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IMPLEMENTATION OF PROJECT ACTIVITIES AS THE PRIORITY OF PROVIDING CONTINUING EDUCATION

***Annotation.** The practical aspects of project activities are analyzed. The main paradigms of the organization of the psychological-pedagogical process of project activities were analyzed, which made it possible to identify the principle positions of it in the field of inclusion education. The attention is focused on the importance and necessity of studying and providing the best practices of foreign countries in the context of higher education. The key parameters are determined and the pedagogical conditions for the construction of the system of professional training of specialists in the field of inclusion education are characterized.*

Key words: project activities, specialist of the field of inclusion education, pedagogical conditions, professional training system.

***Анотація.** Проаналізовано практичні аспекти проектної діяльності. Проаналізовано основні парадигми організації психолого-педагогічного процесу проектної діяльності, що дало змогу визначити її принципові позиції у сфері інклюзивної освіти. Акцентовано увагу на важливості та необхідності вивчення та надання передового досвіду зарубіжних країн у контексті вищої освіти. Визначено ключові параметри та охарактеризовано педагогічні умови побудови системи професійної підготовки фахівців за напрямом інклюзивної освіти.*

Ключові слова: проектна діяльність, фахівець в галузі інклюзивної освіти, педагогічні умови, система професійної підготовки.

Introduction. The integral goal of the synergy of education and spirituality is the formation of a single path of introduction into Ukrainian society of the newly created paradigm of an inclusive social and educational environment as the basis of security, responsibility and social cohesion of Ukrainian citizens in the conditions of modern integration challenges [1, p. 45].

Focusing on the issue of the European choice: educational and spiritual values on the world and national level, considerable attention is paid to the importance and necessity of studying and implementing progressive foreign experience as a means of forming social and corporate responsibility and the obligation of universities to strengthen the synergy of education and spirituality.

The fundamental works of Ukrainian scientists (V. Bondar, I. Dmitrieva, L. Fomichova, O. Khokhlina, S.Mironova, N. Pakhomova, Yu. Pinchuk, T.Sak, M.Sheremet, V. Syniov, E.Syniova, V.Tarasun) are devoted to various aspects of the problem of training defectologists and specialists in the field of inclusion education. Foreign researchers (A. Maslow, K. Rogers) and domestic (G. Abramova, O. Bondarenko, M. Boryshevskiy, L.Burlachuk, N. Zubalii, S.Maksymenko, V.Morgun, T. Titarenko, M. Savchyn, V. Panok) emphasize the importance of the stage of study at a higher educational institution for the development of the professional path of specialists in the field of inclusion education [1; 4; 6; 7, c. 44].

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The aim of the article is to reveal implementation of project activities as the priority of providing continuing education.

Research results. Unfortunately, the life of our State was divided into «before the war» and «during the war». The implementation of cohesion processes in the conditions of war should take place in view of the following basic components of the synergy of education and spirituality: idea, strategy, result [7, p. 99]. The abovementioned should be carried out under the condition of rational synergy of education and spirituality and the combination of advanced foreign experience with the innovative work of Ukrainian scientists [8, p. 327].

The modern system of higher education of Ukraine, which is at the stage of its essential transformation, faces a whole series of strategic tasks that require urgent solutions: determination of strategic priorities; quality control; active integration of science and education; economic support for areas of scientific and educational activity that are of strategic importance; establishment of a rational financing mechanism; effective implementation of the latest educational technologies; structural distribution in accordance with the optimal provision of modern requirements of the labor market by competitive specialists, etc. Our analysis of the process of globalization, variability, and competition, which are asserting themselves more powerfully every year in the world, obliges us to increase research efforts to understand the role of the synergy of education and spirituality in the formation of a personality adequate to the innovative type of social progress – the innovative personality of a psychologist.

Our attention was focused on the importance and necessity of studying and providing the best practices of foreign countries in the context of higher education. The key parameters for ensuring the competitiveness of a specialist in this sphere are determined: a high overall level of development of the national education system; assimilation of new and advanced experience acquired in the process of cooperation with foreign countries; ensuring the quality of services in the internal and external markets of educational services; availability of quality educational and research infrastructure; development of strategic partnership; development of mobility.

Thus, the key parameters are determined and the pedagogical conditions of project activities for the construction of the system of professional training of

specialists in the field of inclusion education are characterized: competence-based practical orientation (knowledge in action); observance of phasing (direction, improvement, deepening); polyfactorial diagnostics (conducting professional diagnostics and appropriate adjustment of the process of professional education students at all its stages); professionalization and individualization of the professional training process; intensification, optimization and modernization of the process of professional training; internationalization, integration of science, education, labor market and mobility of students; introduction of an intellectual and creative approach; application of personal-oriented and interactive modern technologies, methods and forms of student education; integration of professionally oriented disciplines in the context of a transdisciplinary approach; stimulation of self-knowledge and reflection as mechanisms of personal growth, self-improvement, self-education, self-realization, self-management and self-realization.

Emphasis is placed on the importance and necessity of studying and implementing the best practices of foreign countries of project activities in the context of higher education. Achieving the competitive quality of national education in the context of civilizational changes is now becoming a priority for the modernization of education in Ukraine [5, p. 55]. The difficult military situation, overproduction in certain fields of specialists and their inability to compete in the modern conditions of the market system created a situation of a hidden crisis in education. In view of modern conditions, effective activities in the provision of professional training are based on a number of conceptually new approaches that lead to fundamental changes in the organizational and functional foundations of the activities of specialists, in particular, humanizing the activities of professional spheres and increasing their authority, building relations with citizens on the basis of partnership and synergy of education and spirituality, a clear definition of the competence of psychologists to ensure the implementation of global standards [10, p.88]. The process of professional training of future specialists should be carried out in a new personal-oriented paradigm, where it will be possible to actualize professionally important personal qualities, and which will focus on the formation of

professional competence, which involves the creation of a system of professional skills, a professional culture of communication, professional reflection, self-management and management of professional activities, which will allow to achieve professional success, self-realization, professional self-fulfillment [11, p. 12].

Conclusions. Thus, European integration is an objective reality, it requires a new target orientation that takes into account the needs of international solidarity. Therefore, an important condition for the integration of higher education of Ukraine into the global educational space should be the preservation of the national experience of the synergy of education and spirituality, traditions, strengthening and development of its advantages. On the basis of the conducted analysis, the content of the professional training of specialists in the field of inclusion education was clarified and the components of the structure of the readiness of the future competitive specialist (in the aspect of innovative activity), prepared to work in modern market conditions, were determined.

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