



ECONOMICS COLLEGE IN STALOWA WOLA

**PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES:
DEVELOPMENT PROSPECTS IN COUNTRIES
OF EUROPE AT THE BEGINNING
OF THE THIRD MILLENNIUM**

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TRAINING OF FUTURE TEACHERS OF UKRAINE TO WORK IN THE CONDITIONS OF INCLUSIVE EDUCATION

Udych Z. I.

INTRODUCTION

The reform of education in Ukraine involves the introduction of an inclusive form of education. The regulatory-legal documentation regulating the inclusive process in preschool and secondary education has already been approved, and a draft law on vocational education is being drafted. On the other hand, higher education feels the lack not only of legal regulation, but also of guidelines for the implementation of vocational training, including pedagogical one, and the creation of an appropriate inclusive educational environment. Thus, there is a contradiction in the fact that institutions of higher education are not ready to ensure the society's need to provide high-quality educational services to persons with disabilities and other needs, as well as to train pedagogical staff to work in conditions of inclusion.

We present an analysis of the problem of modernization of the content of higher pedagogical education in Ukraine in order to implement its inclusive aspect. We propose to consider the peculiarities of compiling an effective in the educative process manual "Fundamentals of Inclusive Education", tested during 2016–2018. As well as the peculiarity of the inclusive-resource center functioning in the system of higher education by the example of the structural unit of Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine).

1. The problem of inclusive competences formations of students of higher pedagogical educational institutions of Ukraine

In the context of our research, certain contradictions, which significantly impede the process of inclusive education in Ukraine, have been identified. Among them are: new social requirements for the organization of educational space, the education of children with disabilities and the unpreparedness of teachers to create an effective inclusive environment, organize the pedagogical process according to pupils' nosology; social order for the inclusive competence formation of the pedagogical staff of the secondary comprehensive educational institution and the lack of a corresponding education system, the imperfection of the content of the future teachers' training; bringing the Ukrainian legislation into compliance

with the norms of the international legal framework for persons with disabilities and the existence of contradictions and inaccuracies in the domestic normative-legal framework regulating the inclusive aspect of education; Ukraine's entry into the Bologna process, where the student-centered education and dominance in the national education system of teaching-concentrated training is of high priority.

These and other contradictions prove the initiated process of the inclusive education system implementation in Ukraine and the unpreparedness of higher education to provide schools for teachers, who have formed their higher education to provide schools for teachers, who have formed their inclusive competencies. That is why we consider that the improvement of the training process should start with the modernization of higher pedagogical education content. The generally accepted interpretation of the notion of "content of higher education" involves structure, content and scope of educational information, acquisition of which provides the person with the opportunity to obtain higher education and certain qualifications, as well as the system of knowledge and skills of a person, his/her professional, ideological and public qualities, determined by the needs of society¹.

The main factors of modernization of the higher pedagogical education content in the context of the inclusive education system implementation are: taking into account the recommendations of the project within the framework of the Bologna process "Tuning educational structures in Europe (Tuning)" regarding the competences and profессиogram of a modern higher education institution graduate; introduction of a student-centered approach in the formation of educational programs; improvement of the teacher's profессиogram; methodological grounding of inclusive education; expanding the system of pedagogical disciplines with new educational subjects of inclusive content; professional competence of higher educational institutions teachers in the field of inclusive education and pedagogy.

In 1997, in one of his interviews, a prominent Indian scientist and educator, a professor of strategic and international management at the London Business School and dean of the Faculty of Indian School of Business in Hyderabad, S. Ghoshal (1948–2004), for the first time focuses on a direct link between the process of a future specialist training and his/her employment. Since then, the term "employability" is considered as a set of knowledge, skills, methods of solving production problems, as well as the ability and the desire for continuous improvement and professional

¹ *Енциклопедія освіти. Академія пед. наук України / Гол. ред. В.Г. Кремін. К.: «Юрінком Інтер», 2008. С. 132.*

development². This idea has become one of the key issues in reforming European higher education in the context of the Bologna Process.

