

УДК 378.018.8:376.011.3-051

DOI: 10.31548/hspedagog2021.01.013

STAGES OF ORGANIZATION OF THE PROCESS OF PREPARATION OF FUTURE TEACHERS TO PROFESSIONAL ACTIVITY IN THE CONDITIONS OF INCLUSIVE EDUCATION

DEMCHENKO I. I., Doctor of Pedagogical Sciences, Professor, Professor of the Department of Social Work and Rehabilitation

National University of Bioresources and Nature Management of Ukraine

E-mail: irynadi67@gmail.com

KALINOVSKAYA I. S., Candidate of Pedagogical Sciences, Senior Lecturer Department of Special and Inclusive Education Uman State Pedagogical University named after Pavlo Tychna

E-mail: kalunovska@gmail.com

Abstract. *The article outlines the relevance of the introduction of inclusive education in the system of education of Ukraine whose success depends on the organizational and pedagogical and corrective and developmental school conditions, flexibly oriented on the individual characteristics of each child and qualitative training of future teachers to professional activities in the conditions of inclusive education. Separate aspects of professional training of future teachers in institutions of higher pedagogical education in conditions of inclusive education are presented. In particular, attention is focused on the peculiarities of organizing the process of training future educators in professional activities in the inclusive environment of institutions of general secondary education, which are that the professionalization of students takes place in the form of penetration of external (the influence of the educational environment and the participants of the educational process) into the internal (assignment of values Inclusive education and acquisition of relevant competence), from the remote space (social meaning of inclusion) in the approximate (personal meaning and Inclusion experience). In accordance with the principle of continuity, the stages of organizing the process of preparation of future teachers to professional activity in conditions of inclusive education (motivational-value, theoretical and practical and simulation-reflexive) are determined and substantiated. Evaluating the efforts of scientists in the highlighted issues, we note that the organization of the process of professional pedagogical training of teachers to work in an inclusive educational environment requires the substantiation of the relevant pedagogical conditions, which is a prospect of further scientific search.*

Keywords. Inclusive education, professional training, organization of the preparation process, stages of organization of training, future teacher.

Introduction. The process of Ukraine's entry into the World Economic Community, the democratization of all spheres of social activity has led to a change in his attitude to problems of people with violations of psychophysical development and awareness of the need to broadly integrate into society. Therefore, the duty of the state is to provide opportunities to all children, regardless of their health, social status, nationality and religious affiliation, to

acquire qualitative education and become a full member of society.

In this regard, the methodology of educational inclusion is widely introduced, as evidenced by a number of valid regulations: Ukrainian laws "On rehabilitation of persons with disabilities in Ukraine, "On Education", "On Full General Education", "On Higher Education"; Government Resolution "On Amendments to the Procedure for the Organization of Inclusive Training in General Educational Institutions", "Some

issues of creation of resource centers for the support of inclusive education and inclusive resource centers"; Concepts "Concept of Inclusive Education", "Concept of New Ukrainian School"; Project "National Strategy for the Development of Inclusive Education by 2030" etc. In which it is noted that the successful introduction of inclusive training contributes to the creation of organizational and pedagogical, socio-psychological and correctional conditions in the educational process in the educational process, flexibly oriented on the individual characteristics of each child and qualitative training of future teachers to professional activities in the conditions of inclusive education.

Analysis of recent researches and publication. Currently, appropriate preconditions for the theoretical and practical solution of the defined problem were formed. This is confirmed by thorough scientific provisions on the training of specialists of pedagogical profile in higher education disclosed in the fundamental works of scientists (V. Andrushchenko, I. Bech, V. Bondar, G. Vasyanovich, V. Zanko, A. Kolupayeva, V. Kremen, S. Mironov, N. Nikklo, T. Sak, O. Chopik, V. Shevchenko, Z. Shevets, A. Shevtsov, M. Sheremet, etc. Analysis of a significant number of existing scientific literature shows a separate attempt of scholars to investigate the problem of forming the readiness of pedagogical personnel to a qualitative fulfillment of professional functions in the inclusive educational environment. However, in theory and method of professional education, there is a lack of necessary developments from the problem of the practice of a phased organization of the process of preparing a teacher's future teacher to professional activities in conditions of inclusive education.

Purpose. To identify the peculiarities of a phased organization of the process of preparing future teachers to

professional activities in the conditions of inclusive education.

