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INCLUSIVE EDUCATION AS A COMPONENT OF PROFESSIONAL TRAINING OF FUTURE TEACHERS IN A GLOBALIZED WORLD

The article explores the role of inclusive education as one of the key areas of professional training of future teachers in the context of globalization of the educational space. It is substantiated that modern transformation processes, digitalization of education, international academic mobility, integration of Ukraine into the European Higher Education Area and the growth of socio-cultural diversity actualize the need to form professional competencies in future teachers aimed at ensuring equal access to quality education for all categories of education seekers regardless of their individual characteristics, health status, social origin or cultural affiliation. The essence of inclusive education is determined as a system of organizing the educational process, based on the principles of equality, non-discrimination, humanism, respect for diversity and the creation of a barrier-free educational environment.

Modern approaches to the professional training of future teachers in the context of implementing inclusive educational policy are analyzed. It is emphasized that effective training of pedagogical personnel should include the integration of an inclusive component into educational programs, the development of psychological and pedagogical, methodological, communicative and digital competencies, the ability to work in multidisciplinary teams, the application of individual educational trajectories and modern learning technologies. Particular attention is paid to the formation of an inclusive culture, the development of empathy, tolerance, pedagogical ethics, professional responsibility and readiness to work in a diverse educational environment.

The purpose of the article is to study the theoretical and practical foundations of inclusive education as a component of the professional training of future teachers in a globalized world, to substantiate modern approaches to the formation of their inclusive competence, to identify the main trends in the modernization of the content of pedagogical education in accordance with international standards, and to outline the prospects for improving the professional training of pedagogical personnel in the context of digital transformation, European integration, and the development of a barrier-free educational environment.

The development of the world educational space is characterized by active processes of globalization, digital transformation, internationalization of education and the establishment of the principles of equality and non-discrimination. In these

conditions, inclusive education acquires the status of one of the key directions of the state educational policy of most countries of the world, as it ensures the implementation of the fundamental right of every person to quality education regardless of their physical, mental, social or cultural characteristics. The inclusive approach involves the creation of a barrier-free educational environment, the adaptation of the content, methods and technologies of education to the needs of all students, as well as the formation of a pedagogical culture based on the principles of humanism, tolerance, respect for diversity and social justice.

Theoretical and practical aspects of the formation of future teachers' readiness to work in inclusive education are highlighted in the works of O. Bilyuk, V. Zelenin, I. Koreneva, which substantiate the need for systematic professional and pedagogical training of future teachers to work with children with special educational needs and define professional competence as the basis for the successful implementation of inclusive education. Scientists focus on the integration of psychological and pedagogical, methodological and practical components of the professional training of a future teacher.

The rapid processes of globalization, digital transformation of society, integration of national education systems into the global educational space and the spread of the principles of sustainable development significantly change the requirements for the professional activity of a modern teacher. In these conditions, inclusive education acquires special importance, which is considered not only as a separate direction of educational policy, but as an integral component of ensuring high-quality, accessible and fair education for all. World practice shows that the success of implementing inclusive education largely depends on the level of professional training of teachers, their readiness to work with different categories of education seekers, to apply modern pedagogical technologies, to individualize the educational process and to provide a psychologically comfortable educational environment.

An important component of the professional training of a future teacher is the formation of inclusive competence, which is an integral characteristic of the teacher's personality, combining a system of professional knowledge, practical skills, value orientations, ethical norms, communicative abilities and readiness to carry out professional activities in an inclusive educational environment. The structure of inclusive competence should include motivational-value, cognitive, operational-activity, communicative, reflective and digital components. Their harmonious combination ensures the ability of a future teacher to effectively organize the educational process, apply innovative teaching methods, provide pedagogical support to children with special educational needs and promote their successful socialization.