

**PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF SPECIAL EDUCATION SPECIALISTS AS A FACTOR OF THEIR PROFESSIONAL SELF-CONSCIOUSNESS**

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В статті розглядаються питання становлення самосвідомості фахівців та майбутніх здобувачів вищої спеціальної та інклюзивної освіти. Дані теоретичного аналізу загальної та спеціальної літератури вказують на важливість дослідження питань психологічної готовності, педагогічної підготовки всіх, хто працює з дітьми із особливими освітніми потребами, визначено структуру, особливості, специфіку підготовки професіоналів як носіїв та виконавців освітніх, розвиткових та корекційно-реабілітаційних послуг для дітей із різними нозологіями порушень у розвитку.

Зазначено, що професійних компетенцій здійснювати педагогічний прогноз і діагностику інтелектуальних, мовленнєвих, корекційних, комунікативних, поведінкових, кінестетичних, емоційно-вольових, регуляторних компонентів освітньої діяльності дитини необхідною є робота над осмисленням результатів власної діяльності, аналізувати труднощі які виникають під час педагогічного процесу, встановлювати вектори психолого-педагогічної корекції та реабілітації первинних та вторинних, третинних нашарувань порушень, складати індивідуально-корекційні та соціально-психологічні програми розвитку дитини, здійснювати самоаналіз власних думок та поведінки, мотивувати себе до інтелектуальної праці з пошуку нових ідей, концепцій, напрямів, створення науково-дослідних компонентів або логічних взаємозв'язків у системі фахівець-дитина-соціальне оточення дитини.

Визначено, що важливим інструментом для осмислення і проведення роботи над собою є необхідність до удосконалення своєї корекційно-педагогічної діяльності є самостійне удосконалення формування емоційної стійкості засобами самооцінки, психологічних установок, самоаналізу, самоконтролю, саморегуляції та самовдосконалення.

Запропоновано механізми які забезпечують надійність і сталість професійної діяльності, особистісне зростання та ефективний результат взаємодії з учнями із особливими освітніми потребами.

Визначено та розроблені головні критерії емоційної стійкості як механізму професійної самосвідомості фахівців спеціальної та інклюзивної освіти.

**Ключові слова:** професійна самосвідомість, психолого-педагогічна готовність, фахівець спеціальної освіти, діти з особливими освітніми потребами.

The article deals with the issues of the formation of self-awareness of specialists and future applicants for higher special and inclusive education. The data of the theoretical analysis of general and special literature indicate the importance of studying the issues of psychological readiness, pedagogical training of all those who work with children with special educational needs, the structure, features, specifics of training professionals as carriers and performers of educational, developmental, correctional and rehabilitation services for children with various nosologies of developmental disorders are determined.

It is noted that professional competencies to carry out pedagogical forecasting and diagnostics of intellectual, speech, correctional, communicative, behavioral, kinesthetic, emotional and volitional, regulatory components of a child's educational activity require work on comprehending the results of their own activities, analyzing the difficulties that arise during the pedagogical process, establishing vectors of psychological and pedagogical correction and rehabilitation of primary and secondary, tertiary layers of disorders, making individual correctional and social programs.

It has been determined that an important tool for comprehending and working on oneself is the need to improve one's correctional and pedagogical activity is to improve the formation of emotional stability by means of self-esteem, psychological attitudes, self-analysis, self-control, self-regulation and self-improvement.

The mechanisms that ensure the reliability and sustainability of professional activity, personal growth and effective results of interaction with students with special educational needs are proposed.

The main criteria of emotional stability as a mechanism of professional self-awareness of specialists in special and inclusive education are identified and developed.

*Key words: professional self-awareness, psychological and pedagogical readiness, special education specialist, children with special educational needs.*

### **Formulation of the problem.**

The problem of professional identity of an individual occupies a key position in the research of world and Ukrainian scientists and its relevance is undeniable given the socio-political, economic, military, and professional changes in Ukrainian society, a deep understanding of the expansion of the functions of the work of specialists, the place of psychology and pedagogy in ensuring the quality of education at all stages of human development. The tragic signs of the present also create challenges for professionals working with children with special educational needs. They consciously chose the profession not only as educators, but also realized their positive impact on the psyche of children, their families, colleagues and other people around them. The social and psychological needs of society for professional assistance from psychologists, rehabilitation therapists, speech and language therapists, and supervision of other specialists determined the direction of our study of professional self-awareness of specialists.

