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СОЦІАЛЬНО-ПСИХОЛОГІЧНИЙ ТРЕНІНГ ЯК ЗАСІБ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

***Вступ.** Акцентовано увагу на тому, що створення інклюзивного освітнього середовища можна забезпечити завдяки використанню відповідних методів і технологій особистісно орієнтовного підходу до навчання студентів з ООП з іншими здобувачами ЗВО. Завдяки впровадженню у навчальний процес ЗВО тренінгових технологій, можна забезпечити найбільш оптимальне інклюзивне освітнє середовище для успішної підготовки майбутніх фахівців.*

***Метою** дослідження є вплив тренінгу як інструменту формування комунікативної компетентності майбутніх фахівців у інклюзивному освітньому середовищі.*

***Результати.** У дослідженні проаналізовано та теоретично обґрунтовано значення СПТ для забезпечення не тільки сприятливого інклюзивного середовища для студентів з особливими потребами, але й розвитку у них комунікативної компетентності, яка є базовим чинником їхнього успішного навчання та майбутньої професійної діяльності.*

Доведено значущість ролі тренера-фасилітатора як ключової фігури у забезпеченні інклюзивного освітнього середовища для студентів з особливими освітніми потребами, та успішного розвитку у них комунікативної компетентності під час проведення СПТ. Обґрунтовано роль керівника (фасилітатора) тренінгових технологій навчання в ЗВО.

Зроблено висновок, що підвищення комунікативної компетентності студентів за допомогою СПТ сприяє кращій соціальній адаптації студентів до навчання у ЗВО, а також дозволяє використовувати набуті навички й уміння для більш успішної життєдіяльності, тобто особистого життя, готовності до подолання труднощів, побудови в майбутньому успішної кар'єри тощо.

Перспективним напрямом дослідження є оптимізація інтерактивних технологій навчання та створення цілісної моделі розвитку комунікативної компетентності здобувачів в системі вищої освіти.

***Ключові слова:** інклюзивне освітнє середовище, тренінг, СПТ, комунікативна компетентність, тренер-фасилітатор, тренінгові технології, техніка колективного навчання «кути».*

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SOCIO-PSYCHOLOGICAL TRAINING AS MEANS OF COMMUNICATIVE COMPETENCE FORMATION IN THE INCLUSIVE EDUCATIONAL ENVIRONMENT

Introduction. Attention was focused at the creation of inclusive educational environment, which can be ensured by means of using of appropriate methods and technologies of person-oriental approach to the education of students with disabilities with other students of higher educational institutions. Due to the implementation of training technologies into the educational process of higher educational institutions, it is possible to provide the most optimal inclusive educational environment for the successful training of future specialists.

Purpose of the research is the impact of training as the tool of the communicative competence of future specialists` formation in the inclusive environment.

Results. The significance of SPT for the providing not only favourable inclusive environment for students with special needs, and for the development their communicative competence, which is a basic factor of their successful education and future professional activity, were analyzed and theoretically substantiated.

The significance of the role of the trainer-facilitator as a key figure in the providing of inclusive education environment for students with special needs and for successful development their communicative competence during the SPT was proved. The role of the manager (facilitator) of training technologies of education in the HEI was substantiated.

It was concluded that increasing of communicative competence of students with the help of SPT contribute to better social adaptation of students to the education in the HEI, and also allows to use acquired skills and abilities for a more successful life, i.e. private life, readiness for the overcoming of difficulties, building of successful career in the future etc.

The perspective direction of the research is the optimization of interactive learning technologies and creation of holistic model of the students` communicative competence development in the system of higher education.

Key words: inclusive educational environment, training, SPT, communicative competence, trainer-facilitator, training technologies, the collective learning technique "corners".

Introduction. The problem of optimization, in particular improvement of forms and methods of specialists` training, was and remains relevant during all stages of society development, because the permanent changes, which occur in society, place new demands for institutions of higher education (HEI), and scientific and pedagogical workers should be ready for them.

In 2017 the Law of Ukraine "On Education" was adopted and enshrined the right of persons with special educational needs to get an education in all institutions of education. It obliges HEIs to create inclusive educational environment, which will take into account needs and opportunities of persons with special educational needs (SEN).