One of the most important analytical and research projects of the Bologna Process, which has been implemented since 2000 by the Universities in interaction with the sphere of work, is "Tuning Educational Structure in Europe" (Tuning). It is aimed at forming a common methodology of comparability and compatibility of levels and content of educational programs (educational) in various subject areas of higher education. Tuning covers the vast majority of countries that have signed the Bologna Declaration, including Ukraine³. One of the results of Tuning is the development of unified approaches to the notions of "learning outcomes" and "competence of higher education institution graduate", as well as substantiated components of general and educational competencies. It is the understanding of these components of the educational process that will allow us to correctly formulate the goal and improve the content of future teachers training. So, according to the Tuning methodology: learning outcomes are the formulation of what a student is expected to know, understand, be able to demonstrate after completing the training.

They can be related to a separate module or also to the period of training (the educational program of the first, second or third cycles). Learning outcomes determine the requirements for awarding credits. And competencies are dynamic combination of knowledge, understanding and skills. The development of competencies is the goal of educational programs. They are formed in various educational disciplines and are evaluated at different stages⁴. These two concepts in the Tuning methodology are clearly separated and have their own peculiarities: the results of training are formulated by teachers at the level of the educational program and should be clearly measurable, and competences are gradually acquired by those who study and are formed only in the system of educational disciplines and can begin to be formed within the framework of

² The individualized corporation: An interview with Sumantra Ghoshal *European Management Journal*. Vol. 15. Issue 6. December 1997. P. 625–632. URL: <http://www.sciencedirect.com/science/article/pii/S0263237397000467?via%3Dihub> (Last accessed: 20.02.2018).

³ Національний освітній глосарій: вища освіта / Авт.-уклад.: І.І. Бабин, Я.Я. Болубаш, А.А. Гармаш та ін. Київ, 2011. С. 49.

⁴ Вступне слово до Проекту Тьюнінг – гармонізація освітніх структур у Європі. URL: http://www.unideusto.org/tuningeu/images/stories/documents/General_Brochure_Ukrainian_version.pdf (дата звернення: 01.03.2018).

the program of one level of higher education, and to complete the formation at the highest level of higher education⁵. Instead, in the Law "On Higher Education" in the current wording dated March 13, 2016 in Article 1, these notions are actually identical: competence is shown as a result of training, and the result of training – as a combination of competencies.

In accordance with the interpretation of the concepts «learning outcomes» and «competence of higher educational institutions graduates» by the Tuning Project, different approaches to creating an educational program that reflects the content of education have been highlighted (Table 1).

Table 1

Approaches to creating an educational program at higher educational institution

№	Approaches		Content
1.	"Focus on entry"	Teacher-concentrated training	The scientific interests of the teaching staff, the existing scientific potential of the higher educational establishment have been involved
2.	"Focus on exit"	Student-concentrated training	Focusing on the model of a specialist, which is (or will be in the near future) in demand in the labor market, which should ensure his/her high suitability for employment

Thus, the first approach, which now dominates in the conclusion of educational programs in higher educational institutions of Ukraine, reflects the knowledge paradigm of higher education (the system of "ready", "completed" knowledge, skills, which is broadcast to students, while the student himself/herself is only a passive object in educational and cognitive activity). Instead, the second approach is the embodiment of the humanistic paradigm of education, which considers a student and a teacher as equal subjects in the educational process⁶. At the same time favorable conditions for the student's self-development, formation of competencies necessary for the profession are created.

The conceptual foundations of student-centered education are laid down in the second half of the XX century by American researchers J. Watson, B. Skin, R. Mager and finally developed after 2000⁷. These days, student-

⁵ Захарченко В.М., Луговий В.І. та ін. Розроблення освітніх програм. Київ, 2014. С. 7–9.

⁶ Товаянський Л.Л., Романовський А.Г. и др. Основы педагогики высшей школы: учеб. пособие. Харьков, 2005. С. 129–130.

⁷ Захарченко В.М., Луговий В.І. та ін. Розроблення освітніх програм. Київ, 2014. С. 5.

centered education dominates in most European higher education institutions, which offers not only virtually directed content of education, but also relevant innovative methods and training, which makes it attractive for Ukrainian schools graduates. In support of this, we also have a negative assessment regarding the content of the Ukrainian educational programs on the preparation of high-demand professionals, made by the National Expert on Higher Education Reform – Y. Rashkevych: do not take into account the real needs of the labor market; are teacher-oriented; are rigidly and narrowly bound to a specialty; do not provide academic mobility; too controlled (from 65 % to 90 % of the educational programs (the name of the disciplines, their volume, time of teaching, and, in the majority, the form of control) was standardized by the standards of higher education from which the higher educational institution was not entitled to retreat); are not flexible⁸.