### **Analysis of recent research and publications.**

The purpose of the article is to reveal the content of scientific research and practical developments in the context of professional identity of specialists in special and inclusive education in general and special literature.

### **The purpose of the article**

To present the results of the theoretical analysis of the problem of psychological and pedagogical training of specialists in special and inclusive education and to propose psychological factors and criteria for professional self-awareness of the difficulties of working with children with special educational needs.

### **Outline of the main material.**

When considering the problem of professional self-consciousness of special education specialists, Ukrainian scientists focus on the study of the substructures of self-consciousness, namely their psychological and pedagogical training of specialists for correctional, compensatory and social rehabilitation work with children, pupils and adolescents of different nosological groups, including a number of intellectual, autistic, speech, regulatory, kinesthetic and combined disorders. Therefore, the competence in awareness of these disorders consists in systematic work on oneself, in particular, analysis of difficulties arising during educational, developmental, correctional, and educational processes and independent formation of tasks for self-improvement of professional competencies, taking into account the innovative platform of preventive correctional work in order to block the occurrence of secondary, tertiary and other disorders.

The specifics of life and pedagogical work during the war posed additional challenges for special education specialists in terms of preserving children's psyche, including them in a situation of psychological comfort, ensuring the fulfillment of educational, developmental, educational, correctional, rehabilitation, and communication tasks in an unfamiliar, disturbing situation for children. In this regard, let's turn to the opinions of Ukrainian scientists regarding psychological readiness and professional training for working with children with various nosologies.

In particular, I. Arshava believes that it is most appropriate to define emotional stability as a certain integrative quality of a person characterized by such an interaction of emotional, volitional, intellectual and motivational components of an individual's mental activity that ensure the most successful achievement of activities in a difficult emotional situation [1]. Summarizing, it is advisable to understand emotional stability as a complex dynamic integrative property of a personality that ensures high productivity and efficiency of activity and behavior in difficult emotionally stressful conditions. As the study of the problem under investigation has shown, emotional resilience is considered one of the most important and necessary qualities of specialists in socio-economic professions for the preservation of mental health and prevention of emotional burnout. The term "emotional stability" in activity refers to the synthesis of personality traits and qualities that allows one to perform their professional activities confidently and independently in different emotional conditions[1].

Emotional stability occupies a special place in the psychological space of professionally important qualities of future specialists. The structure of emotional stability as a professionally important quality of

future specialists includes five substructures: psychophysiological, which is the substrate of mental activity (balance, mobility of nervous processes, etc.), emotional and volitional (self-regulation of emotional states, emotional lability, adequacy of emotions, etc. ), adaptive (personal adaptive potential, neuropsychological stability, etc.), cognitive-reflective (self-knowledge, self-awareness, etc.), social-perceptual (insight, empathy, identification, etc.). According to researchers, emotional resilience changes under the influence of human adaptation to extreme conditions, but the success of adaptation depends on a number of stable personal characteristics, including the characteristics of emotionality in the personality structure, motivational and volitional characteristics, and cognitive traits associated with emotionality [8].

Thus, emotional resilience is associated with the ability to consciously manage one's activities, the ability to maintain mental stress at a level that ensures optimal performance, the nature of professional activity and the success of its implementation, the ability to objectively assess one's strength and find resources for confident activity, and consciously manage the emotional state.

Academician of the Academy of Pedagogical Sciences of Ukraine S. D. Maksymenko believes that personality development is about organizing and integrating a person's inner world. This is the path to oneself, the path of self-knowledge and self-awareness. As a matter of fact, mental development only becomes personal development when it begins to be a reflection of a person's own experience. From that moment on, a person determines the direction of his or her own development, controls it and is responsible for it [4, p.61].

