

PEDAGOGICAL CONDITIONS OF FORMATION FUTURE TUTOR'S READINESS TO PROFESSIONAL ACTIVITIES IN THE INCLUSIVE EDUCATIONAL ENVIRONMENT

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INTRODUCTION

The system of modern Ukrainian education is under the influence of inclusive and integration processes that unfold in the conditions of democratization and European integration of the state, ensuring the rights of children with special educational needs to study at their place of residence, socialization and self-realization in society.

The priority directions of the international documents defined that the inclusive model of education promote social, emotional and cognitive development; account the potential opportunities and individual peculiarities of each child's development in order to make her/his feel a unique, full-fledged participant of public life.

Accordingly, requirements for the level of future teachers' professional training as main subjects of educational activities who in the conditions of inclusive education fulfill the roles of the coach, facilitator, tutor, moderator of the individual educational trajectory of the child's development.

The methodological foundations of the teachers' professional training which are the basis for modern educational innovations, have been substantiated in the scientific researches of V. Andrushchenko, L. Baranovsky, O. Dubaseniuk, V. Kremen, A. Kuzminsky, I. Zyazyun, S. Sysoeva.

Significant interest in the context of the problem under investigation is made by scientific intelligence, which initiated the resolution of issues related to the formation of teachers' readiness for professional activity in the context of inclusive education, particularly the works of L. Antoniuk, Y. Baranets, V. Gladush, I. Demchenko, G. Kosareva, O. Martynchuk, L. Pryadko, T. Pyatakova, I. Khafizulina, Yu. Shumilovskaya.

Theoretical analysis of scientific sources, studying the experience of students' practical training in the institutions of general high education on the issues of forming the future teachers' readiness for professional activities in the inclusive educational environment has allowed to identify a number of contradictions, in particular between: the needs of society in educators prepared for professional activities in the inclusive educational environment and the actual state of formation the appropriate future teachers' readiness during studying at a high education institution; the need for the purposeful

formation of the future teachers' readiness for professional activity in the inclusive educational environment and the inadequate theoretical development of this process; between the need for the implementation of inclusive practice and the training of teachers to this process and the lack of software and methodological materials that ensure the formation of readiness for professional activities in the inclusive educational environment.

The future teachers' readiness to professional activity will be understood as the integral status of the individual, who combines the optimal amount of special knowledge, skills and practical skills, professional skills and personal qualities, professional and pedagogical orientation, which determines the high efficiency of professional activity.

The Inclusive Educational Environment is defined in the Law of Ukraine "On Education" (2017) as a set of conditions, methods and means of their realization for the joint education, education and development of education applicants taking into account their needs and possibilities.

Based on the analysis of scientific sources, we can state that the preconditions for solving the excited problem have been created, however remains acutely relevant and poorly understood in the context of finding ways to shape the level of future teachers' readiness for professional activity in the inclusive educational environment.

The effectiveness of the future teachers' professional training to professional activities in the context of the introduction of an inclusive approach that meets the requirements of a modern educational system depends on the creation of pedagogical conditions, that is, the circumstances that are the driving force behind the process of integration of persons with disabilities into the educational space through the appropriate training of future educators.

1. Formation the future teachers' positive motivation to professional activity in the inclusive educational environment

Motivation is defined in literature as an incentive to action; the dynamic process of the physiological and psychological plan the person who manages the behavior of a person which determines its organization, activity and stability; the ability of a person to actively meet own needs¹. The most general sense of motivation is the level of effort that the person ready to make in order to achieve a certain goal; thinks that inspire, directs and forms a certain type of human behavior, necessary for the realization of the goal.

The formation of positive motivation to professional activity in the inclusive educational environment as a conscious need for achieving the desired conditions and results of vocational and pedagogical activity is realized by the internal motivations of the person, that is characterizing the

¹ Мачтакова О.Г. Мотивація: від античності до постмодернізму : монографія. Одеса, 2013. 210 с.

internal motivation. External motivations of the future teacher to one or another form of professional behavior that arise at the process of preparation through the use of various incentives are characterized as external motivation. We emphasize that the effectiveness of external pedagogical influences can be ensured only if they become motives that are subjectively significant for the future teacher, meet their needs and interests.

The hierarchy of professional and pedagogical motives is characterized by student's personality – from the most common ones that characterize the direction of further professional activity (the concept of life, the system of professional values, ethical beliefs) to situational, associated with the satisfaction of certain professional interests and needs in particular pedagogical situation.

