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MODERN TRAINING OF FUTURE TEACHERS OF THE
INSTITUTIONS OF GENERAL EDUCATION OF UKRAINE AT THE STAGE
OF ITS INTRODUCTION INTO THE EUROPEAN EDUCATIONAL SPACE:
LANGUAGE ASPECTS

In the scientific research the analysis of the main ways and means of improving the language and communicative culture of future teachers of primary schools is made; the theoretical background of work on the development of the correctness of Ukrainian broadcasting of future teachers in the conditions of bilingualism is considered; the speech situation of the east of Ukraine is outlined and the principles and methods that allow to raise the level of correctness of students' speech are determined; the interpretation of the concepts of "polylingual competence", "polycultural competence"; the essence of organization of educational process on the principles of polylinguality in institutions of higher education is determined; the polylingual and multicultural principles of organization of educational process in institutions of higher education of Ukraine are characterized; the tendencies of formation of inclusive education in Ukraine are determined; the peculiarities of the speech training of primary school teachers and teachers-linguists to the introduction of inclusive forms of education into educational practice are highlighted; the content of the existing curricula and

work programs for the training of primary school teachers and teachers with philological education for work at a school with children with special needs is defined.

Key words: linguistic and communicative culture, linguistic issue, future teachers of elementary school, speech culture, correctness of Ukrainian speech, bilingual environment, interference, future teachers, inclusive education, children with special needs, training of the future teacher for the education of children with special needs.

Formulating of the problem in general and its connection with important scientific and practical tasks. In the process of reforming of the school education system in Ukraine, the linguistic issue, which is the basis for reproducing not only the intellectual but also the spiritual potential of the Ukrainian nation, is an important component of education in general and school in particular. According to the concept of the "New Ukrainian School", education should become one of the factors of the development of the state itself, therefore, the culture of broadcasting contemporary students as a component of school culture is one of the most influential factors in Ukrainian society, and consequently the problem of pedagogical communication arises, first of all, as a problem of the culture of teacher's speech, so the modern educational strategy which is aimed at the formation of a person who understands the importance of studying foreign languages, honors different national cultures, which is capable of effective livelihoods in a multinational and multicultural environment. However, the phenomenon of bilingualism that exists in our country, in particular in the East of Ukraine, shows an increase in the tensions surrounding the implementation of constitutional requirements for the development and use of languages.

Singly, it should be noted that the integration of educational space, openness, which leads to the joint existence of various models and technologies of education - all this quite sharply changes the idea of what professional characteristics of modern teacher are important. The practice of Ukraine regarding the introduction of inclusive forms of education in the system of general

educational institutions is complex, which is connected with the presence of barriers to general education, namely: insufficient level of competence within the framework of this problem of the pedagogical corps of higher education pedagogical institutions; lack of a systematic vision of the problem of inclusion and ways of its solution in various educational structures; the priorities and values of a modern comprehensive school are focused on the result, not on the person.

The purpose of this scientific research is to highlight the problem of forming the language and communicative culture, the formation of polylingual and multiculturalism of future educators in the context of bilingualism and the peculiarities of their language training for the teaching of children with special needs in the context of the introduction of inclusive education and the identification of the main ways and means for their improvement.

§ 1. Formation of polylingual and multicultural competences of future teachers of educational institutions of Ukraine in conditions of bilingualism

The draft Concept of Language Education states that Ukraine is a multicultural and multinational state, therefore, language education is important in the country [5]. The priority task of contemporary teachers is to educate the younger generation of patriotism in their native country, respect and love for its culture, and, at the same time, tolerance and respect for representatives of other cultures, readiness and ability to intercultural dialogue.

The works of native and foreign researchers are current (O. Akhmanova, U. Vainraich, L. Vorotnyak, O. Zadorina, G. Ponomareva, T. Radchenko, M. Tadeeva, G. Tymirbaeva) and state that the problem of formation of polycultural and polylingual personality has already been considered by scholars after the collapse of the Soviet Union [3], but the particular urgency of this problem becomes today when Ukraine introduced a visa-free regime that allows citizens to move freely through countries that are part of the European Union. However, the Ukrainian society is not well prepared for multilingual and

multicultural communication, which necessitates further research in the direction of studying the problem of formation of polylinguality and multiculturalism.

