

студентов-волонтеров «Волонтерского ресурсного центра инклюзии и психолого-педагогической поддержки детей с психофизическими особенностями», функционирующего на базе факультета специального образования ДВНЗ «Донбасский государственный педагогический университет». Процедура исследования. Проанализированы современные научные труды по проблемам приобщения к волонтерской работы в сфере инклюзивного образования коррекционных педагогов. Представлены результаты исследования развития инклюзивной компетентности у будущих коррекционных педагогов, приобщенных к волонтерской работы: показатели, содержание работы по развитию и совершенствованию на разных этапах волонтерской подготовки, трудности, с которыми пришлось столкнуться. Авторами статьи определено, что волонтерская работа значительно способствует развитию инклюзивной компетентности будущих коррекционных педагогов.

*Ключевые слова:* волонтерская деятельность, волонтерская подготовка, дети с психофизическими особенностями, инклюзивная компетентность, коррекционный педагог, психолого-педагогическое сопровождение.

**Omelchenko M. S., Kuznetsova T. H. Development of Inclusive Competence of Correctional Educators in Volunteer Work on Psychological-Pedagogical Support of Children with Psychophysical Peculiarities.**

**The purpose of the study.** This article is devoted to the coverage of practical experience in the formation of inclusive competence in students-volunteers of the "Volunteer Resource Center for Inclusion and Psychological-Pedagogical Support of Children with Psychophysical Disabilities", which operates on the basis of the Faculty of Special Education of the SHEI "Donbas State Pedagogical University". **The techniques of the study.** Modern scientific achievements on the issue of the involvement of correctional educators in volunteer work in the field of inclusive education are analyzed. The concept and components of inclusive competence, peculiarities of its formation in students of pedagogical specialties are considered. The results of the study of the development of inclusive competence in future correctional educators involved in volunteer work are highlighted: the indicators, the content of work on development and improvement at different stages of the volunteer training, the difficulties the authors have had to face. **The results of the study.** After six months of activity of the "Volunteer Resource Center for Inclusion and Psychological-Pedagogical Support for Children with Psychophysical Disabilities", a re-survey was conducted, which was joined by those students who did not pass the low level of inclusive competence and those who refused volunteer work. It was noted that no student involved in volunteer work showed a high level of inclusive competence. At the same time, it can be argued that volunteer work has a significant impact on the development of inclusive competence of future correctional educators. **The conclusions.** It should be noted that the involvement of students in volunteer work in the field of psychological-pedagogical assistance to children with psychophysical disabilities, the optimal combination of active teaching methods, and applied application of acquired competences not only have a strong impact on the development of inclusive competence of future correctional educators but also significantly increase other professional competences – psychological, professional, individual, personal. In the authors' opinion, this scientific problem can be covered in the scientific-research work of further activities of the "Volunteer Resource Center for Inclusion and Psychological-Pedagogical Support for Children with Psychophysical Disabilities".

*Keywords:* volunteer activity, volunteer training, children with psychophysical disabilities, inclusive competence, correctional educator, psychological-pedagogical support.

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**ACADEMIC MOBILITY PERSPECTIVE IN THE CONTEXT OF PROFESSIONAL INTERNATIONALIZATION IN THE FIELD OF SPECIAL EDUCATION**

У статті розглядаються сучасні тенденції освіти спеціальних психологів у контексті професійної інтернаціоналізації. Уточнено визначення понять «інтернаціоналізація вищої освіти», «міжнародна мобільність»

та «мобільність іноземних студентів». У статті висвітлено необхідність міжнародної мобільності як частини інтернаціоналізації вищої освіти. У статті відзначаються останні тенденції інтернаціоналізації, які спостерігаються у всьому світі; перелічує позитивні сторони інтернаціоналізації вищої освіти та елементи культури університету, які необхідно розвивати з точки зору інтернаціоналізації. Відроджено статус та тенденції професійної підготовки психологів у галузі спеціальної освіти. Здійснено огляд стандартних документів, які регламентують зазначене навчання. Надано перелік компетенцій, якими повинні володіти фахівці-психологи до кінця навчання. Викладено перспективи подальших досліджень у контексті вдосконалення професійної підготовки у галузі спеціальної освіти. Доведено необхідність застосування індивідуально-орієнтованої та практично-орієнтованої освітньої парадигми в освіті.

**Ключові слова:** інтернаціоналізація; вища освіта; транс- і міждисциплінарний підхід; система професійної підготовки в галузі спеціальної освіти; мобільні міжнародні студенти; іноземні студенти.

