

special (practical) psychologists for the formation of corporate culture in the multidisciplinary team of psychological-pedagogical support of a child with psychophysical developmental disorders are highlighted. The main features of pedagogical and psychological technologies are highlighted. The role of psychological-pedagogical technologies in the modern educational process in general and the preparation of students - future special psychologists to identify the culture of corporate behavior as part of a multidisciplinary team of psychological-pedagogical support of a child with disorders of psychophysical development is clarified. In particular. The importance of psychological and pedagogical technologies for the formation of the foundations of corporate behavior in teamwork is emphasized. The proposed technologies for the formation of corporate culture, which can be used in the professional training of future special (practical) psychologists in the context of teamwork, specifically, psychological prevention, psychological counseling, psychological correction. Coaching and training are declared as effective forms of psychological correction. The expediency and necessity of the development and implementation of psychological and pedagogical technologies in the educational process of higher education institutions have been proven

*Keywords:* corporate culture, teamwork, inclusive education, psychological and pedagogical technologies, special (practical) psychologist, professional training, higher education institution.

DOI: <https://doi.org/10.31392/NPU-nc.series19.2023.44.22>

УДК 378.091.3:159.9-051]:376

*M. Sheremet*

[fkpp@npu.edu.ua](mailto:fkpp@npu.edu.ua)

<https://orcid.org/0000-0003-1437-3820>

*D. Suprun*

[darya7@ukr.net](mailto:darya7@ukr.net)

<https://orcid.org/0000-0003-4725-094X>

*М.К. Шеремет*

[fkpp@npu.edu.ua](mailto:fkpp@npu.edu.ua)

<https://orcid.org/0000-0003-1437-3820>

*Д.М. Сунпун*

[darya7@ukr.net](mailto:darya7@ukr.net)

<https://orcid.org/0000-0003-4725-094X>

## **THE IMPLEMENTATION OF THE INNOVATIVE SYSTEM'S COMPONENTS OF PSYCHOLOGISTS' PROFESSIONAL TRAINING IN THE FIELD OF INCLUSIVE EDUCATION**

Схарактеризовано складові створеної й реалізованої інноваційної системи професійної підготовки психологів галузі спеціальної та інклюзивної освіти. Проналізовано основні парадигми організації психолого-педагогічного процесу, що дозволило виявити принципові позиції зазначеної професійної підготовки. Акцентується увага на важливості та необхідності вивчення і втілення передового досвіду зарубіжних країн у контексті вищої освіти. Визначено ключові параметри розробленої системи для забезпечення конкурентоспроможності фахівця зазначеної галузі. З'ясовано шляхи модернізації професійної підготовки спеціальних психологів у вищих навчальних закладах. Аналізуються практичні аспекти її вдосконалення. Розглядаються різноманітні методика наукових пошуків у межах означеної проблеми дослідження. На основі проведеного аналізу уточнено зміст професійної підготовки психологів в галузі спеціальної та інклюзивної освіти та визначено компоненти структури готовності майбутнього конкурентоспроможного фахівця-психолога (в аспекті інноваційної діяльності), підготовленого до роботи в сучасних ринкових умовах.

*Ключові слова:* психолог галузі спеціальної та інклюзивної освіти, професійна підготовка, система професійної підготовки, компонент системи професійної підготовки.

**Introduction. Formulation of the problem.** Theoretical substantiation of the components of psychologists' professional training in the field of special and inclusive education, their scientific development is one of the necessary conditions for updating the educational process in higher education. The strengthening of the theoretical and experimental nature of the research was facilitated by the definition, analysis and justification of the conditions for organizing the functional system of the components of the researched professional training, which takes into account the practical needs of modern society and the integration of the national education system into the international educational space (Suprun, 2018a).

The Program of research was built taking into account the peculiarities of the best European practice of online training. It was provided within the framework of ERASMUS Jean Monnet LS projects: European Studies of Social Innovation in Education / ESSIE 2023– 2025 (36 months) and Universities-Communities: strengthening cooperation / UniCom Erasmus+ project: 2023– 2025 (36 months) (Protocol No. 1 of August 31, 2022). Ethics Committee Approval: This research was performed according to the requirements of the Regulations on Academic Honesty of DUSU and approved by the Academic Council of Faculty of Special and Inclusive Education (Protocol No. 1 of August 31, 2022).

