Malyshevskaya, provides: the ability to manage their emotions and stress that arises during work; maintain peace in difficult situations; availability of a positive attitude to professional activity that contributes to the creation of a healthy educational atmosphere; formation of the motivational component, ability to self-analysis and self-improvement; developed socio-communicative skills that provide the ability to establish constructive dialogue, to understand and take into account the emotional and psychological needs of all participants in the educational process; the ability to adapt to changes in the educational environment and use different methods and innovative strategies to achieve educational goals [16, p. 49].

Since our goal was to investigate the psychological and pedagogical readiness of future specialists to work in educational institutions with an inclusive form of education, let us dwell on issues of psychological and pedagogical readiness in the aspect of its implementation in an inclusive educational environment. First of all, let us turn to the concept of inclusion (from the Latin. «Inclusio» – inclusion) is an approach in the

field of education and social integration, which involves the inclusion of people with different physical, mental, social or cultural features in the social environment [22, p.86].

V. Bondar summarizes that inclusion is focused on ensuring equal access to education, work, services and opportunities for all people, regardless of their individual needs or characteristics [3, p. 12].

The main aspects of inclusion can be attributed:

1) educational inclusion (according to V. Bondar) – ensuring equal access to education for all children, including children with special educational needs, in pre-school institutions and secondary schools; Educational inclusion involves the adaptation of the educational process, the development of individual plans and the use of special techniques and resources to support children at all levels of education [3, p. 13];

2) social inclusion (according to N. Kichuk), which promotes the integration of people with different features into society, ensuring their participation in social, cultural, labor and public activities and relationships, including the fight against discrimination and stigmatization, as well as the creation of supportive and accessible conditions for all [13, p. 22];

3) professional inclusion, which S. Mironova defines as a form of education, which provides equal opportunities for people with different features in the field of work, including the opportunity for adaptation of the workplace, support in career development and reduction of barriers for employment [17, p. 7].

Summarizing the ideas of V. Bondar, N. Kichuk, M. Mironova and other researchers, inclusion is based on the principles of equality, respect for the diversity and support of each person in the disclosure of its potential.

E. Danilavichuto and S. Litovchenko emphasize that inclusive education for persons with OOP is one of the most important and current trends in educational practice. It covers persons with peculiarities of physical, cognitive and

psychological development and is introduced at different levels of the educational system, starting with pre -school institutions and ending with higher education institutions. Each of these levels requires a special approach to providing inclusive education and support, taking into account the specific needs of students at each stage of their development and learning. Inclusive education involves the integration of pupils and students with different special needs into general education institutions where they study with other children. This includes the adaptation of the educational process, the use of special methods and resources, as well as the creation of a comfortable environment for all pupils and students [10, p. 46].

According to the authors, the basic principles of inclusive education are: individualization of learning, that is, adaptation of educational materials, methods and pace of learning to the individual needs of students; the principle of ensuring equal access to educational opportunities for all students, regardless of their physical, mental or social characteristics; the principle of creating a supportive educational environment, which is implemented through the involvement of special educators, psychologists, therapists or assistants in the educational process, as well as the use of additional resources and technical means; the principle of social integration that promotes the socialization of students with SEP, helping them integrate into a general team and interact with peers; The principle of tolerant attitude aimed at changing the attitude of society to persons with special needs, which contributes to the formation of a more open and tolerant society that recognizes and appreciates diversity and provides equal opportunities for all [10, p. 47].

We believe that the specialist's readiness for inclusive education is a key factor for successful implementation of inclusive practices in educational institutions. It includes a number of aspects that provide effective work with persons with different special educational needs.

Analysis of literature (V. Bondar, E. Danilavichuto,

I. Demchenko, O. Kucheruk, I. Malyshevskaya, S. Mironov, and Pedorich, etc.) made it possible to clarify the concept of «psychological and pedagogical readiness of a specialist to work in pre-school institutions with an inclusive form».

A. Pedorich proves that the concept of «psychological and pedagogical readiness of specialists to work in inclusive institutions of education» covers such components as psychological and pedagogical readiness, which are manifested in the ability to understand and support pupils and students with special educational needs, to adapt to their individuals [18, p.102].

S. Mironova emphasizes that knowledge of inclusive techniques, understanding of the principles and technologies of inclusive education, ability to use adapted educational materials and methods are also important for the formation of psychological and pedagogical readiness; possession of special communicative skills to establish and maintain communication with children with SEP; adherence to ethical standards and standards of work in an inclusive environment, ensuring equal access to education for all students [17, p. 7].

Launching this study, we have taken into account that inclusion begins with preschool education, since it is during this period that the basis for social, cognitive and emotional skills that are important for further development is formed. Preschool inclusion provides early identification and support of special educational needs, prepares children for schooling and promotes a positive attitude to diversity, which helps to create a society in the future, where every child, regardless of their capabilities, can fully develop and realize their potential. That is why the main attention in the theoretical substantiation of psychological and pedagogical readiness of specialists to work in educational institutions with an inclusive form of work and experimental study of its improvement was concentrated at pre-school institutions with an inclusive form of work.

The activity of preschool specialists in inclusion is aimed at ensuring equal access to education and development for all

children, regardless of their special needs. This involves a number of tasks and functions that contribute to the effective introduction of incline practices in the GPE, in particular the preparation and implementation of adapted programs for the development of children with SEP, taking into account their strengths and weaknesses, modification and adaptation of educational materials, games and tasks in accordance with the general needs of all children, as well as the development of all children. [18, p. 103].

A. Malyshevskaya notes that in the context of inclusive education, an important place in the activity of the teacher is the organization of an educational environment, which provides physical and emotional comfort for all children, including children with SEP. This environment should be adapted for the needs of each child, taking into account their individual characteristics, which contributes to the full involvement of all children in the educational process. Teachers should create an atmosphere of trust and support, where each child feels accepted and understandable, as well as to take into account the emotional state of each child and to adapt educational methods according to his needs [16, p. 68].

