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**PREPARING OF FUTURE EDUCATORS TO THE FORMATION OF
A POSITIVE INTERPERSONAL RELATIONS AND SKILLS FOR
COMMUNICATION BY PRESCHOOLERS WITH SPECIAL
EDUCATIONAL NEEDS**

Introduction. The introduction of inclusive education into the national educational system, including preschool education, is a requirement of a modern democratic society, which aims to ensure the right for education to all its citizens, including children with special educational needs. The problem of forming positive interpersonal relationships and communication skills has been one of the leading in the field of preschool education, since both of these aspects ensure the free "entrance" of a preschooler into the world, socialization and life in it. But, unfortunately, in the process of communicating children in inclusive groups, there are a number of negative manifestations: dissatisfaction with the formed relationships with classmates, feelings of invaluability and detachment, aggressiveness, anxiety, attachment of negative emotions, etc. According to this, the prospective educator should acquire appropriate professional competences that will enable him or her to work effectively in an inclusive environment, to be able to solve problems that arise between children with special educational needs and to

assist parents in the issues of socialization, education and development of their children.

Purpose. Theoretical substantiation of the problem of preparing future educators to formation of positive interpersonal relationships and communication skills of preschoolers with special educational needs.

Results. Regard to children with special educational needs (children whose educational needs go beyond the conventional norm), analysis of scientific studies has shown that their behavior and communication in society is determined by both biogenic and sociogenic factors. In this case, the difficulties encountered in children are recognized as "by nature", and social conditions and opportunities are often underestimated. The serious difficulties in the process of socialization and communication in these preschoolers have been connected with the pedagogical incompetence of individual teachers and parents, inadequate upbringing at early age, isolation, which leads to social helplessness and, unfortunately, a frequent negative attitude towards others as to "inferior". That is why the formation of positive interpersonal relationships in the development of preschool children with special educational needs and the development of communication has a specificity, which is the primary task of future preschool educators who will carry out their professional activities according to the requirements of inclusive education.

In our research, readiness to professional activity in the conditions of inclusion has been understood as a stable characteristic of the personality, synthesis of its properties and mental state, which becomes a stable quality of personality in the process of activity. As a process, such readiness has its own laws, peculiarities, structural elements, criteria and levels of formation. The main components of readiness to professional activity in the conditions of inclusion are theoretical and methodological knowledge, professional practical skills, a positive attitude to this type of activity, which, based on the principle of the leading role of motives in the activation of personality, stands out as the main.

In the educational process, future educators form and develop professional competencies that determine the readiness to professional activity. In this regard,

competence becomes an instrument of professional activity, which ensures its success, since the graduate of the higher educational establishments must be adapted to changes in professional activity, possess the developed abilities to it, be ready for continuous self-education and practical activity. One of the components of the professional competence of the future educators is psychological readiness for activity in the conditions of inclusion, the peculiarities of which determine its quality, stability and success. In our research, we have determined the components of psychological readiness: emotional acceptance of children with different types of developmental disorders; involvement of children with disabilities in activities during the class; satisfaction with own pedagogical activities.

We have put the following to the components of the professional competence of future preschool educators to work in inclusive education: a block of knowledge in pedagogical disciplines and professional methods of preschool education; a minimal or in-depth block of knowledge about developmental disabilities and the basics of correctional work, since the educator should be oriented in the basic aspects of the nosology of abnormalities and familiar with the possibilities of correctional pedagogy; possession of flexible forms and methods of interactive learning; the ability to motivate independent cognitive activity; ability to teamwork, to interact with specialists to build psychological support for teaching children with special educational needs; possession of modern technologies of educational work in order to create a special atmosphere and the formation of positive interpersonal relationships. We believe that one of the most important blocks of knowledge in the preparation of future specialists has been the knowledge of certain deviations in development and the basics of corrective work. By mastering this block of knowledge, actual competences of pedagogical activity in the conditions of inclusion have formed in order to form positive interpersonal relationships and communication skills of children with special educational needs.

Conclusion. Formation of positive interpersonal relationships and communication skills for preschool children with special educational needs has been an extremely difficult process, according to the specifics of the pupils and,

therefore, requires a high level of professionalism for future educators of preschool educational establishments. Accordingly, the competence approach that focuses on educational performance in our research is not the amount of knowledge that future educators receive, but the ability to act in different problematic situations due to the specificity of inclusive education.