

POLYASPECTIVITY IN THE TRAINING OF FUTURE SPECIAL
EDUCATION TEACHERS

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В статті розглянуто проблема вивчення готовності здобувачів освіти до роботи з дітьми з особливими освітніми потребами, їх здатності до організації, виконання й регулювання педагогічної діяльності.

За результатами теоретичного аналізу спеціальної психолого-педагогічної літератури, яка висвітлює проблему дослідження, визначено сфери професійної діяльності педагога системи спеціальної освіти: профілактика, діагностика і консультування, педагогічна корекція, з'ясовано, що ефективна підготовка до корекційної роботи можлива за умови врахування компоненту майбутньої професійної діяльності майбутніх фахівців спеціальної освіти та вимог до їх особистості, розглянуто структуру професійної готовності корекційного педагога.

Розглянуто та проаналізовано компоненти професійної готовності майбутніх корекційних педагогів: мотиваційний, особистісно-емоційний, поведінково-комунікативний, професійно-педагогічний. Розкрито поняття «особистісна готовність», яке виступає інтегральним утворенням в структурі

готовності здобувачів до корекційної роботи з дітьми з особливими освітніми потребами до професійного становлення.

Встановлено та виділено три рівні сформованості професійної готовності студентів спеціальної освіти до роботи з дітьми з особливими освітніми потребами: низький, середній, високий та надано їхню характеристику.

Проведений експеримент дозволив виявити несприятливий характер педагогічного спілкування у майбутніх корекційних педагогів і підтвердив, що більшість здобувачів освіти мають середній рівень сформованості професійної готовності, а також залежність між роком навчання студентів і рівнем педагогічного спілкування. Це свідчить про необхідність організації спеціального цілеспрямованого психологічного корекційно-розвиткового впливу, який би відбувався поступово, поетапно.

Встановлено ефективність «Програми формування особистісної готовності студентів до роботи з дітьми з особливими освітніми потребами», необхідність комплексності мотиваційного, особистісно-емоційного, поведінково-комунікативного, професійно-педагогічного компонентів, а також розвитку особистісних якостей студентів (емпатії, рефлексії, толерантності).

Ключові слова: здобувачі освіти, діти з особливими освітніми потребами, корекційний педагог, професійна готовність, корекційна робота, мотиваційний компонент, особистісно-емоційний компонент, поведінково-комунікативний компонент, професійно-педагогічний компонент, емпатія.

The article considers the problem of student's readiness to work with children with special educational needs, and their ability to arrange, implement and manage pedagogical activities.

According to the theoretical analysis of special psychological and pedagogical literature dedicated to the research topic, the spheres of professional activity of a special education teacher include: prevention, diagnostics and

counseling, and pedagogical correction. It has been found that effective preparation for correctional work is possible only if it considers the components of future activities and requirements for student's personality. In addition, the structure of professional readiness of a correctional teacher has been defined.

The article considers and analyzes the professional readiness of future correctional teachers and its components, namely, motivation component, personal and emotional component, behavior and communication component, professional and pedagogical component. It reveals the concept of "personal readiness", which acts as an integral formation in student's readiness for correctional work with disabled children.

The article defines 3 levels of professional readiness of special education students to work with children with special educational needs: low, average and high, and provides characteristics of each level.

The conducted experiment revealed the unfavorable nature of pedagogical communication in future correctional teachers and confirmed that most students have an average level of professional readiness. Also, it helped to reveal the relationship between the year of study and the level of pedagogical communication. This indicates the need to arrange a special psychological correctional and developmental impact which would occur gradually in stages.

The article proves the effectiveness of the "Program for Developing Student's Personal Readiness to Work with Children with Special Educational Needs", the need for comprehensive motivation, personal and emotional, behavior and communication, professional and pedagogical components, as well as the development of personal qualities of students (empathy, reflection and tolerance).

Key words: student's readiness, children with special educational needs, correctional teacher, professional readiness, correctional work, motivation component, personal and emotional component, behavior and communication component, professional and pedagogical component, empathy.

Due to modern requirements of Ukrainian society to the development, education and upbringing of children with special educational needs, which require creating an inclusive environment, applicants for “Special Education” program require practical training to work with children in a variety of disorders, including those that complicate socialization and adaptation.