The creation of inclusive educational environment – it is not only equipment of the educational institution`s premises, and also the usage of methods and technologies of joint education of students with SEN with other students, using personal oriented approach. We are convinced that due to wide implementation of training technologies into educational process of HEI. It is possible to provide the most optimal inclusive educational environment for the successful training of future specialists. These requirements are met by training technologies of students` youth preparation for the future professional activity, in which one of the main tasks are the development of professional-meaningful communicative competence, which is insufficiently covered in psychological research.

In Ukrainian research scientists consider such aspects as, features of psychological development of students with limited functional capabilities (M.V. Derkach); features of the development of the value-need sphere of students limited functional capabilities (T.V. Komar); team support of children with special educational needs as a condition of effectiveness of inclusive education (S.P. Myronova); psychological support of students with disabilities (I.V. Tomarzhevskaya); the education of spiritual and moral values of students with limited physical capabilities (O.S. Khoroshailo); psychology of adaptation to education of students with special needs (M.I. Tomchuk); psychological support for the adaptation of first-year students with special needs (V.A. Skrypyuk); the integration of youth with

functional limitations into a modern environment (N.O. Miroshnychenko); the support of education of students with special needs (M.Ye. Chaikovskiy) and others.

As we can see, the system of higher professional education always is in the search of effective forms and methods for training specialists, which would be corresponded to the permanent global changes in social development. The quality of higher education – is a quality of education technology, the use of active forms of learning, control of educational process, quality of motivation of teaching staff for the creativity and effectiveness of pedagogical work, the quality of students' attitude to the learning.

University education should be ahead of society development. It is possible only in the case when training of future specialists will be based on interactive technologies of education, where a special place will have trainings for the solution of various actual tasks.

Significant changes can be achieved only when scientific and pedagogical workers will master and will use modern interactive technologies of education: heuristic conversation, discussion, the “round table” method, the “brainstorming” method, the method of work in small groups, business and role-playing games, training. In other words, only real personality, who owns the modern learning technologies can teach and educate other personality in inclusive environment.

Despite the number of research in the field of learning of problems of implementation of inclusion in higher educational institutions, in particular, subject-subject interaction in the educational environment, there is no research of the role of socio-psychological training as a means of communicative competence formation in inclusive educational environment.

Purpose and tasks of the article are the actualization of the training impact as a tool of communicative competence formation of future specialists in inclusive educational environment.

For this purpose the following tasks were completed: identifying of essence of inclusive educational environment; substantiation of the use of socio-psychological training (SPT) not only as a modern learning technology, but also improving of inclusive educational environment; the development of communicative competence (CC), which is key competence for the training of future specialists with special needs.

Analysis of the last research and publications. The scientific literature review of problems of the inclusive educational environment definition allows to state, that inclusive educational environment in the higher educational institution involves providing of the diverse conditions for the learning and comprehensive development of students' youth – both healthy personalities and those with limited capabilities.

Z. P. Leniv considers inclusive educational environment as the unity of creation and ensuring appropriate conditions (national, psychological and pedagogical, technological) and practicing of philosophy of inclusion not only within educational environment of the class (group), and also all aspects of life of education institution. The scientist consider, that inclusive educational environment is broader phenomena, than inclusive educational environment, which is created “here and now” [5, p. 59].

M. Ye. Chaikovskiy notes that currently insufficiently studied and remain more important aspects of socio-pedagogical work with youth with special educational needs: insufficiently developed pedagogical technologies of socio-pedagogical work with youth with special needs in the conditions of inclusive educational environment of HEI, aimed at the development of social activity of this category of students and their integration into the environment of educational institution, as well as provide socio-psychological, information and counseling assistance for pedagogical workers, who create conditions for the socialization of these students [12, p. 9].

Note that important component of inclusive education is ensuring the effectiveness and quality of education, usage of the forms, methods and technologies, which take into account individual features of persons with special needs. Such technologies include learning with the help of training. On the basis on experience of conducting trainings it can be asserted that students, who take training classes, get new opportunities to know their own “I” and change themselves for the better, to understand emotions and feelings deeper, learn to manage them, choose effective models of behavior and build harmonious interpersonal relations.

In the process of professional training students develop professional important qualities, which define the level of manifestation of key individual competences, among which communicative competences (CC) has a prominent place.