Within our research it is important to account that in the motivational sphere of personality there are three zones of motivation: the central zone (where dissatisfied needs act in the form of highly significant professional motives, predetermine the active and intense activity of the future pedagogical worker); the zone of motivation (basis on the needs of future professionals, for whom there is no opportunity for the satisfaction and they can not cause an adequate professional activity). Therefore not always, expressing their needs, students are aware of the value and importance of their own professional motives, the leading role in updating them belongs to teachers and in general the conditions for organizing the educational process in a high education institution.

It is also important to determine the place of motivation in the structure of inclusive competence as the teacher's comprehensive willingness to work in the inclusive education. Defining the structure of the inclusive competence of the teacher of high education M. Tchaikovsky distinguishes the components among which the leading place is motivational-value, that implies the existence of a set of social motives, directions, needs, interests, values orientations, the formation of psychological properties of the teacher's personality, which are necessary for solving both educational and social-pedagogical tasks, which are conditioned by the nature of his professional activity².

Motivation is one of the important factors in improving the efficiency of any activity, especially such innovative and rather complex kind of professional activity as a teacher's professional activity under inclusive education. The formation of positive motivation is precisely for pedagogical creativity, which will allow the future teacher to take an unbiased look in the organization of the educational process in a new way, to ensure the application of non-standard approaches to solving pedagogical situations and

² Чайковский М.Є. Соціально-педагогічна робота з молоддю з особливими освітніми потребами в інклюзивному освітньому просторі : монографія. Київ, 2015. С. 174–175.

the creative use of methods and techniques for the formation and development of each student's individuality.

Creative pedagogical activity is a research activity. A teacher who works creatively personally enriches the pedagogical theory, reveals the regularities of the pedagogical process, determines ways of its improvement, predicts the results of its activities. To the signs of pedagogical creativity S. Sysoeva considers the high level of social and moral consciousness; search and transforming thinking style; developed intellectual and logical abilities (ability to analyze, justify, explain, highlight the main thing, etc.); problem vision; creative fantasy, developed idea; specific personal qualities (love for children, disinterestedness, courage, readiness for reasonable risk in professional activity; purposefulness, curiosity, independence, perseverance, enthusiasm); specific motives (the need to realize their own "Me"; the desire to be recognized; creative interest; the passion for the creative process; the desire to achieve the greatest results in the specific conditions of pedagogical work); communicative abilities; ability to self-government; a high level of general culture³.

It should be noted that the manifestation of pedagogical creativity in the context of inclusive education will enable future educators to improve the content, forms, methods and means taking into account the needs of students in the context of inclusive education; develop fundamentally new approaches to the diagnosis of competences the students with special educational needs; see a new problem in an externally familiar situation, find alternative ways to solve it; make choices in a particular pedagogical situation; conduct systematic self-analysis of professional activity; implement in practice the principles of inclusive education.

When working with a class where children with different levels of health and development opportunities are studying, teachers face a difficult task not only to methodically correct presentation of material to be acquired by students, but also to find ways to motivate students to qualify their learning and achieve a high level of educational success, the teacher should be motivated for productive and creative pedagogical activity.

In the studies of M. Tchaikovsky distinguished three main groups of motives which should be taken into account when developing the pedagogical condition of forming the readiness of future teachers for professional activities in the inclusive educational environment. The first group consists of social motives related to inclusive activity in general. It includes: affiliation with a new type of educational activity – inclusive education; possibility of personal development concerning its development; formation the personality of students with special needs. To the second group the researcher refers professional inducements, which are divided into two subgroups. The first is connected with the process of organization, holding, and with the forms and methods of inclusive education:

³ Сисоева С.О. Підготовка вчителя до формування творчої особистості учня : монографія. Київ, 1996. С. 99.

lectures, seminars, organization of individual work of students with special needs, so this subgroup is related to the content and development of the inclusive model of education.

The second subgroup is the social and pedagogical motives (need and interest in communicating to students with special needs, organization of their vital activities and their meaningful adaptation in the new educational environment). The third group of motives contains the motives for personal development: the ability to develop their creative potential; the need to overcome the difficulties and problems in dealing with the students with special needs; the ability to find new, innovative forms of pedagogical interaction with students⁴. These groups of motives should be used in our study, interpolating their content, taking into account the specifics of the professional activities of future educators in the inclusive educational environment.