Emotional stability of a personality is considered by scientists as: a personality property that ensures the stability of stable emotions and emotional arousal in the event of various factors (T. Plachinda), [9, p.172]; personal property that determines the effectiveness of activities in extreme conditions (L. Dyka); integral property of a personality characterized by such an interaction of emotional, volitional, intellectual and motivational components of the mental activity of an individual that ensures the optimal successful achievement of the goal of activity in a complex emotional environment. is a personality property that ensures a harmonious relationship between all components of activity in an emotionally stressful situation, and therefore contributes to the successful performance of activities; emotional stability is a property that characterizes a person in the process of intense activity, the psychological mechanisms of which, interacting harmoniously, contribute to the successful achievement of the goal (G. Lapshynska) [3]; considers emotional stability as a personality property that manifests itself in maintaining or restoring the balance of the body as an "active subsystem" with constantly changing Thus, emotional stability is also a personality trait that ensures the stability of psycho-emotional arousal when exposed to various negative emotions.

According to the concept of intelligence correction by V.M. Sinyov, the emotional state of an individual improves through the comprehension of the adequacy of their own affective manifestations using self-criticism and self-assessment. This is especially true for students - future specialists in correctional work with children with autism. This category of children is the most emotionally vulnerable and requires a specialist to work with them, who is not only competent in knowledge of their special educational needs, the ability to teach, educate and carry out correctional activities, but also to systematically provide students with autism with psychological comfort, intellectually directing their personality to systematic work on themselves [13]. Solving the problems of training personnel for the educational integration of children with psychophysical disabilities is in the context of personality-oriented education, which should be based on the principles of perception, understanding and acceptance and respect for the individual not only in individual psychological terms, as a carrier of unique inimitable human qualities, but also in socio-psychological terms, as a person among people; a highly responsible subject of social activity and behavior, interpersonal relationships. Successful implementation of the principles of personality-oriented education of specialists for the field of subject-subject activity depends on the technologies of the educational process, in particular, the optimal combination of classroom and extracurricular forms of its organization, ensuring monitoring of the quality system of knowledge that students should have (awareness, unity of the generalized and the specific, completeness, depth, systematicity, strength, dynamism, which in the complex ensures the transferability of knowledge), maintaining high motivation in the process of obtaining education using [14].

D. Shulzhenko, analyzing internalization as a factor of teachers' psychological readiness for inclusive education of students with special educational needs, notes that "internalization of a teacher of a class with an inclusive form of education as a necessary quality of his/her personality for continuous self-development, namely: learning ways of communication, learning, behavior, self-control and self-regulation of children of different types of dysontogenesis and nosologies; providing psychological and pedagogical conditions for education for all children in the class..." [17, c.183].

Scientist A. Shevtsov notes that due to mental deprivation, which occurs as a result of remote interaction with other students of the group and the teacher, "negative changes in the emotional, motivational and intellectual development of a person occur, and his or her social adaptation is disrupted." This is confirmed by our study, when distance learning and psychological training on the development of emotional resilience were not as effective as interaction during a real meeting and required additional and compensatory educational measures. The author proposes to develop e-learning courses and psychological programs according to the following criteria of "author's development": focus on audience experience, learning styles; focus on audience needs; depth of cognitive analysis of tasks; criteria for determining strategy; determination of tutoring goals; determination of the necessary relationship between tutor and student. Criteria for the period of designing educational materials: availability of materials for different categories of students; variety of possible learning trajectories; compliance with the set learning goals. Criteria for the tutoring procedure: linear passage, the same for everyone; scenario passage, depending on the background. Criteria for the adequacy of the simulation: elements of interactivity and presentation; adequacy to the realities of the workplace. Criteria for the supply of training materials: quality of graphic material; sound quality; waiting time for downloaded training materials for the system to respond. The introduction of modern educational technologies into the educational process will help to improve the quality of educational services in different conditions for future professionals [16].

S.Mironova notes that the work of modern higher education institutions does not take into account the shortcomings of professional education characteristic of different stages of its development, does not fully use the positive experience of training teachers of defectologists, in particular, the clarity of the formulation of specializations, the simplicity and professional relevance of disciplines in the curriculum, and the practical orientation of professional education. Identifying trends in staffing special institutions for children with intellectual disabilities, a comprehensive analysis of qualitative changes in the organization and content of training specialists in general and in correctional work in particular, made it possible to identify six periods in the development of domestic professional training of defectologists, namely: the emergence of the state system of training defectologists; organizational improvement of training of defectologists; expansion and deepening of general pedagogical training, weakening of There is a tendency to provide quality educational services in the system of personnel training and organization of the educational process for children with psychophysical developmental disorders [6].