Taking into account the conditions and indicators of training in higher education institutions, the following psychological and pedagogical conditions were identified in the research process, which, will be significantly improved with their implementation: competencebased practical orientation (knowledge in action); observation of phasing (direction, improvement, deepening); polyfactorial diagnostics (conducting professional diagnostics and appropriate adjustment of the process of professional and pedagogical training of students at all its stages); professionalization and individualization of the professional training process; intensification, optimization and modernization of the process of professional psychologists' training in this field; internationalization, integration of science, education, labor market and mobility of students-psychologists; introduction an intellectual and creative approach; application of personaloriented and interactive modern technologies, methods and forms of student education; integration of professionally oriented disciplines in the context of a transdisciplinary approach; stimulation of self-discovery and reflection as mechanisms of personal growth, self-improvement, self-education, self-management and self-realization (Suprun, 2021). Ensuring in the educational process of a higher psychological and pedagogical educational institution a set of defined psychological and pedagogical conditions will enable the efficiency and effectiveness of the process of researched professional training in higher educational institutions as result of the proper functioning of the appropriate pedagogical system in today's conditions (Suprun, 2005; 2018a; 2021).

Trans- and interdisciplinary approaches involve both external and internal, both substantive and procedural integration. All elements of the integrative system are interconnected and form a certain structure (there may be several such structures, depending on the purpose of the system formation) (Suprun, 2005; 2021).

**Analysis of researches and publications.** Thus, we can use in our research both foreign (A. Maslow, K. Rogers) and domestic (V. Panok, N. Chepeleva, T. Yatsenko and others) researchers' works.

Researchers emphasize the importance of the stage of training in higher education institutions for the development of psychologist's professional path. Before analyzing the components of the innovative model of the system of psychologists' professional training in the field of special and inclusive education in terms of modern didactics, we note that a number of conducted studies monitor the dynamics of the professional self-concept of students-psychologist (V. Bondar, I. Dmitrieva, S. Konoplyasta, V. Lypa, S. Myronova, O. Moroz, N. Pakhomova, L. Rudenko, V. Sinyov, Ye Sinyova, V. Tarasun, S. Fedorenko, L. Fomicheva, M. Sheremet, A. Shevtsov, D. Shulzhenko, etc.). The main aspects of the implementation of interactive methods of professional training were investigated by O. Dubovik, Yu. Pinchuk, O. Proskurnyak, V. Sinyov etc.. Modernization of the international order in the context of the identified priorities of the process of professional training in higher education was researched by G. Afusova, V. Zasenkov, Yu. Lyannoi, N. Pakhomova, V. Sinyov, L. Fomicheva, A. Shevtsov, M. Sheremet, L. Dem (L. Dam), P. Voller and others. The works of M. Nesterova, V. Sinyov, D. Suprun, M. Suprun, M. Sheremet, etc. are devoted to the issue of internationalization of the educational sphere.

**Thus, the aim of the article is** to characterize the components of the created and implemented innovative system of psychologists' professional training in the field of special and inclusive education and to

analyze the main paradigms of the organization of the psychological and pedagogical process, which made it possible to identify the principle positions of the researched professional training (Suprun, 2018a).

**Presentation of the research material.** Guided by conceptual and methodological principles, we defined the system of psychologists' professional training in the field of special and inclusive education as a complex mechanism of pedagogical influence on the processes of mastering professional knowledge and skills, the formation of professional competence and professional formation, which is characterized by the ability of an individual to reproduce systemic psychological and pedagogical knowledge and by the ability to self-improvement and self-realization in professional activity (Suprun, 2021). This definition of a comprehensive conceptual theoretical and methodological justification of the process of organizing the system of researched professional training will enable awareness of the place and role of professional training of psychologists in the specified field as a general system in the educational process of higher education (Suprun, 2018a).