According to N. Kichuk, the involvement of a child from the SEP in the educational process in the inclusive SEP begins with its adaptation, which is more complex, long-term and specific in children with normative development [13, p. 61]. The author believes that the adaptive work of a specialist in inclusive SEP is to create conditions that contribute to the successful integration and development of each child. At the initial stage, the teacher should conduct a detailed analysis of the needs of both children with SEP and children with normal development. This includes an assessment of their capabilities, interests, development levels and social skills. On the basis of the obtained data, individual programs of development and education of the child are created, taking into account its individual characteristics, programs for children with SEP may

include additional measures such as speech therapy, psychological support, physical rehabilitation, etc. [13, p. 62].

N. Zayerkov and A. Tretyak to the main causes of maladaptation and increased emotional tension in such children with SEP include: insufficient communication skills, difficulties in communicating with peers and adults; increased anxiety and excitability; rejection of peers and conflict situations; False pedagogical tactics, including encouragement for competition and comparing children's achievements. The elimination of these manifestations is facilitated by the establishment of effective interaction in the children's collective and a comfortable inclusive environment [12, p. 23].

According to A. Kolupayeva, the creation of an inclusive environment involves the formation of a friendly and supportive atmosphere, where all children feel accepted and protected, it is important that children with normative-typical development understand and support their peers with ESP. This is facilitated by the organization of joint games, projects and classes that create the conditions for establishing interaction between children with different needs. Such classes help children with SEP feel part of the team, and children with normal-type development-to develop empathy and tolerance. An important aspect is to work on developing children with ESP social skills necessary for successful integration into a team, such as communication, understanding of social norms and rules of conduct [14, p. 38].

The specificity of the educational, educational and correction work of a specialist in inclusive GPE with children with ESP and children with normal-typical development is to ensure an individual approach and to create conditions that support the development of all children. The main aspects of the specifics of such work include:

1) development and implementation of individual educational and corrective plans for children with SEP, taking into account their special needs and opportunities; for children

with normative development of the planning of the educational process may also include elements of differentiation to provide a deeper or expanded educational and correction work;

2) modification of educational and development resources, games and tasks so that they meet the level of development and needs of each child, providing equal opportunities for all and use of techniques that contribute to the integration of children with different opportunities into the general educational process, such as group activities, joint projects and games;

3) formation of social skills, including the ability to cooperate, communicate and resolve conflicts, teachers organize group games and entertainment that help children interact and mutually support each other;

4) work on improving self-esteem and self-confidence in children with GPE, as well as in children with normative development, creating conditions for successful tasks and achieving positive results;

5) education of tolerance and understanding involves the formation of a positive, conscious attitude to children in children, the development of empathy and respect for others, regardless of their characteristics or needs;

6) development and implementation of correctional programs for children with ESP aimed at improving skills that cause difficulty (such as speech, motor, cognitive).

7) regular monitoring of children's progress, making adjustments to corrective programs in accordance with their achievements and changes in needs;

8) formation of an inclusive culture by creating an atmosphere of acceptance and support, where all children feel part of the team [14, p. 39-40].

Therefore, the specificity of the work of specialists in inclusive SEP involves the integration of children with different needs into a single educational environment, which requires a high level of professional training, clear coordination

of actions and constant improvement of methods of work.

Modern inclusive methods are developing rapidly, updated, so for harmonious professional development of specialists, participation in trainings and seminars is needed to improve knowledge and skills in the field of inclusive education, study and implementation of new inclusive practices and methods in their work. They should be ready to work in a dynamic environment, which is constantly changing and requires adaptation of approaches and techniques to ensure quality and equal access to education for all children.

The success of the concept of inclusive education depends largely on the teamwork of all professionals involved in the inclusive educational process. O. Golentovskaya believes that the content of teamwork is the need to effectively coordinate between different specialists to ensure comprehensive support for children with SEP. Team work is realized through cooperation between educators, corrective teachers, speech therapists, psychologists, medical and social workers, which provides for a constant exchange of information about the child, its needs and progress and provides coherence in approaches and methods. Each specialist has clearly defined roles and responsibilities that are consistent with other team members, which helps to avoid duplication of effort and ensure a comprehensive approach to correction, educational and developmental work with a child with SEP [5, p. 27]. Team work involves regular team meetings for discussing the progress of children, analyzing the efficiency of used techniques and adjusting plans, keeping documentation on each child, which allows all team members to monitor changes and results, since important feedback from all participants in the process, as well as participating in joint training and highlighting with. [7, p.310].

Thus, the team develops and corrects individual plans for each child, including educational, corrective, social and emotional goals and participates in decision-making related to

the educational trajectory of each child with an SEP to ensure a balanced and sound approach.

Let us turn to another important area of activity of specialists in the conditions of inclusion-working with parents, both children with SEP and children with normal-typical development. In covering the content of work with parents, we focused on the results of N. Kichuk's research, to understand tolerance as a conscious acceptance of something that can coincide with personal beliefs; as a voluntary refusal of obstruction and condemnation of the «other» if there is an opportunity to do so; respect and recognition of equality, rejection of dominance and violence, recognition of the versatility of human culture and norms of behavior without bringing them to uniformity [13, p. 62].

The main purpose of such work is to help parents understand their settings and learn to understand and accept someone else's opinion, to develop empathy and skills in establishing contacts. In this aspect, training exercises are aimed at solving problems: recognizing the uniqueness of each person, developing the ability to understand the feelings and emotions of others, mastering empathy through establishing emotional contact and regular communication. Working with parents of children with SEP is aimed at explaining to parents the specifics of their child's educational needs, educational and correction programs, as well as adaptation to the conditions of SEP [13, p. 63].