The study of the Ukrainian researcher I. Chukhriy revealed the individual psychological factors of professional burnout, where the essence of the emotional and affective factor is revealed, which includes: emotional comfort/emotional discomfort, situational anxiety, personal anxiety, depression, aggressiveness, hostility); communicative factor, which includes: leadership, sociability, reflexivity; cognitive, which includes cognitive processes, reflexivity; behavioral, which includes dominance, escapism, prominence, dependence/independence, sociability/unsociability; motivational and volitional, which includes internal control/external control, prominence, acceptance of struggle/rejection of struggle.

It is important to note that the proposed structural-functional model of I. Chukhriy, which demonstrates the interconnection of all its structural components, and its ascending core is the structure of the specialist's personality, which is formed in the age, genetic, individual psychological and activity dimensions, is a significant contribution to understanding the essence of the work of special education specialists on their own professional self-awareness. Through the individual psychological dimension, the scientist had the opportunity to study the individual psychological factors that influence the occurrence of professional burnout as a component of the process of socio-psychological maladjustment, or the formation of socio-psychological adaptability, resilience and self-efficacy as components of socio-psychological adaptation. The external (social) factors that demonstrate the social conditions for the emergence of professional burnout or can act as factors that prevent its emergence (family, career opportunities, etc.) are of great importance in the proposed model. [15].

L. Rudenko developed the principles of professional competence of psychologists (special, clinical). This structure of principles included the following: general didactic - systematicity, professional and pedagogical orientation, scientificity, continuity, humanization and humanization, unity of empirical, unity of rational and emotional, and theoretical knowledge, accessibility, visibility, activity, purposefulness and motivation, importance of knowledge and professional competence, independence, connection of studying psychology with life and practice; special - diagnostic and correctional approach, creativity in the context of professional and pedagogical orientation, unity of subject-oriented and personality-oriented study of special psychology, organization of constant professional interaction, integrity of knowledge and modularity of integrative and interdisciplinary courses, focus on self-knowledge, self-development, self-

improvement, self-education, self-realization, self-management and self-realization of the psychologist's personality (special, clinical). The researcher emphasizes the introduction of a competency-based approach in providing special education to educational specialists [10].

O. Martynchuk, studying the training of a special education specialist, determined that student-centered and competence-based approaches ensure a shift in emphasis from traditional university forms of education (lectures, seminars and practical classes), which usually provide the cognitive component of specialist training, to the practice-oriented component of the educational process, which makes it possible to develop personally significant professional qualities (training and practical classes in the Centers for Practical Training of Future Specialists). Readiness for professional activity is the result of training a future specialist in a higher education institution. At the same time, it should be noted that the researcher defined the criteria, indicators and indicators of the study in terms of the interaction of emotional intelligence with the professional development of the individual in an inclusive form of education [5].

Paying attention to the quality of training of a future specialist, N. Savinova proposes to distinguish the skills that a teacher of an inclusive educational institution should master; the capacity of the inclusive competence of a teacher as an integrative and personal formation that determines the ability to perform professional functions in the process of inclusive education; pedagogical conditions that contribute to the formation of inclusive competence of future teachers; effective ways of training specialists who already work in inclusive educational institutions, etc [11].

The structure of professional competence, as noted by A. Afuzova, is a number of interrelated components (motivational, goal, emotional, cognitive, control and evaluation, and volitional), which form three components: 1) motivational and goal-oriented, represented by the motive-goal vector; 2) emotional and diagnostic, represented by sensory and informational formations; 3) regulatory, formed by the control and evaluation and volitional components. Depending on the degree of correspondence of the authoritarian bias motive of the profession to its objective content, three levels of professional activity formation are traditionally distinguished: low, medium and high. If the professional orientation is generally absent or is at the stage of fundamental formation, we can assume that it is not formed. Given the three-component nature of the complexity of professional training, it should be noted that all components of the professional competence of future psychologists (special, clinical) in the process of its formation may be at different levels of formation. The three-component complexity of professional training should be taken into account when developing curricula for future specialists - correctional educators. [2].

