

The author actualize the problem of studying the state of formation of cognitive-competence component of future teaching assistants' readiness to carrying out professional activities in the inclusive educational space of a primary school, which is a component of the content-activity phase in the training system of these specialists.

Recently, inclusion has become a priority in the European integration education policy of Ukraine. Inclusive education has been actively implemented since the Government approved the Concept for the implementation of the state policy in the field of reforming the general secondary education "New Ukrainian School" for the period up to 2029.

Development of the modern knowledge-based society causes significant changes in the education system. Educational problems are becoming more diverse, tasks are getting more complex, and these changes lead to the formation of a competence-based educational paradigm where educational activity is viewed as informational and cognitive.

A trans-disciplinary definition of the concept of competence is now being introduced as a characteristic of the relationship between the subject and activity, and accordingly a transition from "learning by imitation" to "dedicated creative interaction" is taking place. The existing world processes in the society have led to the need to ensure continuous improvement of the professional competence of educators, and to enhance their professional skills.

The study of foreign and domestic experience in the theory and practice of implementation of inclusion shows that the optimal development of a child with special educational needs in terms of inclusion, in accordance with his/her capabilities and peculiarities, requires a cohesive cooperation of specialists of the interdisciplinary team (psychological and pedagogical support team) capable of providing educational and remedial development process. Accordingly, the process of training of such specialists should be carried out in institutions of higher

pedagogical education as well as in classical universities at pedagogical departments.

In this training process it is not enough to consider the assistant's knowledge, skills and abilities, although supplemented by 'practical application' and 'value orientations', as competences, since the introduction of such concepts as 'information society', 'smart adaptation', 'SMART-technologies', 'digital literacy' radically change the process of training of the new generation of specialists in the cognitive-competent field. In particular, we introduce SMART competence in the cognitive competence.

Along with the traditional mode of learning, implementation of eLearning and varieties – mobile education (mLearning) and blended learning (bLearning) – determine, in particular, the development of educational web resources and electronic textbooks, mass open online courses (MOOC), as well as special software products – virtual learning management systems (LMS); the formation of a circle of specialists in social networks and virtual communities of practice who operate blogs, webinars etc. The study of SMART technologies and the principles of their application in terms of inclusion should occur by actually applying these SMART technologies in the IHE educational process when forming a cognitive-competence component of the specialists' readiness to work in conditions of inclusion.

According to the indicator of future teaching assistants' readiness to use digital technologies in the educational process, and also based on the fact that the effectiveness of studying SMART-technologies and the principles of their application in terms of inclusion increases with students are trained using these SMART-technologies, an e-questionnaire was developed, which contains 15 components of the digital literacy of a future educator.

The indicators of the SMART-information criterion for the professional readiness of future teaching assistants to work in the context of inclusive education are defined: awareness of the legislative environment and conceptual terminology

of inclusive education, the depth of understanding of the psychological and pedagogical conditions of providing inclusive education, and the readiness to use modern digital technology in the educational process. According to the above parameters, a number of authors' diagnostic materials (tests, questionnaires, e-questionnaires) have been developed, which help to determine the level of their formation (perfect, sufficient, average, below average and low) in senior students. And following this ranking, it has been found out that future teaching assistants have mostly insufficiently formed readiness to work according to the SMART-information criterion.