According to N. Zayerkova and A. Tretyak, inclusive GPE experts give parents recommendations for maintaining the development of the child at home, assistance in the use of special techniques and resources, organize regular individual meetings and consultations with parents to discuss the progress of the child with the SEP, introduction to the educational process and solve the current. Psychological support for parents, assistance in reducing the stress and anxiety related to the special needs of the child, coverage of aspects of behavior

and development of the child with SEP is also provided, and information about possible difficulties in education and socialization is provided, ways to solve these issues are offered [12, p. 25]. An effective form of work is the organization of trainings and seminars for parents on the development of a child with SEP, socialization and the use of special techniques and resources, providing parents and recommendations for working with a child at home, including exercises, games and techniques for the development of the necessary skills. According to the authors, inclusion involves the invitation of parents to participate in educational and corrective activities, including observations and participation in classes and active participation in educational activities, development and implementation of joint projects and activities that contribute to the development of the child's social skills and strengthening partnerships between GPE and family. [12, p.41].

Psychologists who work in inclusive GPE also assist parents with the SEP in solving educational difficulties; make recommendations on establishing relationships with SEP with brothers, sisters and other relatives; contribute to the formation of coordinated educational approaches among family members; provide emotional support and support of the family, as well as assist in finding mental resources; help to overcome the isolation of families of children with SEP and individual members, creating the basis for mutual assistance and uniting families. Psychological work with parents of children with norm-typical development in the conditions of inclusion also has special specificity, because its goal is to maintain the integration of all children in the educational environment, to provide mutual understanding and cooperation between the specialists GPE and families of all categories of children [12, p. 27].

The main aspects of this work include: 1) providing parents with detailed information on the principles and advantages of inclusive education, explanation of how it will affect the development and education of their child and other

children; 2) the development of positive attitude towards inclusion and diversity, emphasizing the benefits of a common educational process and development for all children; 3) informing parents about the influence of inclusion on the education of the moral qualities of children and their social skills; 4) conducting joint events such as open doors, holidays, exhibitions of children's works that help parents better understand the inclusive educational process and its results [12, p. 28].

We hold the opinion of A. Kolupayeva, that since inclusive education is still a very new form of organization of the educational process in the GPE and causes parents of children with SEP and children with normative development of biased attitude, working with parents should not only be informative, but also contribute to the prevention of development. All this requires a flexible approach to parental requests and needs, detailed explanations of the features of the ontogenetic development of the child with the GPE, their manifestations and influences in the process of interaction of children in GPE [14, p. 41]. Summarizing the above, we determine the psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work, as a system of professionally important qualities of personality, social attitudes, motivations, knowledge and skills necessary for the exercise of complex psychological and social and social and social and social and social and social and social and social influence. The main directions of this activity are to work on the adaptation of a child from GPE, the construction of his or her educational, correction and educational trajectory, support of parents of children with SEP, as well as ensuring the effectiveness of teamwork and interaction with all specialists involved in the educational process in the inclusive GPE. These areas became the basis for the development of a methodology for improving the psychological and pedagogical training of specialists to work in the conditions of inclusive education.

In the course of the theoretical substantiation of approaches and stages for the study of psychological and pedagogical readiness of future specialists to work in GPE with an inclusive form of work, diagnostic tools and the specificity of its use for the study of psychological and pedagogical readiness of future specialists for work in the conditions of inclusive GPE were isolated.

The experimental study is aimed at determining the state of formation and improvement of psychological and pedagogical readiness of future specialists to work in GPE with an inclusive form of work was organized at the Faculty of Preschool Pedagogy and Psychology of the «PNPU named after K. D. Ushinsky», it was attended by higher education applicants 2 and 3 year of study, specialty 012 Preschool education (educational programs: practical psychology in pre-school education and speech therapy in preschool institutions). In total, 30 people who were divided into experimental and control groups are 15 people each.

The ascertaining stage of the experiment consisted of 4 stages: 1) the questionnaire of higher education applicants; 2) analysis of the results of educational and practical activity of future specialists; 3) analysis of pedagogical situations; 4) a diagnostic program that contained a series of tests.

At the beginning of the study, a survey of higher education applicants was conducted in order to self-assess them about the formation of psychological and pedagogical readiness and to determine the understanding of the main aspects of inclusive education, the practical experience of pedagogical activity in GPE and the attitude towards inclusion.

The next stage was the analysis of the results of educational and practical activity of future speech therapists and psychologists, curricula and training programs, in order to determine the degree of coverage of aspects of psychological and pedagogical readiness in the content of professional disciplines. It should be noted that the content of the

curriculum of inclusion is given little attention, in particular, practical issues of team interaction, working with parents, creating a supportive educational environment are not covered.

For the analysis of pedagogical situations, higher education applicants were suggested watching videos that demonstrated various aspects of organizing educational activities in inclusive GPE. Higher education applicants, on the basis of previously acquired knowledge, were to determine the effectiveness of the methods used, explain the peculiarities of the behavior of children with SEP and offer ways to solve educational, corrective or educational problems. Most respondents were able to correctly determine the essence of the problem situation or the behavior of the child with the SEP, presented in the video, but were unable to provide clear, substantiated recommendations for their solution.

We developed a diagnostic program in order to evaluate the components of psychological and pedagogical readiness of future specialists to work in GPE with an inclusive form of work contained a number of methods for determining the formation of personal qualities, volitional, motivational components, humanistic values, tolerance, formation of social intelligence. Within this program, we offered the following tests and techniques [2]:

1) test for the level of development of emotional intelligence (N. Hall);

2) professional orientation test (B. Bass);

3) professional motivation test (D. Holland);

4) the method of evaluation of motivation of professional and pedagogical activity (K. Zamfir);

5) diagnostics of the subject-subjective model of pedagogical communication (in the adaptation of T. Boyko);

6) the questionnaire to determine the level of professional stress (based on the Holmes and Pare method);

7) Kettella's factor questionnaire (16 PF) to find out openness and readiness for cooperation, attentiveness to

people;

8) self-assessment of the level of ontogenetic reflection (T. Boyko);

9) diagnostics of empathy (RF Diamond);

10) tolerance test (developed on the basis of G. Ollport method);

11) diagnostics of command work (developed on the basis of P. Lensoioni's test «Lencioni's Five Dysfunctions of a Team»).