Methods. In the course of the study, general scientific methods (analysis, comparison, generalization, systematization, specification) were used to determine the degree of development of violated problem and the characteristics of the stages of organizing the process of preparing future teachers to professional activity in the conditions of inclusive education.

Results. Professional training is a dynamic phenomenon determined by many internal and external factors. It provides a coherent unity of scientific and practical components in the structure of higher pedagogical education. Therefore, the achievement of the goal and successful execution of tasks contribute to the provisions of continuity, integration, fundamentalization, professional direction and intensification of training; scientific principles of systemic, axiological, subjective, competent, context and acmeological pedagogical approaches; Praxology of activity, competent, personally oriented, technological and thesaurus functions of higher education. They are the basis for organizing the educational process in the NAP, which unfolds in time and space and is provided by necessary and sufficient pedagogical conditions.

In a professional educational aspect, the organization category should be interpreted as a functional system consisting of internally organized and coordinated interaction of units of an educational institution that combines a certain number of pedagogical personnel and employees to jointly implement a certain program for training professionals. At the same time, the educational institution itself is static, and the process of preparation by dynamic components of the system. In the context of our study, the first component remains almost unchanged (with the exception of renaming or reorganization of

departments, institutes, faculties, etc. in separate governors), the second one – provides for continuous introduction of innovations in accordance with the changing requirements of the social and educational policy of the state on inclusion. That is why the organization of the preparation of the future teacher to professional activity in the conditions of inclusive education contains a stage and necessary internal pedagogical conditions to ensure an efficient course of this process.

In accordance with the principle of continuity, the preparation of the future teacher to professional activity in the conditions of inclusive education is provided to organize the motivational-value, theoretical and practical and simulation-reflexive stages. At the heart of the feasibility of choosing such a phase is the provision that the process of professionalization of students takes place in the form of penetration of external (the influence of the educational environment and participants of the educational process) into the internal (assignment of the values of inclusive education and the acquisition of appropriate competence), from the remote space (social sense Inclusion) in the approximate (personal meaning and Inclusion experience).

Relying on the formal logic of the construction of the training process of future teachers, each of the stages covers certain time periods (courses) of training.

Thus, the first motivational-value phase is expedient to initiate a second course, since freshmen should not be involved in the experiment through adaptation to educational conditions. His goal is the instructions of students for interiorization, internalization and identification of the values of inclusive education and deepening interest in professional activities to form, which involves a set of tasks corresponding to the criteria of the missionary component of students' readiness for professional

activities in the conditions of inclusive education.

Significance of the determination of the goal and tasks The motivational and value phase of preparation of the future teacher to professional activity in the conditions of inclusive education is that the guidance as a component of executive mechanisms of activity reflects the true meaning of pedagogical objects and phenomena and affects the personality activity in the "rational" activity. and "value" planes.

How does M. Kagan notes: "Value answers the question - in the name of what?" [3, p. 62]. According to S. Rubinstein, "Values are not what we pay for, but for which we live" [7, p. 255]. As fully claims R. Prima, "we live for the most valuable in life - children, for which leading personal values will be those that are the core of the value system of their educators - spiritual phenomena that have personal meaning and are landmarks of human behavior, formation vital and professional guidelines "[6, p. 172].

In the context of the axiology of inclusive education, it is particularly clearly argued by the need to attitudes towards a person with a violated development of both the value, a holistic personality, a carrier of individuality with positive opportunities, an object of love, care and protection, providing social justice. Therefore, it is not surprising that the philosophy of inclusion in the methodological aspect is logically complemented by the progressive ideas of pedagogical anthropology. They are grouped at the position of a person as a spiritual being, which "realizes, takes into account, overcomes the welcome and social tasks, and therefore is free, opening world, development opportunities, capable of finding his vocation, understanding his existence, to self-determination and self-realization" [4, p. 32].

According to N. Dyatlenko in the work "Inclusion Index as Innovative Management Technology, Inclusive

Values in the Education System are all socially approved representations and approaches that provide the possibility of successful education and development of all children at the place of residence, supporting differences between children and adults Educational resource, help everyone in feeling part of the whole, promoting the development of the creative initiative of children, parents, educators, correlation with local and world realities, etc. In an inclusive educational institution, the scientist distinguish structural values - the equality of all participants in the pedagogical process, ensuring the rights of each, resistance to the community, orientation to sustainable development of society; values associated with relations – respect for diversity, love and respect for each other, non-violence, trust, sympathy, honesty, courage; Values of a positive atmosphere of the collective – domination of joy, hope and optimism, beauty in relations, surrounding the environment.