In the process of modernizing the content of higher education with the aim of introducing inclusive training of future teachers, it is necessary to implement a competence-based approach. Unique classification of inclusive competencies of teachers in the European educational space has not been concluded yet, but active discussions and research are under way. In general, all competencies should be divided into two groups: subject specific (professional) competences and general competencies (generic competences, transferable skills). At the same time, subject competences are defined as those that depend on the subject area and are important for the successful professional activity in a certain specialty, and generic competences – as universal competencies that do not depend on the subject area but are important for the successful further professional and social activity of the applicant in various fields and for his/her personal development⁹.

Within the framework of the Tuning Project, more than twenty different studies have been carried out, in which more than 100 universities from 16 countries-participants of the Bologna process took part, with the help of which 85 essential generic competences have been selected and a list of the most relevant 30 generic competences to be mastered by higher education institutions modern graduates is concluded¹⁰. At the same time,

⁸ Рашкевич Ю.М. Матеріали Національної команди експертів з реформування вищої освіти. URL: file:///C:/Users/Admin/Downloads/Kyiv_Oct21_2015_RashkevychEduStand.pdf (жата звернення: 18.04.2018).

⁹ Положення про формування переліку та обрання навчальних дисциплін студентами / Уклад. О.О. Азюковський, М.В. Бабенко та ін. Дніпро, 2017. С. 4–5.

¹⁰ Tuning educational structures in Europe: Generic Competences. URL: <http://www.unideusto.org/tuningeu/competences/generic.html> (Last accessed: 25.03.2018).

competencies are divided into three categories: instrumental, interpersonal and systemic.

We suggest considering the general competencies we have outlined in Table 2 as relevant to future teachers of inclusive classes on the basis of the Tuning Project recommendations¹¹.

Table 2
Generic competences of higher educational institutions graduates

Category	Relevant for future teachers of inclusive classes
Instrumental competencies (cognitive, methodological, technological and linguistic abilities)	Ability to analyze and synthesize; ability to organize and plan; mastering the grounds of basic knowledge of professions; elementary computer skills; information management skills (ability to find and analyze information from different sources); solution of problems; decision-making.
Interpersonal competencies (communication skills, social interaction and cooperation)	Ability to criticism and self-criticism; interaction (work in a team); interpersonal skills and abilities; ability to work in an interdisciplinary team; the ability to communicate with experts from other industries; positive attitude towards differences and other cultures; ethical obligations.
Systemic competences (combination of understanding, responsiveness and knowledge, ability to plan changes to improve systems, develop new systems)	Ability to apply knowledge in practice; research skills; ability to learn; ability to adapt to new situations; the ability to generate new ideas (creativity); leadership qualities; ability to work independently; planning and project management; care about quality; desire to succeed.

When modernizing the content of higher pedagogical education, it is also necessary to take into account the general educational competencies that are only recently distinguished by Tuning, but are already being implemented at European universities¹². Among them, for the preparation of teachers for work in the context of inclusive education, the key factors are: the ability to recognize and respond to the diversity of students and the complication of

¹¹ Tuning educational structures in Europe: Competences: Downloadable documents on this subject. URL: <http://www.unideusto.org/tuningeu/competences.html> (Last accessed: 25.03.2018).

¹² Tuning educational structures in Europe: Education – Specific Competences. URL: <http://www.unideusto.org/tuningeu/competences/specific/education.html> (Last accessed: 25.03.2018).

the learning process; consult on various educational issues and counseling skills (psychological counseling, counseling of students and parents); manage educational or correction-developing projects; manage and evaluate educational programs, events and materials; run or coordinate an interdisciplinary educational team; communicate effectively with groups and individuals; improvement of educational and educational environment; creating a climate conducive to learning; adaptation of the curriculum and teaching materials to a specific educational context; development and implementation of various strategies based on specific criteria for assessing learning; development and implementation of education that brings together people with disabilities; awareness of different situations in which learning can occur; different roles of participants in the learning process; students' commitment to progress and achievements; competence in a number of teaching and learning strategies.