The results of the study (testing, questionnaires and results of the analysis of educational activity of higher education applicants) allowed to determine the criteria for the formation of psychological and pedagogical readiness:

1) formation of social intelligence;

2) awareness of the peculiarities of educational activity in the conditions of inclusion;

3) availability of professionally important knowledge and skills;

4) the formation of a system of professionally important emotional and volitional qualities of the individual.

According to these criteria, we distributed respondents by three levels of psychological and pedagogical readiness: high, medium and low.

The high level of psychological and pedagogical readiness of future specialists to work in GPE with an inclusive form of work was characterized by the fact that the future specialist has a deep understanding of social signals, perfectly recognizes and adequately responds to the emotions of children and colleagues, demonstrates the high ability to empathic and effective communication; has a thorough knowledge of inclusive education, including adaptive influence techniques, features of working with children with SEP, and actively puts them in practice; possesses all the necessary knowledge and skills, including methods of pedagogical diagnostics, correctional and development work and work with parents and

colleagues; demonstrates a high level of emotional stability, stress resistance, self-organization, responsibility and self-regulation ability, which allows you to cope effectively with the challenges of inclusive education.

Medium – the future specialist generally understands social signals and can adequately respond to most situations, but has some difficulties in complex social contexts; has basic knowledge of inclusive education and basic techniques, but requires additional learning to fully understand and use all aspects of inclusion; has basic professional knowledge and skills, but requires improvement in some specific aspects of work or new techniques; It has a basic level of emotional and volitional qualities, but sometimes faces difficulty in managing its emotions and stress, which can affect the effectiveness of work. Low level – a future preschool specialist has difficulty recognizing and responding to social signals, which can lead to conflicts and misunderstandings in interaction with children and colleagues; insufficiently understands the principles and requirements of inclusive education, which limits its ability to work effectively with children with SEP; has insufficient knowledge and skills to effectively perform professional duties in the field of inclusive pre-school education; There are difficulties in managing emotions and stress, which has a negative impact on its ability to perform professional responsibilities and maintain an effective educational and correction process.

These levels have made it possible to systematize the evaluation of the psychological and pedagogical readiness of future specialists to work in the inclusive educational environment of the GPE and helped determine the aspects that need further development and support.

The results of the distribution of future specialists of preschool education in accordance with the levels of psychological and pedagogical readiness to work in GPE with an inclusive form of work are presented in Fig. 1.
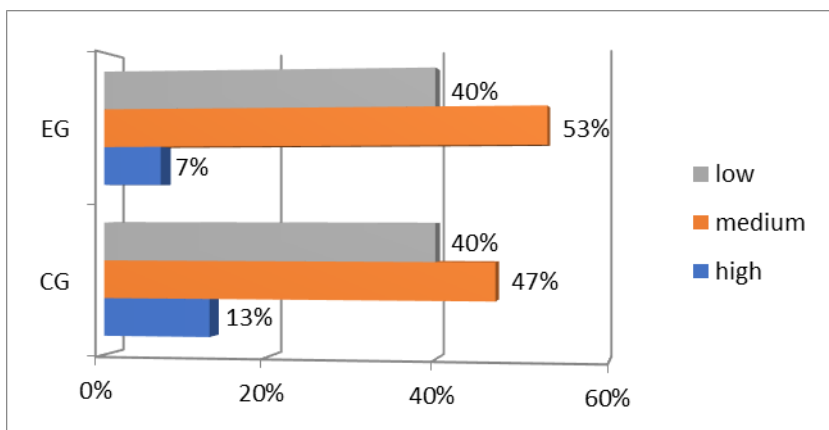
Fig. 1 Levels of psychological and pedagogical
readiness of future specialists to work in inclusive GPE (in%)

The data are presented in Fig. 1 prove the general unsatisfactory state of formation of psychological and pedagogical readiness of future specialists to work in GPE with an inclusive form of work. Only 7% of respondents (1 student) from the experimental group (hereinafter EG) and 13% (2 students) from the control group (next is the KG) demonstrated a high level of psychological and pedagogical readiness. The vast majority of the subjects were at an average level, which was 53% (8 respondents) EG and 47% (7 people) KG. The low level is determined in 40% of respondents (6 people) in EG and kg.

The analysis of the results showed that the respondents lacking knowledge about inclusive education, methods of working with children with SEP and knowledge about the methodology of their adaptation in the GPE; no practical experience in inclusive groups; There are difficulties with recognition and response to social and emotional signals of children, which complicates the establishment of effective communication with children. Tests have shown that almost 40% of respondents have a low level of motivation to work

with children with SEP, which can be associated with a lack of theoretical knowledge, personal beliefs, fear of difficulties, personal prejudices, etc. Also, according to the tests, most respondents (57%) recorded a lack of readiness for cooperation, inability to establish teamwork.

All this determined the need to develop and implement a methodology for improving the psychological and pedagogical readiness of future specialists to work in SEP with an inclusive form of work in the educational process of bachelors (future specialists in preschool education) at the faculty of preschool pedagogy and psychology of «PNPU named after K. D. Ushinsky», it was attended by higher education applicants with EG.

The experimental technique was aimed at the systematic increase of the level of psychological and pedagogical readiness of specialists to work in conditions of inclusive preschool education. It included four main directions, according to the criteria: formation of social intelligence, awareness of the peculiarities of inclusive education, the presence of professionally important knowledge and skills and the development of emotional and volitional qualities of the individual.

The methodology was designed for the 1st academic year and envisaged the creation of a problematic group on inclusion, lectures and practical classes in professional disciplines, trainings, seminars, practical classes and active involvement in practical activities in the field of inclusive education during practice in inclusive GPE.

