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(Warsaw, Poland)**



**Instytut Integracji Europejskiej
(Warszawa, Polska)**

**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

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This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.

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TRAINING OF FUTURE SPEECH THERAPISTS TO WORK WITH CHILDREN OF PRESCHOOL AGE WITH SPECIAL NEEDS ON THE BASIS OF HUMANISTIC IDEAS OF TOLERANCE

***Abstract.** The publication is devoted to one of the most important pedagogical problems of modern high school in Ukraine – training of future speech therapists. As the humanistic model of education is relevant today, the focus of modern scientific research is focused on such key aspects as: definition of content, directions, principles, stages, components of training of future speech therapists, consideration of humanistic priorities in the professional training of future speech therapists, the formation of humanistic personal competences of future specialists and others. We have analyzed the works in the theory and methodology of professional education of teachers in general and speech therapists, in particular. The specifics of the training of speech therapists for working with children of preschool age with special needs on humanistic ideas of tolerance have been revealed. The study of the state of formation of pedagogical tolerance as characteristics of professional activity of the speech therapist has been conducted. Pedagogical conditions for forming the tolerant attitude of future speech therapists towards children with special needs have been developed and tested.*

Introduction.

Nowadays the task of higher education is the formation of a mature active personality of the future teacher. The improvement of society is carried out through systematic and purposeful work on the development and formation of the personality. This depends on the personal potential of the teacher, a high level of his professional competence, the availability of advanced professional abilities, the solution to existing problems of education and upbringing of younger generations in accordance with the new educational paradigms.

The main priority of the reform of the modern educational sector in Ukraine is the organization of training pedagogical staff and the creation of a developing environment that will be comfortable for both healthy children and for children with psycho-physical and speech disorders [6].

The theory and practice of special education is characterized by a combination of scientific research and effort, intensive attention to in-depth study of the peculiarities of the general, mental and speech development of children with psychophysical defects in order to ensure the individual direction of development of each child, taking into account its psychophysical features, capabilities, abilities, interests, etc. (V. Hryhorenko, V. Bondar, S. Konopliasta, S. Myronova, V. Synov, Ye. Synova, V. Tarasun, L. Fomichova, M. Sheremet). A special place is given to the training of future speech therapists for working with children of the pre-school age with special needs on humanistic ideas of tolerance.

The leading place of tolerance in the system of value-purpose educational priorities was actualized in the scientific works of O. Asmolov, I. Bekh, B. Hershunskyi, O. Hryva, I. Pchelintseva, and V. Shalin. Different aspects of the formation of a tolerant personality of schoolchildren and students in educational institutions have been studied in the dissertation researches of O. Kariakina, L. Kolobova, M. Perepelitsyna, T. Poshtarieva, I. Pchelintseva, and Yu. Todortseva. Problems of the formation of interpersonal and tolerant relationships have been reflected in the scientific works of B. Ananiev, T. Veretenko, A. Lazurskyi, A. Mudryk, V. Miasyshchev, S. Rubinshtein, V. Sviderskyi, V. Soloviov, L. Filianina and others.

The theoretical and methodological foundations of teachers training to provide psychological and pedagogical support for children with peculiarities of psychophysical development have been disclosed in the researches of V. Bondar, V. Zasenka, A. Kolupaieva, O. Martynchuk, N. Nazarova, V. Synov, N. Shmatko and others.

The main state documents: the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Preschool Education", "On General Secondary Education", "On Extracurricular Education", "On Higher Education" guarantee the human right to education and regulate the content of teachers in accordance with the needs of the population of the country in general and of the individual in particular. These documents are also oriented on the prospective development of a network of alternative special preschool and school establishments: determine the stages, conditions and mechanisms for their formation and activities, taking into account socio-economic conditions, the system of reforming the special education and the need for training the new generation. Therefore, the level of training of pedagogical staff must meet the requirements of the society [1].

In the conditions of change of paradigmatic projections, the role of the future teacher as an example of socio-pedagogically advisable ways of interaction with others and the immediate organizer of a humanistic educational environment in the inclusive educational space, in which he interacts with a child with special needs, a children's team, parents of pupils, is increasing. Therefore, the transition from awareness of the necessity of the tasks of humanizing education in the inclusive educational space to the practical development of the values of personality development, we associate with the reorientation of the content of training of future speech therapists on the principles of a humanistic paradigm in which the central problem is pedagogical tolerance.

