

SOCIO-PSYCHOLOGICAL AND SOCIO-CULTURAL FEATURES OF COMMUNICATION IN AN INCLUSIVE EDUCATIONAL SPACE AND IN THE CONDITIONS OF MULTICULTURALISM

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ABSTRACT

The chapter is devoted to the study of the features, essence, nature, functional role of communication in modern society in the context of the development of inclusion, inclusive society and environment, intercultural communication and multiculturalism. The construction of effective communication depends on the means and methods of overcoming barriers, socio-psychological adaptation of the individual, the peculiarity of social communication is studied, which is a means of existence and transmission of worldview socio-cultural features, values and norms of culture. The leading place in modern studies of adaptation belongs to theoretical approaches of biological and socio-psychological orientation.

The chapter is devoted to the study of the essence and features of inclusive education in the educational environment, the main processes and problems of intercultural communication and multiculturalism.

KEYWORDS

Communication, inclusive society, intercultural communication, socio-psychological orientation, inclusive education.

7.1 COMMUNICATION AS THE MAIN FORM OF INTERACTION AND COMMUNICATION IN THE CONDITIONS OF AN INCLUSIVE SOCIETY AND MULTICULTURALISM

In the daily life of society, an extremely subtle and important component for each individual, its growth and formation, is communication – interaction in society, transfer and exchange of experiences in the space of the individual and in interpersonal interaction. During communication during the war, a significant role is played by the informational and psychological pressure of information and the information vacuum (the complete absence of information or its replacement by modified information, full of myths, simulacra, propaganda and propaganda information), which exerts a significant influence on the consciousness/subconsciousness of a person, as well as "paralyzes" adequate interaction and exchange during communication. War causes a stressful situation, supportive communication lowers the stress threshold, motivates to a full-fledged life. There are many studies on the features of information and psychological warfare and threats to the psychological health of the population, namely the works of V. Petryk, A. Dubyna, N. Maruta, A. Markov, and others.

Building effective communication and overcoming barriers in the understanding and perception of the individual is extremely relevant for the development of all spheres of full-fledged activity of society, the need for effective communication is especially keenly felt in the period of crisis in society – the Covid-19 pandemic, hybrid information wars, the full-scale invasion of the Russian Federation and resolution of the war between the Russian Federation and Ukraine.

In the context of personality development, as well as personality in society, various vectors of research are determined through the prism of studying communication, the interaction of the concepts "communication – intercommunication".

Thus, scientists define different approaches to the concepts of "communication" and "communication", which consists in identifying the concepts, as well as separating the concepts, considering that communication is a form of communication.

In particular, the identification of concepts is studied through historical-linguistic analysis by the Ukrainian researcher Y. Prylyuk, who, based on the results of the study, determines that etymologically and semantically these terms "communication" and "communication" are identical. This opinion is held by foreign researchers T. Parsons and K. Cherry. Understanding the concept of communication is considered from the point of view of modernity – theories of communicative action (Eugene Habermas), communicative community (Karl Otto Apel), communicative rationality (Eugene Habermas, Karl Otto Apel, etc.), etc.

The ontological foundations of the study of communication are profound and relevant at the current stage of the development of society in Ukraine and the world, which should be considered as one of the forms of human interaction in the process of communication.

A common classification of types of communication includes the following varieties:

- cognitive communication (occurs by full or partial transfer of the content of information);
- persuasive (consists of influencing others, motivation to change attitudes, as well as a request to do something);
- expressive (consists in interpersonal communication, the purpose of which is the transfer of emotions, assessments, feelings, views);
- non-verbal communication (gestures, facial expressions, postures), etc.

However, communication should not be characterized only as an exchange of information, which leads to the discovery of only its processes. This approach to understanding communication does not reveal its specificity, which consists in the following:

- in the presence of a single communicative space, and the participants of communication are not objects, but active subjects of mutual exchange of information – one participant, during the direction of information, expects the activity of another, who should focus on goals, intentions, motives, attitudes, analyze them, etc. ;
- joint activity of participants during communication and active exchange of information;
- mutual understanding achieved as a result of feedback, the role of information for communication participants;
- information during its exchange unites its participants into one informative field;

– under the condition of understanding the information, and not simply accepting the general content and meaning of the communication, there is a joint understanding and understanding of the topic and idea of the communication;

– with the help of a system of signs, communication participants have the opportunity to influence each other, and influence is an indicator of determining the effectiveness of this influence, etc.

