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THE DEVELOPMENT OF PSYCHOLOGICAL COMPETENCE WITHIN THE FRAMEWORK OF INCLUSIVE EDUCATION

In the context of global changes in the education sector, the key task becomes the development of psychological competence in inclusive learning environments. A thorough analysis has been conducted, examining the pivotal aspects of this issue. In today's world, inclusive education is recognized as one of the most progressive and humane forms of instruction. Historically, the concept of inclusive education gained prominence only in the 20th century, but its significance and relevance are exceptionally high in contemporary conditions. The primary emphasis is placed on the understanding that the success of inclusive learning is determined not only by technical aspects but also by a profound understanding and consideration of the psychological nuances of each student. Therefore, fostering psychological competence stands as a pivotal element in the effectiveness of such education. A crucial aspect underscores that educators and psychologists operating in inclusive environments should possess not only theoretical knowledge but also practical experience with diverse student groups. This implies that professional training and continuous professional self-improvement are integral components of their work.

Furthermore, the importance of collaborative partnerships with parents and guardians of students is highlighted. Collaborative efforts with parents can contribute to providing psychological support and promoting effective development and learning for students. A specific focus is given to examining methods and techniques that facilitate the development of psychological competence. This encompasses the use of modern pedagogical technologies, psychological assessments, training sessions, and seminars. In the context of globalization and intercultural interaction, particular attention is devoted to the cultural competence of educators. Understanding diverse cultural and social contexts fosters deeper mutual understanding and effective interaction with students from various cultural and social backgrounds. The prospects for further research and recommendations for the practical implementation of research findings in pedagogical practice are outlined. It is crucial to emphasize that the development of psychological competence is a continuous and dynamic process that requires ongoing analysis, reflection, and adaptation to changing circumstances.

Key words: psychological competence, inclusive education, pedagogical support, psychological support, individual needs.

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РОЗВИТОК ПСИХОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ В РАМКАХ ІНКЛЮЗИВНОЇ ОСВІТИ

З урахуванням глобальних змін у сфері освіти ключовим завданням стає розвиток психологічної компетентності в інклюзивному навчальному середовищі. Було проведено ретельний аналіз, що досліджує ключові аспекти цього питання. У сучасному світі інклюзивну освіту визнано однією з найпрогресивніших і гуманних форм навчання. Історично так склалося, що концепція інклюзивної освіти набула популярності лише у ХХ столітті, але її значення й актуальність надзвичайно високі в сучасних умовах. Основний акцент робиться на тому, що успіх інклюзивного навчання визначається не лише технічними аспектами, але й глибоким розумінням і урахуванням психологічних особливостей кожного здобувача освіти. Тому розвиток психологічної компетентності є ключовим елементом ефективності такої освіти. Критичний аспект підкреслює, що педагоги та психологи, які працюють в інклюзивних середовищах, повинні мати не лише теоретичні знання, але й практичний досвід роботи з різними групами учнів. Це передбачає, що професійна підготовка та постійне професійне самовдосконалення є невід'ємними складовими частинами їхньої роботи.

Окрім того, у статті висвітлюється важливість спільної роботи з батьками й опікунами студентів. Спільні з батьками зусилля можуть сприяти забезпеченню психологічної підтримки й ефективному розвитку та навчанню здобувачів освіти. Особлива увага приділяється вивченню методів і технік, що сприяють розвитку психологічної компетентності. Це охоплює використання сучасних педагогічних технологій, психологічних оцінок, тренінгів і семінарів. У контексті глобалізації та міжкультурної взаємодії особлива увага приділяється культурній компетентності педагогів. Розуміння різноманітних культурних і соціальних контекстів сприяє глибшому взаєморозумінню й ефективній взаємодії зі студентами з різних культурних і соціальних середовищ. Узагальнюються перспективи подальших досліджень і надаються рекомендації для практичної реалізації дослідницьких висновків у педагогічній практиці. Важливо підкреслити, що розвиток психологічної компетентності – це постійний і динамічний процес, який потребує аналізу, рефлексії й адаптації до обставин, які постійно змінюються.

Ключові слова: психологічна компетентність, інклюзивна освіта, педагогічний супровід, психологічний супровід, індивідуальні потреби.