Thus, understanding the outlined system in higher pedagogical educational institutions with a projection on practical implementation at the level of definition is defined as the optimal intensive use of traditional and the latest innovative forms, methods and means of education, aimed at effective assimilation of psychological and pedagogical knowledge and methods of their acquisition at the level of professional psychological and pedagogical, professional and subjective, methodical, cultural and managerial aspects. It is understanding of the systematicity of the researched process that opens up opportunities for the practical implementation of certain measures within the simulated system of influence on the processes of formation of professional knowledge and skills, their awareness, improvement and practical implementation, as prerequisites for professional self-realization (Suprun, 2018a). At the same time, it is necessary to take into account the specificity, trans- and interdisciplinary nature of professional training of psychologists in the outlined field. The holistic vision of the organization of the specified system directs the content of the outlined professional training of students (Suprun, 2018a; 2021).

Therefore, the system of psychologists' professional training in the field of special and inclusive education is a whole set of components, each of which has a complex structure; which interact with each other and ensure the preservation and development of self-organized, continuous, open professional training in a multicultural globalized world (Suprun, 2018a).

On the basis of systematic and forming principles, we have characterized the components of the created and implemented innovative outlined system, which has a hierarchical structure of implementation.

*The perspective and goal block* contains the goal, social request, methodological approaches, tasks, principles and content.

*Concept block.* It is appropriate to take methodological, theoretical and practical concepts represented by an integral interaction of methodological approaches (humanistic, axiological, epistemological, acmeological, systemic, contextual, integrative, activity-based, reflective-activity-oriented, personal-oriented) as the basis of scientific justification (Suprun, 2019). The abovementioned analysis of the conceptual foundations of the substantive, methodological and organizational components of the psychologists' professional training in the field of special and inclusive education made it possible to determine the following components: professional and motivational, cognitive and competent, operational and active, result and reflective (Suprun, 2018a).

*The organizational and diagnostic block* includes proper diagnostics. Ensuring the process of high-quality diagnostics thanks to the developed methods made it possible to observe trans- and intercomponent communication. The implemented methods were covered in detail in the author's methodological manual "Diagnostics of the formation of the components of the psychologists' professional training in the field of special and inclusive education" (Suprun, 2019). Diagnostics of the success of researched professional training contributed to the determination of directions and prospects for professional growth, strengthening of adequate professional self-esteem, positive self-concept and psychological comfort of the educator, teacher, psychologist and student (Suprun, 2018a).

*The content and implementation block* is provided for the determination of the next stages: 1st stage – motivational and goal (preparatory); 2nd stage – organizational and structural (organizational); 3rd stage – value and methodical (basic); 4th stage – monitoring (final).

The motivational and goal stage (the content of the stage – direction) is oriented to the content of training courses with information aimed at the formation of psychological and pedagogical components of professional training. The purpose of this stage is motivation to realize one's own personal and professional potential of the researched as a means of forming sustainable professional interest in professional activity as a basis for the activation of professional knowledge and skills. This stage included trainings, variable psychological and pedagogical methods, original and adapted diagnostic methods, consultations, individual correction programs, methodical recommendations, testing, questionnaires, problem tasks and situations, etc. We considered the motivational and goal stage of the studied system as one of the leading ones, which has a direct influence on the subsequent stages and is the foundation of this system (Suprun, 2018a).

Conducting at this stage of the trainings "Formation of the components of professional and personal growth of psychologists in the field of special and inclusive education" and "Development of motivation for professional self-realization of psychologists in the field of special and inclusive education" is based on the idea of the primary importance of creating conditions for motivating personal growth and self-realization (Suprun, 2018a; 2019). The vast majority of exercises used in the course of the training work are original, in accordance with the purpose of the training, the exercises of other researchers (V. Barko, V. Kobylchenko, G. Popova, S. Yakovenko, T. Yatsenko, etc.) were also modified during providing professional training for psychologists. So, we assumed that training is, first of all, a form of active training of future specialists. It involves the transfer of knowledge, skills and abilities. Secondly, it is a method of creating optimal conditions not only for professional self-disclosure of students, but also for personal growth. Motivational training on the formation of components of professional and personal growth of psychologists in the field of special and inclusive education as a component of professional training is aimed at changing and improving dominant motives at the deep level of values, and should help to create for the personality of a specialist stable meaningful life orientations in a changing world, the personal meaning of professional self-realization in the field of special and inclusive education precisely in the form of professional self-realization (Suprun, 2018a).