The number of children with mental and physical disabilities is steadily increasing. Therefore, the problem of training special education professionals who will provide timely and high-quality psychological and pedagogical support to this category of children remains relevant. The profession of correctional teacher at the present stage of formation and development is widely used and supported by the demands of society. Therefore, there is a need to increase the readiness of correctional teachers for their professional activities.

Overview of Current Research. Scientists like V. Bondar, T. Degtyarenko, S. Mironova, N. Pakhomova, S. Yakovlev, and others paid attention to various aspects in the training of correctional teachers. However, the range of developmental disorders and environmental conditions, as well as the composition of students who choose special education as their future profession are constantly changing and this problem requires further study.

Psychological and pedagogical research (N. Nazarova, F. Rau, D. Shulzhenko, etc.) identifies the following areas of professional activity of special education teachers: prevention, diagnosis and counseling, pedagogical correction, participation in psychological and psychotherapeutic care, educational and social pedagogical activity, organization and management of special education, teaching activity, and research activity.

Domestic scientists focused on finding effective ways to correct disorders of mental areas (N. Bazyma, I. Lohvinova, I. Mamaychuk, H. Saiko, T. Skrypnyk, V. Tarasun, G. Khvorova, D. Shulzhenko) of children with special educational needs. Nevertheless, research on special education applicants and their readiness to work with children of the above category highlights some of its aspects (V. Sinyov, S.

Mironova, N. Pakhomova, L. Rudenko, H. Saiko, E. Sinyova, V. Turchynska, M. Sheremet, O. Shulzhenko), but doesn't provide any integral study.

Analyzing the processes of personality formation throughout professional activity, G. Kostyuk emphasizes the relation between the external and internal conditions, and notes that individuality is not only determined by relative independence from direct environmental conditions or self-regulation of own behavior, but also by the ability to change the existing living conditions. At the same time, realizing their achievements and shortcomings, comparing themselves with the requirements of society and their long-term life goals, individuals seek self-education and self-improvement, including it to their own professional activities [6].

Readiness for pedagogical activity can be determined by professional self-awareness, attitude to activity, motives, knowledge of the subject and methods of activity, skills and abilities of practical implementation of these methods, as well as personal qualities significant for this profession.

H. Saiko notes that the professional readiness of a correctional teacher is a synthesis of the properties and qualities of his/her personality, which allows to perform the long-term work with minimal errors, in a confident and independent manner, without significant emotional stress and in different (often unpredictable) conditions [13].

Analyzing the practical work during postgraduate pedagogical education, V. Gladush states that the practical work of special education professionals should have a clear, logical and consistent dynamics. First of all, it should teach how to implement theoretical knowledge of special education in practice in a timely and comprehensive manner, improve to the appropriate level of methodological skills, stimulate the need for continuous self-improvement, and ensure the quality educational process in special education institutions [3]. A correct, structured postgraduate pedagogical education of correctional professionals can positively influence their methodological skills in the conditions of a special needs school.

S. Mironova developed and implemented a personal-activity model, which includes different work types and directions, as well as characteristics of professional functions, namely: diagnostic, orientation-prognostic, constructive-design, corrective, organizational, information-explanatory, communicative-stimulating, analytical-evaluative and research-creative activities [9].

Effective preparation for correctional work is possible provided that the component of professional activity and the requirements for their personality are taken into account. The readiness of graduates for correctional work is defined by personal, cognitive, and activity components.

Special education needs teachers work in various educational institutions, both special and general, in orphanages and boarding schools, and carry out individual home training for children with developmental disabilities.

We believe that it is important for a correctional teacher to master pedagogical skills, which can be understood as the ability to master modern pedagogical tools; effectively use these tools in all activities, as well as apply pedagogical techniques (a necessary component of pedagogical skills).

G. Kostyuk identifies the following system of special education quality: physical endurance, resistance to infectious diseases, absence of speech defects or significant decrease in vision, as well as mental health [6].

According to N. Nazarova, the most important traits of a professional are: kindness, responsibility, patience, ability to empathize, energy, enthusiasm, respect and love for students, professional honesty and integrity [11].

Thus, G. Kostyuk focuses on the physical and mental state, while N. Nazarova focuses on the personal virtues of a special education teacher.