We consider that transition from institution of education to the labor market and then to the work collective will be less stressful for any graduate, especially for the graduates with special needs, when they will develop CC through participation in SPT.

In the short psychological dictionary socio-psychological training (SPT) defined (from Eng. Training, social-psychological) as a set of group methods of forming of abilities and skills of self-knowledge, communication and mutual understanding of people in group (1982, p. 212).

In 70-th years of XX century in Leipzig and Jena universities under the leadership of M. Forverg was developed the method, which he defined as socio-psychological training. As means of certain training were used role-playing games with the elements of dramatization, which developed conditions for the formation of effective communicative skills.

“Training – is:

group, which assists to become to everyone it`s participant more competent;

process, during which participants interact;

process, in the centre of which there is a problem and it`s understanding of participants of group, rather than the competence of the trainer according to the specified problem;

training, during which the activity of participants higher than activity of trainer;

training, that gives to the participants pleasure, activate them, stimulates the interest and knowledge;

training, the result of which achieved in the interaction of all participants of training;

opportunity of discovery by participants in themselves of new opportunities, feelings, that they are able to do more than they thought about themselves;

opportunity of discovery of other people, learning through interaction with them, understanding what are people capable for, from whom interesting discoveries were not expected;

opportunity in safe, from one hand somewhat artificially created, and on the other hand, closer to the reality in the conditions of interactions with other people to achieve desired changes” [10, p.4].

In contrast to traditional, training forms of learning more fully covered by the potential of a man. This opinion we can confirm by summary of the trainers of the “Center of the competences”. For instance, Yu. O. Bystrova and V. Ye Kovalenko, who work in the conditions of inclusion, state: “... training is an effective form of work for the purpose of consolidating knowledge and formation skills and abilities, improving the organization of interpersonal interaction, exchange of profession experience between participants of training. In the process of training all potential of human is activated: the level and volume of it`s competence (professional, social, emotional and intellectual), independence, decision-making ability, to the interaction etc” [1, p. 33].

However, the scientist D.M. Suprun allocates the obstacles in the training activity, related to work, first of all, with students, such as: the impact of educational traditions; the feeling of discomfort caused by any changes; weak motivation to changes; lack of models and information about effective learning; a set of risks regarding work activity, non-standard styles of learning, etc. However, as the experience of work in the field of adult education shows, obtained results due to the training significantly exceed the risks [8, p. 270-271].

According to the National Framework of Qualification of Ukraine, there is a definition of the term “competence” – it is the ability of a person to perform the certain kind of activity, which is expressed through the knowledge, understanding, skills, values and other personal quality.

The basis of communicative competence is: the ability to easy contact with people, the ability to listen, a stable positive attitude to the people, benevolence, sensitivity, the ability to manage own emotions, the ability to analyze the behavior of people around and one`s own, empathy, possess the speech, mimicry, gestures, the ability to convince people, punctuality, congruence, reflexivity etc.

Communicative competence is revealed in the attitude toward people, toward oneself, features of relationships between people, the ability to control and regulate one`s behavior, to prove, competently argue one`s position and is manifested in the ability to model personality of the interlocutor, to achieve the realization of communicative intension with the help of verbal and non-verbal means and technologies, i.e. to get out of a conflict situation productively. Therefore it is natural, that one of the vector of the work, aimed at the social adaptation of students, should be the development of social skills, namely of communicative competence [2].

In most situations five main groups of communicative skills are used: a) visually and physically sensitive behavior, sensitiveness of a listener to the messages of interlocutor and congruency of the expression of a certain reaction; b) the ability to encourage others to report the information, that, in turn, includes the use of keeping silence, minimal encouraging and questioning; c) the ability to report the information – self-disclosure, feedback and formulation of summaries; d) the ability to use the communication for the changes of behavior of other persons – assessment, demand, and advice; e) the abilities, connected with solutions of the problems – methods of communication and solving of problems to find acceptable solutions [6].

It is indisputable that the successful learning of students depends on their mutual activity and trainer, who create such psychological atmosphere, which in every possible way promotes and encourage the initiative, creativity and independence of the participants, ensures the tolerance of relationship. For this aim trainer (coach, manager) should perform, in addition to the role of lecturer, the specific role of a teaching assistant – a facilitator.