The analysis scientists' works (O. Rasskazova⁵; M. Tchaikovsky⁶; O. Yaroshynska⁷) gives grounds to determine that a well-designed educational environment can promote and maintain or change the motivation of the individual. Certain conditions of such environment, in particular: the situation, material and technical equipment, communication with other students, educational tasks, teaching style can accelerate or inhibit the development of students with positive motivation. The educational environment has a positive impact on the motivation of students through a variety of integrated learning strategies and resources; open and friendly communication, friendly atmosphere, student support program, expedient distribution of responsibilities, active work of consultants of the social and psychological service who are responsible for realizing the needs of all students in three areas: academic, personal/social, educational and professional.

To form a positive motivation of students is possible also with the help of encouraging training, establishing trusting relationships with teachers, mentors, groupmates, parents and other subjects of social and pedagogical interaction, because the young person's confidence in his ability to obtain professional knowledge is determined by the mood and circumstances at home, in educational institution and in society as a whole.

⁴ Чайковский М.Є. Соціально-педагогічна робота з молоддю з особливими освітніми потребами в інклюзивному освітньому просторі : монографія. Київ, 2015. С. 174–175.

⁵ Рассказова О.І. Розвиток соціальності учнів в умовах інклюзивної освіти: теорія і технологія : монографія. Харків, 2012. 468 с.

⁶ Чайковський М.Є. Інтеграція та інклюзія молоді з особливими потребами: соціально-педагогічна складова. *Збірник наукових праць Хмельницького інституту соціальних технологій Університету «Україна»*. Київ, 2015. С. 69–73.

⁷ Ярошинська О. Середовищний підхід в професійній освіті: теоретичні засади та перспективи впровадження. *Проблеми підготовки сучасного вчителя*. 2011. № 4 (1). С. 104–109.

Low motivation of students to mastering professional knowledge is often the result of inadequate attention of teachers, ineffective activities of social psychological service staff, and poor-quality educational programs, which formal requirements for knowledge and skills of students and/or means of their testing are prescribed.

The practice of preparing future teachers for professional activity shows that the most important external factor for increasing the motivation of students to study is to obtain a positive assessment of their own educational achievements from the teacher. Given the change in the educational concept of implementing an inclusive approach to training for people with disabilities, such motivation for future teachers requires significant correction at the training stage. The main tendency to find a new view on student motivation is to shift the emphasis from the outside of the evaluation by the teacher of the academic achievements of a future specialist to the internal nature of such assessment in the context of the formation of a teacher's professional competence. D. Dewey also noted that if the person "does not choose the necessity and responsibility but the purely external results, such as examining, obtaining incentives, entering high education or college, the person chooses the criteria for evaluating his work, this leads to the formation of false norms of judgments"⁸.

For successful training future educators to individually determine the high but achievable for each particular person the goal that a person is able to succeed in various types of professional activity.

According to I. Hafizullina, the importance of reflection is the basis for mastering students' knowledge about the problems of inclusive education and practical skills in the context of inclusive education and important means of developing students' motivation for future work with children with special needs⁹.

To the basic qualities of a teacher in the context of inclusive education, it is expedient to include: moral and personal, personal and pedagogical, professional and pedagogical qualities. At the same time under the basic qualities, not all the totality of professional qualities of the teacher is understood, but only those that correspond most closely with the requirements of inclusive education and the specifics of the teacher's activity to the students with special educational needs.

Moral and personal qualities, as a rule, characterize the attitude of the future teacher to society, to work, to people, demanding to ourselves. As a basis for the formation motivational readiness of future teachers for professional activity in the inclusive educational environment humanism is allocated to the teacher. The specificity of its manifestation in the context of inclusive education is manifested in a friendly, humane and respectful attitude to all students without exception, as

⁸ Джон Д'юї. Демократія і освіта. Львів, 2003. С. 16.

⁹ Хафизуллина И.Н. Формирование инклюзивной компетентности будущих учителей в процессе профессиональной подготовки : автореф. дисс. ... канд. пед. наук. Астрахань, 2008. 24 с.

well as to children with special educational needs that may differ in forms of self-expression, behavior, attitudes towards the outside world. Humanism in this case is manifested through such qualities as tolerance, restraint and responsibility for the quality of its work, and creates a motivational basis for the further future teachers' professional activity in the process of inclusive education.

The personality and pedagogical qualities of the teacher include love for students. This is the main personal quality of the teacher, which is manifested through empathy, which is a psychological mechanism for understanding the inner world of a student with special educational needs, an attempt to become them, to feel the same that the child, to understand the motives of behavior, attitude towards society.

To the professional and pedagogical qualities, the development of which can ensure the student's acquisition of positive motivation, include the pedagogical cycle, ethics, sense of measure.