1. Theoretical aspects of professional training of speech therapist in the conditions of university education

In pedagogical science, there are enough developments concerning the professional training of specialists in pedagogical direction. Let's consider in detail the specifics of training of speech therapist in the conditions of university education.

Every year, the number of children with speech impairment increases, therefore the demand for teachers-speech therapists, which carry out corrective-preventive and corrective-rehabilitation activities, is increasing. It is not easy to assess the work of the responsible teacher-speech therapist. He must possess technology of creative work, have profound knowledge of pedagogy and psychology, be competent in correctional and restorative work, look for professional growth, and therefore engage constantly in self-perfection. Professional formation of a specialist in the field of speech therapy is an integral part of the system of higher pedagogical education in major 016 "Special Education. Speech therapy". However, higher education institutions that train future specialists speech therapists, have many problems that arise under the impact of reformist transformations taking place in the society in general and in the education system in particular.

Consequently, the professional training of the speech therapist has two components: a universal component that does not depend on the direction of training and involves the formation of professional personal qualities of the speech therapist, which are inherent in the staff of the pedagogical branch and a specific component, which is due to the features of the profession of speech therapist and consists in the formation of competencies in the field of special education. The Law of Ukraine "On Education" defines: integral competency, general competencies, and special (professional, subject) competencies. At the same time, the integral competency is based on personal qualities and experience, theoretical knowledge and practical skills - that is, those factors that determine the teacher's ability to perform official duties. Formation of integral competence takes place through the learning of a certain set of competencies, which is a combination of characteristics related to knowledge, the application of this knowledge, as well as skills, skills, personal qualities, abilities, values, etc. This set of competences allows a teacher to carry out professional duties at a high level.

General competences: knowledge, understanding, skills and abilities that a student acquires as part of a particular training program, but they have a universal nature.

Special competencies - a list of recommended special (professional, subject-specific) competencies that correlates with the description of the relevant qualification level of the National Qualifications Framework. According to the analysis of the works of the leading Ukrainian scholars (O. Martynchuk, S. Myronova, N. Pakhomova and Yu. Pinchuk, S. Fedorenko, M. Sheremet), it is possible to identify the key components of pedagogical competence that must be acquired by the future speech therapist during the learning process: intellectual (scientific knowledge), informational, didactic (substantive), methodical, project-productive, communicative, autonomous, psychological, social, moral, creative, mathematical, organizational and managerial, health-saving.

It is worth noting that modern scholars view the professional competence of the teacher as a set of three constituents of the component - subject-technological, psychological and pedagogical, general and cultural. According to the results of scientific researches, the main indicators of pedagogical competence of a teacher are, first and foremost: personal qualities, especially transformational and psychological; awareness of the role of the teacher in educating a citizen, a patriot; continuous improvement of the general and professional culture; search activity of the teacher; possession of methods of pedagogical research; designing own pedagogical experience; the effectiveness of the educational process; active pedagogical activity, aimed at transforming the personality of a student and a teacher. It should be emphasized that adequate level of professional training for work with children with speech impairments in special, inclusive educational institutions and at home should be implemented at the appropriate basic level - academic, educational, organizational basis of the competence-based content.

Scholar M. Sheremet emphasizes that the professional activity of the speech therapist consists in the implementation of preventive, diagnostic and corrective speech therapy for people with speech impairment of primary and secondary character, which is provided by the system of speech therapies as a set of classes for preventing, detecting and eliminating impairments of oral and written speech from the early age. Under the pedagogical education of the future speech therapist or professional speech therapy, we mean the process of professional training of the individual, which involves the use of a combination of methods of social impact on the student's personality, involving him in various types of academic and non-academic activities (work in the laboratory, in the volunteer movement, development of research programs, passing teaching internship, professional and personal communication, etc.), with the aim of forming a system of professionally important qualities, namely: responsibility, self-control, professional self-esteem and specific qualities necessary for working with people with speech disorders, in particular emotional stability, high inclusion in the profession and self-help in comparison with other pedagogical professions, as a result of systematic mastering of the basics of speech therapy and formation of professional readiness of a specialist-speech therapist who has practical skills in teaching, upbringing and correcting speech at children, teenagers and adults [12].

L. Fedorovych defines the scope of the speech therapist. In particular, she emphasizes that "in the field of diagnostic and advisory activity: psychological and pedagogical study of the peculiarities of psychophysical development and educational opportunities for children of the preschool age with a risk of speech impairment and limited opportunities for health; recommending preschool age children with a risk of speech disorders and disabilities, members of their families and educators on educational issues, development on the basis of an integrated approach to the rehabilitation process; providing advisory assistance to families for children of the preschool age with a risk of speech impairment and limited opportunities for health in matters of family upbringing.