The ability of a correctional teacher to work with special needs children is determined by vocation; it is subjectively significant for the individual, acts as an indicator of individual's attitude and reflects the physical, mental and psychological characteristics of the individual in the period preceding professional activity. Readiness determines individual's behavior, accelerating and facilitating the achievement of results. The readiness for professional activity is manifested,

first of all, in individual's ability to arrange, perform and manage pedagogical activity. In addition, readiness is determined by many other factors, like personal qualities, vocation (a set of knowledge and skills required for work), emotions and will, as well as aptitudes and interests that are directly related to the educational process and expressed through personality in order to form characterological properties, important skills and abilities.

Determining the importance of practical activities for correctional teachers, L. Fomichova emphasizes the importance of using active forms of learning, as they have a contextual similarity with the real profession [16].

According to D. Shulzhenko, the defining component of professional competence is autopsychological competence, which refers to a person's readiness and ability to purposefully work on changing one's own personality and behavioral characteristics, ability to develop and use one's own mental resources, create a positive situation due to changes in the internal state, the ability to master, consolidate and control new knowledge and skills, to restructure activities in case of unforeseen circumstances, as well as to create a strong-willed attitude to achieve significant results [17].

V. Semichenko notes that readiness for professional activity is a mental state that consists of: a) operational readiness, which requires urgent activation of a teacher, and his/her involvement at a certain level; b) functional readiness, which means that a teacher is aware of his/her goals, is able to evaluate the existing postulate and determine the most probable means of action; c) personal readiness, which consists of prolonged high activity of a teacher in the production process, prolonged necessity and distribution during motivational, volitional and intellectual efforts, assessment of the probability of achieving success in life through activity [15].

Main Material. To determine the personal readiness of applicants to work with children with special educational needs, we recommend to consider the components of professional readiness of a correctional teacher, namely:

* Motivation: the presence of motivation to succeed, self-confidence, and job satisfaction.

* Personal and emotional: lack of emotional tension, ability to regulate emotional states, as well as volitional powers.

* Behavior and communication: methodological reflection, reaction to student behavior, adequate fatigue, communicative behavior.

* Professional and pedagogical: ability to make appropriate decisions in non-standard situations, knowledge and skills (professional, psychological, pedagogical or general), need for self-education and self-improvement [7].

According to H. Saiko, personal readiness for professional activity is a mental state, a pre-start activation of “self”, which means that a person is aware of his/her goals, is able to assess the existing conditions, determine the most probable action steps, forecast motivational, volitional and intellectual efforts and the probability of achieving results, collect his/her strength and be self-motivated in achieving goals [13].

Based on the above, let’s consider the personal readiness of applicants to work with children with special educational needs.

Motivation: student’s incentive to provide qualified psychological, pedagogical, correctional assistance to children with emotional and volitional disorders, their parents and other professionals.

First of all, motivation of a correctional teacher is based on his/her moral aspirations and qualities: desire to help children with special needs, tolerant attitude to others, understanding of equal rights and equal opportunities for children with special needs. The motivation component is formed throughout the academic process, which is why teachers of special disciplines should encourage the love for the profession and the desire to work in special education after gaining professional competence.

Criteria for the formation of the motivation component include: professional competence, adequate response to situations, self-control, self-regulation, self-

determination, self-development, as well as focus on altruism, work, results and freedom, as well as professional development throughout one's life.

In order to analyze the system of correctional teachers training, let's turn to the changes in the motivation component, which has 4 stages.

The first (motivational) stage determines the student's willingness to change his/her behavior and prepare for these changes.

During the second (cognitive) stage, students begin to realize and evaluate their own professional and personal capabilities as they abandon their habitual behaviors.

During the third stage (affective) stage, in the process of practical work, students feel the ability to make changes in professional activities.

During the fourth (behavioral) stage, future correctional teachers have a desire to try new forms of behavior in professional activities.

The stages marked by the author are also relevant in the formation of the motivation component of future correctional teachers.

As already mentioned, the personal and emotional component contains endurance, tolerance, student's ability to control the emotional state, as well as volitional powers. Criteria for the formation of the personal and emotional component include: empathy, positive attitude towards children, stress resistance, emotional stability, emotion management, ability to analyze own emotions and the emotions of others. Finally, psychological and pedagogical skills to work with children with emotional and volitional disorders include:

- ability for self-assessment, which contributes to the expectation of success in various spheres of life;
- emotional stability, which affects the success of pedagogical interaction;
- strengthening of positive expectations from the results of own activity;
- ability for self-adjustment, which determines the confidence and persistence in achieving the goal;
- motivation to acquire new knowledge, skills and abilities, which affects the success of professional activity.

