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## **FORMATION OF INTERCULTURAL COMPETENCE OF SPECIALISTS IN THE FIELD OF SOCIAL EDUCATION**

***Annotation.** The question of formation of intercultural competence of specialists in the field of social education according to European experiences and practices has been raised. An analytical review of the study of the formation of an intercultural competence of specialists in the field of social education is given. So, the prospects for the modernization of professional training in the conditions of modern society are outlined, paying due attention to the formation of intercultural competence of specialists in the field of social education.*

***Key words:** social education, intercultural competences, specialist in the field of social education.*

***Анотація.** Підняте питання формування міжкультурної компетенції фахівців галузі соціальної освіти. Наведено аналітичний огляд дослідження формування міжкультурної компетентності фахівців галузі соціальної освіти. Отже, окреслено перспективи модернізації професійної підготовки в умовах новітнього суспільства, приділяючи належну увагу формуванню міжкультурної компетенції фахівців галузі соціальної освіти.*

***Ключові слова:** соціальна освіта, міжкультурна компетентність, фахівець галузі соціальної освіти.*

**Introduction.** Expansion of international relations and integration into the European community, the need to find constructive ideas to solve problems of optimization and intensification of technical, foreign language and other variable professional competencies in the digital age – the objective reality of education today. Several environmental factors are driving the demand for lifelong learning in the twenty-first century: abundant access to information, rapid technology changes, increased global interactions, as well as skill requirements [1, p. 45].

The priority directions of the Department of Social Work and Rehabilitation are educational and scientific issues of social psychology and pedagogy development in the context of public challenge caused by transformation of economic and social relations, development of innovations in digital education in the process of teaching future professionals, solving the problems in the social sphere, elaboration of theory and practice of social, correctional education and psychology.

**The purpose** of the research is to highlight the theoretical and methodological foundations of the formation of intercultural competence of specialists in the field of inclusive education, to substantiate the current trends in the formation of the specified competence of specialists in the conditions of inclusive education, and to provide methodological recommendations for its formation and to improve it. So, we can provide an overview of the research stages of the formation of intercultural competence of specialists in the conditions of inclusive education. The purpose of formation and development of the components of intercultural competence of the specified category of specialists is the approbation of the model of the formation of professionally important qualities and competencies necessary for the successful implementation of international inclusive principles in professional activity, as well as the evaluation of its effectiveness.

**Theoretical framework.** In Ukrainian as in global pedagogy, experience has been accumulated on the problem of the formation of professional training of specialists in the field of social and inclusive education (I. Bekh, V. Bondar, V. Gladush, T. Iliashenko, V. Syniov, M. Suprun, etc.), the formation of professional

and pedagogical abilities (N. Kuzmina, M. Dyachenko, L. Kandybovich, A. Markova, etc.). The values of diversity and inclusion in education and society and the vectors of influence on formation of intercultural competence of specialists in the field of social and inclusive education in the conditions of internationalization are revealed in the works of Y. Lyanny, A. Shevtsov, M. Sheremet, D. Suprun, M. Tripak, V. Zasenko and others.

**Presentation of the research material.** The Program of research was built taking into account the peculiarities of the best European practice. It was provided within the framework of ERASMUS Jean Monnet LS projects. 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). The preliminary consent to participate in the research was obtained from all respondents.

The training program «European practices of intercultural competence development in the conditions of inclusive education» was provided, based on the experience of scientific cooperation between the Faculty of Special and Inclusive Education of DUSU, Faculty of the Humanities and Pedagogy (Department of Social Work and Rehabilitation), National University of Life and Environmental Sciences of Ukraine and relevant faculties of European countries: Sapienza University, Rome, Italy, Masaryk University, Brno and Tomas Bata University, Zlin, Czech Republic, The John Paul II Catholic University, Lublin, Poland etc.

