

PRINCIPLES OF TRAINING FUTURE TEACHERS OF PRIMARY GRADES FOR THE IMPLEMENTATION OF VARIOUS ROLES IN AN INCLUSIVE EDUCATIONAL SPACE

The study is aimed at substantiating the principles of training future specialists in the specialty 013 Primary Education to implement various roles in an inclusive educational space.

Statement of the problem in general. The processes of transformation and reform in the higher education system have led to conceptual changes that are reflected in the educational process of teachers of all specialties, including the structure and content of training of specialists in the specialty 013 Primary Education. In Ukraine, the training of specialists in the relevant specialty was influenced by the main aspects of the Concept of the "New Ukrainian School", which were published in 2016 as a result of public and political discussion. The Concept outlined the main areas of change, which included specifics and ways to harmonize the leading positions of professional training and implementation of educational activities in the areas. For example, an urgent problem is the substantiation of the principles of training future primary school teachers and the definition of the content of various roles in the inclusive educational space by teachers.

Despite the fact that the general aspects of primary school teacher training have been characterized in Ukrainian scientific works, the principles of training future specialists in the specialty 013 Primary Education for the implementation of various roles in the inclusive educational space have not been the subject of targeted research and need to be clarified.

Summary of the main research material. Recently, the higher education systems of Ukraine and the European Union member states have undergone changes and reforms, which was a logical consequence of cooperation in the field of education in terms of developing a modern model of primary school teacher.

In order to substantiate the principles of training future specialists in the specialty 013 Primary Education, it is necessary to refer to the scientific research of N. Nychkalo, L.

Lukianova and L. Khomych (2012, 54 p.), that characterize professional training in two main models:

1) a parallel model that provides for the simultaneous mastery of all educational components of the educational and professional program: compulsory and elective throughout the entire period of education;

2) a sequential model that provides for the mastery of compulsory and elective components in the specialty at the first (bachelor's) level of higher education, and the educational components of the psychological and pedagogical cycle, including practice at the second (master's) level of higher education.

At the present stage in Ukraine, all levels of training of future primary school teachers implement a parallel model aimed at simultaneous mastering of general and professional educational components, different types of practices and implementation of the research component of the educational and professional program. Both models of training involve the introduction of the principles of the competence approach, which researcher A. Kharkivska characterizes as a renewal of the essence of education aimed at developing the competencies of students based on the principles of fundamentally, universality, integrative, variability, and practical orientation (*Kharkivska, 2009, p. 71–177*).

Thus, the main principles of training future specialists in the specialty 013 Primary Education for the implementation of various roles in the inclusive educational space are as follows:

- principle of science - determines the compliance of the content of the educational and professional program with the state of modern science, technology, digital technologies, economy, labor market, the basic principles of inclusion in society, etc.;

- principle of educationality - characterizes the procedural component of training future specialists to implement various roles in an inclusive educational space in the unity of processes: training, education, development;

- principle of synergism - characterizes the process of professional training in the plane of continuous development, which takes place in accordance with the peculiarities of

the functioning of the system of higher pedagogical education as capable of self-organization;

- principle of cultural relevance - provides for an organic connection of professional training with the history of the Ukrainian people, language, cultural and religious traditions of Ukraine and other countries of the world;

- principle of humanization of activity - provides for the focus of education on worthy professional self-affirmation, expediency of choosing forms, resources, tools of professional training, taking into account personal requests of future primary school teachers, and forming an attitude towards a person as the highest value;

- principle of objectivity - aims to recognize the professional activity of future specialists in the inclusive educational space as a real reality, focused on achieving program results that can be measured and adjusted through the introduction of objective, transparent, understandable criteria for monitoring the acquired competencies;

- principle of timeliness - creates conditions for a rapid response of the system of future specialists in the specialty 013 Primary Education to changes in educational practice;

- principle of purposefulness - provides for the formation of appropriate tasks, directing the educational process to achieve a specific goal, during which personal requests are correlated with the general tasks of professional training.

It should be noted that the main competencies expected of a future and practicing primary school teacher are specified in the Professional Standard for Professions (2020), namely: linguistic and communicative, subject-methodical, information and digital, psychological, emotional and ethical, pedagogical partnership, inclusive, health-preserving, design, prognostic, organizational, evaluative and analytical, innovative, reflective, lifelong learning (*Profesiynyi standart za profesiiamy "Vchytel pochatkovykh klasiv zakladu zahalnoi serednoi osvity", "Vchytel zakladu zahalnoi serednoi osvity", "Vchytel z pochatkovoio osvity (z dyplomom molodshoho spetsialista)", 2020, P. 45*).

In accordance with these competencies of primary school teachers, their role in the educational process is changing. The future specialist cannot exclusively realize the role of a didactic, and his professional activity is considered in the plane of an inclusive

educational space as a coach, mentor, tutor, facilitator, moderator of the individual educational trajectory of a primary school student, which, in our opinion, depends on external and internal factors influencing the process of professional training.

Therefore, we consider the role structure of the teacher's personality in the inclusive educational space as a consolidation of individual professional roles into a structure that provides for the connection and dependence between individual roles in the system of professional activity, which together determine the leading model of behavior of a specialist.

Conclusions and Prospects for Further Research. Thus, at the present stage of reforming the education system, the problem of training pedagogical staff with personal traits and professional competencies to realize the intellectual potential of primary schoolchildren is particularly acute. The system of training future specialists in the specialty 013 Primary Education for the implementation of various roles in an inclusive educational space involves improving professional training, harmonizing the content, methods and principles of teaching in accordance with the principles of humanization, tolerance, democratization, using modern digital tools and the achievements of psychological and pedagogical science.

We see the prospect of further research in substantiating theoretical and methodological concepts, technologies for training future specialists in the specialty 013 Primary Education to implement various roles in the inclusive educational space and diversifying qualifications and the list of professions in the field of 01 Education / Pedagogy.