Let's consider the behavior and communication component.

The professional activity of future special education teachers, as well as their professional competence directly depends on communication skills, as they will have to interact not only with colleagues but also with children with various mental and physical disabilities, their parents, and representatives of various social institutions. Thus, communication plays a leading role when training special education students.

Let's analyze the professional and pedagogical component: reasonable decisions in accordance with knowledge and skills (professional, psychological, pedagogical and general).

Based on the components described above, the concept of "personal readiness" becomes an integral part of individual's (in this case, we refer to special education applicants) readiness for professional development.

We understand psychological readiness as a set of knowledge, skills and abilities, motives and personal qualities that ensure the effectiveness of professional activity. On the one hand, it includes professional knowledge, skills and abilities, while on the other hand it contains personal traits: beliefs, pedagogical abilities, interests, professional memory, thinking, attention, pedagogical orientation of thought, efficiency, emotionality and moral potential that will ensure the successful performance of professional activities. Psychological readiness is based on moral qualities and psychological capabilities. According to V. Slastyonin [14], it consists of integral characteristics of personality, which include intellectual, emotional and volitional aspects, professional and moral beliefs, needs, habits, knowledge, skills and pedagogical abilities. Personal readiness is seen as a set of motives, cognitive attitude to the outside world, available communication tools and skills, desire to communicate, sufficient level of emotional and volitional development, empathy and reflection.

The applicant becomes a subject of activity, a bearer of personal qualities, including those that are important in working with children with special educational needs, like intrinsic motivation, flexible thinking, desire for self-

improvement, empathy, tolerance, self-regulation, professional skills and knowledge of children.

Criteria for the formation of the professional and pedagogical component of personal readiness include: the presence of own intellectual professional space, intellectual personal autonomy, professional competence, and integration of socially acceptable lifestyles. This component contains a system of scientific knowledge which ensures that teachers are ready to work with children and adolescents who have mental or physical disabilities. This component focuses on providing scientific knowledge that ensures the readiness for correctional work with children. It consists of a system of general intellectual, practical and specific skills and abilities that are the basis of pedagogical activity. The experience of applying the acquired knowledge in practice allows future correctional teachers to navigate in different situations and to find new solutions. The personal experience of a correctional teacher is a system of professional guidelines, values, interests, and the desire for professional self-improvement.

Let's move on to consider the behavior and communication component.

The communication activity of students in the process of professional training is influenced by both external and internal factors. External factors include the communicative space of the educational institution, the influence of the subjects of communication, mass media, etc. Internal factors include personal qualities and feelings, as well as attitudes to others, to the future profession, or to children with mental or physical disabilities.

We believe that by influencing the internal and external conditions of the communication, the subjects can have a certain positive impact on their communication activities.

According to psychologists who have devoted their work to the study of communication activity (I. Bekh [1], A. Bodalov [3], G. Kostyuk [6], B. Lomov [8]), dynamic changes in social, economic and political life exacerbates the problems of communication activity among people, especially children and adolescents. Social changes affect the socialization of young people and lead to the

internalization of universal values, since adolescence is the period of active changes in the ontogenetic development. The way individual interacts with the others changes significantly at this age, creating numerous intrapersonal, interpersonal and social contradictions. Facing the need to communicate with disabled children and adolescents in practice, students often have difficulty in establishing a proper communication. Of course, they can improve their communication skills during practical classes. The new information, as well as communication with mentally or physically disabled children can sometimes lead to communication disorders (no desire to communicate with others, etc.), mental discomfort, anxiety and crisis in interpersonal relationships.

Behavior and communication component aims to develop communication qualities that can help to perform professional activities, interact with representatives of different nosologies, their parents, teachers and medical staff; improve student's communication activity, communication culture, tolerance and tact.