The assimilation of future teachers of the outlined values of inclusive education is a long process that should be started by an instruction on interior to the transition of external to the interior to create a value basis for the formation of the Axiosphere of the individual, under which R. Prima understands the system of professional-pedagogical value orientations of the teacher characterizing the worldview and determine the The nature of its pedagogical activity: ideals, beliefs, criteria for assessing itself and surrounding, related to the awareness of the objectives of professional activity and means necessary for their constructive achievement [6, p. 173].

Conscious and interested perception of the realities of inclusive education, the active reproduction of its adopted norms and values is indicated by the concept of "internalization", which is cross-linking to interiorization. Common to both categories is the mechanism of transition of external to the internal. But in the first case it is aimed at personal development of the

individual, and in the second - on the mental. In the "word paper" the term "internalization" is interpreted as the adoption of a person norms, values, views that are externally imposed by parents, educators, a public group; One of the main mechanisms of socialization and social development of man.

In professional development of the personality of the future teacher, an important role is played by the identification, especially in the formation of a motivational and value component of readiness for professional activity in the conditions of inclusive education. In sociology, this concept is interpreted as the process of emotional and conscious self-identification of the individual with another person, a social group, assimilation of norms, values, standards of behavior of those social communities to which it belongs or seek to belong in the future [8]. According to O. Slovik in scientific work "Types of professional personality identification", identification involves awareness of the presence of consciousness and social maturity, the degree of assimilation of norms, attitude to labor, value orientations, interests, needs and requests in the field of professional activity, based on the hierarchy of needs. It also involves emotional attitude (interest, admiration, respect) to the identification object, such as an authoritative professional teacher. This contributes to assimilating the ideals of professional behavior, which determines the contours of normative values of the specialty.

The axiological model of compliance between the personality of the future teacher and professional activities in the conditions of inclusive education should contain a full coincidence of the objective content of such a variety of labor and its subjective sense. Particular role in providing this coincidence plays interest, but provided that, when choosing a profession, a motive dominates, internally associated with this activity. In all cases, when interest in specific content of activity

is preferred, it is possible to deepen this interest.

In publications O. Yevsyukova "The process of forming a professional orientation of future engineers-teachers" is revealed by four levels of professional orientation of the future specialist who:

1) externally decides to master a specific profession, having an emotional mood, episodic, situational interest, a substantive guidance and some labor habits, but does not have independence and initiative;

2) demonstrates a fixed guidance on a profession and steady interests, a tendency to the specialty and its practical aspect, confidence, independence and sense of responsibility;

3) has a solid guidance on a profession, a steady interest and a tendency to it, reveals a special enthusiasm for its theoretical and practical contexts, seeks to self-assert in professional activity;

4) reveals a terrible capture of a chosen specialty, abilities and vocation to him, seeking a professional ideal has steady beliefs about the personal and social significance of the results of labor activity.

It should be noted that at which student levels were not outlined, all psychological and pedagogical reserves should be used to deepen its interest in future professional activities.

The second theoretical and practical stage should last from the beginning of the third and until the end of the fourth courses "Bachelor" and during the first semester of training "Master". The purpose is to facilitate the achievement of success in capturing future teachers of theoretical, scientific and practical foundations of inclusive education in a school covering the complex of tasks identical with the criteria of a competent component of the component of the readiness of the future teacher to professional activities in conditions of inclusive education.

The argumentation of the definition of the goal and tasks of the theoretical and practical stage of preparation of the future teacher of classes to professional activities in the conditions of inclusive education is that due to the students there will be a sense of joy, pleasure from what the result they sought, coincided with expectations, hopes, or surpassed them. According to O. Belkin in the publication "Success situation", on the basis of this state, more strong motives of activity are formed, levels of self-esteem, self-esteem. If success becomes sustainable, constant, may begin a kind of reaction that releases broad, hidden to this moment of personality. The scientist indicates that it is important to distinguish between the concept of "success" and "the situation of success". The situation is a combination of conditions that ensure success, and the success itself is the result of such a situation. In the pedagogical context, the situation of success is a purposeful, organized combination of conditions under which it is possible to achieve significant results in the activities of both a separate personality and a collective as a whole. This is the result of a thoughtful and prepared strategy and tactics of the teacher.