Observation of the individual peculiarities of the student's personality, relations between future specialists, mood, psychic state, reaction to comments make it possible for teachers to obtain the necessary information for analysis, correction and organization work on the development of professional and personal qualities as a basis for securing a positive motivation for future teachers to a professional activities in the inclusive educational environment.

2. Correction on the basis of the context-based approach to the content of educational disciplines regarding the formation of ideas for future teachers about specifics of professional activity in an inclusive educational environment

The isolation of the logical grounds for the theoretical substantiation of this condition within our research implies a clear distinction and differentiation in the content of the future teachers' education based on creative interpretation the ideas by the founder of the context approach A. Verbitsky about the correlation of information and knowledge in the educational process.

At the same time, taking into the views of S. Kovalenko, the information component in the content of the training future teachers will be understood as a certain sign system (educational and qualification characteristic, educational and professional program, curricula, normative and work programs, lectures of teachers, texts of textbooks and manuals, others information sources, self-preparation plans, etc.), prepared in advance by competent persons (scientists, the administration of the institution, teachers, etc.), exists regardless of the student's educational activity as an opportunity where "encoded" professional reality; cognitive – as a set of knowledge gained directly by the student and related to his previous experience and the realities of future teaching and professional activities¹⁰.

¹⁰ Коваленко С.О. Підготовка майбутніх інженерів-педагогів до формування в учнів професійно-технічних навчальних закладів ціннісного ставлення до праці :

The content of pedagogical education from the standpoint of its cognitive component should be considered as a unity of knowledge and skills, experience of creative activity, experience of emotional, and value relation to pedagogical reality. The teacher in his work needs professional and pedagogical knowledge regardless of their state of health. The future teacher while studying at a high education institution, while pursuing scientific work, through continuing education and self-development, masters this knowledge. This group includes: a set of psychological and pedagogical knowledge in the field of age and pedagogical psychology, theory of education and upbringing; general scientific and general cultural knowledge provided by the programs of bachelors and masters' preparation.

Special inclusive knowledge defined in the scientific literature as an interactive group of knowledge, which involves the presence of philosophical, economic and social, psychological and pedagogical, legal, demographic, medical and biological knowledge. Under the special inclusive knowledge of the teacher, we understand the ideas, concepts, judgments, values and principles of pedagogical interaction to pupils with special educational needs. The basic pedagogical knowledge is the knowledge of the foundations of pedagogical communication; organization of group and individual forms and methods of social and pedagogical work; personally oriented approach and features of its application to students with special educational needs. The core of this knowledge is knowledge of the technologies of social and pedagogical work: diagnosis, evaluation, forecasting, and modeling of the social and pedagogical process.

Given the limited educational standards, the possibilities for expanding and enriching the content of future educators' training we note that on the basis of the context approach is the possibility and need for its correction.

This is due to the fact that the contextual approach allows to realize the principles that clearly correlate with certain scientists (M. Andreeva¹¹, O. Rasskazova¹², M. Tchaikovsky¹³) principles of inclusive education: taking into account psychological peculiarities, individual qualities and cross cultural (family, national, religious, geographical, etc.) contexts of each student; individualized psychological and pedagogical support of inclusion of the student in educational activity; consecutive modeling in the educational activity of students of integral content, forms and conditions of the specialists' professional

автореф. дис. ... канд. психол. наук. Слов'янськ, 2014. 20 с.

¹¹ Андреева М.О. Развитие социальной компетентности студентов с особливими потребами у вищому навчальному закладі : дис. ... канд. пед. наук. Слов'янськ, 2013. 261 с.

¹² Рассказова О.И. Развитие социальности учнів в умовах інклюзивної освіти: теорія і технологія : монографія. Харків, 2012. 468 с.

¹³ Чайковский М.С. Соціально-педагогічна робота з молоддю з особливими освітніми потребами в інклюзивному освітньому просторі : монографія. Київ, 2015. С. 174–175.

activity; the leading role of joint activity; interpersonal interaction and dialogical communication between subjects of educational process (teacher and students, students with each other); methodically grounded combination of traditional and new pedagogical technologies.

We consider it necessary to focus on the ideas of A. Verbitsky. He substantiated the basic provisions of the context approach and defined contextual learning as a form of active learning intended for use in high education, focused on the professional training of students and implemented through systematic use of the professional context – the gradual saturation of the educational process by the elements of professional activity. The researcher noted that the purpose of the student's activity in contextual learning is not the mastery of the information system, but the formation of abilities to perform professional activities. The student must rebuild his own experience based on the new content received and make it a means of adequate behavior in future situations¹⁴.