**Introduction. Formulation of the problem.** The main mission of European education is to contribute to the knowledge development of society through research, excellence, quality education and international cooperation. Its concept requires new purposes' orientation, principles, content, and methods, obtained knowledge according to incarnation in life of personal oriented paradigm of education. So, we have new requirements for training in high educational institutions. There are universities, which provide a variety of educational services. The growth of competition in this area has led to an increase in the role of international rankings of universities. The development of internationalization is also influenced by information and communication technologies used by higher education establishments for advertising educational services and distance transnational learning. The problem of scientific and theoretical substantiation and development of functional system components of professional training in the field of special education, that takes into account practical needs of modern society and integration of the national education system into the international educational space is not completely solved, and this, in turn, negatively is reflected on the level of professional training and is not contributed for competitiveness of the domestic and international labor markets (Suprun, 2018a).

So, there is a necessity of forming a new generation of psychologists in the field of special education that can provide expert help for individual with disorders of psychophysical development to create the conditions for successful socialization and self-realization (Sheremet & Suprun, 2017).

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

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

**Presentation of the research material.** According to the the analysis of foreign and national experience the main worldwide direction of psychologists' professional training are:

Pedagogy and science of education

Clinical Psychology  
Psychology of Communication  
Psychology of typical and atypical development  
Psychology and social processes  
Psychology and Health  
Psychology applied to health and work contextes  
Psychology, Pedagogy and Social Services

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

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

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

Therefore, conceptual priorities and principles of academic mobility can be outlined:

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

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

Understanding the professional training of psychologists in the field of special education in higher educational institutions in projection on the practical implementation of level definitions has been defined as an optimal intensive use of traditional and innovative forms, methods and means of training aimed at effective and efficient assimilation of psychological and pedagogical knowledge and methods of obtaining it at the level of professional psychological and pedagogical, professional and subject, methodological, general cultural and managerial aspects.

It is established that the present stage of the development of pedagogy and psychology is characterized by the active use of modular trans- and interdisciplinary technologies, which is due to changes in educational reform, the influence of new pedagogical concepts, the search for analogues of modern educational interdisciplinary integration processes. So, it is necessary to mention the theoretical and practical essence and trends of the modern technologies of special education specialists' professional training in higher

educational institutions which are revealed: universal interaction of various pedagogical systems and teaching technologies, the introduction of new forms of practice and integrated pedagogical systems in practice provides the effectiveness of the pedagogical process; significant growth of the role of the communicative orientation of learning (Suprun, 2021). The possession of a foreign language is a professional and cultural base for a specialist in any specialty, which gives him the opportunity to be an equal partner in international co-operation; active use of technical means; increasing in the role of student mobility as a participant in the learning process in the conditions of internationalization.

Thus, based on the identified trends, such as competent approach and inter- and transdisciplinary, reasonable and methodologically justified is professionally directed training in the field of special education, the ultimate goal of which corresponds to outlined concepts of the student about future professional activity (objectivity activities), stimulates appropriate measures needs to obtain knowledge (motivation activity), leads to accordance training activities for personal use (purposeful activity) and also promotes the comprehension of the actual necessity of professional training as a guarantee to become educated, cultural, professional, competitive and successful person (awareness activities). Specified development occurs in the following psychological conditions: overcoming psychological barriers and protections, reduce symptoms of anxiety; forming a system of knowledge and skills as the basis for the development of professional motivation; promote self-actualization as the basic precondition of the mentioned motivation (Suprun, 2020). Therefore, an essential component of special education specialists' training is the introduction of special education courses «New trends of training in the field of special education» and «Management – a component of professional training», in which can be seen trans- and interdisciplinary connections. Also, based on the results of research and based on studies of this problem have been developed and applied in practice methodical complexes training sessions «Components' formation of professional and personal growth in the field of special education» and «Development of motivation of professional self-realization in the field of special education» (Suprun, 2018a, 2018b).

The analysis of the results of theoretical and empirical research.

According to the defined criteria and indicators and with the help of selected organizational forms and diagnostic methods, four levels of formation of practically oriented component have been distinguished: high, sufficient, middle, and low. The state and components of psychologists' professional training in the system of higher special education have been identified. It has been proved that a proper diagnostic provides a scientific approach to the organization of work with students, their professional development and self-development (Suprun, 2018). The experimental groups consisted of students of the 2, 3, 4 courses of specialty 053 Psychology (special, clinical) of all over Ukraine. The total number of participants in the experiment was 739. The results of the levels' formation of t practically oriented component in students-psychologists (special, clinical) are presented in Table 1.

