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## **Current Aspects of Professional Training for Special Education Specialists in the Modern World**

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**Abstract:** In the modern educational context, the professional training of specialists in the field of special education plays a particularly crucial role. The increasing number of individuals with special educational needs presents specialists with challenges that require not only a deep understanding of psychological and pedagogical aspects but also up-to-date knowledge and flexibility in addressing various tasks. This article explores the current aspects of professional training for special education specialists in the modern world. The aim of the article is to highlight current trends in the field of special education and the preparation of professionals to respond to contemporary challenges. In examining these aspects, we emphasize the importance of continuous development and adaptation in the field of special education to ensure high-quality support for children and individuals with special needs.

**Keywords:** professional training; special education; preparation of competent and qualified specialists; innovative reform; international competitiveness; specialist in special education

### **Introduction**

The concept of modern education is focused on the training and preparation of competent and qualified professionals who meet global standards and have a deep understanding of social and professional aspects. This is of paramount importance in the training of special education professionals as they are responsible for the psychological, emotional, and spiritual development of children, as well as the well-being of adult citizens and their ability to adapt to their surroundings.

Integration of Ukraine into the European and global education space requires a reorientation of the national education system towards innovative and democratic principles, modernization of the content and organization of the educational process,

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including a phased approach to learning. However, there is an urgent problem in the education system, which lies in the contradiction between the increase in the number of educational institutions, the expansion of various forms of education, the diversification of fields and specialties on one hand, and the need to ensure the quality of training of specialists and the stability of the education system on the other. Contemporary realities demand that a specialist in special education be an individual who can quickly respond to the dynamics of socio-economic processes and the conditions of their professional activity. They should be capable of developing and implementing new technologies in the process of specialized learning, in accordance with the needs of the modern world.

The modern higher education system in Ukraine is undergoing a process of reform and defining paths for the transformation and improvement of all stages of preparing highly qualified professionals. This means that higher education must become more innovative, strategically focused, and accountable for achieving results. The response of education to globalization involves strengthening the integrity of the individual, preserving and developing their unique characteristics and competitiveness, as well as aligning with the modern economy, new qualifications, and technologies, taking into account the preservation of traditional values and the creation of modern national features.

In accordance with the concept of higher education reform, including special education, the state views education and educational activities as a means of shaping the cultural, spiritual, and intellectual sphere of the contemporary generation of Ukrainian citizens. At the beginning of the 21st century, changes are taking place concerning Ukraine's integration into the European and global education space. These changes impact the restructuring of the national education system, based on innovation and democratic principles, as well as the modernization of the content and organization of the educational process in higher education.

The main goal of the innovative reform in the national system of higher special education is to enhance the competitiveness of educational institutions. This will contribute to the development of professionals in the country who can effectively implement innovative technologies in all spheres of public life, including individuals with special educational needs. When reforming higher special education in Ukraine, it is important to consider two key aspects. On the one hand, it is necessary to preserve the cultural values of the Ukrainian education system to ensure their continuity and development. On the other hand, there is a need to focus on improving international cooperation, ensuring mobility and employment opportunities for

graduates from Ukraine in the European or international space, as well as enhancing the international competitiveness of higher educational institutions.

Many researchers point out that among the urgent problems arising during the transformation of the education system, there is a contradiction between the expansion of the network of educational institutions, the increase in the diversity of forms of education, and the widening range of fields and specialties on one hand, and the necessity to ensure high-quality training of professionals and the stability of the education system on the other hand (Synov, Suprun & Sheremet, 2020).

Suprun M. O. believes that there is a hidden crisis in the education system, caused by a complex demographic situation, oversaturation of the labor market with unskilled workers, overproduction of specialists in certain fields, and the insufficient competitiveness of the latter in modern market conditions. On the one hand, the development of the higher education system has brought positive changes in sectors where market demands were so stringent that they required a quick response to customer requests. On the other hand, there is a problem with the quality and professional suitability of graduates in humanitarian fields, which manifests itself in their excessiveness (Suprun, 2005).