In the field of research: collecting, analyzing and systematizing information in the field of professional activity in relation to preschool children with speech impairments; selection and substantiation of the educational program, educational and methodological provision of conditions for development, education and upbringing of children of the preschool age with the risk of speech disorder; planning corrective and developing work taking into account the specifics of the educational program and the structure of speech impairment at children of the preschool age.

In the field of cultural and educational activities: the formation of a common culture of people with disabilities in health and speech in the context of inclusive education introduction; organization of cultural and speech space of an educational institution; interaction with institutions and implementation of educational work with children of the preschool age with speech disorders and their families; promulgation of a tolerant attitude to people with disabilities and pre-school-age children with speech disorders among specialists, team-mates and the general public "[11, 260].

Since society needs high-quality specialists in different spheres of life. High requirements for high-quality psychological, medical and pedagogical assistance to children of early age, their education and upbringing encourage to find ways to train speech therapists in high school. To do this, it is necessary to use interdisciplinary connections and involvement of many specialists who study speech problems and their impairments (psychologists, neuropsychologists, neurophysiologists, linguists, educators, doctors of different specialties); providing the theory and practice and communication of scientific and practical institutions for more rapid introduction into practice of the latest achievements of science: the spread of logopedic knowledge among the population for prevention of speech impairments.

According to V. Synov and M. Sheremet, the main objective of the modernization of the system of special education nowadays is to create mechanisms for sustainable development, which is to improve concrete changes of the existing system - the complete the early stages of care. Early speech therapy with pronounced preventive, protective orientation is a condition and means of full development not only of speech, but also the psyche of this category of children, the formation of their social skills and readiness for schooling. Therefore, the need to build early-care units in the system of special education is one of the options for its modernization and reform and intra-system integration, which will enable them to meet the requirements of international conventions [12].

The modern educational paradigm demands to transform the process of studying in educational institutions into one that promotes the formation of skills to learn, to acquire knowledge on its own and to apply it practically. However, according to L. Fedorovych, the question of the content of teaching, the form of presentation of educational material and the form of training organization remains to be resolved. [11].

Ukrainian scholars have identified leading directions for implementing high-quality special education: an add-on for a new baseline, an early-care system; educational and social integration of children with special needs into the system of mass education; improving the content of special education.

That is why the educational process in a higher educational institution requires improvement of the training of future speech therapists capable of performing their professional duties in a qualitative manner, both in the general conditions and in the conditions of special education on the basis of a humanistic position.

2. Studying the state of the formation of pedagogical tolerance as a characteristics of the professional activity of the speech therapist

The current state of development of the society requires of the future speech therapist personality a high level of his (her) general culture, moral qualities and understanding between people, which becomes significant in the overall global process of integration and assimilation of cultures. In these conditions, the establishment of the limits of ideological permissiveness becomes imperative, and the formation of tolerance is the priority task of pedagogy.

Since among the defined qualities of the future teacher, a special attention and paramount importance are paid to tolerance, so we will consider the essence of pedagogical tolerance in more detail in the context of pedagogical research.

The theoretical basis for studying the problem of pedagogical tolerance was: personality-oriented approach to education (H. Bielenka, I. Bekh, O. Kobernyk, T. Ponimanska, O. Sukhomlynska, etc.); provisions of psychology and pedagogical science about psychological regularities of development of the preschool age children and education humanization (Sh. Amonashvili, I. Bekh, M. Buber, V. Lektorskyi, A. Maslou, R. Pavelkiv, K. Rodzhers, V. Sukhomlynskyi and others.). It is worth noticing that having analysed various approaches to definition of the concept "tolerance", we found out that scientists does not have a unique approach to the definition of the concept "pedagogical tolerance".

The tolerance is a part of humanistic outlook, it is a universal value that is characteristic of many religions (humility, tolerance) and philosophical doctrines (the ethics of humility, the concept of tolerance as an active interaction), and in recent years it has significantly changed its meaning and entered into the native pedagogical lexicon. Thus, the formation of pedagogical tolerance is one of the most important tasks of education humanization [2]. The humanist orientation of the teacher personality means the attitude towards the child as the highest value, the recognition of his (her) right to freedom and happiness, the free development and manifestation of his (her) abilities. An individual can realize his (her) own creative possibilities for himself (herself) and his (her) surroundings easily only if he (she) has faith in himself (herself). The latter is strengthened when not only his (her) positive qualities are perceived and evaluated, but the individual as a whole, that is, when she (he) is loved, respected her dignity, humanity is revealed [4, c. 373].