Table 1

Formation of levels of the practically oriented component (in%)

Experimental groups	The distribution of participants in the ascertainment stage of the experiment by levels of practically oriented component(%)							
	High		Sufficient		Middle		Low	
	p	%	p	%	p	%	p	%
E1 (199)	8	4,0	56	28,1	105	52,8	30	15,1
E2 (294)	14	4,8	80	27,2	148	50,3	52	17,7
E3 (246)	12	4,9	68	27,7	128	52,0	38	15,4

The analysis of the research results shows the predominance of the Middle level of formation of the practically oriented component. However, according to the monitoring data, the vast majority of recipients showed high level of interest and involvement in the activity. At the same time, the separate part of students showed the low level of practically oriented formation (Suprun, 2020). The data obtained in the process of the cut on all indicators of practically oriented criterion, indicate that in general for students-psychologists in the field of special education was characterized by a lack of systematic knowledge, clear ideas about

psychological and pedagogical activities, as a consequence, we have an incompletely formed attitude to it and the lack of ability to manage these activities. Therefore, the expediency of modernization of psychology teaching methods in higher education by means of conducting psychological and pedagogical motivational trainings in the process of knowledge formation, aimed at improving the components of professional training of psychologists (special, clinical) in the field of special education (Suprun, 2017). So, the analysis of the organization process of specialists' training in the field of special education led to the conclusion that it should be based on individual-oriented and practical-oriented educational paradigm in education. Retention of experimental data confirmed the expediency of the modernization of methodology of the psychological education at higher school in the process of formulating knowledge by psychological and pedagogical practically oriented training and special educational courses with trans- and interdisciplinary connections.

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

Among the advantages of internationalization three aspects are underlined:

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

The second aspect is to ensure the competitiveness of Ukrainian higher education institutions. This can be achieved by supporting international cooperation of universities, their participation in international projects and programs, improving the quality of higher education within each university.

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

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

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

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**Шеремет М. К., Супрун Д. М. Перспектива академической мобильности в контексте профессиональной интернационализации в области специального образования**

В статье рассматриваются современные тенденции образования специальных психологов в контексте профессиональной интернационализации. Уточнено определение понятий «интернационализация высшего образования», «международная мобильность» и «мобильность иностранных студентов». В статье освещены необходимость международной мобильности, как части интернационализации высшего образования. В статье отмечены последние тенденции интернационализации, которые наблюдаются во всем мире; указаны положительные стороны интернационализации высшего образования и элементы культуры университета, которые необходимо развивать, с точки зрения интернационализации. Возрожден статус и тенденции профессиональной подготовки психологов в области специального образования. Осуществлен обзор стандартных документов, регламентирующих указанное обучения. Изложены перспективы дальнейших исследований в контексте совершенствования профессиональной подготовки в области специального образования. Доказана необходимость применения индивидуально-ориентированной и практически ориентированной образовательной парадигмы в образовании.

Ключевые слова: интернационализация; высшее образование; транс- и междисциплинарный подход; система профессиональной подготовки в области специального образования; мобильные международные студенты; иностранные студенты.

**M. Sheremet, D. Suprun Academic mobility perspective in the context of professional internationalization in the field of special education**

The article deals with modern trends of special psychologists' education in the context of professional internationalization. The definitions of "internationalization of higher education", "international mobility" and "mobility of foreign students" are clarified. Also article deals with theoretical and methodological foundations of the system of special psychologists' education. Teaching experience in domestic and foreign institutions of higher education is reviewed. The article shows the necessity of international mobility as part of the internationalization of higher education. The article marks recent internationalization trends, which are observed worldwide; lists the positive aspects of internationalization of higher education and elements of the culture of the University, which must be developed in terms of internationalization. The status and trends of professional training of psychologists in the field of special education are revied. The review of the standard documents that regulate such training is made. The list of competencies that must specialists-psychologists own by the end of training is provided. The prospects for further research in the context of improving professional training in the field of special education are outlined. Particular attention is paid to finding and developing of the optimal set of methods of its providing, developing programs and definition of developed program's efficiency. The practical results of scientists' work in defining spheres are analyzed. Quantitative and qualitative analysis of the experiment results and the statistical material which has been obtained on their basis made it possible to conclude that the introduction of the system of professional training of psychologists in the field of special education in the pedagogical process of higher education institutions has provided positive results. The necessity of the applying of the individual-oriented and practical-oriented educational paradigm in education is proved.

Keywords: internationalization; higher education; inter- and transdisciplinary; system of professional training in the field of special education; mobile international students; foreign students.