Introduction. In the context of inclusive education, the development of psychological competence takes on particular importance, recognizing the uniqueness and diversity of individual characteristics of each learner. Inclusive education aims to ensure equal learning opportunities for all, regardless of their physical, intellectual, or emotional specifics. In this context, the formation of psychological competence becomes a key aspect of educators' work, aimed at understanding and considering the individual traits of each learner, constructing a positive psychological environment, and fostering the holistic development of every individual within the inclusive educational setting. We will explore the key aspects of cultivating psychological competence in inclusive education and highlight its significance for fostering a positive psychological climate within educational institutions.

The aim of this study is to investigate and systematize the factors influencing the development of psychological competence among educators and participants in the educational process within an inclusive environment. Additionally, the research will focus on identifying effective methods and pedagogical strategies that contribute to a positive psychological climate in higher education institutions. Furthermore, the study aims to uncover opportunities and barriers in fostering psychological readiness for inclusive education among educators and other stakeholders in the educational process.

Task. In the context of inclusive education, the development of psychological competence emerges as a pressing task that necessitates comprehensive research and refinement. Within this framework, it is crucial to conduct a literature review encompassing contemporary scientific approaches and pedagogical practices aimed at fostering psychological readiness for inclusive learning.

The exploration of factors influencing the formation of psychological competence in an inclusive environment aims to identify the key components that determine the success of this process. Additionally, delving into innovative pedagogical methods is essential to pinpoint and analyze those that most effectively contribute to the enhancement of psychological competence among educators and other participants in the educational process.

Review of Literature. Psychological competence has been the subject of research for numerous scholars. O.M. Tsyilmak describes it as an individual's ability to effectively utilize a structured system of knowledge to regulate personal, social, and professional interactions [4]. According to T.I. Yermakov, psychological competence encompasses an individual's capability to interact within interpersonal relations, navigate social situations, recognize personal traits and the emotional state of others, and select appropriate communication methods [1]. L.B. Orban-Lembrick perceives psychological competence as a collection of communicative, perceptual, and interactive knowledge that enables an individual to navigate social situations, interpersonal relationships, and make reasoned decisions [3]. O.I. Bondarchuk defines an individual's psychological competence through the success and constructiveness of their activities, rooted in the effective application of psychological knowledge and skills within the "person-to-person" system [2]. Psychological competence is also viewed as a unique motivational state – the readiness to exhibit purposeful activity based on acquired psychological knowledge; a complex of personality traits that encompass perceptions of emotional experiences, interpersonal and group processes, personal stance, communicative, and reflective skills.

In several studies, psychological competence is regarded as an integral part of a teacher's professional competence. Its definition comprises a complex of psychological knowledge and skills essential for addressing professional tasks in the realm of pedagogical activities. It is also identified as a system of mental attributes that determine the success in executing pedagogical tasks, the presence

of fundamental psychological knowledge and experience necessary for efficient pedagogical duties, and as an integral acmeological characteristic of a teacher that enables the constructive resolution of professional tasks, interaction, and self-improvement.

Presentation of the Main Material. The primary goal of modern education systems is to cultivate a well-rounded individual who possesses critical thinking, can navigate informational streams, effectively interact with others, and take responsibility for their actions. Ensuring a socially and personally integrated outcome of education underscores the significance of the psychological component in the professional training of future specialists. Unlike rapidly outdated narrow professional skills, psychological competence remains consistently relevant. To a large extent, it determines an individual's professional and personal success.

The development of psychological competence within the framework of inclusive education aims to foster the psychological skills and abilities necessary for successful functioning within an inclusive educational environment. This encompasses various aspects related to the learner in the inclusive setting as well as educators and psychologists working with these individuals.

Forming psychological competence in inclusive education helps create a favorable psychological climate in the classroom, enhances the quality of education for its recipients, and promotes holistic development.

The process of developing psychological competence in the context of inclusive education is about fostering key psychological skills and abilities necessary for effective interaction in an inclusive educational environment. This requires educators and psychologists to understand and deeply consider the individual needs of each learner, especially those with diverse developmental characteristics.