On the prominent role of success in the educational process, the deposition emphasizes I. Zazjun in the work "Preparation of the future teacher for the implementation of pedagogical technologies", noting that it is even sometimes experienced by a student on lectures, during a seminars, pedagogical practice can leave an unforgettable emotional impression in his The souls, sharply change the positive side of the attitude towards the future profession, its place in it. Thanks to the success that experiences a student opens hidden personality opportunities, creative potential is realized. The student needs to create psycho-emotional comfort in lectures, during seminars, in practical classes, in informal communication with a teacher.

"Education success is one of the important conditions for the development of personality," I. Bech emphasizes, - it is impossible to form a positive personality in the activity that brings her constantly failure. Only the success of a young man forms a sufficient faith in itself and on this basis - the desire to become better "[1, p. 26]. According to V. scratches, the situation is successful when the student itself defines this result as success.

Having achieved some success in the process of professional training, the student is important to realize its role in disclosing a hidden own educational potential that stimulates professional self-development. However, it often happens that the external assessment of the academic success of the future specialist does not quite coincide with its subjective self-esteem. The reason for this may be the bias of a teacher, but most often such an inconsistency is conditioned by a student's self-love. In order to neutralize its selfishness, it is expedient to active cultivation of moral values in joint activities. In the process of cooperation, the interest of each participant in pedagogical interaction necessarily stimulates the activity of mutual assistance in achieving success, the common experiences of which launches the mechanism of collective rallies.

"Pedagogics of success" its key concept associates with the development of personal independence and the feeling of its own "I", which allows you to set reasonable and adequate to its forces and an objective situation of harassment, to act in accordance with the sense of own dignity, to predict the development of events. focus on a large stream of information. Such personal characteristics are necessary both to succeed and for orientation to it.

In higher education, the main directions of promoting the achievement of educational successes by students can be considered stimulating the habits to be a successful person, train "reflexive

success", to target the search for ways to succeed, to consolidate hope for him, to encourage hardiness, so that the fact of success will be considered as a pleasure and reward for perseverance and integrity.

It should be noted that the successful assimilation of theoretical and practical and scientific bases, the readiness for the performance of professional activities in the conditions of inclusive education is directly projected on the plane of creating real situations of success in the development of a child with special educational needs, giving it the opportunity to feel the joy of education, faith in own forces and personal potential.

The main problem of professional education is the transition from the purely academic activity of the student to the real assimilation of professional activity. This is due to the lack of a strong communication of theoretical training with future pedagogical practice. Therefore, it occurs an urgent need to create an intermediate link between educational and professional activities - quasi-professional, that is, a student who is educational for its form and professional content. It involves the transformation of the content and forms of educational activity in adequate extremely generalized content and forms of professional activity.

In the second half of the school year OS "Master" planned a third simulation-reflexive stage, which aims to attract future teachers to quasiprofessional activities and active reflection of pedagogical experience in the conditions of inclusive education and specifies tasks by analogy to the self-regulatory component of readiness for professional activities.

The expediency of isolating the purpose and objectives of the simulation-reflexive stage of preparation of the future teacher to professional activity in the conditions of inclusive education is explained by the fact that the proposed A. Verbitsky approach to improving the training of specialists involves the creation of conditional (quasiprofessional) models

of future labor activity in order to provide content and motivational components of obtaining Theoretical knowledge and development of professional activities using scientific theory. The peculiarity and advantage of this approach, compared with traditional training, is to restore genetically initial relations of practice and serving its theory (in contrast to "subdining" a predetermined theory to the needs of practice) and in the implementation of the principle of systemic (and non-fragmentary) modeling of solving professional problems. gained by a student in a collection of knowledge, skills and skills.

Another constructive approach to the deepening of the professionalization of the education of future teachers, which involves the formation of personal readiness for pedagogical work, focused on special development of elements of pedagogical skills in laboratory experience and in real activities (I. Zyazyun, V. Morgun, N. Tarasevich, T. Yatsenko etc.). The object of direct modeling, by and zoned, is the personality of the teacher-master, and the space for the formation of its separate components is a system of practical situations representing fragments of pedagogical activity.