The criterion of «formation of social intelligence» was selected methods, techniques and tasks aimed at developing the ability to recognize, understand and adequately respond to social signals, emotions and behavioral manifestations in children, colleagues and parents. The main forms of work were trainings of social interaction, role -playing games, analysis of cases, which involved the analysis of real situations faced by

teachers in inclusive groups, with an emphasis on social aspects of interaction and finding optimal solutions.

In order to provide future specialists with knowledge, methods and technologies of inclusive education, in particular on working with children with different types of SEP, seminars and lectures on professional disciplines on inclusive education, including review of legislation, principles of inclusion, methods of work with children with children, were organized. During the practice, the GPE for higher education students consulted from practicing inclusive education professionals, which demonstrated practical aspects of working with children with SEP. Students were offered a selection of online resources, video lectures and literature on inclusive preschool education for self-study.

In order to form and develop the necessary knowledge and skills for effective work with children with SEP, practical classes were conducted in inclusive GPEs, which covered the methods of pedagogical diagnostics, adaptation of the educational process, correctional work and joint activity with parents. This criterion was also implemented during the practice in inclusive GPE, where future specialists in preschool education worked under the guidance of experienced mentors and conducted group work on the development of adapted curricula, individual educational trajectories and the creation of didactic materials for children with SEP.

According to the criterion for the development of a system of professionally important emotional and volitional qualities of personality, higher education applicants, acquainted with exercises for the development of self-regulation skills, management of stress and solving emotional problems, exercises that help teachers to better understand and control their emotions and emotions of other people.

It should be noted that the work of the problem group, trainings, role-playing games, the method of cases and practical exercises contributed to the comprehensive solution of

351

problems for improving the psychological and pedagogical readiness of future specialists to work in inclusive GPE.

We characterize the content, methodology and topics of the basic methods used. Among them, a significant place was given to group training of social interaction, where participants practiced active listening, empathy, conflict management and communicative strategies, communication skills, cooperation and understanding of the needs of different participants in the educational process, including children with SEP.

The following principles were applied in the training of the training: 1) the principle of participants' activity – active involvement of all members of the group in intensive interaction with each other; 2) the principle of a research (creative) position, that is, they all showed activity, and not simply performed the teacher's tasks; 3) the principle of objectification of behavior, which contributed to the translation of the behavior of participants from the impulse level into objective, which contributed to changes in behavior in the training process; 4) the principle of partnership communication, envisaged respect for the interests, feelings and emotions of all participants in interaction, providing subject-subject communication; 5) the principle of «here and now», was focused on limited group interaction events that are currently happening to avoid distractions for general considerations deprived of practical value; 6) the principle of personification of statements, participants had to express their true thoughts and avoid the translation of well -known information; 7) the principle of emphasis on feelings that involved attentive attitude to their own emotional states and their expression, as well as to the emotions of partners and their verbal expression in feedback; 8) the principle of self -diagnosis, provided the reflection by participants in training of their actions and perception of themselves through correlation with other people and the results of their activities; 9) the principle of variability, involved the adaptation of the training plan depending on the

features of participants and the specifics of the problems, which made it impossible to create a universal program; 10) the principle of transformation of the professional image of the world, had two directions: expanding professional knowledge and thinking through new knowledge and decisions gained in the training process, and the inclusion of external knowledge in the professional image of the world, which expands it and helps to improve the previously found decisions.

The methods used during psychological and pedagogical training included:

1. Group discussions that stimulated the exchange of views and allowed participants to analyze and discuss different aspects of working with children with SEP.

2. Role games – helped participants practice and develop skills of interaction with children and their parents in different situations, modeling real scenarios.

3. Case method – used to analyze specific cases and problems that future specialists may face, which allowed us to deepen understanding and develop strategies for solving problems.

4. Psycho -gymnastics – aimed at the development of emotional and physical expressiveness, improvement of well - being and interaction in the group.

The trainings were conducted once every 2 weeks of their topics and content were quite diverse. For example, training in the development of empathy and emotional sensitivity, aimed at developing the ability to understand and take into account the emotional states of other people, especially children with SEP. During the training, exercises for recognizing emotions by non -verbal signals were performed, role -playing games, in which participants reproduce typical situations that arise in the process of inclusive education and discussing specific cases of inclusive education practice. In addition: 1) training effective communication in a team, which was aimed at improving the skills of cooperation and communication within the teaching

staff; 2) training development of social intelligence in order to increase the ability to social interaction and adapt in different social situations; 3) training adaptation to stressful situations and maintaining emotional equilibrium in difficult situations that arise in the process of inclusive education; 4) Cooperation training with parents of SEP children aimed at developing constructive cooperation skills.

During training, higher education applicants mastered the methods and techniques of conflict resolution and constructive criticism, establish communication in the team of inclusive GPE, exercises for understanding and predicting the behavior of other people, discussing social scenario parents. These trainings contributed not only to the development of social intelligence, but also to the comprehensive improvement of the psychological and pedagogical readiness of future specialists, increased their ability to work effectively in the conditions of inclusive education.

Work on the formation of psychological and pedagogical readiness of future specialists to work with children with SEP envisaged the creation of a problematic group. It served for the organization of research and independent work of higher education applicants, activating their intellectual potential, analytical abilities and professional-important personal qualities. Independent work in the problem group also contributed to the formation of research skills in future specialists, which will become the basis of their future professional activity. The main purpose of the problem group «Psychological and pedagogical team support of children with SEP» was to prepare future specialists of preschool education for the implementation of psychological and pedagogical support of preschool children with SEP in the process of adaptation and educational and correction work in inclusive GPE.