One significant aspect is understanding the diversity in perception and learning. Educators need to be well-versed in psychology and development to adequately respond to the individual characteristics of each learner. This includes recognizing differences in learning paces, perceptual styles, and reactions to stressful situations.

Forming psychological competence also involves cultivating empathy and sensitivity among educators and psychologists. In this context, it's crucial not only to understand the unique qualities of learners but also to feel their emotions and create a supportive educational environment.

Approaches aimed at utilizing adaptive strategies are also integral to forming psychological competence. This encompasses employing various instructional and assessment methods so that every learner has the opportunity to succeed in education considering their needs.

Psychological competence also manifests in educators' and psychologists' ability to create conducive conditions for learners' social development. This involves promoting interactions among students, fostering group collaboration, and resolving conflicts.

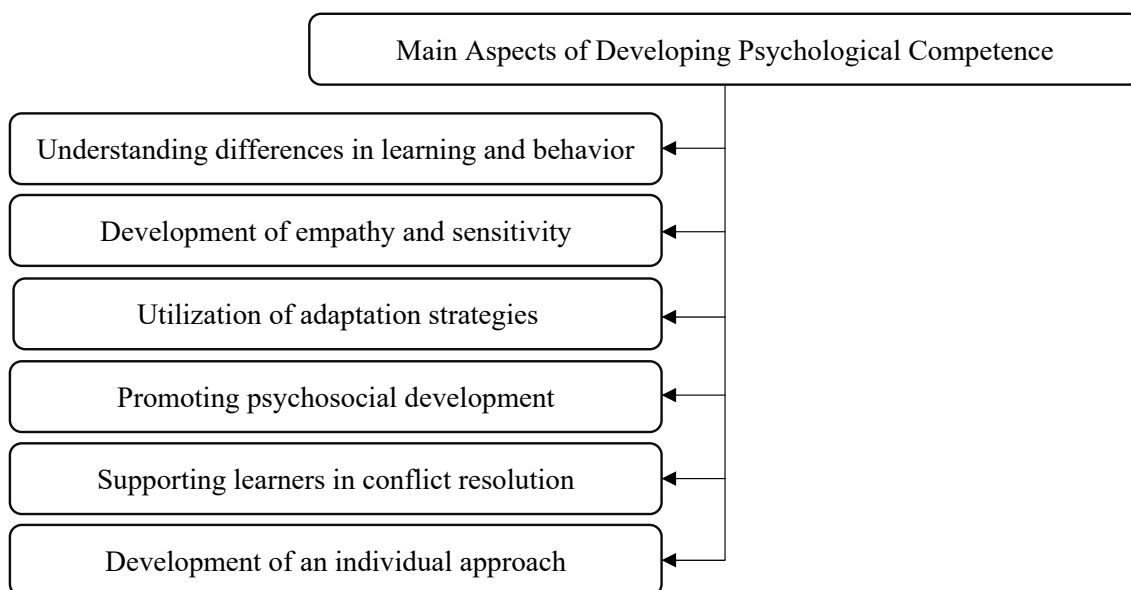


Fig. 1. Aspects of forming psychological competence

It's also essential to develop an individualized approach for each learner, utilizing psychological methods to create individualized learning and support plans. This can include conducting individual consultations, determining optimal learning methods for specific learners, and devising individual success strategies.

Let's explore some additional aspects of forming psychological competence in the context of inclusive education.

Overall, the formation of psychological competence in inclusive education is a dynamic and comprehensive process aimed at improving the quality of education and creating an open, supportive environment for all students.

Inclusive education, which aims to develop psychological competence, offers an interesting approach to learning. Initially, the idea of inclusive education emerged in the Middle Ages, but this approach only gained true recognition in the second half of the 20th century.

One of the key aspects is creating a learning environment that supports the psychological comfort of learners. This becomes a crucial factor for their successful learning and development.

The principle of inclusive education entails an individual approach to everyone, considering not only their educational needs but also their psychological characteristics.

The interaction with parents is also essential for successfully creating an inclusive environment. Their contribution and collaboration are key elements of psychological support for students. In addition to education, inclusive education aims to develop the social competence of students, fostering understanding and cooperation within the classroom community.

Inclusive education psychologists play a vital role in interacting with students, teachers, and parents, providing psychological support and promoting the effective functioning of the system.