On the basis of the analysis of scientific works, it is possible to conditionally determine that "polycultural competence" is an integrative personal quality based on the knowledge of other cultures and languages and manifested in the ability of the individual to apply acquired knowledge and ability to interact with representatives of other cultures on the basis of tolerance and acceptance ethnic diversity [7].

Based on the research of a foreign scientist G. Timirbaeva [9], it can be argued that "poly-lingual competence" is an integrative set of communicative competences in all languages that the individual possesses.

Understanding the concept of bilingualism as a phenomenon of social and at the same time psychological one, attracted the attention of researchers to relevant issues, mainly in the context of the history of domestic linguistics. Bilingualism is, according to the definition in O. Akmanova's linguistic dictionary, "equally perfect possession of two languages" [1; p. 125]. W. Vainraych, one of the first researchers in the bilingual problem, considers this term as "the practice of alternating use of languages" [2; p. 28]. The scientist, M. Tadeeva [8], considers the problem of formation of a polylingual and multicultural personality of a young person by means of foreign education in the conditions of modernization of education for sustainable development of society.

Ukraine's accession to the European educational space implies that the Ukrainian system of multicultural education should be aimed at the formation of a worthy, critical thinking and free personality that recognizes the identity of other peoples and respects their rights.

The theoretical reflection requires the formation of a world-view culture of students of pedagogical institutions of higher education as future educators who will educate the younger generation of the nation and provide the conditions for its development, and teachers of pedagogical institutions of higher education face the problems of the methodology of forming the polylingual and multicultural

personality of the future teacher and building the educational process of its formation in the conditions of bilingualism, which has developed historically in the territories of Ukraine.

Based on the monitoring of the results of external independent assessment of the Ukrainian language and literature, it has been determined that children who studied at schools for national minorities are much worse in tests and often can not overcome the minimum barrier to entry to higher education, therefore, representatives of the Ministry of Education and science, in the provisions of the new law "On Education", suggested solutions to this problem. [5].

In addition to resolving the current issue of the 7th article of the Law "On Education" at the state level, it is necessary to look for ways to make the "painless" transition of the study of school subjects from the language of national minorities to the state one, while taking into account that the modern educational strategy is aimed at the formation of a person who is aware of the importance of studying foreign languages, honors different national cultures that are capable of effective livelihoods in a multinational and multicultural environment. To ensure that the specified transition from the junior high school to the secondary one does not become problematic, students should be gradually prepared to interchange the language of the national minority by the state.

In the curricula of the preparation of students of specialties 013 Primary education and 035 Philology (Ukrainian language and literature) there is no discipline "Methodology of teaching the Ukrainian language in general education institutions with languages of education of national minorities", but we emphasize that teaching Ukrainian as a mother tongue and as second (non-native) - these are different techniques. To resolve this contradiction, it is necessary to create in the pedagogical institution of higher education a permanent elective on the methodology of teaching the Ukrainian language in general educational institutions with languages of instruction of national minorities for specialties 013 Primary education and 035 Philology (Ukrainian language and literature), which will enable

the preparation of a modern specialist capable of to orient in methods and techniques of learning.

The organization of the educational process in pedagogical institutions of higher education involves targeted actions implemented in the functional unity of the management, teaching staff and students' composition and aimed at the formation of an educated, harmoniously developed, professionally competent specialist.

To determine the state of readiness of teachers and students of the Kharkiv Humanitarian and Pedagogical Academy of the Kharkiv Regional Council for the formation of a polylanguinal outlook in them, the following modern diagnostic methods are used: diagnostics of the need for communication (according to Y. Orlov); diagnostics of the general level of communicability (by V. Ryakhovsky); diagnostics of the effectiveness of pedagogical communications (according to O. Leontiev); questionnaires for determining the level of communicative pedagogical abilities of future teachers; broadcast status control cards; test "Self-assessment of communicative control", etc.