To make communication activity the leading factor in the future professional activity, special education students should master the following competencies:

- ability to model (predict) communication with disabled children, to plan the communication during future activities in accordance with the defined goal and objectives; to adjust to the process of communication with children, their parents, and other members of the pedagogical process; to consider the individual psychological characteristics of children with mental and physical disabilities;

- ability to arrange communication with the group: to specify and refine of the model of communication with children and adolescents with mental and physical disabilities; to consider the conditions of communication; to implement the initial stage of communication;

- ability to select an adequate method of communication activity: to establish psychological contact with the group, to select adequate situations, methods of knowledge transfer (use of elements of conversation, rhetorical questions, interesting examples, etc.), to create situations of compatible reasoning through a

system of psychological means, which is necessary in all types of communication activity and which involves all communicative components;

- ability to eliminate psychological barriers both between children with disabilities and in an inclusive environment, intensifying the communicative activities, expanding the range of communicative interaction;

- ability to motivate children and adolescents with mental and physical disabilities to intensify interpersonal communication both in and outside school;

- ability to create an integral relationships within the systems “child-child”, “child-parents” and “child-teachers” to activate their communication potential.

The professional activity of correctional teachers does not fit into the framework of traditional pedagogical activity, since correctional and educational work involves interaction with social pedagogy, diagnostics, counseling, psychotherapy and other activities aimed at solving the main task, that is, to assist a person with mental or physical disabilities, to facilitate his/her socialization, adaptation and integration into society through special education.

Sometimes first-year students at special education departments are not psychologically ready for the difficulties that may arise when interacting with children with autism spectrum disorders, intellectual or sensory disorders. Failures in communication with disabled children exacerbate the state of internal discomfort, which can not be compensated for high performance in other areas of life, namely in education. This condition negatively affects self-esteem, self-regulation, self image and reflectivity, and becomes a source of anxiety.

Teachers who tutor special education students need to focus on the development of professional competence, which is not only expressed in the formation of professional skills, but also in the development of communication activities, and the ability to communicate with different categories of disabled people.

We consider the professional readiness of future correctional teachers based on the research of I. Bekh [1], O. Bodalyov [2], B. Lomov [8], and V. Slastenin [14]. Given the aspects of the training of correctional teachers, their professional

readiness is defined as an integrated psychological and pedagogical ability to carry out correctional and developmental work with mentally and physically disabled children.

Readiness for professional activity first of all means the developed ability for pedagogical communication, pedagogical skills, emotional stability, ability for empathy, psychological and pedagogical thinking, which allows to establish cause-and-effect relations of pedagogical process, analyze the activities and predict the outcomes [6].

Within the communication component of pedagogical activity, experts emphasize the need to develop the teacher's communication skills, which are the basis for effective pedagogical activities (V. Kan-Kalik, G. Kostyuk). In particular, they emphasize that the results of professional activity largely depend on the choice of forms of subject-subject interaction with children and the development of communication with parents, teachers and other staff at special education institutions.

Communication at higher education institutions mostly happens between teachers and students. Human relationships in the educational process should be built on a subjective basis, with both parties communicating as equals. This condition helps to establish an interpersonal contact instead of an inter-role teacher-student contact and, as a result, build a dialogue and create the optimal basis for positive changes in the cognitive, emotional and behavioral spheres. In the system of higher education, such communication creates the best conditions for the development of student's creativity and personality, provides a favorable psychological climate and helps to avoid psychological barriers in communication [10].

Educational communication can be characterized in different ways. The most important features include: 1) teacher's individual style of communication; 2) teacher's focus on individual students; 3) personal characteristics of students; 4) level of team development; 5) the presence of professional communication skills.

We believe that educational communication is a complex phenomenon. Subject to the general scientific-based laws of communication, it has its own specific characteristics [2]. In functional (in this case, educational) communication, the whole system becomes professional, as the need for information exchange is dictated not only by personal but also by educational tasks [1; 3; 6; 12]. Similarly, other components of communication change in the professional direction [5].

Pedagogical communication as a separate important issue was considered in the works of I. Zymnya, V. Kan-Kalik, Y. Kolominsky, O. Leontiev, S. Maksymenko. Analyzing the available research, they classified the scientific approaches in psychology as:

- 1) behavior represented by the reactions of teachers and students (behaviorism);
- 2) interpersonal contacts, identified and arranged in situations in which the teacher and students may be involved during training (psychoanalysis);
- 3) interpersonal relationships that create opportunities for personal growth (self-actualization of teachers and students (humanistic psychology));
- 4) a tool for the development of intellectual skills and abilities, shaping student's cognitive structures, rules and values (cognitive psychology);
- 5) a system of interactions in the process of developing and changing social values and situations by teachers and students (interactionism).