Consequently, the proposed competencies should be included in the updated teacher's profессиogram, which is an official document regulating the technology of constructing the requirements that the profession brings to the personality traits, psychological abilities, psychological and psychological capabilities of man.

2. Workshop inclusive education in the organization of educational activities of future teachers

In order to provide students with high-quality preparation to work in the context of inclusive education during 2013–2014 academic year, in V. Hnatiuk TNPU a new academic discipline "Fundamentals of Inclusive Education" was introduced. And also educational and methodical complex of given discipline was compiled. One of its components is the manual "Inclusive Education" (hereinafter referred to as the manual)¹³. Its compiling became possible due to the use of interactive methods of working with students during classroom-based and out-of-class classes, which allowed testing and selecting various types of tasks and exercises that were included in this edition.

The manual is usually understood as an educational edition of practical tasks and exercises that contribute to the acquisition of the knowledge and skills gained, their systematization, generalization, and testing the quality of

¹³ Удич З.І. Інклюзивна освіта: практикум для студентів педагогічних спеціальностей. Тернопіль, 2016. 141 с.

their acquisition¹⁴. Based on this statement, we propose to consider the manual on inclusive education as an educational edition containing a variety of practical tasks, the sequencing doing of which contributes to the formation of inclusive competencies of future educators in the context of studying disciplines relating to inclusive education and pedagogy.

We believe that the contemporary authors of psychological and pedagogical researches make a mistake while relying on the logic of the taxonomy of goals developed in the cognitive field by V. Bloom¹⁵ in collaboration with his colleagues in 1956 in building up the educational process and the content of the study guide. Despite the strengths of this taxonomy, it eventually revealed some disadvantages. Because of this, Lorin W. Anderson and David R. Krathwohl, in cooperation with other American scholars, in 2001 introduced an improved and more extended version of the taxonomy of educational goals in the book "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives"¹⁶.

In composing the content of the tasks of the manual, discussed in this article, we relied, in fact, on the latest version of this taxonomy, in which six mental skills from the simplest to the most complex, which students should master are presented: knowledge, comprehension, application, analysis, evaluation) and creation¹⁷. We have also highlighted additional levels of knowledge: *factual knowledge* – basic, general information that a student should master; *conceptual knowledge* – knowledge on the interrelationships between individual parts and larger structural components for their joint operation (knowledge of classifications and categories, principles and generalizations, theories, models, structures); *procedural knowledge* –

¹⁴ Про затвердження Порядку надання навчальній літературі, засобам навчання і навчальному обладнанню грифів та свідоцтв Міністерства освіти і науки України: наказ Міністерства освіти і науки України від 17 червня 2008 р. № 537. URL: <http://zakon5.rada.gov.ua/laws/show/z0628-08> (дата звернення: 17.02.2018).

¹⁵ Bloom B.S. Taxonomy of educational objectives; the classification of educational goals by a committee of college and university examiners. Handbook I: Cognitive Domain / B.S. Bloom, D.R. Krathwohl. New York: Longmans, 1956. 207 p.

¹⁶ A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition / Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath, Merlin C. Wittrock. New York: Longman, 2001. 352 p.

¹⁷ A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition Paperback / Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath, Merlin C. Wittrock. United Kingdom: Pearson Education Limited, 2013. 336 p.

knowledge on how to perform a particular operation (knowledge on algorithms, instructions of methods and procedures, and knowledge on criteria for determining when to apply the appropriate procedure; understanding the means and ways of obtaining new knowledge or results, their knowledge testing); *metacognitive knowledge* is the knowledge of a person on his/her own cognitive processes (ways of memorizing and reproducing information, knowledge on cognitive tasks and self-awareness, application of metacognitive strategies, ability to regulate the process of self-awareness)¹⁸.

While compiling the manual, the general-didactic and specific principles of the educational-methodical literature compiling were taken into account: scientificity, visualization, accessibility, systemacity, integrity, completeness, discreteness, algorithmization, convertibility, consistency, goal sufficiency, minimization, estheticism, comfort, etc. (Table 3)¹⁹.