In addition to the aforementioned methods, the questionnaires and tests developed by the creative group of the scientific and pedagogical staff of the Kharkiv Humanitarian and Pedagogical Academy of the Kharkiv Regional Council, which also makes it possible to determine the level of the field of culture [6]: the control of the conditions for the development of the formation of the polylingual and multicultural personality; self-assessment of communicative control test; broadcast control card.

Choosing a method, validity of the methodology and its adjunct to the practice of diclating, ease in the realization and in the evaluation of results, possibility of use of applied methods in practical actions of higher education institution were taken into account.

At the same time, there was a previous questionnaire of the professorial-teaching staff of the institution of higher education for the detection of peculiarities

of the formation of polylingual and multicultural personality in the process of professional education.

According to the results of the survey of professorial and teaching staff (more than 5 years after the teaching experience), there were identified significant difficulties regarding the development of polylingual and multicultural identities in them. In particular, it turned out that 66.7% of respondents perceive the degree of significance of the development of a polylingual and multicultural person in the process of professional education.

It should be noted that as many as 38.9% of the respondents were unable to provide an answer to the question "What kind of practices do you use to develop a polylingual and multicultural person?" So, it turns out that 61.1% of respondents do not have enough information about the educational and developmental opportunities of the discipline that they take.

To the request "Specify the most of the ways of developing the formation of a polylingual and multicultural person in the process of professional education" - 34.5% of the respondents mentioned the increase in the term of pedagogical practice; 43.2% - the need to improve communication between theoretical and practical lessons. At the same time, 22.3% of the teachers had difficulties answering that question.

To the question "What difficulties arise in your work in the development of formation of a polylingual and multicultural personality?" - 37.8% of respondents mentioned the not enough developed methodological base as a reason of difficulties; 62.2% of the respondents indicated that there is very little literature on this problem.

As to the practical implementation of the teachers 'purposeful work on the development of polylinguality and multiculturalism, only 18.7% of the respondents adhere to this at every lesson. Others do not adhere to this (51.6%), or do it if there is some necessity (29.7%), because they say that the discipline they are involved in, and educational process in general have a necessary educational and developmental influence.

Questionnaire data indicate that teachers understand the importance of the development of the polylingual and multicultural person in the course of the work of the faculty. At the same time the high number of teachers has difficulties in direct work on the formation of a polylingual and multicultural personality of a future teacher.

For development of polylinguality and multiculturalism in the teaching staff, foreign scholars and teachers are invited to work together to conduct teaching and conduct international research. That is why the faculty members of the Kharkiv Humanitarian and Pedagogical Academy of Kharkiv region, under the Peace Corps program, was invited by the American volunteer Byron Hauser, who spent two years living in a dormitory and teaching at the Department of Foreign Philology. In addition, this year teachers and students met with their American counterparts - Ph.D., Professor Brian Eberli and Ph.D. Renata Tyha of the Institute of Municipal Integration of the University of Minnesota, who discussed the issue of organizing inclusive education in Ukraine.

Another important factor for a more in-depth study of foreign languages and improving the broadcasting of the academy's teachers is the systematic holding of seminars for the improvement of professional speech and the study of foreign languages.

To determine the nature of the formation of a polylingual and multicultural personality in students during the educational process, an analysis of the study of the level of basic disciplines was carried out with the help of basic and final control and basic education tests ("Modern Ukrainian language", "Ukrainian language (for professional orientation)", foreign language (for professional orientation), "rhetoric").

The process of learning any language is very complex, which involves thorough preparation. A skilled educator should be able to motivate a student for a permanent job, but to do so in such a way that he aspires to that, that is, to preserve his interest in learning the language and developing it.