The main aim of participation in the projects of academic mobility is mastering the best examples of international experience in the field of modern world-class professional training. Also it is unique opportunities: to renew and deepen knowledge and skills, to improve the professional level, which will guarantee the quality of the professional work; to support the professional development, professional training, in order improve the quality of teaching; to support professional training across Europe; significantly improve knowledge of foreign languages; to raise awareness and understanding of other cultures and countries; to support international cooperation

and contacts; to be an active member of European society; to have the ability offer projects and programs that better meet the needs of everyone in Europe [9, p. 333].

The next current trends of psychologists' professional training were revealed: transformation professional training in the context of internationalization of higher education; competent approach as an organizational mechanism for the modernization of professional training; inter- and transdisciplinary, as approach of professional training in the field of social and inclusive education and academic mobility [7, p. 32].

Understanding the professional training of psychologists in the field of social and inclusive education in higher educational institutions in projection on the practical implementation of level definitions has been defined as an optimal intensive use of traditional and innovative forms, methods and means of training aimed at effective and efficient assimilation of psychological and pedagogical knowledge and methods of obtaining it at the level of professional psychological and pedagogical, professional and subject, methodological, general cultural and managerial aspects [2, p. 52].

**The analysis of the results of theoretical and empirical research.** It has been proved that a proper diagnostic provides a scientific approach to the organization of work with students and with practice specialists according to their professional development and self-development. Thus, we can present the data obtained from the questionnaires of students, as well as specialists of social and inclusive education who work for the first year all over Ukraine. The total number of participants in the experiment was 493. The results of the levels' formation of intercultural inclusive competence are presented in Table 1.

**Table 1**

**Formation of levels of intercultural competence (%)**

| Experimental groups | The distribution of participants in the ascertainment stage of levels of intercultural inclusive competence (%) |     |                             |      |                              |      |                        |      |
|---------------------|---|-----|-----------------------------|------|------------------------------|------|------------------------|------|
|                     | The high (innovative)   |     | The sufficient (productive) |      | The average (reconstructive) |      | The low (reproductive) |      |
|                     | <i>p</i>  | %   | <i>p</i>                    | %    | <i>p</i>                     | %    | <i>p</i>               | %    |
| E1 (199)            | 9   | 4,1 | 55                          | 28,0 | 104                          | 52,9 | 31                     | 15,0 |
| E2 (294)            | 12  | 4,0 | 82                          | 28,0 | 150                          | 51,0 | 50                     | 17,0 |

At the stage of the ascertainment experiment, monitoring of the level of formation of key components of intercultural readiness to work in an inclusive educational environment among practice and future specialists was carried out. From the obtained data, it was determined that a significant part of specialists in the field of special and inclusive education do not sufficiently understand the intercultural directions and perspectives of inclusive education, since there are quite a lot of answers in which we observe a lack of awareness of the key issues of the problem. The results of interviews confirm the following: specialists are not sufficiently oriented in intercultural inclusive values, noting overall satisfaction with the choice of the field of professional activity, they have fears and insecurities about solving working issues [11, p. 143]. The data obtained in the process of the cut on all indicators, indicate that in general for students-psychologists was characterized by a lack of systematic knowledge, clear ideas about psychological and pedagogical intercultural activities, as a consequence, but an incompletely formed attitude to it and the lack of ability to manage these activities [14, p. 32].

Thus, at the time of conducting the ascertaining stage of the experiment, the readiness to work in the conditions of intercultural inclusive education is insufficiently formed. Therefore, the formation of the personality of a competitive specialist with an appropriate level of intercultural competence becomes of primary importance.

Retention of experimental data confirmed the expediency of the modernization of methodology of the psychological education at higher universities in the process of formulating knowledge by psychological and pedagogical practically oriented training and special educational courses with trans- and interdisciplinary connections, which is due to changes in educational reform, the influence of new pedagogical concepts, the search for analogues of modern educational interdisciplinary integration processes [12, p. 25]. So, it is necessary to mention the theoretical and practical essence and trends of the modern technologies of special education specialists' professional training in higher educational institutions which are revealed: universal interaction of various pedagogical systems and teaching technologies, the

introduction of new forms of practice and integrated pedagogical systems in practice provides the effectiveness of the pedagogical process; significant growth of the role of the communicative orientation of learning [8, p. 52]. The possession of a foreign language is a professional and cultural base for a specialist in any specialty, which gives the opportunity to be an equal partner in international co-operation, active use of technical means, increasing the role of mobility in the conditions of internationalization.