In modern conditions, effective professional training is based on the implementation of conceptually new approaches that entail significant changes in the organizational and functional principles of special education professionals' work. These approaches include humanizing professional activities and increasing their authority, developing partnerships with citizens, and clearly defining the competencies of special education professionals in ensuring the implementation of universal human rights standards.

Given Ukraine's integration into the global community, the quality of professional training in the field of special education is of paramount importance. It is worth noting that the education process for future special education professionals should take place within a new person-centered paradigm that promotes the activation of essential professional qualities. This paradigm involves the development of professional competence through the cultivation of a range of professional skills, such as professional communication culture, professional reflection, self-management, and professional activity management. These skills enable students to achieve professional success, self-realization, and professional growth (Sheremet, 2011).

The implementation of innovative teaching methods in higher education requires the development and adoption of a new model for organizing the educational process.

This model should be nationally innovative and fundamentally different from traditional approaches. One of the key elements of this model should be a focus on shaping the personality of future professionals who are ready to live in a modern, rapidly changing society. This implies that students should have the ability to become active agents of change and innovation, as well as the capacity to initiate and carry out innovative activities independently.

According to Sheremet M. K., the issue of improving the knowledge acquisition process becomes particularly relevant in the context of individualizing students' education. This involves the need to intensify their cognitive activities by using modern teaching methods and technologies such as problem-based learning, computer-assisted learning, and others. All of these strategic tasks must be fully taken into account in the field of special education as well (Sheremet, 2011).

It's worth noting that the modern job market imposes specific requirements on future professionals in special education. These requirements pertain to both fundamental professional qualities and the ability to analyze one's professional activities, improve professional skills, and explore new professional directions. This necessitates the development of personal potential.

Therefore, among the key directions of professional training, the following can be highlighted: transforming the interrelation between all disciplines included in the curriculum of the specialty to acquire in-depth knowledge and skills necessary to address professional tasks (principles of the knowledge paradigm); selecting optimal methods and means of activity that correspond to the culture of professional practice and communication (cultural aspects); joint execution of productive activities with an emphasis on humanizing relationships (humanistic orientation).

We concur with the contemporary scientific community regarding the necessity of directing the professional training of specialists in special education towards the development of individuals who possess not only specialized knowledge and professional skills but also exhibit professionally significant competencies. They should attain an appropriate level of qualification in accordance with global and European quality standards, taking into account national achievements and priorities. Furthermore, such individuals should be capable of productive labor in modern conditions, within the context of social unity in the educational environment. At the current stage of societal development, complex processes are taking place, resulting in profound qualitative changes in all spheres of human activity.

In the current context of globalization, integration, complex social activities, a vast amount of information, and rapid technological advancement, specialists in special education can thrive only if they possess certain life values, qualities, and abilities that ensure stable development, social mobility, a creative personal stance, and flexible adaptation to all changes. This challenges the necessity to replace the traditional “knowledge-based” paradigm of higher education with a new paradigm that better aligns with the contemporary and future needs of society and professionals in this field.

The European Higher Education Area actively promotes the concept of the “knowledge triangle”, which supports deep interaction between education, research, and technological innovation. Globalization in education is characterized by features such as the standardization of knowledge and the common aspiration of countries to achieve high-quality education. Education becomes a determining factor in economic outcomes and global potential (Suprun, 2019).

Despite differing views on globalization, it is an objective reality that requires a new focus for national higher education systems. This focus should take into account the need for international solidarity regarding universal ethical values. At the same time, to integrate Ukrainian higher education into the global education space, it is important to preserve national experience, traditions, and strengthen their undeniable advantages. The scientific nature, fundamentality, and comprehensiveness of education are the main components of these advantages. The priority of modernizing special education in Ukraine is to achieve competitive quality in the context of social cohesion (Suprun, 2019).

Our analysis of the globalization process and the increasing variability and competition in the world calls for research efforts to focus on understanding the role of education in shaping individuals who can adapt to an innovative type of social progress—an innovative personality of a specialist in special and inclusive education.

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