Principles of composing a manual on inclusive education

Table 3

Principle	Content	Principle	Content
Content scientificity	conformity of material to the level of scientific and technical achievements in the field of inclusive education	Visualization	use of expressive visual means (schematic, sign, frame), illustrations
Accessibility	taking into account the students' experience and educational opportunities; conformity of the didactic material of the manual to the content of the academic discipline	Systemacity and integrity	interconnection of all manual's topics; subordination of particular tasks to solving a complex task
Completeness	focus of the content of tasks on mastering of all concepts, facts, methods of professional activity	Discreteness	structuring educational information and tasks and presenting them in separate parts

¹⁸ Wilson L.O. Anderson and Krathwohl – Bloom's Taxonomy Revised. URL: <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> (ast accessed: 25.03.2018).

¹⁹ Стародубцев В.А., Медведева М.К. Чтение лекций с применением аудиовизуальных средств и раздаточных материалов. *Инновации в образовании*. 2009. № 1. С. 58–66.

Algorithmization	development of skills for classroom and independent work on the tasks performance	Convertibility	transformation of spatial verbal descriptions into schema-sign figurative models and associative supporting signals
Goal sufficiency	setting the required number of tasks to consolidate skills according to the didactic goals of the academic discipline	Minimization	exclusion from the manual of issues that do not carry semantic or ideological content
Estheticism and comfort	conformity of tasks with artistic expressiveness, rational form, use of illustrations, convenience in designing tasks	Consistency	gradual increase in the complexity of tasks in accordance with the expected learning outcomes; multi-level approach to the content of tasks
Searchability	focus of tasks on the search and creative nature of students' work	Practicability	focus of tasks on the formation of practical skills

The manual consists of an introduction, ten topics that reflect the structure of the academic discipline, list of recommended sources (basic and additional literature, Internet resources), test tasks for self-control (146 tasks).

All tasks are divided into topics: the theory of disability and components of an inclusive society; international experience of inclusive education implementation and introducing its idea in Ukraine; formation of a favorable environment in an inclusive educational institution; team approach in the introduction and implementation of an inclusive form of learning; interaction of school and parents in the system of inclusive education; correctional and developmental and rehabilitation components of inclusive education; Curriculum of educational and correctional and developmental processes; teaching strategies in the inclusive classroom; evaluation of educational achievements of students with different types of psychophysical disorders; profессиogram of inclusive class teacher and school administration.

When composing the manual's structure, we used the experience of M. Prokofieva, who had identified orientation and motivational, operational

and executive and reflexive and evaluative components²⁰. Thus, the orientation-motivational component of the manual determines the purpose and tasks of the discipline; description of the inclusive competencies that the student has to master; defining the functions of the manual and recommendations for the tasks performance. The operational-executive component is represented by a system of tasks, exercises, design developments, and reflexive-evaluative component – by multi-level test tasks for students' knowledge self-control.

Tasks placed in the manual include inscribing, drawings, making connections, creating drawings. For this purpose, it is allowed to use different methods of displaying information using colors, graphic images, pasting of printed materials, etc. If necessary, the printed basis of tables and diagrams can be changed and supplemented by students.

The system of evaluating completed tasks involves the consideration of certain criteria and levels. The main criteria for evaluation include: meaningfulness, independence of judgment and performance of tasks, argumentativeness of one's own position, timeliness of performance. The main levels of the tasks include: 1) *theoretical* – only tasks that require an unambiguous answer and relate to theoretical knowledge of inclusion in education (e.g.: to define the curricula's tasks) are performed; 2) *practical* – level that involves the implementation of tasks related to the practical application of theoretical knowledge (e.g.: to develop a methodological development of a lesson in an inclusive classroom, where there are students with complex visual disorder); 3) *creative* – the use of non-standard approaches in solving set tasks, revealing their own attitude to a particular problem and judgment (e.g.: to review one of the proposed films about people with disabilities and to write down which conclusions and thoughts it has provoked; to compile a methodological guideline of an educational event for pupils of an inclusive class; to write an essay on "Inclusiveness – Evolution or Revolution?"). Note that the main motivation in working with the manual should be the development of future teachers' inclusive competences, rather than obtaining additional points to the overall result of studying the academic discipline.