Thus, based on the identified trends, such as competent approach and inter- and transdisciplinary, reasonable and methodologically justified is professionally directed training, the ultimate goal of which corresponds to outlined concepts of the student and specialists of inclusive education who work for the first year 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) [12, p. 84]. Therefore, an essential component of special education specialists' training is the introduction of special education courses «New trends of training in the field of special education» and «Psychology of Management», in which can be seen trans- and interdisciplinary connections. Also, based on the results of research and based on studies of this problem have been developed and applied in practice methodical complexes training sessions «Intercultural Components' formation of professional and personal growth in the field of social and inclusive education» and «Development of motivation of professional self-realization in the field of social and inclusive education» [5, p. 112] according the training program «European practices of intercultural competence development in the conditions of social education» [3, p. 32].

**Discussion and conclusion.** The focus on the individual trajectory of the specialist's personality development leads to a change in the ratio between the normative requirements defined in the state education standards and concrete results

– the requirements for self-determination, self-education, independence and self-governance and the development of intercultural competence in educational and professional activities. Therefore, we currently have the opportunity to implement and multiply experience, which should be carried out under the condition of rational combination with the innovative work of Ukrainian scientists-organizers of higher education in the field of modern inclusive education in the conditions of intercultural social cohesion [1, p. 32].

Thus, the psychological and pedagogical conditions for the formation of psychological and professional intercultural readiness, and, therefore, intercultural competences of specialists in the field of social education are: psychological and reflective orientation of education; professional motivation, the presence of positive spiritual and moral qualities and emotional stimuli, immersion in active intercultural innovative activities, etc. It is the highlighted cross-cultural multi-vector model in the system of training specialists in the field of special and inclusive education, including post-graduate education, that makes it possible to form an international inclusive culture and reveal creative potential as a means of influencing the comprehensive development of general, professional and psychological and pedagogical characteristics, intercultural competences and abilities [14, p. 32].

The integral goal of the synergy of education knowledge and practice in the context of researched problem a single path of introduction into society of the newly created paradigm of an inclusive social and educational environment as the basis of security, responsibility and social cohesion of citizens in the conditions of modern integration challenges.

So, speaking about the internationalization of higher education, in particular, in the field of professional psychologists' training in the field of special education, it should be emphasized the importance of this process and noted that it can be achieved not only by changing regulations. It also requires proposals from higher education institutions, international experience of universities, which will be able to transfer to other institutions and will multiply it themselves. The internationalization of higher education must become an everyday reality [15, p. 44].

Among the advantages of internationalization three aspects are underlined:

The first is the formation of a higher education system understandable to the international community, which will be achieved through integration with the European Higher Education Area and the research area.

The second aspect is to ensure the competitiveness of Ukrainian higher education institutions. This can be achieved by supporting international cooperation of universities, their participation in international projects and programs, improving the quality of higher education within each university.

The third is strengthening the potential of higher education institutions, preparing them for active participation in international projects [4, p. 31].

The level of preparedness of the graduate must meet international standards, which will allow effective cooperation in the global living space. This is seen as possible, first of all, due to the breakthrough in education, and then in society in general. Therefore, conceptual priorities and principles of academic mobility experience can be outlined: to improve the attractiveness of higher education in Europe and support higher education institutions with Europe to be competitive in the international higher education market; to support the priorities recognized in international documents; to support internationalization, to improve quality and attractiveness, equal access and modernization of higher education institutions outside Europe in order to strengthen development of institutions in the program partner countries; support the development of foreign policy goals and principles, such as property rights, social cohesion, equality [14, p. 32].

So, our study does not cover all aspects of discovered problem in the field of special education. To further areas of study of can cover modern concept of professional personality competency, development of teaching systems, models and technology of training in the field of social and inclusive education with the peculiarities of their functioning in the context of professional internationalization.



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