The reflection of A. Verbitsky's ideas was found in the works of A. Kondratieva, M. Levkovsky, Y. Lopushanska, A. Melnyk. In particular, in substantiating this condition, it is important to account the contradictions between what and how the student studied in the institutions of high education, and what he will be engaged in educational institutions. To educational institutions A. Kondratieva relates the following: 1) between the abstract subject of future professional activity and the real subject of professional activity of a specialist; 2) between differentiation of experience, knowledge in educational disciplines and systematic use in further work activities; 3) taking into account the traditional means of teaching and engaging in the professional activities of the entire personal capacity of a specialist; 4) between the individual character of the student's educational activity and the collective character of professional activity, that involves the exchange of experience with colleagues; 5) between the passive position of the student in the traditional teaching (occasional tasks, periodic answers to the teacher's questions, etc.) and the principled, active and proactive position of the specialist in the educational activity of the school¹⁵.

The marked contradictions are becoming acute in the educational process of higher education institution, where students, due to specific learning conditions, are deprived of the opportunity to take part in real professional activities. We believe that the correction of the content of psychological and pedagogical disciplines with the aim of forming a comprehensive understanding about the specifics of professional activity in the inclusive educational environment helps future teachers to resolve these contradictions in the further professional activity as future specialists. To substantiate this assertion, let us quote the opinion of a modern researcher I. Khafizullina, who emphasizes that, due to the lack of the

¹⁴ Вербицкий А.А. Концепция знаково-контекстного обучения в вузе. *Вопросы психологии*. Москва, 1987. Вып. 5. С. 31–39.

¹⁵ Кондратьева А. Моделирование профессиональной деятельности в системе практических занятий. *Обзорная информация НИИ ВШ*. Вып. 4. Москва, 1985. С. 7–14.

possibility in forming an operational component of inclusive competence among students in the context of the real professional activity of a secondary school, it is possible and necessary to use contextual learning with the participation of students in quasi-professional activities¹⁶.

The analysis of the views above-mentioned scholars on this issue allows us to determine that the essence of the context approach is to organize the educational process through the reproduction forms and methods of educational activities of real ties and relationships, the solution of specific professional tasks. Moreover, the goal of contextual learning is the formation within the student's educational activity of its integral, internally motivated professional preparedness as a future specialist.

According to A. Verbitsky, the scientist A. Melnyk observes that in context-based learning through the whole system of forms, methods and means of teaching (traditional and new), the substantive and social content of future professional activity of students is consistently modeled. The main thing is that the study was a form of personal activity that provides the education of the necessary subject-professional and social qualities of the specialist's personality. The context of social content designing the content of training a specialist, sets out the humanistic conditions of learning, the creative environment for interpersonal interaction and communication between teachers and students¹⁷.

In accordance with the fundamental ideas of the context-based approach, the process of forming the future teacher's readiness combines three forms of student activity: academic activity of academic type, quasi-professional activity, and educational and professional activities. In accordance with certain forms, we can put three groups of educational models: semiotic, imitative and social¹⁸.

In semiotic models, the subject domain is deployed using specific learning forms, within which tasks are performed that do not require a student's personal attitude to the material being studied. They contain a system of tasks that involve working with text and processing of sign information. In models of this type, the student's unit of work is speech activity – listening, speaking, reading, writing; the text serves as a means of work.

The composition of simulation models includes educational tasks that involve the student's out of boundaries of sign information, correlation with future assessment activities under inclusive education, creating a solution for a

¹⁶ Хафизуллина И.Н. Формирование инклюзивной компетентности будущих учителей в процессе профессиональной подготовки : автореф. дисс. ... канд. пед. наук. Астрахань, 2008. 24 с.

¹⁷ Мельник А. Контекстне навчання у процесі професійного іншомовного спілкування студентів немовних спеціальностей. *Витоки педагогічної майстерності*. 2012. Вип. 10. С. 191–196.

¹⁸ Лаврентьев Г., Лаврентьева Н. Инновационные обучающие технологии в профессиональной подготовке специалистов. Барнаул, 2002. 146 с.

student to certain professional tasks, which leads to comprehension of knowledge. In this case, the unit of work is a substantive effect, based on a practically beneficial effect is achieved. The means of work will be the context.

In social educational models, the tasks are to organize joint, collective forms of educational process. The organization of cooperation to find a solution to the problem facilitates the acquisition of the experience of collective work in the future professional environment in evaluating activities in the context of inclusive education. This model is implemented in business and educational games, research and development, coursework and diploma design. The unit of the student's activity is the actions by which the student takes the profession as a part of the culture, understands his attitude to the ideas of inclusive education, professional activity, society and his own social role. The means of work that forms the value attitude of the individual to work, people and nature serves as a subtext in the educational information.