The organizational and structural stage (the content of the stage is improvement) of the system of professional training under study has two stages: organization and structuring. The purpose of the stage involves ensuring connections, structuring the content of the educational material on a trans- and interdisciplinary basis. This stage includes familiarization with the curriculum and the cycle of disciplines, special courses being studied, the choice of methods and forms of educational and cognitive activity.

The value and methodical stage (the content of the stage – deepening) is provided for the transformation of psychological and pedagogical knowledge into subjects of a professionally oriented cycle, and is the transfer of acquired knowledge to professional correctional activities. With aim to optimize and intensify researched system: the program and content of integrative trans- and interdisciplinary special courses were developed; introduction of additional material on psychologists' professional training in the field of special and inclusive education into individual disciplines; individual, independent forms of training organization; research work in scientific circles and studios; improvement of practice content; trainings; implementation of systematic author's and adapted diagnostic methods; consultations; problem tasks, individual correction programs, methodical recommendations, etc. This stage actually reveals the functional load in its name. The goal of this stage was the direct mastery of the necessary set of knowledge, abilities and skills of professional activity and a scientific and professional style of thinking in the process of an individual and creative search for the latest technologies, which will be studied in the format of scientific activity of students (Suprun, 2018a; 2019; 2023).

An essential component of the psychologists' professional training in the field of special and inclusive education was the introduction of special courses *Newest trends in the psychologists' professional training in the field of special and inclusive education* and *Management - a component of psychologists' professional training* (3 ECTS credits (90 hours each), during the design of which the following requirements were observed: phasing of teaching material after studying the cycle of fundamental psychological and pedagogical disciplines; implementation of trans- and interdisciplinary connections both vertically and horizontally; duplication of material was not allowed; availability of information for perception by students (psychologists) (Suprun, 2018b).

Another direction of the organizational and structural stage of the formative stage of the experiment



included the involvement of participants in the design of developments, testing and presentation of individual programs (author's programs-projects on the use of innovative technologies, creation of a system of classes-sessions on the use of the latest methods and technologies, etc.) in the format of the presentation of an individually selected topic under during the work of the research studio "Newest trends of psychologists' professional training in the field of special and inclusive education ", at scientific and practical conferences and psychological and pedagogical practices, etc (Suprun, 2019). Also, the form of organization of psychologists' professional training in the field of special and inclusive education at the scientific-research stage of the value-methodical stage is creative independent work (educational and research tasks, scientific articles, coursework, master's theses, etc.). The experience of organizing students' scientific work proves that the most effective way of mastering scientific principles from professionally oriented disciplines is to work out a separate topic of a special course (or module) in the form of a logically constructed system of performing scientific research: solving problem situations or tasks - drawing up individual correction programs - abstract - coursework (on pedagogy, psychology, neuropsychology, neuropathology, clinical foundations of special education or other profiling discipline) - master's research.

The functional capabilities of the value and methodical stage depend on the effectiveness of the motivational and goal (motive strength and determination of goals) and organizational and structural (quality and effective implementation of the integrative process depends on the correctness of its organization and structuring of the content load). In turn, it serves for monitoring (in the absence of the activity process, control and evaluation functions are impossible), which includes control, analysis and forecasting of further activities.

Monitoring (the content of the stage – control and analysis) provided for the control and analysis of the systematic educational, cognitive and professional activities, and control of success.

The forms of work of this stage include control and analysis of the use of psychological and pedagogical knowledge in educational and cognitive, scientific research and professional activities. The goal is: the generalization and systematization of professionally oriented knowledge, the ability to apply it in practical professional activities, and the identification by each psychologist of the most optimal and effective technologies for diagnostic, correctional, and rehabilitation activities. At the stage of monitoring the implementation of the system of psychologists' professional training in the field of special and inclusive education, the following forms of organization of educational activities of a licensed psychologist were studied: correctional psychological and pedagogical supervision, individual psychological and pedagogical self-education and postgraduate education or targeted scientific activity (postgraduate studies) (Suprun, 2018a; 2019).

The control and analytical block is provided for reflection, adjustment and evaluation of the results of the activities. The analytical component aimed to analyze each stage of educational activity, as well as its organization for comprehensive understanding and the possibility of improvement through forecasting the further organization of educational activity on each of its hierarchically constructed components (Suprun, 2021).