Regarding the disclosure of the pedagogical context of the phenomenon of tolerance, it is important to note that in the works of certain authors (I. Bekh, L. Zaviriukha, V. Shalin), it is considered not only as a characteristics of individual consciousness, but also as a special personality trait that can be greater or lesser extent formed by an appropriate pedagogical interaction. T. Veretenko and Y. Dolhopolova consider that pedagogical tolerance develops when it penetrates all spheres and activities of students. Education is the social institution in which tolerant consciousness and behavior of students can be formed both through the system of educational work and through the content of education, by means of programs, textbooks, various forms of training, which would promote the development of students' practical skills in tolerant interaction.

It should be noted that pedagogical tolerance is the leading idea of humanistic pedagogy, which involves solving contradictions and conflicts in education peacefully, creating social and pedagogical conditions for tolerant interaction, culture of communication, since tolerance is a guarantee of social stability [4, p. 378].

Consequently, we have established that pedagogical tolerance is an important integral characteristic that defines the orientation of subject-subjective interaction with all participants of the teaching and educational process involved in the field of his professional training on the child-centered, equality, democracy and humanism principles.

Experimental research was carried out on the basis of Rivne State Humanitarian University. 76 students of the control group and 78 students of the experimental group participated in it. The analysis of theoretical sources, practice of inclusion in education and preparation of speech therapists for its implementation allowed to form the purpose of experimental work - to study the features and formation level of tolerant attitude towards children with special needs at future speech therapists; to determine and verify experimentally the effectiveness of pedagogical conditions for the formation of a tolerant attitude of future speech therapists towards children with special needs.

For our research, we will distinguish the following main components of the tolerant attitude of future speech therapists towards children with special needs: motivational and valuable, cognitive, behavioral and reflexive.

The motivational and valuable component is manifested in the priority of motives and humanistic values and awareness of the personal significance of own educational work with children with special needs, the adoption of such children with their problems as equal partners, the desire to work with them on the basis of respect and benevolence, empathy and aspiration for mutual understanding and mutual assistance. The cognitive component involves the formation of systematic knowledge about the essence of pedagogical tolerance, tolerant attitude towards children with special needs under the conditions of inclusive education, methods and educational technologies for building relationships with children on the principles of pedagogy of humanism and non-violence, equality and cooperation, and, most importantly, awareness of uniqueness and self-worth of every child who has the right to own thoughts and beliefs, individual peculiarities of his own development.

Behavioral component characterizes the ability of future speech therapists to engage in tolerant interaction with children with special needs during communication (communicative tolerance), build interaction with children on the basis of understanding their feelings and desires and engage in unselfish and voluntary activities and help supporting every child.

We associate the isolation of the reflexive component with the formation of future speech therapists abilities and practical skills to analyze their own emotions, thoughts, actions and actions from the standpoint of humanistic pedagogy, which contributes to the development of a desire for personal perfection and self-improvement of tolerant interaction with children with special needs.

Criteria and relevant factors have been identified for every component (Table 1.), which became the basis of the characteristics of levels of formation of tolerant attitude towards children with special needs at future speech therapists.

Table 1. Criteria and factors of levels of formation of the tolerant attitude towards children special needs at future speech therapists

№ 3/II	Components	Criteria	Factors
1.	Motivational and valuable	motivational	<ul style="list-style-type: none"> – positive attitude towards children with special needs and desire to work with them; – motives for implementing tolerant interaction and self-analysis of its effectiveness; – the aspiration to improve own attitude towards children with special needs
2.	Cognitive	intellectual	<ul style="list-style-type: none"> – priority of humanistic values and awareness of the personal significance in working with children with special needs; – knowledge about teacher's tolerance in relations with children with special needs and features of inclusive education and possible ways of tolerance manifestation in interaction with children; – understanding valuable orientations of tolerant interaction by future speech therapists;
3.	Behavioral	Actions and behavior	<ul style="list-style-type: none"> – the orientation of the actions, behavior and activities of future speech therapists to create conditions for a tolerant subject-subjective interaction of all participants of the teaching and educational process of preschool institutions; – formation of abilities and practical skills in organization of such interaction with children with special needs; – development and respect for tolerance of own actions, behavior and activity, as example of tolerant interaction with such children