3. Activation of the subject-subjective interaction of participants in the educational process through the introduction of innovative methods and forms of future teachers' preparation for professional activity in an inclusive educational environment

During the time of developing the means of contextual education for future teachers, it is important to understand that in cognitive activity knowledge is the subject to which the student's activity is directed. Whereas in the professional activity of this knowledge, skills must be turned into a means of solving principally other professional tasks, since in the transition from education to work. It is not about simple application of knowledge in practice. Therefore, in the traditional sense, educational and professional activities are understood as fundamentally different reality, which can be integrated only with the application of special forms and methods of work that provide an active and interactive cooperation between subjects of education and vocational and pedagogical activities.

Scientists V. Kraevsky and I. Lerner believe that subject-subjective interaction implies a dialogical principle of organization the relations between open systems – the teacher and the student – who provides for the achievement of mutual understanding, which is realized in the new joint based on the joint activity. Investigating the subject-subjective interaction, we draw attention to the fact that it is characterized by equality of psychological positions of the participants in communication, the joint activity of the parties. At the same time, each party not only is influenced, but equally influences the other by the mutual influence of feelings and experiences of each other. The willingness to share the thoughts of the other party, the desire for complicity, empathy, acceptance of each other, mutual respect, trust, sincerity, the desire to reach understanding, acknowledgment

by the interlocutor of the right and opportunity to change and development, active humanitarian settings of the partners.

In the scientific literature, the subject-subjective model of interaction is presented. In accordance with this model, pedagogy of cooperation and person-oriented interaction is constructed. Such conditions both the teacher and the subject of education are recognized as equal subjects of pedagogical interaction. They have some freedom in designing their own activities, the characteristic feature of which is the ability to make an independent choice, to realize own “Me”.

The main contradictions are solved through cooperation, not by coercion. Therefore, personal characteristics as the ability to self-fulfillment, creative growth are the special value. Relations are built on a realistic basis of mutual understanding and therefore everyone has the opportunity to be individual. The democratic style of leadership prevails, the teaching focuses on the individuality of each participant in the educational process, and the activity of learning is on the self-building of the individual, which has value both for the subject of learning – for the student and for the teacher. Self-realization of the teacher’s personality is a condition for self-realization of the student and, conversely, successful personal growth of the student is an incentive for the development of the teacher’s personality¹⁹.

Purposeful preparation of students for subject-subjective pedagogical interaction also covers the corresponding organization of the educational process, which involves cooperation with teachers, self-development the subjects of the educational process, the manifestation of their personal functions, the formation subjectivity of the position in the process of educational and cognitive activity.

The urgent directions of development the future teachers’ orientation to the subject-subjective interaction is the use of appropriate pedagogical tools; such forms of organization the educational and cognitive activities that provide the development of personality as a subject of educational process.

For the purpose of professional future teachers’ development in practical classes, it is necessary to implement the dialogue between the subjects of study as the dominant form of the educational process. Enrichment the content of teaching information, didactic material, that is personally significant for future specialists; involvement of students in self-assessment and self-improvement in various types of educational and cognitive activity, in particular, in the process of performing tasks (exercises) of varying degrees of complexity; providing multivariate, flexible forms of organization of various activities (individual, pair, group, collective); application of tasks

¹⁹ Курлянд З.Н. Педагогические способности и профессиональная устойчивость учителя. Одесса, 1992. 111 с.

for the formation of curiosity, imagination, hypothetical thinking of students, etc.²⁰.

It is in the process of fulfilling educational and cognitive tasks, which have a professional orientation, students recognize themselves as teachers. Particularly valuable are the tasks that involve personally meaningful choices related to life and professional values, social experience, needs and interests.

Dialogue, discussion are the most expedient form of learning communication, as it facilitates the preparation of students for future professional activities. After all, every student must learn to solve professionally significant problems, express their attitude, and make decisions in the process of training. The discussion raises the interest of students in the problem of talking, each of its participants, induces them to choose their own position, revealing the skills to reasonably present it. Interest in the subject of the discussion allows its participants to focus their attention on the semantic interpretations of the subject, and not on the technological (communicative) aspects of the process, which greatly contributes to the formation of the natural communicative environment, the reality of the communicative situation, and, consequently, the formation of its own model of behavior in it.