On the basis of the analysis to increase the interest of students in language learning, in particular the foreign language, and their understanding of the significance of polylinguality and multiculturalism, on the basis of the Academy, a number of measures are conducted: the specially developed complex of contrastive exercises for formation of polylinguality and multiculturalism of future teachers (exercises on formation, training and consolidation of polylingual and multicultural skills and skills, for polylanguage communication in a professional context); binary lessons on disciplines "Ukrainian language (for professional orientation)" and "Foreign language (for professional orientation)" (binary lesson (from Latin *binarius* - double) - a kind of integrated lesson that organically combines the study of two or more subjects, for example, foreign and native languages, which allows to integrate knowledge not only from different fields, but also act as a very important means of gradual preparation for the interchange of one language by another one [4]); the continuous functioning of student scholarly circles for in-depth study of Slavic and non-Slavic languages (contributes to mastering the specialty, the expansion of theoretical outlook and scientific erudition of future specialists, acquainting students with the state of development of scientific problems in various fields of science, technology, culture, the formation of abilities to apply theoretical knowledge in practice, forging students skills for conducting scientific discussions, etc.); round table discussions and student scientific conference on "Building polylingual outlook of the future teacher in the conditions of implementation of intercultural communication" (promotes in-depth learning subjects, revealing her identity, forming an opinion on a particular subject; expanding world of students, their comprehensive development, establishing creative and personal contacts with colleagues from leading educational institutions of Ukraine); East and West project together: exchange of students and teachers of higher education institutions in Podolia and Slobozhanshchyna (promotes self-development - young people to get an opportunity to visit another city, to get acquainted with the culture of a certain region, to get practical and theoretical knowledge from teachers, to communicate

and meet new people , which is prestigious and attractive - because such programs allow you to travel, find new friends and enjoy new hobbies); psychological and pedagogical trainings and trainings of foreign-language pedagogical communication, which help to increase the efficiency and effectiveness of the formation of practical readiness of students for pedagogical communication, as well as promote tolerance to other nations; interfaculty competitions "Traditions of European countries" (students choose a certain country and prepare the project work; annual language-literary quests, made in different languages; the implementation of a number of tasks contributes to the awareness of the need to have a modern man in several languages; the activation of educational and cognitive activity, enhancement of motivation to acquire knowledge ; extends the possibilities of students' self-education).

Thus, pedagogical diagnostics is related to the collection, preservation, processing of information and its use for managing the educational process. The results of the study are discussed at the academic council of the academy, in individual conversations with students, collectively, with a group of activists - that is, in various forms and with the help of different methods; they bring in the appropriate examples and positive experiences, which provides an improvement in the effectiveness of the study.

The analysis of reproduction and performance shows that there is a positive dynamics in terms of improving the polylinguality and multiculturalism of future educators. The main findings of the study: indicators of the degree of awareness of the development of the polylingual and multicultural person from 66.7% at the initial stage - increased to 88.5% in the final result; the most significant increase in the number of completed products from 51.6% increased to 76.2%.

§ 2. Peculiarities of improvement of professional training for the teaching of the Ukrainian language of future teachers of elementary school and teachers with philological education in the context of the introduction of inclusive education

At the present stage of the development of society, the number of children with speech disorders has increased in comparison with the previous decade and has a tendency for further growth. Therefore, the issue of children's speech development is one of the most important. Modern pedagogical personally oriented process of education and upbringing of school-age children is based on interactive technologies.

The new model of education in Ukraine is intended to reorient the educational process into the formation of a spiritually healthy creative person capable of thinking productively, solving the problems of the present and the future. In this context, the actual problem of Ukrainian pedagogical theory and practice is the realization of the rights of children with disorders in psychophysical development, including children with severe speech impairment.

Inclusive education is one of those concepts that require a change in the perceptions that have been formed for many decades in all participants in the education system. Considering education through the prism of inclusiveness means changing the perceptions that the problem is the child, and the transition to an understanding of what changes the education system itself needs.

The main goal of education and upbringing of people with special needs is full integration into society, their ability, along with healthy peers, to bear social burdens, to perceive the intellectual and aesthetic values of society, to master the moral and ethical norms of human relationships [4]. It is clear that the achievement of a certain goal is possible only in the presence of appropriate conditions in society for the development and upbringing of this category. Integration of children with psychophysical disorders in conventional educational institutions is a global process involving all highly developed countries [3].

Intensification of the educational process of children with special language needs requires a series of studies aimed at improving the system of their education and upbringing in the modern conditions of development of our state.