4.	Reflexive	activity and reflexive	<ul style="list-style-type: none"> – skills and abilities to carry out tolerant interaction with children on the basis of understanding their feelings and desires; – empathy as ability to sympathy, compassion and co-operation; – assessment of own behavior in various situations of communication and interaction with children with special needs; – aspiration to improvement and self-improvement of skills and abilities of tolerant interaction with children
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As noted above, the distinguished components, criteria and factors have become the basis for a qualitative characteristic of level formation of a tolerant attitude towards children with special needs at future speech therapists. Thus, we identified 3 levels: high, average and low. High level is characterized by the presence of deep knowledge of the students about the essence of pedagogical tolerance, they are always ready for positive interaction with children with special needs and there is no bias in relation to children with special needs. Manifestation of tolerance is their daily practice. Students with a high level always show empathy, friendly attitude towards people in general and to children with special needs in particular, are ready to help, take care of children. They constantly strive to deepen knowledge about tolerance, improve their own skills of tolerant communication with children, engage in self-education and carry out self-control on their own behavior in different situations.

Average level is characterized by the presence of knowledge about the essence of the concept of "pedagogical tolerance" at students, they are ready for positive interaction with children with special needs, they are aware of the significance of tolerance in interaction with children, are able to control themselves, but the actual implementation in practice is situational in nature. Students with an average level express a desire for compassion, empathy, to restrain negative emotions, to coordinate positions, to criticize the choice of behavior forms, to show rest and benevolence towards children. If necessary, they engage in self-education, self-control on their own behavior in various situations.

Low level of formation of the tolerant attitude towards children with special needs is characterized by a superficiality of knowledge about the essence of pedagogical tolerance, passivity, reluctance of future speech therapists to interact with children with special needs, lack of tolerant qualities in their education, in particular empathy and benevolence, possible manifestations of intolerant attitude, reluctance to expand and deepen existing knowledge of tolerance. Students of this level are characterized by the desire to transfer responsibility to others, do not take care for children, they have not formed the motivation to show tolerance to children with special needs needs, desire to work with them, and there is also no need to implement alternative forms of tolerant behavior. Low levels are observed in self-control, there is no desire for self-improvement.

To each component the corresponding methods and diagnostic techniques were picked up: technique "Valuable orientations" by M. Rokych; the goodwill test (on D. Campbell's scale) questioning students to clarify knowledge level about pedagogical tolerance, the attitude towards children with special needs; a technique of diagnostics of social empathy (N. Fetiskina, V. Kozlova, H. Manuilova) the express questionnaire "The index of tolerance" (H. Soldatova, O. Kravtsova, O. Khukhlaieva, L. Shaiherova) to determine the ability of tolerance manifestation; observe the behavior and ability of students to organize communication and interaction with children with special needs during student's teaching internship; technique of diagnostics of the general communicative tolerance by V. Boiko; assess their own behavior by students and express survey to identify aspiration to self-improvement.

Having carried out diagnostics of components of the tolerant attitude towards children with special needs on certain factors, we have an opportunity to present formation level of all components (motivational and valuable, cognitive, behavioural, reflexive) in experimental and control groups (fig. 1):