Own training practice fully coincides with the views of T. Brettel Dawson, who characterizes the effective facilitator of small group in such way: “helps the group to step by step and correctly move towards the set goals; guides, models, encourages and support; makes training a subject of joint responsibility of group participants, trying to involve everyone in the work (facilitator should monitor the extent of one`s participation in the work); can keep silence without negative consequences – the participants of the group think, and for this purpose needs time; briefly intervenes into discussion to maintain it and ensure one`s focus on the correct subject; resist to the desire to provide solution of the learning issue; is honest and forthright in expressing own views on the problem.

In this way facilitator creates environment (inclusive education – supplemented by us), in which all the participants of discussion can comfortably express themselves (it is not critical, if the facilitator will say, that he is not hear or does not know anything in response to the question); is flexible, patient, friendly person and has enthusiasm; has the ability to solve problem situations (effective facilitators ask thoughtful questions and involve to the discussion all the participants of small group, while not humiliating or condemning them); monitors for the realization and success of every participant of the group; expresses and listens to the opinions, intelligently encourages the continuation of positive interaction in group; summarizes the progress of the classes or decision, when it is necessary (during the work or after its completion; help the group to move according to the set topic or task; explicitly discusses the problems, which arise in the group, but does not focus on oneself during the discussion” [11, p. 7-8].

It is worth to emphasize that scientific-methodical, theoretical and practical preparation of the trainer (lecturer, leader, coach) for the conducting of training on the high-quality level requires significant amount of in-depth knowledge, both in the issues of the topic and in the methodology of the training. The advantage to give preference to such methods, which contributes to the creation of inclusive educational environment, that is, when participants of the training simultaneously listen and hear the information about the issues, which are studied, discuss it, participate in role-playing games, project defense, brainstorming, do the tasks, exercises, during which explain one`s actions, discuss it with their groupmates, get to know oneself better and teach each other.

“The stumbling block of the training is independent organization by the participants of their own activity in the process of learning, which are most facilitating by the activity of trainer, who can combine roles of teacher (knows what and how to do); of trainer (doesn`t allow inappropriate rejection from the main purpose and tasks of training); assistant of facilitator (helps to search the solution of tasks, stimulate own activity of participants) [10, p. 16]”.

Effective kind of training technology is a technique of collective learning “corners”, which considers the ability to make a choice, to search justification and to practice in the carefully listening of other points of view. “The method of conducting “corners” consists of the following activity: the trainer announced different points of view on a certain topic, among which participants should make their own choice. The mentioned points of views (issues) are fixed on the paper, pages of which are located in the different corners of audience. The participants, who share a certain position, move to the certain corner of the room. In their corners like-minded persons choose a couple and explain each other reasons of choose this particular corner. Then couples successfully unites into fours (threes, fives etc., it depends on quantity of like-minded persons), and continue discussion until everyone in

the corners unites. After discussion every “corner” presents own choice to the whole group. At the end of the exercise all participants will hear the reasons of choice of different points of view, and it can serve as a beginning of the transition to the use of other learning technique (exercises, methods, for example, discussion”) [10, p. 33].

Therefore, SPT acts not only as an important means of the communicative competence development, but creates also favorable educational inclusive environment for the students with special needs, that is it leads to the such changes, as the improvement of friendly relationship in the academic group, relationships of parents and children, the improving of academic success, the development of emotional intelligence, empathy, responsibility, tolerance, reflection etc. At the same time, it should be noted, that limited volume of the article is not allow to comprehensively reflect such key psychological concepts as “inclusive educational environment”, “socio-psychological training”, “communicative competence”, “trainer-facilitator”, each of which can be a subject of the separate research.

Summary. Summarizing the all mentioned before, we can conclude, that inclusive educational environment – it is a special atmosphere, which prevails in HEI and is aimed in providing the favorable conditions for the learning and comprehensive development of students with special needs.

The increasing of communicative competence of students with the help of SPT contributes not only to the better social adaptation of students to the learning in the HEI, and allows to use the acquired skills and ability for the more successful life, that is personal life, readiness to the overcoming of difficulties, building in the future of successful career etc.

A perspective direction of the research is the optimization of the interactive learning technologies and developing of the holistic model of communicative competence development of students with special educational needs in the system of higher education.

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