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IMPLEMENTATION OF INNOVATIVE, INFORMATION AND COMMUNICATION TECHNOLOGIES AS A COMPONENT OF PROFESSIONAL TRAINING

***Annotation.** The question of implementation of innovative, information and communication and computer technologies in the field of special and inclusive education according to European experiences and practices has been raised. The values of mentioned providing and online education in the outlined sphere have been delighted.*

***Key words:** innovative, information and communication and computer technologies; online format; special and inclusive education.*

***Анотація.** порушено питання впровадження інноваційних, інформаційно-комунікаційних та комп'ютерних технологій у сферу спеціальної та інклюзивної освіти відповідно до європейського досвіду та практики. Висвітлено важливість згаданого забезпечення та онлайн-освіти в окресленій сфері.*

***Ключові слова:** інноваційні, інформаційно-комунікаційні та комп'ютерні технології; онлайн-формат; спеціальна та інклюзивна освіта.*

Introduction. Based on the requirements of the modern labor market for a psychologist in the field of special and inclusive education, and taking into account the conditions and indicators of training in higher education institutions, the implementation of innovative, information and communication and computer technologies, in our opinion, will contribute to the best formation of the components of the professional training in the researched field.

Intensification of digitalization processes in education actualizes new challenges and new tasks of specialists' training of the psychological profile directly involved in the organization and providing the effective functioning of the inclusive educational environment [3, p. 32].

The aim of the research is to study and to improve the motivation of specialists in the field of special and inclusive education to work in online format according to European experiences and practices.

Research results. The Faculty of Special and Inclusive Education of the Dragomanov Ukrainian State University plays active role in forming a new generation of psychologists in the field of special education with aim to provide expert help for individual with disorders of psychophysical development to create the conditions for successful socialization and self-realization.

The Program of implementation of innovative, information and communication and computer technologies in the field of special and inclusive education was provided within the framework of ERASMUS Jean Monnet LS projects: European Studies of Social Innovation in Education / ESSIE 2023– 2025 (36 months) and Universities-Communities: strengthening cooperation / UniCom Erasmus+ project: 2023– 2025 (36 months). Ethics Committee Approval: This research was performed according to the requirements of the Regulations on Academic Honesty of DUSU and approved by the Academic Council of Faculty of Special and Inclusive Education (Protocol № 1 of August 31, 2022).

Mentioned Program is providing for National Center of Mental Health. The empirical research of motivation to work in online format was conducted during 2020-2023, which involved future specialists of Department of Special Psychology

and Medicine, Faculty of Special and Inclusive Education, DUSU. This program was provided, based on the experience of scientific cooperation between the Faculty of Special and Inclusive Education and relevant faculties of European countries according to the mentioned projects [4, p. 48].

The Program of research was built taking into account the peculiarities of the best European practice of online training.

National Center of Mental Health was created with aim of Strengthen policies and programs in mental health and to improve learning and promote success for youth. It Focuses on advancing mental health policy, research, practice, and training. It shares family-schools-community mental health agenda.

Thus, Mental Health Webinar Series were provided with main objectives:

- gain increased awareness of high quality, sustainable multi-tiered system of mental health supports and services;
- support trauma-informed systems;
- discover the impacts of social determinants of health on student academic and social-emotional-behavioral success;
- learn to provide more culturally responsive and equitable services and supports;
- monitor perspectives on mental health from state levels;
- obtain insight into how youth, families, schools and communities can best work together to address student mental health needs.

Examples of webinars: Address Stress and Trauma; Trauma Responsive Care for Younger Students; Promoting Educator Well-Being: Understanding and Combatting; Compassion Fatigue, Burnout and Secondary Traumatic Stress.

So, reasonable and methodologically justified is professionally directed training of psychologists, the ultimate goal of which corresponds to outlined concepts of the student about future professional activity (objectivity activities) stimulates appropriate measures needs to obtain knowledge (motivation activity) leads to accordance training activities for personal use (purposeful activity) and also promotes the comprehension of the actual necessity of professional training as a guarantee to

become educated, cultural, professional, competitive and successful person (awareness activities) [7, p. 2279].

Technologies at the DUSU are implementing according to the answers for next questions:

- What activity do we want to do?
- How can technology help us?
- Which technology should be used?
- What do I want to achieve (learning goal)? etc.

Assistive technologies at the DUSU have next classifications:

1) by user:

- for personal use by people with special needs
- for service providers for people with special needs
- technology as part of universal design of buildings

2) by target group:

- visual impairments, blind people
- hearing impairments, deaf
- physical disabilities
- specific learning problems and cognitive impairments
- mental disorders and autism spectrum disorders
- chronic disease
- age

3) technical classification:

- software
- hardware

Activities of Special Informatics:

1. Management and support of ICT /information and communication technologies/, supporting technologies
2. Education of students with specific requirements in the field of IT and IT
3. Development of own technologies

4. Availability of the virtual environment of the university and educational programs

5. Technical support for other events (conferences, ceremonies, etc.)

6. Education of students with special needs in the field of IT

7. Own IT courses for full-time students with special needs

8. Adapted faculty courses with an IT focus

9. IT courses for students with special needs as part of the lifelong learning program.

Thus, our mission:

- Prepares highly professional specialists
- Focus on professionalism, interdisciplinarity, and internationalization
- Wide network

Therefore, we had the opportunity to implement and increase the innovative experience of the European standard (Latvia, Italy, Sweden, Czech Republic, Germany), which should be carried out in a rational combination with the innovative experience of Ukrainian scientists in the field of modern education in the format of social cohesion.

Therefore, there is a necessity of forming a new generation of Specialists that can provide expert help by implementing and increasing the innovative experience. We must do with even greater force what we do well in peacetime, do our business, do our work, promote the ideas of rational, positive, common sense for the development of a society where is no place for war...

The diagnosis of psychologists' motivation to work in online format allow not only to receive information for reflection and further analysis, but also must be helpful to determine the directions and prospects for professional growth, formation of adequate professional self-esteem, positive self-concept and psychological comfort of the future specialists [6, p. 75].

Conclusions. Based on the results of the research it was concluded that one of the main tasks of the practical psychologists' professional training to work in online format should be the formation of specific professional knowledge, skills and abilities

within the framework of special obligatory and elective training courses, special courses aimed at mastering by students basics to work in virtual environment [7, p. 88].

The obtained experimental data also confirmed the advisability of psychological and pedagogical motivational training programs («European practices of motivation development to work in online format») in the process of knowledge forming aimed at improving the components of psychologists' professional training such as implementation of innovative, information and communication and computer technologies [5, p. 45].

Particular attention should also be paid to the fact that the reform of the educational field under research requires development of scientific bases of their professionally oriented training to work in online format by eliminating small training courses and by creating integrative trans- and interdisciplinary complexes. This would form the basis for mastering the theoretical bases and practical skills of diagnostic, correctional, rehabilitation, advisory and educational work online.

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