**Conclusions, prospects for further research.** Therefore, the system of psychologists' professional training in the field of special and inclusive education proposed at this stage involves a systematic approach to the process of arming a modern psychologist with the necessary set of up-to-date innovative knowledge, practical skills and professional skills (Sheremet, 2020). The constituent components of the system are presented hierarchically, in accordance with the logic of the educational process and the specifics of the organization of psychologists' professional training in the field of special and inclusive education as direct components of educational activity. At the same time, we singled out the result and reflexive component as separate, necessarily present in every act of activity, which determines the originality of the content of all other components.

In accordance with the outlined theoretical positions, defined conditions and principles, a model of the system of professional training of special psychologists was built. The model proposed by us reflects a certain connection and interaction of the structural elements of the specified system (Sheremet, 2020).

The presented content of the system of psychologists' professional training in the field of special and inclusive education has all the features of the system: the presence of an internal organization; subordination and interdependence of elements; dynamism, the need for management, etc (Sheremet, 2020). The presented

system is correlated and determined by the leading principles of the organization of educational activities, which, in turn, arise from the need for systemic influence on the processes of trans- and interdisciplinary professional training of students (Suprun, 2018a).

Thus, the multifunctionality of the presented system can be attributed to flexible natural humanistic technologies, it can be seen as a whole system of different levels of interconnected components. The characteristics of the stages of the implementation of the system of psychologists' professional training in the field of special and inclusive education should help to create for the personality of a specialist psychologist in the field of special and inclusive education stable meaningful orientations in a changing world, the personal meaning of professional self-realization, which is characterized by a high level of revealing the personal potential of a specialist in the chosen profession, the development of his abilities, interconnection with the profession, the constant demand for his professional qualifications, the wide use of professional experience and achievements by other specialists, colleagues from this and related fields (Suprun, 2018a; 2021; 2023).