The main feature of this manual is its multifunctionality. That is, its tasks can be applied to various types of students' academic work and classes:

²⁰ Прокоф'єва М.Ю. Робочий зошит як дидактичний засіб підготовки майбутніх учителів до реалізації диференційованого підходу в навчанні молодших школярів. *Педагогіка вищої та середньої школи*. 2013. Вип. 38. С. 84–85.

lectures, seminars, laboratory works, propaedeutic practice, independent work. In this way it is possible to combine frontal, group, paired, individual and independent forms of work with students.

In scientific papers regarding practical training manuals, such functions are often described: training (helps the teacher to manage the students' educational activities); developing (development of thinking, sustained attention during the lesson); educational (formation of students' qualities: organization, discipline, accuracy, honesty, diligence, perseverance, care); controlling (using a workbook to control students' knowledge and skills); rationalizing (rationalization of student's and teacher's academic work, appropriate use of study time)²¹. We consider that the practice manual for students we have tested performs more functions. In particular: *educational* (formation of systemic, strong and high-quality knowledge in the scope and within the requirements of the academic discipline's curriculum); *cognitive* (formation of the students' ability of critical thinking, ability to comprehend, know, study, understand, perceive and process external information); *ideological* (formation of humanistic values, deprivation of public stereotypes concerning persons with disabilities); *organizational* (rational organization of students' educational activities; practical application of the acquired knowledge); *motivational* (motivation for professional self-improvement; formation of active vital and professional position); *informational* (providing additional information that deepens the content of the academic discipline); *research* (search and analysis of various sources of information, non-standard methods of solving problems and problems independently); *forming* (formation of future teachers' inclusive competences); *developing* (development of attention, thinking, mastering the skills of various forms of information codification (circuits, tables, mental maps, infographics, frames, etc.); development of the ability to produce non-standard ideas).

It is important that performance of the manual's tasks contribute to the development of mental operations (analysis, synthesis, comparison, generalisation, systematisation), as well as to the ability to design, model, regulate and organize the educative process, navigate the information space, use various computer programs, plan independent work and make rational use of time.

²¹ Практикум з педагогіки: навч. посібник. 2-е вид., доп. і перероб. / За заг. ред. О.А. Дубасенюк, А.В. Іванченка. Житомир: Житомир. держ. пед. ун-т, 2002. С. 7–8.

The manual provides for performing various types of tasks for processing additional sources of information and processing manually or by means of computer programs (Table 4).

Types of tasks in the manual «Inclusive Education» Table 4

Tasks types	Tasks content
Studying categorical apparatus	defining terms and concepts relating to a particular topic, their record and interpretation
Codification of information	transforming text information into logic charts, tables, brain maps, etc.; drawing up a plan on the scientific article
Systematization and grouping of information	compiling a list of videos, music videos, cartoons on inclusive theme, source base, resources of inclusion, determining characteristics and properties of the subject of research, etc.
Supplementing the missing information	inserting the necessary information in the proposed basics of charts and tables
Situation analysis	studying additional information, assessing it; solving psychological and pedagogical tasks and situations
Self-alignment	making one's own opinions on the subject matter or situations related to inclusion issues and people with disabilities; determining one's own level of inclusive competencies; justification of value orientations in pedagogical activity
Construction	compiling methodological development of lessons, educational activities, project activities; compiling documentation of the curriculum; compiling adaptation and modification, professional self-improvement programs
Matching	finding out the compliance of the proposed information; defining the content of models, systems, programs, principles, etc.
Grounding	processing the information provided, guiding arguments "for" or "against"; defining possible obstacles, ways of their prevention; concluding and substantiating the action plan
Studying additional sources	studying the normative and legal basis of inclusive education, results of charitable foundations, public associations and societies, institutions of special education; analysis of site on inclusive education
Tests	solution of various levels of test tasks

This approach helps to avoid monotony; carry out an individual approach; consolidate the actual, conceptual, procedural, metacognitive knowledge; implement the idea of a competent approach.