However, given that quasiprofessional, that is, conditional models form additional contexts and have secondary importance in the system of contextual educational spaces, preparing students are more expedient to exercise in the contour of holistic pedagogical activity, and not individual situations and elements, because the landmark of the final result is not A pre-identified teacher's professional, and a high level of readiness for professional activity, the formation of an individual pedagogical style, which ensures its efficiency.

Consequently, the essential feature of contextual training is the simulation (language of disciplines) of the integral content of future pedagogical activity. From the standpoint of this approach,

O. Efremov in the work of "establishing partnerships with families" formulated the universal principles of contextual training of future teachers in the Nov (on the example of psychological disciplines): studying professionally-oriented disciplines in the context of future professional activities; simulation in the educational process of the integral structure of pedagogical activity, and not its individual elements; Systems in setting and solving educational problems, which is provided with internally subject, inter-subject and subject-practical relationships; Formulation of learning goals based on the distinguishing of practically significant problems of modern school; practical testing of the results of educational research, the real use of knowledge in pedagogical activity; creative rethinking of negative stereotypes of pedagogical work on the basis of acquired professional knowledge.

Significant principles can be used after the purpose and content of learning are determined, selected forms of organization of students, adequate methods of training. In this simulation, in our opinion, in our opinion, is the most adequate tool for organizing quasiprofessional activities in the process of methodological training of the future teacher, because it becomes possible to involve students in a joint employee with the faculty of professional training. The essence of such modeling is that it provides for imitation (lat. Imitatio - imitation) of individual elements of the pedagogical process in order to emphasize students at a certain important concept, categories, giving them opportunities in a creative situation to form and consolidate professional skills. In addition, in simulation training models, a student, studying the material, does not simply assimilate new information, and decides for its help specific professionally important tasks. In this case, as A. Verbitsky notes, "the unit of work is subject to the subject, the goal is not only

the assimilation of information placed in the text, but also the achievements on its basis of virtually useful effects" [2, p. 107].

In the simulation modeling of professional activity of the teacher M. Bobrov in his study "Didactic training of pedagogical staff of preschool institutions in the context of professional activity" distinguished two groups of contextual training groups:

1) game (roles, business game, gaming design, etc.);

2) Non-gifts (analysis of specific and classical pedagogical situations, the method of the "incident", action by the instructions, etc.).

Game simulation, by definition I. Mamardashvili, has such epistemological characteristics: reflexive nature of gaming imitation; Gaming imitation develops a student's cognitive activity; The real subject-subject relation acts in the form of a conditional ratio of "quasiobject" and "quasiobject" [5, c. 388]. From these characteristics it follows that gaming imitation is impossible without an object of gaming activity, because in its course, the conditional forms of interconnection of the subject and object are created and unfolding. In this case, the subject of pedagogical game is a student, the object is a pedagogical process of a school that varies in the form of "quasiobject", that is, a thinking model. And the student acts as a "quasiobject", that is, there is a "split" of the subject. On the one hand, it is a student, and on the other – a conditional object. Thus, a pedagogical game appears as a duplanic activity based on which a student during educational and professional activity carries out acts of self-knowledge and self-esteem.

As V. Vonsovich notes in the publication "The use of simulation technologies and techniques in educational and professional activities of students", non-gaming modeling is to develop specific vocational and pedagogical situations and algorithm for

their solution. Among their possible diversity there are several leading species:

1) the situation-problem in which students find the reason for the emergence of the described situation, put and solve the problem;

2) the assessment situation in which students give an assessment by the decision;

3) the illustration situation in which students receive examples from the main topics on the basis of solved problems;

4) an exercise situation in which students solve easy tasks using a method of analogy (learning situation).

Thus, there are reasons to argue that simulation is intended to meet the need for a faster formation of pedagogical experience.

Having learned the context of professional activity during the further study of the discipline "Inclusive pedagogy" and during the pedagogies of future teachers it is expedient to involve the actively reflection of pedagogical experience in the conditions of inclusive education. After all, as I. Zazuin, that only he can be a teacher who has technologies of pedagogical reflection.