#### Список використаних джерел:

1. **Suprun, D. (2020).** Formation of the Primary School Teachers' Information Competency in Postgraduate Education WEB OF SCIENCE Published: Sep. 2020 *Postmodern Openings*. DOI: 10.18662/PO/11.3/199
2. **Sheremet, M., Suprun, M., Suprun, D. (2023)** MOTIVATION DEVELOPMENT OF MENTAL HEALTH PRESERVATION OF SPECIALISTS IN THE FIELD OF SPECIAL AND INCLUSIVE EDUCATION: EUROPEAN PRACTICES *Pol Merkur Lek*, 2023; LI, 1: 30-34 © ALUNA Publishing House <https://polskimerkurizlekarSKI.pl/wp-content/uploads/library/PolMerkurLek202301.pdf> DOI: 10.36740/Merkur202301104
3. **Suprun, D., Griban, G., Okhrimenko, I., (2021)** Formation of Psychophysical Readiness of Cadets for Future Professional Activity *The Open Sports Sciences Journal*, 2021, 14: 1-8 Electronic publication date: 22/03/2021 [Collection year: 2021] SCOPUS Core Collection <https://opensportssciencesjournal.com/VOLUME/14/PAGE/1/FULLTEXT>
4. **Suprun, D. (2018).** Academic mobility perspective in the context of professional internationalization in the field of special education DOI 10.31392/NPU-nc.series19.2020.40.13Kyiv. [http://enpuir.npu.edu.ua/bitstream/handle/123456789/34962/Sheremet\\_83-89.pdf?sequence=1](http://enpuir.npu.edu.ua/bitstream/handle/123456789/34962/Sheremet_83-89.pdf?sequence=1)
5. **Suprun, D. (2019).** The Future Psychologists' Motivation to Work in the System of Inclusive Education *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume-8 Issue-4S, November 2019 <https://www.ijrte.org/wp-content/uploads/papers/v8i4S/D10081184S19.pdf>
6. **Sheremet, M., Suprun, M., Suprun, D. (2020)** Future Psychologists' Readiness to Work in Conditions of Social Cohesion in Education WEB OF SCIENCE Published: Sep. 2020 *International Journal of Applied Exercise Physiology*.
7. **Zhuravlova L., Sheremet M., Dmytriieva I., Suprun D. (2020).** State of formation of motivation as one of the structural-functional components of speech development of primary schoolchildren with dysgraphia. *International Journal of Psychosocial Rehabilitation*. Vol. 24, Issue 08, p. 8985–8999. URL: <https://doi.org/10.37200/IJPR/V24I8/PR280893>
8. **Zhuravlova, L., Sheremet, M., Suprun, D., Fedorenko, S., & Dubiaha, S. (2021).** Results of the Examination of Primary School Students By Means of Speech Therapy Screening. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(1), 326-342. <https://doi.org/10.18662/brain/12.1/185>
9. **Супрун, Д. М. (2017).** *Професійна підготовка психологів в галузі спеціальної та інклюзивної освіти. монографія.* Київ: Вид-во НПУ імені М. П. Драгоманова, 2017. 392 с.
10. **Супрун, Д. М. (2019).** *Модернізація змісту професійної підготовки психологів в галузі спеціальної освіти: монографія.* Київ: Вид-во НПУ імені М. П. Драгоманова, 2018. 492 с.
11. **Супрун, Д. М. (2018).** *Теорія та практика професійної підготовки психологів в галузі спеціальної та інклюзивної освіти: дис. ... д-ра пед. наук: 13.00.03.* Київ, 2018. 657 с.
12. **Супрун, Д. М. (2018).** *Management – a component of psychologists' professional training (Менеджмент – складова професійної підготовки психологів): навч.-метод. посібник для студентів, слухачів магістратури та практикуючих психологів.* Київ, 2019. 390 с.
13. **Супрун, Д. М. (2021)** *Psychology of Management (Психологія Управління) : навчально-методичний посібник для студентів, слухачів магістратури та практикуючих психологів.* – Київ: Вид-во НПУ імені М. П. Драгоманова, 2021. 384 с.
14. **Супрун, М. О. (2005).** *Корекційне навчання учнів допоміжних закладів освіти: витоки, становлення та розвиток (друга половина XIX-перша половина XX ст.): монографія.* Київ: Вид. КЮІ МВСУ Паливода А.В., 2005. 350 с.
15. **Шеремет, М. К. & Супрун, Д. М. (2017).** *Самоздійснення в контексті професійної підготовки психологів в галузі спеціальної освіти: матеріали Всеукр. (заочної) наук.-практ. конф. Присвяч. 5-річчю кафедри корекц. освіти та спец. психол.* Харків, 2017. С. 382–385.

#### References:

1. **Suprun, D. (2020).** Formation of the Primary School Teachers' Information Competency in Postgraduate Education WEB OF SCIENCE Published: Sep. 2020 *Postmodern Openings*. DOI: 10.18662/PO/11.3/199
2. **Sheremet, M., Suprun, M., Suprun, D. (2023)** MOTIVATION DEVELOPMENT OF MENTAL HEALTH PRESERVATION OF

SPECIALISTS IN THE FIELD OF SPECIAL AND INCLUSIVE EDUCATION: EUROPEAN PRACTICES *Pol Merkur Lek*, 2023; LI, 1: 30-34 © ALUNA Publishing House <https://polskimerkuriuszlekarSKI.pl/wp-content/uploads/library/PolMerkurLek202301.pdf> DOI: 10.36740/Merkur202301104

3. **Suprun, D., Griban, G., Okhrimenko, I., (2021)** Formation of Psychophysical Readiness of Cadets for Future Professional Activity *The Open Sports Sciences Journal*, 2021, 14: 1-8 Electronic publication date: 22/03/2021 [Collection year: 2021] SCOPUS Core Collection <https://opensportssciencesjournal.com/VOLUME/14/PAGE/1/FULLTEXT>

4. **Suprun, D. (2018)**. Academic mobility perspective in the context of professional internationalization in the field of special education DOI 10.31392/NPU-nc.series19.2020.40.13 Kyiv. [http://enpuir.npu.edu.ua/bitstream/handle/123456789/34962/Sheremet\\_83-89.pdf?sequence=1](http://enpuir.npu.edu.ua/bitstream/handle/123456789/34962/Sheremet_83-89.pdf?sequence=1)

5. **Suprun, D. (2019)**. The Future Psychologists' Motivation to Work in the System of Inclusive Education *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume-8 Issue-4S, November 2019 <https://www.ijrte.org/wp-content/uploads/papers/v8i4S/D10081184S19.pdf>

6. **Sheremet, M., Suprun, M., Suprun, D. (2020)** Future Psychologists' Readiness to Work in Conditions of Social Cohesion in Education WEB OF SCIENCE Published: Sep. 2020 in *International Journal of Applied Exercise Physiology*.