In the process of testing the tasks of the manual during 2015–2018, a number of obstacles were identified as well, which considerably slow down the process of their implementation: insufficiently developed students' learning skills, lack of experience during the independent compiling of charts, tables, intelligent maps; fear of expressing one's own opinion; domination of public stereotypes in one's own statements; lack of free access to sufficient information on inclusive education. Giving consultations, conducting individual work with students, arranging a distance learning course in the MOOLD system, and a group analysis of the tasks performed will allow eliminating these obstacles.

3. Inclusive and resource center in the structure of Ukraine's higher education establishment

After the adoption of the new Law of Ukraine "On Education" of 09.05.2017 № 2145-VIII in Ternopil Volodymyr Hnatyuk National Pedagogical University preparation for the implementation of Article 20 of this Law on inclusive education has begun. And as a result, since February 2018 a separate structural unit of the University "Inclusive and Resource Center" (hereinafter – the Center) was organized²². The purpose of the Center's activities is to improve conditions for students with disabilities and other needs for access to quality education and other services at the University; support of the entrants' parents, educators, public and promotion of inclusive education in the region through the implementation of the Center's functions.

The main functions of the Center are: *informational* (providing families, teachers, interested persons with actual information on the state's social and educational policy (normative and legal documents at the national and regional level), programs and services to support persons with disabilities and special needs, the latest educational and rehabilitation technologies, the best experience in the field of inclusive and special education; identification, support, registration of students with disabilities; co-ordination of cooperation with global, national, regional and local institutions in order to provide students (disciples) with disabilities access to quality education, self-development, formation of vital competencies, employment, and exchange of experience; dissemination of information on the resources of

²² Положення про інклюзивно-ресурсний центр ТНПУ ім. В. Гнатюка. 2018. URL: http://tnpu.edu.ua/about/public_inform/upload/2018/polozhennia_pro_resursnyi_tsentr_inkluzivnoi_osvity.pdf (дата звернення: 05.02.2018).

educational and rehabilitation needs of children and youth with violations of mental and physical development in places of their residence); *advisory* (providing consultations to interested subjects of interaction on the peculiarities of development, educational and rehabilitation needs, creation of proper conditions for the organization of inclusive education of student youth (students) with different types of violations of mental and physical development; advising teachers, who work with disciples and students with disabilities, consultancy on the peculiarities of their education, training, organization of psychological and pedagogical support of educational activities at the place of education, providing educational, methodological materials, assistance in developing an individual development program); *navigating* (providing assistance to parents in solving the issues of obtaining quality education by their children who have violations in psycho-physical development regarding their educational needs; organization of legal support and support of families, if necessary, defending the rights of the child to receive qualitative and accessible education by clarifying the legal possibilities of parents (or those who replace them); obtaining additional consultations, referring to authorities providing medical and social services, legal information; identifying and gaining access to the existing sources of assistance and services, providing information on their location); *coordinating* (organization, consolidation, and interdepartmental coordination of the activities of subjects of partnership in providing services to students (educates) with special educational needs, using rehabilitation activities aimed at restoring physical, mental and social level of their lives activities in order to promote integration into society); *educational* (carrying out activities to improve the professional competence of university teachers; organization of workshops, lectures, practical seminars for educators on problems of inclusive education; creation of conditions for students to undergo training in an inclusive institution, obtaining experience of interaction with children and adults with disabilities during their collective events); *adaptation and modification* (adaptation and improvement of all components of an inclusive educational environment: architectural space, orientation in it and movement, teaching materials and tools, technical support, communication links, etc.).

The main subjects of interaction and provision of services by the Center are: students and their parents/guardians, university teachers, teachers of other educational institutions, representatives of inclusive and resource centers of the region, representatives of public organizations. Psychological, pedagogical and social support for students relates to the issues of creating

conditions for their quality education and the use of all educational services provided by the university. Special attention is given to students with disabilities and other needs (with temporary disability, pregnant, people with restricted mobility, gifted, members of national minorities, persons displaced from war zones, people with low income, elderly).

Cooperation with university teachers includes: formation of inclusive competencies among teachers, expansion of the contents of educational disciplines in the field of inclusive education and pedagogy, adaptation and modification of educational material, expansion of forms and means for education by students with different opportunities. As well as studying the needs of teachers in creating conditions for them for quality teaching of academic disciplines, conducting various classes with students.