Understanding the reflection as a self-recognition process by the subject of internal mental acts and state, V. Yeliseev in the publication "The basis of the educational process in the PTU - New technologies" believes that it is a system-forming factor of the teacher's professionalism and provides a conscious overcoming of stereotypes of personal experience in the way of its rethinking. and introduction of innovations in pedagogical activity. A similar position is inherent to A. Derkach, which in the work of "Aerological bases of development of professionals" emphasizes the importance of the educational activity of self-knowledge, self-analysis, self-realization and self-organization by means of rethinking the course and results of vocational and pedagogical activity. The experience of self-knowledge, according

to the acemonist scientist, helps the teacher recognize the internal processes of its own consciousness, as well as bring their actions in line with their own needs and capabilities. Self analysis and self-esteem of vocational and pedagogical activity contribute to providing its control and correction and induce self-development and self-improvement.

Taking into account the essence of outlined reflexive mechanisms, N. Nikitin in the work of "Fundamentals of Professional-Pedagogical Activity" distinguishes two methods of organizing self-analysis of pedagogical activity: in a method of comparing their result with a standard, a sample of appropriate activity; By comparing its new result of activity with the previous one oriented tracking of personal changes and achievements in the dynamics of development. Based on this technique in the future teacher, you can deploy such types of reflection as methodological, and technological. The first of them should be aimed at knowing the essence of phenomena of professional-pedagogical activity of the teacher in the conditions of inclusion; the second one - on the self-esteem of the process of education and education of students of inclusive class both in retrospective and in situational and promising aspects; Third - to find out the content of technological and pedagogical processes and creative use of innovations.

Emphasizing the importance of pedagogical reflection in the process of professional-pedagogical training of future specialists, L. Gimpel in the work of "Pedagogical reflection in the structure of professional activity" draws attention to the reflexive function of the teacher, which is to help the student to move from one level of its professional development to another, higher, and then - to self-development, to professional formation and self-improvement. In order to complete it, it is necessary:

- to create a reflexive environment of training, education and development of students;

- to organize a faster analysis of the developed lesson insenses for the development of reflection to action, awareness of students of the consequences of its actions and their further influence on students;

- promote the development of critical thinking of students in a way of setting up problem questions for the analysis of pedagogical activity, deeper theoretical and practical understanding of philosophical, psychological, pedagogical and methodological postulates;

- to conduct communicative, interactive, developmental and sensitive trainings on the development of student's reflexive abilities;

- to induce students to comprehend their own practical experience and experience of teachers-practitioners using fixed observation in the form of a pedagogical diary for the purpose of registration and analysis of "methodical finds";

- in the process of professional training to actively apply interactive technologies in the form of discussions, debate, consilium, interviews, simulation games, etc. in order to fulfill the students of various social, pedagogical roles, solving problematic pedagogical situations;

- to put such tasks that stimulate the development of pedagogical reflection: questionnaires, filling the reference schemes of self-examination of lessons, the image of reflexive self portrait "I - the teacher of the eyes of my students", self-interior, intercourse, etc.;

- the use of synchronous reflection aloud when looking for a problematic pedagogical situation during a simulation lesson, where the role of the teacher performs a student, and the role of students performs a group of students;

- demonstrating a personal examination of teachers, teachers,

methodologists as specialists who have the methodology of organization and management of reflexive analysis.

Discussion. Consequently, the organization of the preparation of the future teacher to professional activity in the conditions of inclusive education is provided by motivational-value, theoretical and practical and simulation-reflexive stages.

At the heart of the choice of such phasedness is the provision that the process of professionalization of students takes place in the form of penetration of external (the influence of the educational environment and participants of the educational process) into the internal (assignment of the values of inclusive education and the acquisition of appropriate competence), from the remote space (social sense of inclusion) In the approximate (personal meaning and Inclusion experience).

According to the outlined stages, their purpose and tasks, in the process of studying individual disciplines of cycles of humanitarian and socio-economic, mathematical and natural and scientific, professional and practical training, it is envisaged to create appropriate pedagogical conditions, which is a prospect of further scientific search.

Список використаних джерел

1. Бех І. Д. Виховання особистості: у 2 кн. Кн. 2 : Особистісно орієнтований підхід: науково-практичні засади. Київ: Либідь, 2003. 344 с.
2. Вербицкий А. А. Активное обучение в высшей школе: контекстный подход. М.: Высш. шк., 1991. 208 с.
3. Каган М. С. Философская теория ценностей. СПб.: Петрополис, 1997. 205 с.
4. Ключева Н. В. Технология работы психолога с учителем. М.: Сфера, 2000. 192 с.
5. Мамардашвили М. Форма превращённая / М. Мамардашвили // Философская энциклопедия / Ин-т философии АН СССР ; гл. ред. Ф. В.