7. **Zhuravlova L., Sheremet M., Dmytriieva I., Suprun D. (2020)**. State of formation of motivation as one of the structural-functional components of speech development of primary schoolchildren with dysgraphia. *International Journal of Psychosocial Rehabilitation*. Vol. 24, Issue 08, p. 8985–8999. URL: <https://doi.org/10.37200/IJPR/V24I8/PR280893>

8. **Zhuravlova, L., Sheremet, M., Suprun, D., Fedorenko, S., & Dubiaha, S. (2021)**. Results of the Examination of Primary School Students By Means of Speech Therapy Screening. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(1), 326-342. <https://doi.org/10.18662/brain/12.1/185>

9. **Suprun, D. (2017)**. *Profesiina pidgotovka psykholohiv v galuzi specialnoi osvity (monographia) [Professional psychologists' training in the field of special education: a monograph]*. Kyiv: Vyd-vo NPU imeni M.P. Dragomanova. [in Ukrainian].

10. **Suprun, D. (2019)**. *Modernizatsiia zmistu profesiinoi pidhotovky psykholohiv v haluzi spetsialnoi osvity (monografii) [Modernization of the content of psychologists' professional training in the field of special education: a monograph]*. Kyiv: Vyd-vo NPU imeni M. P. Drahomanova. [in Ukrainian].

11. **Suprun, D. (2018)**. *Teoriia ta praktyka profesiinoi pidhotovky psykholohiv v haluzi spetsialnoi osvity. (dys. ... d-ra ped. nauk: 13.00.03) [The theory and practice of psychologists' professional training in the field of special education. (DSc thesis)]*. Kyiv. [in Ukrainian].

12. **Suprun, D. (2018)**. *Management – a component of psychologists' professional training (menedzhment – skladova profesiinoi pidhotovky psykholohiv)*. Kyiv.: Vyd-vo NPU imeni M. P. Drahomanova. [in Ukrainian].

13. **Suprun, D. (2021)** *Psychology of Management*: Kyiv.: Vyd-vo NPU imeni M. P. Drahomanova.

14. **Suprun, M. (2005)**. *Korektsiine navchannia uchniv dopomizhnykh zakladiv osvity: vytoky, stanovlennia ta rozvytok (druga polovyna XIX-Persha polovyna of XX century.) [Correctional teaching of pupils in the special education institutions: preconditions, formation and development (second half of the XIX – first half of the of XX century)]*. Kyiv: View. KYUI MVSU Pal-ivoda AB. [in Ukrainian].

15. **Sheremet, M. & Suprun, D. (2017)**. Self-realization in the context of psychologists' professional training in the field of special education. *Materials of Ukrainian (correspondence) scientific and practical conference devoted to 5th anniversary of the department correctional education and special psychology*, 382–385. [in Ukrainian]

#### **M. Sheremet, D. Suprun The implementation of the innovative system's components of psychologists' professional training in the field of inclusive education**

The components of the created and implemented innovative system of psychologists' professional training in the field of special and inclusive education are characterized. The main paradigms of the organization of the psychological and pedagogical process were analyzed, which made it possible to identify the principle positions of mentioned professional training. Emphasis is placed on the importance and necessity of studying and implementing the best practices of foreign countries in the context of higher education. The key parameters of the developed system to ensure the competitiveness of a specialist in the specified field are determined. Ways to modernize the professional training of special psychologists in higher educational institutions have been clarified. The practical aspects of its improvement are analyzed. Various methods of scientific research within the defined research problem are considered. Based on the analysis, the content of the psychologists' professional training in the field of special and inclusive education was clarified and the components of the readiness structure of the future competitive psychologist specialist (in terms of innovative activity) prepared to work in modern market conditions were determined.