Within the framework of research activities, students had the opportunity to identify and formulate a problem independently, to make assumptions about its solution, to offer

a way to solve it, to collect and analyze experimental data, to develop a methodology for their processing and to formulate conclusions. Collective work has allowed future specialists to determine their personal participation in team work on solving practical issues of inclusive pre -school education and to evaluate the possibilities of practical application of the results. The plan of work of the problem group «Psychological and pedagogical team support for children with SEP» was designed for the 1st academic year and contained the following stages: 1) familiarization with the activity of the group, defining goals and objectives for the school year, as well as the choice of priority areas of research; 2) discussion of topics and content of reports, abstracts and research of students; 3) organization of a round table for discussing relevance and determining the topic of research; 4) training of future specialists skills of setting and conducting independent research; 5) conducting a scientific debate on the topic: «Problems of inclusive education and integration of children with SEP into massive GPE: pros and cons»; 6) analysis of history and individual maps of development of children with SEP and determination of areas of educational and correction work; 7) holding a master class on psychological and pedagogical diagnostics of children with SEP and drawing primary conclusions; 8) speeches with reports on the topics: «The main directions of educational and correction work on the prevention of maladaptation of a child with SEP in», «Psychological and pedagogical assistance to parents of children with SEP», etc.; 9) «brainstorming» offered by participants of adaptation programs and projects of teamwork with children with SEP in GPEs and their parents; 10) discussion and design of abstracts on research topics; 11) results of work of the problem group.

The use of role -playing games in the training of future specialists is a generally recognized effective method of modeling different social situations that they may face in the GPE. Its use allowed not only theoretically, but also practically

to prepare future speech therapists and psychologists to work in the conditions of inclusion, in particular in interaction with children with SEP, their parents and colleagues.

Role games have allowed students to acquire skills necessary for real work in an inclusive environment, such as adaptation of approaches to learning, using different methods of communication, resolving conflict situations, etc. Thanks to role-playing games, they were able to immerse themselves in situations faced by children with SEP and their parents, which contributed to the development of empathy and a better understanding of their needs. The games helped future specialists to develop and test different strategies for interaction with children, parents and colleagues, which increased their readiness for different situations and made it possible to work out difficult situations in a safe environment, which gave future specialists confidence to work in real conditions.

The following role -playing games were developed and held within the experiment:

1. Interaction with a child with an SEP in a group. Students were offered a situation where a child with SEP refuses to participate in group classes. The task is to find an approach to the child to involve it in the class, to adapt the educational material and to create comfortable conditions for participation.

2. Communication with the parents of the child with the SEP. Situation: The parents of the child with the SEP are concerned about the child's progress in an inclusive environment. The task is to build a constructive conversation, to provide advice on supporting the child at home, to discuss achievements and difficulties, to develop a common plan of action.

3. Work in a team with colleagues. Situation: Team members do not agree on the methods of working with a child with SEP. The task is to speak a mediator in a team, to promote discussion of different approaches, to find a compromise and to agree on a plan of action.

4. Solving the conflict between children. Situation: The

group has a conflict between the child with the SEP and other children. The task is to intervene in the situation, to help children understand each other's feelings, to teach them peacefully to resolve conflicts and to promote tolerance.

5. Adaptation of the educational environment for a child with SEP. Situation: A new child with SEP appears in the group, you need to adapt the educational environment for its needs. The task is to evaluate the needs of the child, to make changes in the educational process, to select the necessary methods, to organize support from other children and educators.

When organizing role -playing games, we adhered to the following rules: 1) the scripts were to reflect the real situations that teachers could face in their work, took into account various aspects of inclusion, including the needs of children with SEP, communication with parents and colleagues; 2) each participant of the game gained a role (child, father/mother, colleague, teacher) in order to immerse themselves in the situation; 3) after the end of the role game, they were discussed, where the participants shared their impressions that and what needed improvement, it helped to consolidate the acquired knowledge and skills; 4) ensuring effective feedback, with an emphasis on the strengths and weaknesses of approaches used by participants.

The case was also chosen because it allows future professionals to consider real situations in professional activity and find optimal solutions taking into account the social aspects of interaction. This approach not only develops critical thinking, but also helps to understand the complexity of an inclusive environment, shapes teamwork skills and promotes empathy.

Rules for the organization of cases: 1) the choice and preparation of cases that reflect real problems and challenges faced by experts in inclusive groups. These were situations related to the behavioral difficulties of children with SEP, the rejection of children with SEP other children, communication barriers, cooperation with parents or resolving conflicts in the

group; 2) participants were divided into small groups (2-3 persons), each of which received their own case for analysis, which contributed to the development of teamwork and team decision-making skills; 3) analysis and discussion of the case, in particular identifying the main problems faced by teachers or other participants in the process; discussing possible approaches to their solution, taking into account the social and pedagogical aspects, and choosing the most optimal options; assessment of the possible consequences of the chosen decisions, taking into account the interests of all participants in the process; 4) presentation of the results with each group and discussing the proposal for solving the case, which allowed to exchange ideas, compare different approaches and learn about alternative strategies; 5) feedback from the teacher, with the analysis of the strengths of the proposed approaches and reporting of possible risks or shortcomings; 6) reflection, during which all participants discuss their emotions, difficulties and new knowledge gained in the process of analysis, which helped to consolidate the material and increase the readiness of future specialists for such situations in real practice.

Examples of cases offered for analysis:

1. Integration of a child with a disorder of autistic spectrum (DAS) into a group. Situation: The group for the first time comes a child with DAS, who has difficulty in adaptation and interaction with peers. The task is to develop a plan for adaptation of the child to the group, taking into account its peculiarities, to create conditions for successful integration, and to provide support from other children.

2. Interaction with the parents of the child with the SEP. Situation: The parents of the child with the SEP do not trust teachers and believe that their child is undervalued in an inclusive group. The task is to find approaches to building a trusting relationship with parents, to explain to them the child's educational opportunities and to ensure their participation in the creation of an individual development plan.