Today, on the basis of scientific researches of scientists (G. Gavrjushenko, O. Zayarnyuk, S. Yefimov, A. Kolupayeva, S. Melnik, Y. Naida, N. Sofyi, I. Yarmoshchuk) [1; pp. 131-134], it is known that the number of pupils with special needs who has difficulty in mastering school knowledge, skills and skills due to systemic speech impairments increases every year. It should be noted that the problem of teaching and education of children with severe speech disorders is a rather complicated psychological, general pedagogical and speech therapists' problem, and therefore very relevant at the present stage of the introduction of inclusive education in educational institutions.

However, the problem of vocational training of future primary and postgraduate teachers in the context of the introduction of inclusive education was not specifically investigated.

The Ministry of Education and Science of Ukraine offers methodological recommendations for teachers of general educational institutions on the organization of work with children with special educational needs, but modern teachers of schools are not specifically trained for such innovations, therefore, attention should be paid to the training of future teachers, which is the task of pedagogical higher educational institutions of Ukraine.

For children with special needs, a well-thought-out system for presenting new material is needed. There is a constant need to look for new tools and methods to ensure the full perception and further reproduction of the acquired knowledge. Gradually, in the mastery of knowledge, skills and abilities, the means and receptions of cognitive activity are formed, and the ways of developing of the processes of compensation are expanding.

It should be noted that the practice of teaching children with special language needs, with normal physical hearing and primary intelligence, has been in existence for many years. Note that light speech disorders, such as the difficulties of sound speech, minor deviations in the formation of the lexical-grammatical structure of language, school teachers were corrected during the educational process. However, in difficult cases of speech characteristics (childhood aphasia,

rhinolaria, severe forms of stuttering, dysarthria), the teacher was unable to provide such children with the knowledge required by the program of mass school [2] Therefore, there is an urgent need to improve the special vocational training of primary school teachers and teachers with philological education to work with children with special educational needs.

In the preparation of future teachers in pedagogical higher educational establishments during studying in educational curricula of educational preparation of students of specialties 013 Primary education and 035 Philology (Ukrainian language and literature) there is no compulsory discipline "Methodology of teaching the Ukrainian language to children with special needs", which leads to a number contradictions: between the needs of the community in competent teachers of secondary schools and the uncertainty of the structure and content of special vocational training for working with children with special education educational needs; between the need to comply with the requirements of the Ministry of Education and Science of Ukraine with regard to inclusive education and the lack of theoretical and practical content of curricula by topics that reveal the development and implementation of inclusive education in general education institutions; between the need for future teachers in the practical application of the acquired knowledge on work in the context of inclusive education and the lack of training curricula for the training of specialist teaching and practice practices in special inclusive institutions; between the significance of the formation of special skills and skills for working with children with special educational needs of future teachers of elementary school and teachers with philological education and insufficient theoretical and practical development of the system for ensuring this process.

Revealed contradictions indicate that currently training of the teachers of primary school and teachers with philological education requires the implementation of reforms, bringing it in line with international standards of quality of higher education which increases the need to develop an effective system of measures for formation of special skills for working with children with

special educational needs of future teachers of elementary school and teachers with philological education.

On the basis of scientific works, it is known that there is science (one of the branches of defectology), "Special methodology of teaching mother tongue at school for children with severe speech impairment", however, it is compulsory for studying only for specialty 016 Special Education. Note that future specialists qualify – "Defectologist. Mentor of Children with Disabilities in Psychophysical Development ", which makes it impossible to employ them in general educational institutions. And for the students who qualify 013 Primary education and 035 Philology (Ukrainian language and literature), the above-mentioned branch of defectology is not foreseen at all.

The primary task of the faculty of pedagogical higher educational establishments is the introduction into the educational process of the training of students of specialties 013 Primary and 035 Philology (Ukrainian language and literature) of compulsory academic discipline "Methodology of teaching the Ukrainian language to children with special needs".