Константинов. – М. : Советская энциклопедия, 1970. – Т. 5 : Сигнальные системы – Яшты. – С. 386–389.

6. Пріма Р. М. Аксиологічні орієнтири у професійній підготовці майбутнього педагога-вихователя / Р. М. Пріма // Науковий вісник Чернівецького університету : збірник наукових праць. – Чернівці: Рута, 2012. – Вип. 635: Педагогіка та психологія. – С. 171–176.

7. Рубинштейн С. Л. Основы общей психологии / С. Л. Рубинштейн. – СПб. : Питер, 2002. – 720 с.

8. Социологический словарь проекта Socium [Электронный ресурс]. – Режим доступа : www.voluntary.ru/dictionary. – Название с экрана.

References

1. Bekh I. D. (2003). *Vykhovannia osobystosti* (Kn. 2 : Osobystisno oriientovanyi pidkhid: naukovo-praktychni zasady). Kyiv : Lybid. [in Ukrainian].
2. Verbytskyi A. A. (1991). *Aktivnoye obuchenye v vysshey shkole: kontekstnyy podkhod*. Moskva: Vyssh. shk. [in Russian].
3. Kahan M. S. (1997). *Fylosofskaia teoriya tsennostei*. Sankt-Peterburh : Petropolys. [in Russian].
4. Klyueva N. V. (2000). *Tekhnologiya raboty psihologa s uchitelem*. Moskva : Sfera. [in Russian].
5. Mamardashvily M. (1970). *Forma prevrashchyonnaya*. In F. V. Konstantynov, *Fylosofskaia entsyklopediya* (T. 5 : Signal'nye sistemy – Yashty, s. 386-389). Moskva : Sovetskaya enciklopediya. [in Russian].
6. Prima R. M. (2012). *Aksiolohichni oriientyry u profesiinii pidhotovtsi maibutnoho pedahoha-vykhovatelia*. *Naukovyi visnyk Chernivetskoho universytetu*, 635, 171-176. [in Ukrainian].
7. Rubynshtein S. L. (2002). *Osnovy obshchei psykholohyy*. Sankt-Peterburh: Pyter. [in Russian].
8. *Sotsyolohycheskyi slovar proekta Socium*. Retrived from www.voluntary.ru/dictionary. [in Russian].

ЕТАПИ ОРГАНІЗАЦІЇ ПРОЦЕСУ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ В УМОВАХ ІНКЛЮЗИВНОЇ ОСВІТИ

Демченко І. І., Калиновська І. С.

Анотація. У статті окреслено актуальність впровадження інклюзивного навчання в систему освіти України успіх якої залежить від організаційно-педагогічних, соціально-психологічних та корекційно-розвиткових шкільних умов, гнучко зорієнтованих на індивідуальні особливості кожної дитини та якісна підготовка майбутніх вчителів до професійної діяльності в умовах інклюзивної освіти. Представлено окремі аспекти професійної підготовки майбутніх педагогів у закладах вищої педагогічної освіти до роботи в умовах інклюзивної освіти. Зокрема зосереджено увагу на особливостях організації процесу підготовки майбутніх педагогів до професійної діяльності в інклюзивному середовищі закладів загальної середньої освіти, які полягають в тому, що професіоналізація студентів відбувається у формі проникнення зовнішнього (вплив освітнього середовища та учасників навчально-виховного процесу) у внутрішнє (присвоєння цінностей інклюзивної освіти і набуття відповідної компетентності), із віддаленого простору (соціальний сенс інклюзії) у наближене (особистісний смисл та досвід інклюзії). Відповідно до принципу неперервності визначено та обґрунтовано етапи організації процесу підготовки майбутніх педагогів до професійної діяльності в умовах інклюзивної освіти (мотиваційно-ціннісний, теоретико-практичний та імітаційно-рефлексивний). Оцінюючи зусилля науковців у висвітленні даної проблематики, зауважимо, що питання організації процесу професійної педагогічної підготовки вчителів до роботи в інклюзивному освітньому середовищі потребують обґрунтування відповідних педагогічних умов, що є перспективою подальшого наукового пошуку.

Ключові слова: інклюзивна освіта, професійна підготовка, організація процесу підготовки, етапи організації навчання, майбутній педагог.