

є українські народні колискові, жартівливі, календарно-обрядові, історичні пісні, визнані окрасою духовної культури нашої нації. Виконання українською малечею творів, в яких увіковічуються славні традиції, героїчні вчинки, думки, надії, прагнення, знання нашого народу є цінним доважком до процесу формування молодого особистості. Особливо актуальним є використання таких музичних перлин у роботі з дітьми, які зазнали психологічних травм у період російсько-української війни.

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#### MOTIVATION TO WORK IN ONLINE FORMAT AS A COMPONENT OF PROFESSIONAL TRAINING: EUROPEAN EXPERIENCES AND PRACTICES

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Підняте питання Європейського вибору в ракурсі питання вдосконалення мотивації фахівців у сфері спеціальної та інклюзивної освіти до роботи в онлайн-форматі відповідно до європейського досвіду та практики. Цінності онлайн-освіти в глобальному та національному вимірі висвітлено. Проведено аналітичний огляд результатів дослідження мотивації до роботи в онлайн-форматі в якості компонента професійної підготовки.

**Ключові слова:** мотивація, онлайн-формат, компонент професійної підготовки.

The question of improvement of the motivation of specialists in the field of special and inclusive education to work in online format according to European experiences and practices has been raised. The values of online education in the global and national dimensions have been delighted. An analytical review of research's results has been conducted.

**Keywords:** motivation, online format, component of professional training.

**Introduction.** 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 [9, p.87].

**Analysis of researches and publications.** Various scientific researches are devoted to numerous issues of psychologists' professional training. Particular attention is paid to the psychologist' personal qualities as they are related to the specifics of training in higher educational institutions and indicators of the effectiveness of professional activity (Bartram, Roe, 2005; Hatcher, Lassister, 2007; Maksymenko, 1999; Panok, 2003; Syniov, 2016; Suprun, 2016, 2018, 2020, 2021). Much researches are devoted to contemporary problems of motivation to future psychologists' professional self-improvement. The ways of professional training, retraining and advanced training of correctional pedagogues and psychologists in the conditions of inclusive educational space are identified (Demchenko, 2016; Florian, Linklater, 2010; Sheremet, 2017, 2021 etc.). The values of diversity and inclusion in education and society and the vectors of influence on the quality of educational services in the conditions of internationalization and global digitalization are revealed in the works of G. Afuzova, M. Nesterova, Y. Lyanny, A. Shevtsov, M. Sheremet, D. Suprun, M. Tripak, V. Zasenka and others.

**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.

**Presentation of the research material.** The empirical research of motivation to work in online format was conducted during 2020-2022, which involved future specialists of Department of Special Psychology and Medicine, Faculty of Special and Inclusive Education, DUSU.

The development of the researched motivation was carried out in two stages: at the first, a psychodiagnostic examination of the sample was provided, aimed at determining the formation of the motivation to work in online format of specialists in the field of special and inclusive education, at the second, the psychological effectiveness of the program for the development of such motivation was investigated. The training program «European practices of motivation development to work in online format» was provided, based on the experience of scientific cooperation between the Faculty of Special and Inclusive Education of National Pedagogical Dragomanov University 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. [13, p. 48].

The Program of research was built taking into account the peculiarities of the best European practice of online training. It 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 No. 1 of August 31, 2022).

Thus, the formative stage of the research was conducted during 2021-2022 and was attended by 130 Master's degree students (aged 25-27),

specialty 053 Psychology. 71 participants made up the control group (CG) and 59 – the experimental group (EG).

For achievement the aim with tasks, the set of complementary methods was applied:

- theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem of the motivation to work in online format of specialists in the field of special and inclusive education in the psychological theory and practice of activity and to determine the essence and structure of mentioned motivation;

- empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual interviews), psychodiagnostic methods and research techniques were applied: the Rokeach Value Survey (values scales) (M. Rokich), the Bass Orientation Inventory (B.Bass) [8, p.57], «Measuring of the Motivation to Achieve Success (MAS) and the Motivation to Avoid Failure (MAF)» (A. Rean, R. Nemov, T. Ehlers), «Motivation to professional activity» (K. Zamfir, modification by A. Rean), made it possible determination of criteria and factors of motivation to work in online format and allowed to carry out a practical test and to determine the psychological effectiveness of the program of motivation development to work in online format of specialists in the field of special and inclusive education [9, p. 45].

According to tasks, a criteria base was developed, which makes it possible to provide diagnostic of the state of formation of the researched motivation. The criteria for evaluating the level of motivation to work in online format of specialists in the field of special and inclusive education included: the criterion of needs (indicators of self-actualization and generalization of expectations), the value criterion (indicators of value and personal orientations), the personal criterion (indicators of leading trends) and the behavioral criterion (an indicator contains the set of skills and practical solutions of tasks related to the work in online format).

**Statistical Analysis:** the data of the study were summarized as numbers, percentages, averages, and standard deviations. The statistic methods were applied to process research results, to establish quantitative relationships between the investigated indicators, to ensure qualitative analysis and verification of empirical data (Student's t-criterion, Fisher's  $\phi$ -criterion).

Thus, the results of empirical research of motivation to work in online format were next: The high (innovative) level is appropriate for 11,6% . These students were interested in professional activity in online format, had positive attitude to various aspects of it; had a clear focus on self-knowledge and self-development, confidence in the importance of their own efforts to achieve professional goals. The sufficient (productive) level is appropriate for 30,0%. They showed a positive attitude to future professional activity. The average (reconstructive) level is appropriate for 50,0%. These investigated persons demonstrate mostly positive, but in some cases an uncertain attitude towards various aspects of the future professional activity in online format; in general, they are focused on self-development. The low (reproductive) level is appropriate for 8,4%.

The analysis of the obtained results made it possible to make conclusions about the general average and low level of formation motivational component of the

students' professional readiness (specialty 053 Psychology, educational program – Practical psychology) to work in online format [10, p. 11].

Results after providing the formative stage according to the value criterion. The Rokeach Value Survey (values scales) (M. Rokich): the quantity of respondents of the EG increased from 55.20 to 66.10%, who considered the following terminal values of individual self-realization to be the most significant: self-confidence, productive life, active professional activity. The increase in the individually significant direction of value orientations has been established, which is an indicator of increase of the level of motivational readiness for changes, awareness of own role in the organization of life and professional activities. As example, the analysis according to the indicators of The Bass Orientation Inventory (B. Bass) showed a significant motivation development to work in online format, which was reflected in the quantity increase of participants of the EG with the type of orientation towards the task (from 23.72% to 32.20%), towards oneself (from 25.42% to 37.28%) and in the quantity decrease of interviewees with the focus on interaction and communication (from 50.86% to 30.52%) (differences are significant at  $p \leq 0.05$ )

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 [12, p. 75].

**Conclusions, prospects for further research.** 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 [13, p. 88].

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.

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 motivation to work in online format [14, p. 45].

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**ЗАБЕЗПЕЧЕННЯ СОЦІАЛІЗАЦІЇ УЧНІВ  
З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ  
СУЧАСНОГО РОЗВИТКУ СУСПІЛЬСТВА**

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*У статті розглядається забезпечення соціалізації учнів з особливими освітніми потребами в сучасних умовах розвитку суспільства. Висвітлено структуру і зміст корекційно-виховної роботи на підставі розуміння сутності та основних стадій соціалізації, з огляду на її місце в системі спеціальної освіти. Враховано сучасні вимоги до процесу соціалізації дітей з особливими потребами в контексті нової Концепції спеціальної освіти.*