It should be noted that during the process of developing the teaching-methodical complex of this discipline it is necessary to take into account that the subject of study is the methods, techniques and means of teaching the Ukrainian language in secondary schools of different types (general, specialized, schools-gymnasiums) of I-III degrees. In the curriculum "Methodology of Teaching Ukrainian for Children with Special Needs" there must be compulsory such content modules as "Basics of Inclusive Education" and "Methodology of Teaching Ukrainian for Children with Special Needs".

The main purpose of the teaching of the above-mentioned discipline is the mastery of theoretical and methodological, normative-legal and organizational-methodical principles of inclusive education and the formation of sufficient methodological competence of the students of elementary school teachers and a teacher of the Ukrainian language and literature.

The main tasks of studying the discipline "Methodology of teaching the Ukrainian language to children with special needs" are: formation of a conscious understanding of the main provisions of inclusive education; coverage of the main components of the modern teaching theory of the Ukrainian language in secondary schools; ensuring the perfect ownership of the strategies of interaction with the parents of children with special educational needs; formation of differentiated teaching and assessment skills; development of teamwork skills in the education and upbringing of children with special educational needs; making awareness of the need for the growth of pedagogical skills; ensuring formation of the students ability to implement communicative and educational, edifying, gnostic, developmental, constructive-planning, organizational functions.

Teachers with philological education of pedagogical higher educational establishments during lectures and seminars should ensure that students acquire procedural and declarative knowledge of the theory and practice of language teaching methods; teach students to analyze normative documents on the teaching of the Ukrainian language for children with special needs, teaching and methodical complexes in the Ukrainian language; form the ability of students to obtain declarative knowledge from printed sources - carriers of professional knowledge and to apply acquired knowledge during practical work (planning of lessons, development of special exercises taking into account inclusive orientation, preparation of extracurricular activities); familiarize students with the methods of research in the methodology of teaching the Ukrainian language and the practice of their use during practical work at school (during pedagogical practice in secondary schools) when working with children with special educational needs; generalize own observations, practically realize the results of research of the problem in independently executed developments [4].

The lack of an inclusive component of the professional training of students - future teachers in the curricula of pedagogical higher educational establishments testifies insufficient attention to the professional training of future teachers of

elementary school and teachers with philological education on the practical work with children with special educational needs at the time of demand.

Teaching the right speech for children with special language needs has a practical speech orientation. This means that the main task is to create speech skills and skills in the process of speech activity. In order to develop such skills in elementary school, students receive elementary representations (first in practical terms) about means of language (phonetic, lexical, grammatical) that are necessary for speech communication. With this aim students learn language (linguistic) knowledge, develop skills and skills that facilitate language acquisition [4].

Particular consideration should be given to the level of formation in the child of an active attitude to learning anything in general. One of the indicators of the activity of the child is the level of his autonomy. During the preparation of students for mastering the letter, the teacher should remember that such children cannot actively observe and analyze a certain graphic image, cannot independently reproduce it (especially for children with speech characteristics, in which this particular trait is inhibited). When something begins to repaint or dash, children are often distracted, forget what started, and therefore - they quickly lose interest in this class. In such a situation, the teacher should show maximum patience, first of all showing the children a friendly attitude towards them and at the same time realize that there are other children without special needs in the classroom, for whom this process is less problematic.

The basic method of preparing a child with special language needs for mastering an independent written speech is a game. Teachers can use different games: games-classes, games-exercises. Especially significant didactic games are those, in which children can manipulate with special objects (mosaics, threads, laces, plasticine, geometric figures, figures of fairy tales, etc).

In the process of working with special subjects a child can train fingers, develop visual and tactile memory, sensory-perceptual sphere. The purpose of the preparatory period for writing a letter is to form elementary technical and graphic skills. During the preparatory period the writing of certain graphic forms, their

names, basic hygiene rules, which are the constituent skills of writing are assimilate.