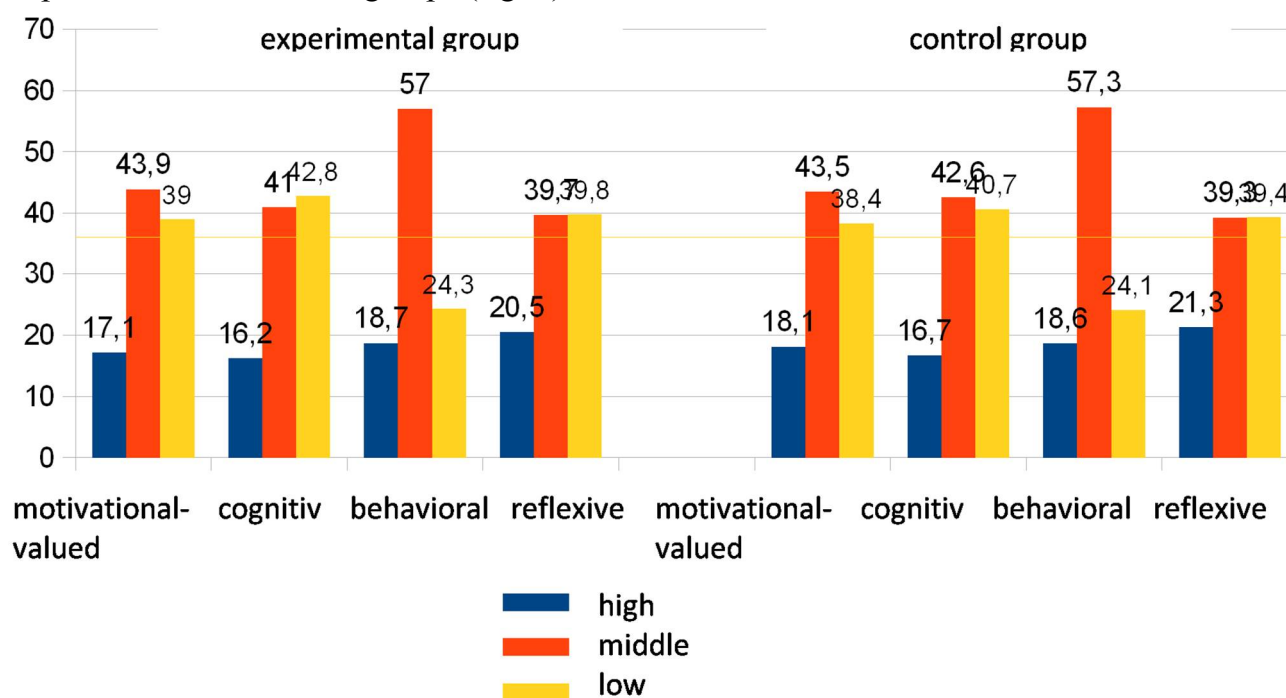


Fig. 1. Results of the formation of indicators of tolerance towards children with special needs at future speech therapists

The results of the preliminary stage of the experiment on determining tolerance levels towards children with special needs at future speech therapists are presented in Table 2.

Table 2. General level of formation of the tolerant attitude towards children with special needs at future logopedists (the stating phase, %)

Levels	Experimental group	Control group
High level	18,13	18,67
Average level	45,4	45,68
Low level	36,47	35,65

Thus, results of the stating experiment demonstrate that it is necessary to develop and approve pedagogical conditions of the tolerant attitude formation of future speech therapists towards children with special needs.

3. Implementation of pedagogical conditions for the formation of a tolerant attitude of future speech therapists to children with special needs

The process of forming a tolerant attitude of the future speech therapists towards children with special needs greatly improves during the implementation of our pedagogical conditions elaborated by us.

The first pedagogical condition involved the creation of a tolerant educational space in a higher education institution. In the course of its implementation, we tried to create an environment based on humanistic principles and moral values and create conditions for the development and education of the tolerant personality of future speech therapists with an adequate self-esteem that develops actively and transforms the surrounding world.

Tolerant educational space is first and foremost a humane and democratic relationship between all participants of the teaching and educational process based on mutual respect, mutual understanding, readiness to perceive people, other views, customs and traditions; it is the purposeful organization of a positive experience of tolerance, that is, the purposeful creation of conditions conducive to interaction with others, no matter what they were in the eyes of the subject; this cooperation is in an atmosphere of respect, warmth, humanity, comfort; this is the formed ability to perceive each member of the team as an individual. Creation of such an educational space is carried out in the course of joint subject-practical activity and the communication between teachers and students. That is why the key task of the modern high school should be full-time and versatile work aimed at educating the individual in a spirit of respect to the surroundings.

The students were interviewed on the relevant topics: "My ideal of the teacher", "Who do I consider as an example of a tolerant teacher?", "The purpose as the main reference point of the pedagogical activity", "Mechanisms of formulation of the purpose of the pedagogical activity on the basis of tolerance", etc .; discussions and disputes were organized, for example, on topics such as: "Can indulgence and tolerance be considered identical concepts?", "Can an intolerant teacher successfully develop a person-oriented interaction?" Mini-lectures were held on the topics: "Organization of pedagogical interaction on the basis of cooperative pedagogy", "Development of a self-education program for the purpose of forming pedagogical tolerance", "The role of pedagogical tolerance in the work of the future speech therapist under the conditions of inclusive education", etc.