It has been noted that pedagogical communication is different from general psychology in the following aspects (V. Kan-Kalik):

- 1) the teacher simulating future communication with the class and the audience to prepare for direct activities with children (prognostic stage);
- 2) direct communication with the class or the audience arranged at the time of the initial interaction with them (the initial period of communication);
- 3) communication management in the pedagogical process;
- 4) analysis of the implemented communication system and modeling of the communication system for future activities [5].

It has been established that at stage 2 and 3 the teacher introduces a complex of communication between the subjects on three levels: emotional, cognitive and social psychological. The emotional level determines the convenience of the communication, but does not characterize its content. The cognitive level is related to the subject side of communication, providing an explanatory process, which is a core element of personal-group pedagogical communication. The social psychological level determines the interpersonal and group relations between the teacher and the students [18].

The dialogue in pedagogical communication is characterized by: 1) personal equality, “subject-subject” relations between the teacher and students; 2) focusing not only on own needs but also on the needs of students; 3) accumulating potential for consent and cooperation; 4) freedom of discussion, transfer of norms and knowledge as a personal experience, which enforces students to think individually; 5) desire for creativity, personal and professional growth, improvisation and experiments; 6) desire for objective control of student performance, applying individual approach and taking into account their polymotivation [18]. In general, the majority of studies related to special education teachers consider the ways to improve the training system at different stages by adding additional tasks and categories of children (N. Pakhomova, L. Fomichev and others). A significant place in the research was given to the relationship between communication and training of future teachers (N. Pakhomova, V. Sinyov and others).

Based on the research of A. Mishchenko [10], we analyze the structural components of professional readiness of students of “Special Education” program in terms of communicative activity as a leading professional competence.

We have identified three levels of professional readiness of special education students to work with disabled children, namely, low, medium and high, and provided their characteristics. Thus, the professional readiness of applicants is a dynamic phenomena. In view of this, we have identified the following basic criteria and included them in the questionnaire: “professional knowledge”,

“communication skills”, “methods of communication with disabled children”, and “emotional support during communication”.

Let's describe each level. Low level is the second among those characterizing insufficient professional development, with fragmentary theoretical knowledge, insufficient skills and lack of correctional techniques, poor reflection and lack of empathy for children with disabilities.

Medium level generally means that students are ready to work with disabled children. Students demonstrate theoretical knowledge, have sufficient skills and are capable of reflection and empathy, and are guided by the aspects of communication activity of disabled children.

High level is characterized by high professional development of special education students. Students demonstrate deep theoretical knowledge, good communication skills and professional mastery of communication methods, high level of empathy, as well as sympathy for disabled children.

The recent study involved 85 students mastering the educational and professional program “Special Education” (bachelor degree) of the municipal institution “Kharkiv Humanitarian and Pedagogical Academy” of the Kharkiv Regional Council. As a result of the study, 15 students were at high level (17.6%), 42 students demonstrated average level (49.4%), while 28 students were at low level (33%). It should be noted that the study revealed relationship between the year of study and the level of professional readiness, with low level recorded in 18 (21%) of first-year and second-year students.

During the educational process, students complete various cycles of training, including:

- 1) the cycle of human, social and economic science;
- 2) the cycle of natural science;
- 3) the cycle of professionally-oriented training, including disciplines that provide professional and pedagogical training and special techniques.

By mastering different cycles of training, future special education professionals improve their knowledge of the methodological foundations of

general and special pedagogy and psychology; get to understand the general patterns and features of the development of mentally and physically disabled children; learn ways to correct and compensate for the impaired development. In addition, preparation for practical assignments, seminars, laboratory research, tests or exams helps to develop communication skills. Analyzing the pedagogical activity of different teachers, it should be noted that having enough knowledge of the basics and methods of educational work is not enough. It is an indisputable fact that all the knowledge and practical skills of a teacher can be transferred to students only through live and direct communication. Many teachers agree with the fact that students often transfer the teacher's attitude to the subject. That is why pedagogical culture, organization and communication skills are the essential elements in the work of every teacher.