Interaction with teachers and assistants of preschool, general secondary, specialized, vocational education is aimed at increasing their inclusive competence, studying and generalizing existing experience, providing scientific and methodological services (reviewing programs, methodological literature or joint production of them); conducting collective events for children and young people, as well as creating conditions for students to undertake educational internship, conducting an audit regarding the accessibility of an educational institution to all categories of the population.

The considerable experience of work with children and adults with disabilities has been accumulated in non-governmental organizations. Cooperation with them allows the Center to study and adapt it to educational programs, as well as to attract students to collective events, in order to form their respective outlook and skills to interact with people with different nosologies. Instead, members of these organizations are able to enrich their social experience. Thus, a wide range of relations of the Center allows implementing the stated objectives in the Regulations governing its activities.

During the activity of the Center, the most effective forms of work have been found: workshops; working meetings; advising; reviewing scientific and pedagogical documentation and psycho-correction programs; information and educational events; issuing scientific and methodical literature; organizing distance work; signing cooperation agreements.

The main principles of the Center's activities are: *scientific* (grounding on the latest scientific achievements in the field of inclusion and other human sciences); *publicity* (informing the participants of the educational process and citizens on the results and current activities); *individualization* (provision of an individual approach to solving the tasks set); *openness*

(readiness to cooperate with various state institutions and public institutions); *resources* (search and attraction of necessary resources (human, financial, material), their effective use); *complexity* (simultaneous implementation of all Center's activities, performance of tasks set); *professional competence* (creation of conditions for the development of professional (including – inclusive) competencies of the Center staff); *the priority of qualitative professional training* of future teachers in the conditions of the university.

The Center plays an important role in initiating modifications and adaptations of the University's educational space. To this end, it conducts an audit of the accessibility and needs of the subjects of the educational process and provides relevant recommendations to the university administration. So, as of today, employees of the V. Hnatyuk TNPU Center argued the need to adapt the architectural and informational space for people with visual impairment.

The main obstacles to the implementation of the Center's tasks are: the lack of qualified staff, resistance of the university's teaching staff to inclusive innovations, non-developed legal and regulatory framework for supporting inclusive education in higher education institutions, lack of financial support, etc.

It is assumed that the main results of the Center will be: creation of conditions for students to receive qualitative educational services, and to pass inclusive educational internship; formation of inclusive competencies of the teaching staff of the university and other educational institutions of the region.

CONCLUSIONS

Thus, introduction of inclusive education in Ukraine should concern not only bringing the regulatory framework to conformity, but also modernization of the content of higher pedagogical education. In particular, it is necessary to take into account the foreign experience of future teachers training, recommendations regarding their inclusive competencies; to reorient the approaches to creating an educational program in a higher educational institution, focusing on student-centered education. Moreover, the lack of choice in the educational and methodological literature significantly slows down the process of preparing future teachers to work under conditions of inclusive education. On the other hand, the proposed manual allows providing not only motivational, but also thorough theoretical and practical training. An inclusive-resource center as a separate unit of a

higher educational institution plays an important role in the implementation of inclusive education as well. It helps to increase the inclusive capacity of teachers, create conditions for learning for people with disabilities and other educational needs; introduction of new educational disciplines, organization of inclusive educational practice; training of teaching staff of the region to work in educational institutions with an inclusive form of education. The identified functions and principles of functioning of such a center give reason to assert its decisive role as a mediator between various levels of education, educational institutions and public institutions.

SUMMARY

The study proposes to update the content of higher education in Ukraine based on a competent and student-centered approach; the competence required for future teachers of inclusive classes is substantiated. Also, the results of implementation of the manual "Inclusive education" have been determined; its subjects, principles of design have been presented; main components and functions have been described; typology of tasks has been analyzed; criteria and levels of evaluation of tasks' results have been proposed; obstacles in the performance of tasks and ways of their prevention and overcoming have been found out. In order to support the process of inclusive education, it has been proposed to apply the experience of the inclusive-resource center functioning in the structure of higher education: its functional possibilities have been determined; the main subjects of the center have been found out; the effective forms of activity have been singled out; the principles of activity have been proposed; the results of activity and obstacles in the implementation of the center's tasks have been determined.

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