

SCIENTIFIC AND PRACTICAL APPROACHES TO THE FORMATION OF READINESS OF FUTURE SPECIALISTS IN THE SOCIONOMIC SPHERE FOR THE SOCIAL SUPPORT FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS

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The article is devoted to the analysis of the system of preparation and formation of the readiness of future specialists in the socioeconomic sphere for professional activity. The aim of the article is to define and analyse scientific and practical approaches (systemic, technological, pedagogical interaction, cooperation and co-creation, personality-activity, content-procedural, task-oriented, dialogic, competence-based, individual-differential, and simulation-gaming ones) to the formation of a special type of readiness of future specialists in the socioeconomic sphere namely for providing the social support for parents of children with special needs.

The research tasks are the highlighting and analysis of scientific and practical approaches to the formation of the readiness of future specialists for professional activities, covered in the primary sources and in the advanced practice of higher educational institutions, as well as their specification in accordance with the features of the activities of specialists in the area of social support for parents of children with special needs.

The research used theoretical methods, in particular, analysis, synthesis, generalization, interpolation and modelling, which made it possible to single out and describe the system of working in higher educational institutions for the readiness formation of future specialists in the socioeconomic sphere for providing the social support for parents of children with special needs.

It has been emphasized that today in higher education there is an approach that orients future specialists to the transfer of this function to other social institutions. This situation does not contribute to the formation of the appropriate level of motivation and ability to energetically engage in their own professional activities, and the capacity to adequately self-assess professional actions in future specialists in the socioeconomic sphere. Therefore, the educational process in Ukrainian higher education should ensure the creation of a cult of knowledge and scholarship among students, which will contribute to the development of their vision of social strategies, setting perspectives for personal growth and professional development.

The formation of the basic constructs of future specialists such as competence, competencies and professional qualities of their personality is impossible without the individualization of the educational process in higher education. The article states that the integration of the above-presented scientific and practical approaches to the formation of a certain level of readiness in future specialists in the higher education system of Ukraine is realized in practical activities via the selection of the appropriate content of tasks, methods, techniques, forms and teaching tools. Their application in the educational process will be significant potential for increasing the effectiveness of learning in Ukrainian higher educational institutions, especially, in shaping the readiness of future specialists in the socioeconomic sphere for the social support for parents of children with special needs, their logical thinking and intuition.

It has been emphasized that the main task of modern education and vocational preparation in the higher education system is the development of the creative potential of future specialists capable of transforming society and creating new forms of social life, and non-standard performance of their own professional functions.

It has been concluded that the mentioned approaches such as systemic, technological, pedagogical interaction, cooperation and co-creation, personality-activity, content-procedural, task-oriented, dialogic, competence-based, individual-differential, and simulation-gaming ones make it possible to form a high level of readiness of future specialists in the socioeconomic sphere, provided that they are introduced into the educational process in the complex.

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