Based on the theoretical analysis of the issue of personal readiness for future professional activity, we proposed the “Program for Developing Student’s Personal Readiness to Work with Children with Special Educational Needs”. It includes psychological training to actualize the potential of personal readiness for professional activity, as well as recommendations to develop subject-personal readiness for professional activity. According to the program, we have performed practical work to develop motivation component, personal and emotional component, behavior and communication component, as well as professional and pedagogical (own intellectual and professional space) component in order to drive subject-personal readiness for professional activity.

These components are embodied in the program for developing teacher’s personal readiness for professional activities, which is divided into 3 parts:

- * Part 1. “Development of Professional Competence in Working with Children with Special Educational Needs” aimed to increase the level of students' knowledge about the problems of psychological diagnosis.

- * Part 2. “Interaction with Children with Special Educational Needs” aimed to deepen the knowledge of teachers on the use of art therapy and other techniques.

* Part 3. “Training Sessions” aimed to form the motivation, personal and emotional components of teacher’s readiness for professional activities.

Thus, the program includes 3 elements:

- element 1: aimed at the formation of students' personal qualities and motivation for professional activity, namely, friendliness towards others, empathy, tolerance (topics like “Attitudes Towards Children with Special Educational Needs”, “Motivation for Correctional and Developmental Work with Children with Special Educational Needs”, etc.);

- element 2: aimed at developing the emotional and volitional sphere of personality: values, creative potential, self-control, reflexive abilities (topics like “Developing Pedagogical Reflection”, “Personality of a Future Correctional Teacher”, etc.);

- element 3: provides for the development of own professional competence (topics like “Achieving Success in Professional Activities”, “Competence of Correctional Teachers”, etc.).

Thus, the above topics were aimed at forming the readiness of students to work with children with special educational needs.

It has been recorded that the average level of professional readiness after the program implementation reaches 56%; 33% of students demonstrate high level of professional readiness, while 11% of students show low level of professional readiness to work with children with special educational needs.

Thus, the training of special education applicants aims to develop a system of knowledge about the psychological and pedagogical characteristics of disabled children, their cognitive abilities, education, upbringing, as well as about types of correctional and pedagogical activities aimed at reducing the number of negative states among students, methods of correction, and independent work with sources of information. Particular attention should be paid to student’s awareness of the knowledge and skills they acquire. Thus, the classes transform the theoretical knowledge into practical skills and communication skills with children with special educational needs.

The balance of knowledge in the study of human, social and economic sciences and professionally-oriented disciplines allows students to develop knowledge and skills in the field of correctional and pedagogical activities.

Training of bachelors in correctional education involves the use of certain teaching methods and tools. The traditional forms of teaching (lectures, seminars, practical classes) should be combined with forms that mimic student's future professional activities, like situational role-playing games or trainings. This will help students to develop their ability to work both independently and in a group, the ability to apply the acquired knowledge in practice, and the ability to plan their activities.

The characteristics of educational process, first of all, include the interdisciplinary scientific and educational basis, the optimal ratio of theoretical and practical activities, and, finally, the peculiar aspects of the region.

The educational process is based on the coordinated use of traditional and modern educational technologies, as well as on active forms of education which, on the one hand, are focused on problem methods and, on the other hand, are focused on individual learning, improved planning of collective and group activity, and schemes of the educational process.

Focus on the psychological readiness to work with disabled children plays a leading role in the training of correctional teachers. Among other things, it means:

- * arranging a favorable psychological climate in the team;
- * being aware of the goals and target structure of the situation, its rules, content, roles of participants and their repertoires, partners of behavior and the means of self-correction of negative mental states;
- * knowledge of dynamic phenomena and awareness of own involvement in situations that arise in the process of interpersonal interaction;
- * developing social and psychological skills and ability for self-correction;
- * developing social sensitivity (ability to accept the states and opinions of other people).

To sum up, we should note that the training of correctional teachers is a relevant and complex process which should be focused on integral approach, namely the integration of motivation component, personal and emotional component, behavior and communication component and professional pedagogical component, as well as the development of personal qualities of students (empathy, reflection, tolerance, etc.). The program can be improved further by optimizing the development of professional qualities of “Special Education” discipline applicants.

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