Undoubtedly, internationalization stimulates the development of higher education in the perspective of integration into the European scientific and educational space. The key parameters for ensuring the competitiveness of specialist are determined: a high overall level of development of the national education system; assimilation of new and advanced experience acquired in the process of cooperation with foreign countries; ensuring the quality of services in the internal and external markets of educational services; availability of quality educational and research infrastructure; development of strategic partnership; development of mobility. So, the ways and prospects of modernization of professional training in the conditions of inclusion society are clarified.

*Keywords:* psychologist in the field of special and inclusive education, professional training, system of professional training, component of the system of professional training.

**М.К. Шеремет**  
**М.О. Сунрун**

### **ВНЕСОК ВІТАЛІЯ ІВАНОВИЧА БОНДАРЯ В РОЗВИТОК ВІТЧИЗНЯНОЇ ТА СВІТОВОЇ ДЕФЕКТОЛОГІЇ (ДО 85-РІЧНОГО ЮВІЛЕЮ)**

Бондар Віталій Іванович – доктор педагогічних наук, професор, дійсний член НАПН України, Заслужений працівник народної освіти України, народився 20 жовтня 1938 року в с.м.т. Нова Водолага Харківської області.



Як наголошує доктор психологічних наук, професор Д. І. Шульженко, Віталій Іванович у 1960 році склав вступні іспити на дефектологічне відділення педагогічного факультету Київського державного педагогічного інституту імені О. М. Горького (нині Український державний університет імені Михайла Драгоманова). Після закінчення інституту (1965 р.) його, як одного з кращих студентів і голову профкому залишають працювати на факультеті. Педагог-науковець невдовзі серйозно заявив про себе не лише в Києві, а й у Москві, Ленінграді, Шауляї (Литва), Німеччині, Чехії, виступивши з оригінальними педагогічними розробками з проблем трудового навчання учнів спеціальних навчальних закладів [2, с. 47]. Навчався в аспірантурі Науково-дослідного Інституту дефектології АПН СРСР в Москві, де й захистив кандидатську дисертацію (1971 р.) на тему: «Влияние характера обучения на формирование двигательных трудовых навыков у учащихся младших классов вспомогательной школы». Дане дослідження мало велике значення для удосконалення змісту, організації та методики трудового навчання, формування системи конкретних трудових умінь і навичок, розвитку технічної творчості, виховання культури праці, корекції та розвитку психічної сфери учнів. Результати дослідження у подальшому знайшли відображення у монографії «Психология формирования трудовых умений школьников» (1980 р., у співавторстві) і навчальних посібниках «Трудовое обучение во вспомогательной школе» (1981 р.) та «Трудове виховання учнів допоміжної школи» (1984 р.).

У 1972 – 1974 роках Міністерством освіти України був відряджений на Кубу, де працював радником міністра освіти з питань дефектології. Повернувшись з Куби, В. І. Бондар працював доцентом кафедри олігофренопедагогіки, заступником декана, деканом дефектологічного факультету Київського державного педагогічного інституту імені О. М. Горького. У стінах цього закладу вчений підготував докторську дисертацію на тему: «Розвиток теорії і практики професійно-трудоного навчання учнів допоміжних шкіл України (1917 - 1990 р.р.)». Це був вагомий внесок у теорію та історію української дефектологічної науки, який не втратив своєї значущості по сьогоднішній день.

Як уже наголошувалось, особливим етапом у становленні вченого був захист докторської дисертації, присвяченої дослідженню теорії та історії трудового виховання у допоміжній школі. Результати дослідження В. І. Бондаря слугують концептуальним орієнтиром для розробки варіативних навчальних планів, програм і підручників для учнів допоміжної школи, а також для підготовки навчально-методичних посібників і рекомендацій для вчителів-дефектологів. Положення і висновки дисертації використані для удосконалення структури системи професійно-трудоного навчання з метою поліпшення соціально-трудоної адаптації випускників допоміжної школи. Віталій Іванович проявив себе не лише послідовним дефектологом-пошукувачем, але й системним дослідником історії та філософії дефектологічної науки.

Після створення в Україні Академії педагогічних наук, В. І. Бондаря обрано першим директором Інституту дефектології АПН України (нині Інститут спеціальної педагогіки та психології імені