Effective methods of implementing a contextual approach in shaping the readiness of future teachers for professional activities in an inclusive educational environment, in our opinion, are the use of problem, interactive and simulation (project methods) methods and forms of preparation.

We share the opinion of M. Levkovsky that the decisive condition for the implementation of context-based learning in the vocational and pedagogical training of future teachers is to master their interactive methods²¹.

The essence is the systematic involvement to the process of knowledge the intellectual, emotional and practical spheres of the individual, which becomes of particular importance in the process of forming the future teachers' readiness to work in conditions of inclusive education, which unites children of one class with both normative development and with features psychophysical development. It is through these methods that students acquire the ability to further professional and pedagogical activity to create conditions for students to enable them to identify their learning activity in a holistic manner, because students primarily mastered them directly.

²⁰ Мачтакова О.Г. Мотивація: від античності до постмодернізму : монографія. Одеса, 2013. С. 8.

²¹ Левківський М. Нові навчальні технології. *Вісник Житомирського державного університету імені Івана Франка*. 1999. Вип. 3. С. 14–18.

Methodological support of the investigated process, in our opinion, should be developmental. According to E. Zeyer's views, developmental methods are divided into: cognitive oriented (dialogical teaching methods, seminars-discussions, problem-based learning, cognitive instructing, instrumental and logical training, etc.); activity-oriented (methods of projects and directing texts, organizational-activity games, complex (didactic) tasks etc.); personally oriented technologies (interactive and simulation games, developmental trainings, etc.)²².

The interactive methods of forming the readiness of future teachers for professional activity in the inclusive educational environment include: a variety of games (educational, business, simulation), discussions, methods of psychodrama, the creation of psychological animations, synectics, brain ring; creative tasks; simulation of technological (pedagogical) situations and “intellectual storm”.

In attracting students to the synectical storm, criticism is allowed, which allows you to develop and modify the ideas expressed. Such an storm is carried out by a permanent group, its members are gradually accustomed to working together, ceasing to be scared of criticism, do not get upset when someone rejects their proposals, especially since these proposals can be used during further work.

With the help of the Socrates method, through formulation the questions forms the problem (“knowledge – ignorance”) is formulated, and in this way, the interlocutor is encouraged to independently search for its solution (finding the truth).

The globalization of educational material helps students at the beginning to study the topic to generalize, see the main, essential, common, without spraying into details. During the next lessons of studying the global theme, the focus is on details. The effectiveness of this method is to create an extremely strong motivation for learning; removal of psychological barriers (shyness, fear, slowness); ability to master a large number of information units; the ability to actively use the information stock, etc.

It should be born in mind that innovative methods by their nature should be «inserted» into the basic established in the conditions of the institution of higher education (lecture, seminars, and practical and laboratory classes). These forms must be transformed and saturated with new means and teaching methods.

In practical classes, we also suggest using such a form of pedagogical interaction as a training. The peculiarity of this complex form of learning is the intensification of interactive group interactions, which provides a high

²² Зеер Э.Ф. Модернизация профессионального образования: компетентностный подход : учебное пособие для пед. вузов. Москва, 2005. С. 208–209.

intensity of student development. The practice of higher education involves the use of a large number of psychological and pedagogical trainings, the elements of which can be successfully used in the training of specialists. We also offer practical classes with elements of discussion, pedagogical training, master-classes. In addition to the mentioned forms, the realities of pedagogical activity of the higher educational institution provide wide opportunities for the introduction of various types of practical classes, including: classes with the use of problem situations, “brainstorming”, creation of individual and personal routes of education, creative exercises, competitions, “movie club”, stocks, flash mobs and other.

The effectiveness of teaching influence on the process of formation future teachers' readiness for professional activity in the context of inclusive education, in our opinion, provide such innovative in the practice of a higher education institution, aimed at the practical needs of future teachers' methods, such as:

1. Methods of emotional influence that ensure the teachers' readiness to transfer images related to assessment, self-esteem, reflection, into the imagination of students. That requires the teacher himself emotionality, developed imagination, sophistication, imaginative vision, humor, ability to build unexpected bright moves in the “scenario” of the lesson, the use of creative means that enhance the effectiveness of verbal and non-verbal pedagogical actions on the materialization of a particular image in the imagination of students. A method of emphasizing emotions and values (creation of conditions for students to be aware of the impressions of the assessment through the expression of the experiences associated with it). The method of adequate emotions (stimulation and harmonization of the emotional-value load bearing the evaluation process for students). The method of emotional and value contrasts (by demonstrating opposing impressions, stimulating opposite feelings, exacerbating professionally meaningful emotions and realizing the importance of evaluation).