We organized a psychological and pedagogical training "Formation of tolerant qualities of the personality" in order to correct the intolerant environment, as the manifestations of intolerance lead to conflict situations, complicate the progress, impede the educational process itself and the personal growth of future speech therapists.

The second pedagogical condition is orientation of the teaching and educational content on the development of tolerance as a leading quality of future speech therapists envisaged the formation of a system of knowledge of students about the specificity of inclusive education, the individual characteristics of children with special needs, professional and pedagogical tolerance as a personally important professional quality of speech therapist, familiarization with the main provisions of leading international and state documents on inclusive education and the principles of tolerance.

The implementation of the second pedagogical condition occurred during the discussions within the group "Features of children with special needs", conversations (individual and in group), master classes, presentations of work experience, information booklets, during studying pedagogical disciplines (for students of all courses and levels), conducting a course for students' choice "Pedagogy of Tolerance in the Context of Inclusive Education". In addition, students were constantly preparing information stands devoted to the education and training of children with diverse educational needs in the inclusive educational environment: "Differences between tolerant and intolerant personality", "Individual and differentiated approach in working with children with special needs", "Problem children and their families ", " Educational innovations in the process of inclusive education ", " The most actual problems of a successful implementation of inclusive education in ZSO ", etc.

In order to implement the third pedagogical condition is the development of students' empathy understanding of a child with special needs, responsibility for his (her) personal formation was developed by the workshop "Tolerant attitude towards children with special needs is the path to inclusive education" for more thorough and consistent acquaintance of future speech therapists with new developments of domestic and foreign scientists in the field of democratization and humanization of the pedagogical process under the conditions of inclusive education.

The fourth pedagogical condition is the practice in the skills and abilities of professional communication on the basis of a tolerant attitude to children with special needs in the course of professional training of students and it was implemented during internship, tutoring and volunteering.

Having carried out repeated diagnostics of components of the tolerant attitude towards children with special needs on certain indicators, we have an opportunity to present the level of formation of all components (motivational and valuable, cognitive, behavioural, reflexive) in experimental and control groups based on the results of the forming stage of the experiment (fig. 2.). According to the results of the stating phase, the lowest rates were obtained for the cognitive component of the tolerant attitude towards children with special needs, at the control phase there was a significant increase in the experimental group. The rates of the low level for all components in the experimental group are almost at the same level.