In order to increase the effectiveness of the methods used to formulate speech for future teachers, it is necessary to realize that the processes of generating ideas (the generation of the plan) and expressing the thought (its implementation in the text) must be phased in time. At the first stage (generating ideas), you can apply the following interactive methods: "Microphone", "Circle of ideas", envisaging the free accumulation of a large number of ideas on a specific topic (for example, "How do I understand the name of the work ..."); "Forecasting method" or "Prediction method" (for example, by name, beginning to predict the content of the text); "Groning" or "Associative Bush", which consists in establishing associative relationships between the individual concepts that are key to the writing of a work, and involves the construction of text based on verbal associations; "Two - four - all together", "Rotational (changeable) three" (discussion of ideas on the disclosure of the subject and the main idea of the work in small groups with a permanent and variable composition of participants), etc. All of the above-mentioned methods are effective for children without special needs, which is a leading issue: to combine the methodology of conducting a language lesson for children in the context of the introduction of inclusive education.

At the second stage (expression of opinion in external speech), the following methods can be applied: "Business and role games", which involve the reproduction of the behavior and work of specific workers in the specialty, in particular, "Correctors", "Editors"; "Carousel" (by the beginning of the gradual addition of the text to the group members); "Working in pairs" (discussion and editing of the created text) that can be done by forming a couple with a child with special language needs and a disciple without special needs; "Mosaic" (in accordance with the task of creating fragments of text in groups and frontal combining them into a coherent text).

There are also works on forming the readiness to master the children by independent writing by means of special drawing exercises, which are the basis for the development of sign activities.

The formation of speech preparedness for the written language of children with special needs depends on the ability to understand the lexical and grammatical-semantic meanings of the linguistic units, which is ensured in a specially organized, saturated speech environment. Learning the right language of such children has a practical speech orientation, which means that the main task is to formulate speech skills and skills in the process of speech activity. In order to develop such skills in elementary school, students receive elementary representations (first in practical terms) about means of language (phonetic, lexical, grammatical) that are necessary for speech communication. With the same purpose, students learn language (linguistic) knowledge, develop skills and skills that help to master speech.

In connection with the development of communicative linguistics, written speech began to be considered more widely as a special form of communication, realized in a specific situation for a certain purpose. In this definition, written speech is associated with a productive type of speech activity (written), the material basis of which is the graphical system of language.

Consequently, on the one hand, the lack of coverage of the problem of the preparation of primary school teachers and teachers for the work with children with special educational needs in the educational process and scientific and methodological research, and on the other hand, the urgent need of future teachers in the practical application of acquired knowledge of work in the conditions of inclusive education, provides for the development of theoretical and methodological principles for the improvement of the professional training of future teachers of elementary school and teachers with philological education in the process of working with children from special needs.

Conclusions and prospects for further exploration. The analysis of special literature allows us to talk about a certain asymmetry in the coverage of the

problem under study, which is manifested in the lack of development of the methodological aspect, since only certain recommendations and guidelines directed at the formation of children with severe speech disorders of written speech exist in scientific works.

Consequently, the proposed series of measures, presented in the first paragraph, substantially actualizes the problem of polycultural and polylingual education of students in the conditions of bilingualism; promotes increased readiness for perceptions of cultural change and adaptation in the new environment and promotes the improvement of a high level of multicultural and polylingual competencies, which are the key professional activities of future educators in a culturally diverse society. However, this intelligence does not exhaust and does not reveal all the important aspects of the problem. Thus, in further research and scientific publications, it is necessary to focus on the development of the teaching and learning of the interdisciplinary process of managing the development of the polylingual and multicultural personality of the future teacher, in accordance with the new paradigms of modern European education.

In the second section, the issues of the peculiarities of improving the professional training for the teaching of the Ukrainian language of future teachers of elementary school and teachers with philological education in the context of the introduction of inclusive education are highlighted, as well as certain methods for the formation of speech preparedness for the written language of children with special needs.

The presence of speech and psycho-physiological disorders in junior pupils with special language needs causes specific difficulties that impede mastery of language knowledge, which is the cause of illiteracy of such students, and therefore such children need a particularly thought-out system for presenting new material. Consequently, the formation of speech preparedness for the written language of children with special language needs depends on the ability to understand the lexical and grammatical-semantic meanings of the linguistic units, which is ensured in conditions of a specially organized, saturated speech

environment, which is the main task of preparing future teachers of elementary school and teachers with philological education.

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