2. Methods of cognitive impact that determine the readiness of students to direct or indirect pedagogical influence on the consciousness of students. Association (the development of students in a certain direction of thought through the pedagogical actualization of associative ties between different images in the context of the problem posed by the establishment of a certain analogy, associative links between different concepts, educational themes, professional problems). Labialization (purposeful pedagogical influence on the student's perceived perception of the world picture for the destruction of the stability these relationships to increase sensitivity to the perception of new professional activity values). Reflection (pedagogical actualization of the student's analysis of his own and others' actions and deeds, taking into account the value, self-analysis of own professional behavior).

3. Methods of acquiring experience, which allow to bring the learning conditions closer to the real situations of a specialist's work, realize the acquired knowledge and skills regarding pedagogical influence of students in the conditions of inclusive education. Development of identification (formation of the students' ability to model the state of the object, to feel needs, value space, circumstances where the object is). Empathy (emotional identification of the student with the object, compassion for him through identification with him, as well as the experience of his own feelings and emotions regarding objects). Imitation methods: gaming and non-gaming (creating an illusion of student presence in the real situation of professional activity).

Using of these methods in the complex will provide the appropriate level of subject-subjective interaction between the teacher and students in various forms of educational activities and will contribute to the formation of future teachers' readiness for professional activities in the inclusive educational environment.

CONCLUSIONS

The theoretical development of the pedagogical conditions defined as a set of mutually related pedagogical circumstances that contribute to the acquisition of future readiness components by the teachers (motivational, cognitive, activity, reflexive) to professional activity in an inclusive educational environment, allows us to draw the following conclusions.

Formation the future teachers' positive motivation to professional activity in the inclusive educational environment ensures influence to the professional activity of the future specialist. It reflected in the needs, interests, and goals, directly determines the activity of the individual. It creates opportunities for self-determination and self-realization; the formation of the need to analyze own experience of evaluating activities in conditions of inclusive education and to introduce pedagogical experience taking into account own creative individuality.

An analysis of the curricula and methodological provision of the educational process the future teachers' training in higher education institutions has confirmed that the main content of the learning material that students learn and it is one of the determining factors for the formation of their professional readiness. Because of this, the second pedagogical condition involves correction based on the context-based approach to the content of educational disciplines regarding the formation of ideas from future educators about the specifics of professional activity in inclusive education.

Studying the experience of pedagogical staff's training has made it possible to determine that the future teacher's readiness to professional

activity in the inclusive educational environment is a professional and personal resource, a means and instrument of pedagogical influence, and therefore formed in future teachers under the condition of productive interaction in the system “teacher – student”.

Consequently, there is a need to intensify the subject-subjective interaction of participants in the educational process through the introduction of innovative methods and forms of future teachers' preparation for professional activities in the inclusive educational environment.

Due to the application of the inclusive approach to the organization the educational process in Ukraine, the issue of training future educators for professional activities in the inclusive educational environment attracts more and more attention of researchers, the study of their scientific achievements will allow to effectively preparation the pedagogical workers' professional training.

SUMMARY

The research is devoted to the conditions for forming the future teachers' readiness for professional activity in an inclusive educational environment. The existence of contradictions between society needs in the teachers, ready for professional activity in the inclusive educational environment, and the real state of formation the future teachers' corresponding readiness during the study at a higher education establishment are revealed; the need for the purposeful formation of the future teachers' readiness for professional activity in the inclusive educational environment and the inadequate theoretical development of this process; between the need for the implementation of inclusive practice and the training of teachers to this process and the lack of software and methodological materials that ensure the formation of readiness for professional activities in the inclusive educational environment.

It is determined that the effectiveness of the future teachers' professional training in professional activities in the introduction of an inclusive approach context that meets the modern educational system requirements depends on the creation of pedagogical conditions, that is, the circumstances that are the driving force behind the process of integration of persons with disabilities into the educational space through the appropriate future teachers' training.

The pedagogical conditions for forming the future teachers' readiness for professional activity in the inclusive educational environment are theoretically substantiated. The first condition is the formation of a positive motivation for future teachers to work in an inclusive educational environment. The second condition involves correction on the basis of the context-based approach to the content of educational disciplines regarding the formation of ideas for future teachers about the specifics of professional

activity in the inclusive educational environment. The third condition is aimed at activating the subject-subject interaction of participants in the educational process through the introduction of innovative methods and forms of preparation for future teachers to professional activities in the inclusive educational environment. The results of the study can be used to further improve the theory and practice of higher professional pedagogical education.

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