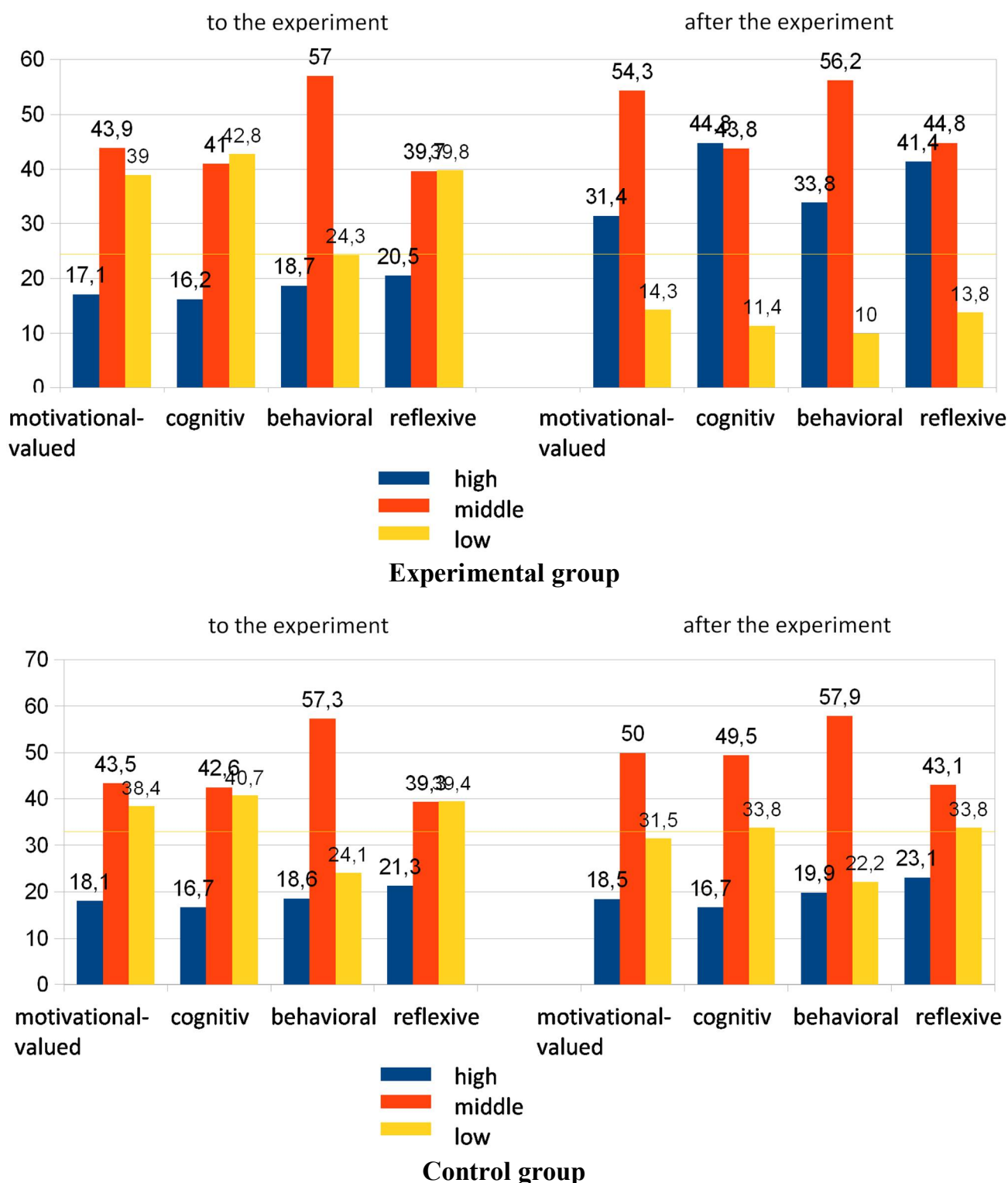


Fig. 2. Dynamics of formation of factors of the tolerant attitude towards children with special needs at future speech therapists

And the highest rates of a high level are for cognitive (44.8%) and reflexive (41.4%) components. In the control group, we can see that there is a fairly high percentage of low level for these components. Thus, after the completion of the forming stage of the experiment, the number of students who showed a tolerant attitude towards children with different educational needs at a high level from 18.13% to 37.85% in the experimental group (dynamics + 19.72%) increased; from 18.67% to 19.55% in the control group (dynamics + 0.88%).

The largest number of future speech therapists showed an average level of tolerance towards children with special needs: 49.77% in the experimental group, 50.12 in the control group (dynamics + 4.37% and 4.44% respectively). The low level of tolerant attitude decreased by 24.09% at future speech therapists of the experimental group (from 36.47% to 12.38%) and by 5.32% those of the control group (from 35.65% to 30.33%). The data testify to the effectiveness of the experimental work.

Conclusions.

An analysis of the research on this problem enabled us to find out the state of studying the problem in pedagogical theory and educational practice.

The dialectical nature of the mutual impact of tolerance and the components of moral consciousness that resist stereotypes and are based on ideological and moral values and principles, which are integrated into an active tolerant position of the individual, were the subject of research by scientists. At the same time, it was found that in Ukraine there is currently no holistic research on the problem of the formation of tolerant attitude towards children with special needs by future speech therapists.

On the basis of the analysis of philosophical, psychological and pedagogical literature, the content of the concept "pedagogical tolerance - the formation of a tolerant attitude towards children with special needs at future speech therapists" has been clarified. As a part of the investigated phenomenon, its structural components (motivational and valuable, cognitive, behavioral, reflexive) have been distinguished and characterized, as well as criteria - motivational, intellectual, action and behavior, activity-reflexive and their factors; formation levels of tolerant attitude of future speech therapists towards children with special needs (high, average, low).

The results of the confirmatory experiment showed that in the absence of a specially developed content for the formation of a tolerant attitude towards children with special needs at future speech therapists in the corresponding forms, methods, methodology and means of its implementation, there is a general lack of development of components.

The pedagogical conditions of the formation of the phenomenon under study (the creation of a tolerant educational space in a higher educational institution, orientation of academic and educational content on the development of tolerance as a leading quality of future speech therapists, the development of students' empathy understanding children with special needs, responsibility for their personal formation, skills in exercising and skills of professional communication on the basis of tolerant attitude towards children with special needs during the process of professional training in higher educational institution) and proved their pedagogical efficiency.

The study does not cover all the issues of the problem, further research intelligence will focus on the study of the problem of training future speech therapists to work in an inclusive educational environment.

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**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

Part II

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