3. A conflict between children in a group. Situation: The group has a conflict between a child with an SEP and a child with a normal development that leads to aggressive behavior. The task is to find ways to resolve conflict, teach children to communicate constructively and prevent similar situations in the future.

4. Work with the pedagogical team. Situation: The pedagogical team has a discrepancy on approaches to working with a child with SEP. The task is to develop strategies to improve team communication, consensus and coordinate joint actions.

Within the framework of professional disciplines with higher education applicants, seminars and practical classes were conducted to improve the psychological and pedagogical readiness of future specialists to work with children with SEP and familiarize them with the methods and specificity of inclusive education.

We have developed the following topics:

1. Legislative bases of inclusive education, requirements and implementation. The practical lesson envisaged the analysis of national and international legislation governing the issues of inclusive education, coverage of the content of basic laws, regulations and recommendations concerning the rights of children in SEP and organizing an inclusive educational process. The question was offered the question: «What changes in the legislation influenced the inclusive preschool education?», «How to ensure the compliance of the law and practice?»

2. Principles of inclusion, theory and practice. An overview of the basic principles of inclusive education, such as equal access to education, promotion of individualization of education. The role of society and educational institutions in supporting inclusion. The question to discuss: «How to implement the principles of inclusion in practice?», «What obstacles can it occur?».

3. Team work in providing inclusive education, role and

interaction. The question of determining the role of teachers, psychologists, speech therapists, social workers and parents in providing inclusive education, ensuring effective interaction and coordination of efforts were raised. The question to discuss: «How to create an effective team to support inclusive education?», «What are the difficulties of teamwork?»

4. Psychological aspects of supporting children with SEP. The psychological needs of children with SEP, techniques, techniques and strategies for psychological support and development, creating a positive emotional environment were analyzed. The question to discuss: «How to provide psychological support for children with different types of SEP?», «What strategies are most effective for reducing stress in children?»

5. Adaptation of the physical and educational environment for children with SEP in the GPE. The issues of adaptation of the premises for children with various disorders were discussed, the features of the educational environment were determined, taking into account the individual needs of the child with SEP, examples of adaptations and inclusive practices were given. The question to discuss: «What adaptations are necessary to ensure the accessibility of the educational environment?», «How to make these changes in the GPE?».

And higher education applicants also conducted practical classes on methods of pedagogical diagnostics, adaptation of the educational process, correctional work and joint activity with parents. For example:

1. Fundamentals of pedagogical diagnosis. Tools and techniques for evaluating the development of children with SEP. The content of the lesson involved familiarization of future specialists with different methods of diagnostics (testing, observation, questioning of parents, etc.), determining the features of practical use of diagnostic tools for evaluating the development of children with SEP. Objective: Diagnosis of development of children with SEP with the help of specialized

tools, analysis of the obtained results and development of recommendations for further work.

2. Developing an individual diagnostic plan for a child with SEP. The issue of creating and implementing an individual diagnostic plan, taking into account the peculiarities of the child's development and needs. Objective: Developing a diagnostic plan for a particular child, including the choice of methods and tools, as well as planning of assessment stages.

3. Individualization of the educational process, development and implementation of adapted educational and correction plans. Task: Development of an adapted educational plan for a particular child, including educational goals, methods and resources.

4. Correctional methods with children with SEP. Review of corrective techniques, such as therapeutic techniques, game therapy, development of communication skills. Task: Development and conduct of correctional classes for children with different types of SEP, including the creation of corrective tasks and materials.

5. Analysis of correctional effectiveness, evaluation and correction. Review of methods of assessment of correctional work efficiency and change of correctional plans on the results of work. Task: evaluation of the effectiveness of the correctional classes and correction of the plan on the basis of the results obtained and feedback.

In order to develop emotional stability, self-organization, responsibility and ability to self-regulation in difficult situations with future specialists, the following exercises were conducted:

1. A diary of emotions. Purpose: to increase self-awareness and understanding of your emotions. Higher education applicants learned how to record their emotions for a certain period of time (for example, daily during the week), noting that it caused certain emotions and how they expressed them, it contributed to the identification of patterns in

emotional reactions.

2. Reflexive issues. Objective: To promote understanding of your own emotions and improving their management. After the emotionally intense moment, the participants of the experiment had to ask themselves, «What do I feel?», «Why do I feel that way?», «How can I better cope with these emotions in the future?».

3. The «I-messages» method. Objective: To improve communication and reduce conflicts. Students practiced expressing their emotions and needs without criticism, using «I-message», for example: «I feel frustrated when I do not receive feedback in my work».

4. Empathy exercises. Objective: To develop empathy and improve understanding of other people's emotions. The content of this exercise was to imagine yourself in the place of another person in order to better understand his emotional state and feelings.

5. Exercises to recognize emotions. Purpose: to improve the ability to recognize other people's emotions. While watching photos with faces and short videos with different emotions, the experiment participants learned to determine what emotions were reflected.

In addition, higher education applicants were introduced to various meditative and breathing exercises that help to focus on this moment of time or at a certain event and better control their emotions.

At the completion of the testing of the experimental methodology for improving the psychological and pedagogical readiness of future specialists to work in inclusive SEP, a comparative stage of the experiment was carried out to evaluate its effectiveness.

At this stage of the study of the higher education of the faculty of preschool pedagogy and psychology, who participated in the previous stages of the experiment, it was proposed to undergo a diagnostic program, according to the

tests presented at the ascertainment stage of the experiment, to find out the changes that took place in future experimental and control professionals.

Also, higher education applicants answered questions of questionnaires, based on the previously defined criteria for the formation of psychological and pedagogical readiness of future specialists to work in the conditions of an inclusive institution of preschool education (SEP).