These aspects underscore the importance of psychological aspects in creating an inclusive and supportive educational environment.

Recommendations for improving the conditions for forming students' psychological competence in inclusive education include several key aspects. Specifically, it is essential to focus on an individual approach to each student. Ensuring psychological adaptation with various pathologies requires understanding their unique characteristics and skills. Furthermore, students should be provided opportunities to practically apply theoretical knowledge in real inclusive education scenarios. This may include internships in inclusive classrooms where learners can observe and interact with teachers, students, and psychologists. Improving communication skills is also a crucial component of forming psychological competence. Students should actively develop empathy and effective communication skills, especially in interaction with diverse personalities and individual needs.

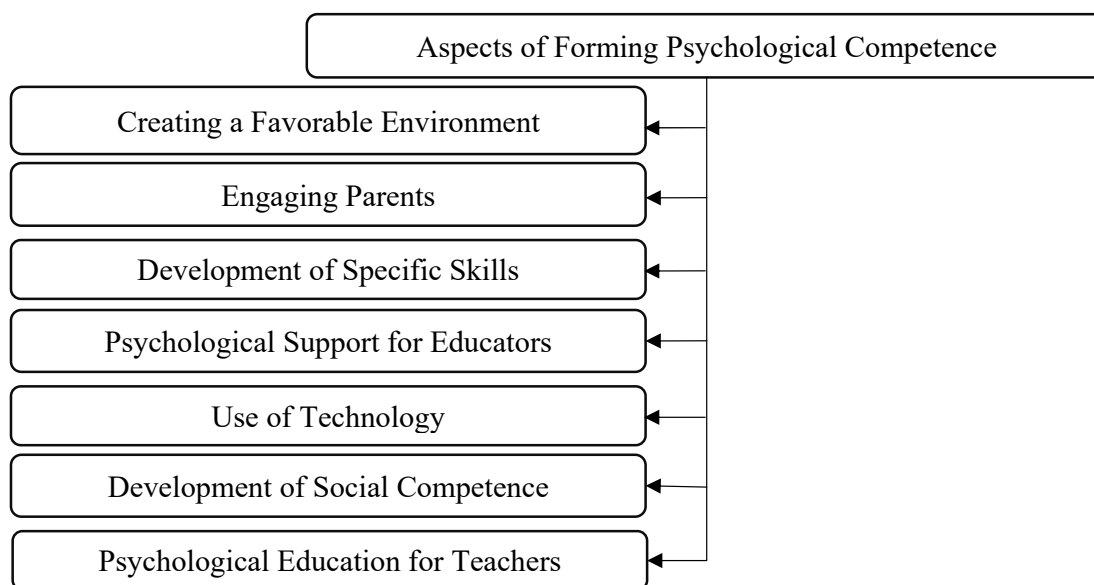


Fig. 2. Aspects of forming psychological competence in the context of inclusive education

Participation in training sessions and seminars dedicated to inclusive education and the development of psychological competence can significantly enhance students' qualifications. It is crucial to provide them with opportunities to exchange experiences and communicate with practicing professionals.

Lastly, a vital element is encouraging learners towards continuous self-improvement and personal development. Providing access to literature, research, and resources in the field of inclusive education will help them refine their knowledge and practical skills.

Conclusions. In the conclusions, we emphasize the necessity for a comprehensive approach to the development of pedagogical and psychological skills of educational process participants. Psychological competence in an inclusive environment entails understanding and considering the diversity of learners and actively applying individualized approaches to each student.

The development of empathy, perceptiveness, and effective communication skills are key components of psychological competence in inclusive education. Creating a supportive psychological environment, promoting social interaction, and using adaptive strategies all play a crucial role in forming an effective inclusive environment.

Success in this area also requires continuous learning and self-improvement. Learners and professionals should have access to up-to-date information, participate in training sessions, and exchange experiences to continually enhance their qualifications. Such an approach promotes the effective use of modern approaches and methods in the field of inclusive education.

In summary, the formation of psychological competence in inclusive education is a vital component in creating a supportive educational environment for all learners. This process requires not only mastery of pedagogical and psychological methods but also understanding and respect for the individual characteristics of each participant in the educational process.

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