Investigating the subjective-personal readiness of a correctional teacher for professional activity as a complex integrative formation of the personality of X. Saiko in which the correctional teacher is a subject of activity, a carrier of personal qualities, in particular those that are important in working with children with a spectrum of autistic disorders - 1) motivation of activity, 2) desire for self-improvement, 3) empathy, 4) tolerance, 5) arbitrary self-regulation, 6) professional skills and knowledge, 7) knowledge of individual characteristics of children, the importance of subjective and personal readiness for successful professional activity of correctional teachers, self-realization and self-development is emphasized. The author emphasizes that the introduction of trainings on the formation of subjective and personal readiness will contribute to the professional growth of future specialists [12].

Separately, paying scientific attention to the professional consciousness of a correctional teacher based on a personality-competence approach, M. Omelchenko proposed the following structural blocks of professional consciousness: cognitive, reflective, axiological, motivational, affective. In our opinion, the author does not include the emotional component in the components of these structures, which does not allow the correctional teacher to predict the possibility of the result of correctional work with psychological factors, in particular, irritability, lack of empathy, tolerance, fatigue, etc. Purely professional criteria form the teacher's mechanical skills, abilities, and knowledge that will not be useful in an emotionally charged situation. The lack of knowledge about how to act, how to stay calm when one or two children with autism suddenly and unexpectedly start running around in the classroom (group), crying, screaming, vocalizing, and all this complicates any activity, leading to despair, anxiety, panic attack, emotional confusion and detachment in solving problems. Therefore, we believe that the affective block of professional consciousness should include: emotional stability, methods of overcoming the child's excitement (verbal and non-verbal calming); self-control, harmonization of the emotional excitement of other members of the situation, etc. In correctional work with children with autism, professional knowledge and personal qualities (tolerance, emotional stability, balance, self-control of emotions) are necessary. [7].

In accordance with these thoughts, we propose to structure professional self-awareness in terms of the need to study emotional stability, namely:

- integral quality of personality;
- high level of productivity and efficiency in emotionally stressful and extreme conditions
- conscious understanding of the fact of professional burnout in oneself and one's colleagues
- quick psychological and physiological reaction to the child's problems (fear, stereotypes, crying, screaming, vocalization, neurotic reactions, aggression, etc;
- Confidence in own independent actions, focus on blocking destructive behavior, buying affect, calming the child, switching his/her attention from a negative state to a positive one
- Awareness and expectation of relapse of neurotic and psychotic states in children and competent actions to harmonize their state;
- mastering the techniques of emotional and volitional regulation at the psychological and psychophysiological levels, development and improvement of individual characteristics by specialists who provide self-awareness of the process of individual changes;

Self-awareness and systematic control of their own mental state and that of their colleagues regarding hypochondriacal manifestations, instantaneous excitement, pessimism, crying, tendency to change mood, or neuroticism, indifference, insensitivity to the experiences of others; the ability to control and analyze one's own psychological state and create individual programs to prevent and overcome destructive affective experiences, self-analysis of one's own neuroticism, despair at the fact of unrestrained emotions, indifference to external provocations, maintaining self-control, conducting psychotherapeutic measures for self-esteem, self-stability, self-regulation, and self-improvement.

Taking these mechanisms into account, in our opinion, ensures the reliability and sustainability of the professional activity of special education specialists, personal growth, and awareness of the effectiveness of the result.

According to the results of our study, the main criteria of emotional stability as a mechanism of professional self-awareness are as follows:

- professional consciousness of a special education specialist is a positive trait, property and quality of a personality and is determined by emotional stability, focus on achieving the goal;
- availability and quality of motivational, cognitive, value, regulatory and volitional, and verbal and communicative influence on the crisis situation;
- Integration and inclusion of the above qualities of a specialist in their own educational, orientation, extracurricular, leisure, developmental work in order to supervise other specialists, parents, volunteers, doctors, sports and music workers;
- systematic and long-term manifestations of professional self-awareness in specific crisis socio-economic situations of children with special educational needs by a special education specialist;
- Long-term psychological and pedagogical readiness to solve complex problems, make decisions and achieve results;
- unity of professional and socio-psychological components of a successful positive process of accompanying and supporting all people in difficult situations.

#### **Conclusions and Prospects for Further Research.**

Thus, the theoretical analysis of the problem of forming professional self-awareness of specialists in special and inclusive education has shown that this phenomenon is extremely important for the formation of psychological and pedagogical readiness, emotional stability and effective results of work with children with special educational needs. In the following, we will present a functional model for the development of professional self-awareness of correctional teachers, speech therapists, special (practical) psychologists, and orthopedists.

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