The questionnaires provided a series of statements, which had to be estimated on a five-point scale, where 1 – completely disagreed and 5 – completely agreed, and contained an open form. Two questionnaires were offered, one for self-esteem of psychological and pedagogical readiness, the other is similar in content to mutual evaluation. For example, in the first questionnaire, the statement was offered: I easily understand the feelings and emotions of other people; I can quickly adapt my behavior depending on the situation in the team; I can effectively communicate with children and their parents; I manage to find an approach to children with different features of development; I understand the basic principles of inclusive education; I know what methods and approaches to use when working with children with SEP; familiar with the legislative and regulatory acts that regulate inclusive education and the ability to organize the educational process, taking into account the needs of children with different features of development; I can develop individual educational and correction plans for children with SEP; able to effectively use methods of corrective pedagogy in his work; Ready for emotional challenges related to work in inclusive GPE and others. In total, the questionnaire contained 50 questions.

In the questionnaire, the formulation of the statements has been replaced by «My colleague is able to communicate effectively ... etc.». Commodity not only allowed students to receive feedback from their colleagues, but also contributed to the development of critical thinking, self -reflection and mutual

understanding.

The generalized results of evaluating the levels of psychological and pedagogical readiness of future preschool specialists to work in inclusive GPE, data was made with data with the data of the ascertaining stage of the experiment. Its results are presented in Fig. 2.
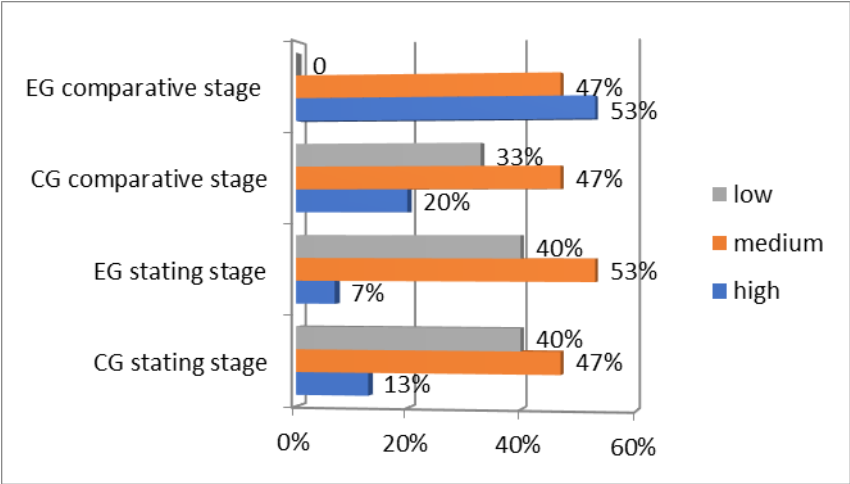


Fig. 2 Comparative results of evaluation of levels of psychological and pedagogical the readiness of future specialists to work in inclusive GPE (in%)

The data are presented in Fig. 2 testify to significant positive changes that have taken place in the participants of the experimental methodology for improving the psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work. There were no students left at the EG at a low level of psychological and pedagogical readiness, and 40% (6 people) were experimenting. All EGs were distributed between high – 53% (8 people) and average – 47% (7 people). The experiment 53%

of students corresponded to the average level and only 7% (1 student) – high level. There were no significant improvements in kg: 20% (3 persons) testified to a high level, in the previous stage this figure was 13% (2 students); The number of students at the average level has not changed – 47% (7 people); The low level remained in 33% (5 people), before that it was 40% (6 people).

It should be noted that higher education applicants who participated in the experimental methodology for improving the psychological and pedagogical readiness of future specialists to work in preschool education institutions with an inclusive form of work noted the following positive changes: they learned to find approaches to different situations in the case; began to be better aware of the educational and social needs of children with different types of GPE; have acquired knowledge of the use of adaptive techniques and learning technologies that allow you to organize the educational and correction process more efficiently. Also, students have received practical skills in working with children with special educational needs, such as the development of individual educational programs, correctional classes, etc. They became more tolerant and attentive to different characteristics of children, learned to cooperate in the team and establish interaction with parents of children with SEP, which in the future will contribute to the creation of a favorable environment for all participants in the educational process. Due to new knowledge and skills, future experts have felt more confident in their ability to work successfully in an inclusive environment.

Conclusions. The analysis of theoretical and methodological foundations allowed to clarify the concept of «psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive form of work». It is defined as a system of professionally important qualities, social attitudes, motivations, knowledge and skills necessary for comprehensive work with children with SEP.

The main directions include adaptation of children, development of educational and correction programs, support of parents, and providing effective teamwork.

In the course of the study, the criteria of psychological and pedagogical readiness were determined: the formation of social intelligence; awareness of the peculiarities of educational activity in the conditions of inclusion; availability of professionally important knowledge and skills; the formation of a system of professionally important emotional and volitional qualities of the individual. These criteria are determined by the level of readiness: high, medium, low. The ascertaining stage of the experiment showed a generally unsatisfactory level of readiness in most students: only 7% in EG and 13% in kg showed high levels, the majority was at low and middle levels.

The obtained results determined the need to develop a methodology for improving the psychological and pedagogical readiness of future specialists to work in HDE with an inclusive form of work, which lasted during the year. It included the creation of a problematic group on inclusion, lecture and practical classes in professional disciplines, trainings, seminars, practical classes and active involvement in practical activities in the field of inclusive education during practice in inclusive GPEs. After the experiment, higher education applicants who participated in the experimental methodology have increased significantly the level of psychological and pedagogical readiness to work in GPE with an inclusive form of work, in particular, there were no students with low readiness, and the number of high-level ones increased to 53%. There were no significant positive changes in the control group during this time.

Therefore, the experimental data obtained indicate the effectiveness of the implemented methodology for improving the psychological and pedagogical readiness of future specialists to work in pre-school institutions with an inclusive

form of work.

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# DEVELOPMENT OF PROFESSIONAL QUALITIES OF FUTURE SPECIALISTS IN THE SOCIONOMIC SPHERE

*Collective monograph*

*This monograph is published in English.*