An important role in the study of communication as an important component of the development of an individual's interaction with the social environment is social communication, which is a means of existence and transmission of "cultural values and norms", which also determines "the level of society's culture and the peculiarities of the functioning of the social sphere" [1]. Let's agree with V. Bebyk's opinion that the nature of social communication in society in the context of a global or national dimension, "the level of its development is determined by the level of general culture of the respective society, mediated by their values and norms" [1]. Among the important functions of social communication are: dissemination of public information, knowledge, values; implementation of socio-cultural exchange, dissemination and development of socio-cultural norms; preparation and promotion of public participation in social activities of social consciousness formation; integration and regulation of public relations, including social relations [1]. In addition, according to the researcher, social communication "should be a means of harmonizing and coordinating public interests based on full information of citizens, respect for individual rights and freedoms, democratic political culture and freedom of the mass media from power and business structures (global and national)" [1]. Expanding the understanding of the essence of communication, taking into account its social role and the coordination and coordination specifics of the direction of public interests based on respect for all participants in communication, is a priority in the development of a modern inclusive society, the creation and development of a society "for all".

In the study of scientists, different approaches to the study of social communication are recorded, which are closely related to the development of intercultural communication, as well as the emergence of barriers in interaction with society:

– language barriers – i.e. inability to fully express one's own opinion due to imperfect knowledge of the language (imperfect knowledge of the mediator's language or the language of one of the communication participants);

– perception barriers – the presence of a different point of view, outlook, mentality;

– barriers due to the influence of another culture – misunderstanding due to radically different cultural traditions and values;

– barriers as a result of non-verbal communication (impressions or social, personal, intimate, public distance) [2].

In the process of communication between people, a number of barriers arise that prevent full and effective communication and interaction:

– *the first impression* is a barrier that can contribute to a false perception by communication partners, the first impression can be relatively adequate, as well as correspond to character traits, or it can be wrong;

– *a barrier of negative attitude* – a barrier that was introduced into a person's experience by someone from other people, which can be introduced by reporting and sharing negative information about someone, which causes the emergence of a negative attitude towards a little-known person, due to the lack of personal experience communications and interactions with this person;

– *barriers of perception and attitude towards people with special needs* – barriers that are formed at the social and psychological level and include the following mechanisms of formation and manifestation:

- a) high level of stigmatization of these categories of the population;
- b) negative stereotypes about a person with certain physical and mental health disorders;
- c) discriminatory tendencies manifested in certain groups in relation to people with disabilities.

The most important source of formation of negative perception as a social phenomenon, according to A. Drapak is *a stigmatization*, a characteristic *attributed by society* to individual people or groups of people who differ from the main mass, and implies a negative attitude towards them.

According to the researcher G. Syzko, in general, in every society, depending on its socio-cultural and ethno-psychological features, *different types of stigmas are formed in relation to people with disabilities*, but mostly this category of persons is perceived negatively, society is fenced off from them, building *artificial barriers* [2].

A socio-value approach in the study of barriers in the context of studying the interaction of persons with special educational needs with society and public space, recorded by the Centers for Disease Control and Prevention (CDC) (1600 Clifton Road Atlanta, GA 30329-4027 USA), which is a science-based, data-driven service organization that protects public health [3].

CDC comprehensively studies and focuses on overcoming such barriers as: physical barriers, social barriers, attitudinal barriers, political barriers, communication barriers, transportation barriers. So, *attitudinal barriers* are one of the main contributors to the emergence of other barriers (some people may not realize that difficulties moving to or from a place can limit a person with a disability from participating in everyday life and common everyday activities).

It is worth noting that *the communication barriers of people with disabilities* affect hearing, speaking, reading, writing and/or understanding, using other methods of communication than people who do not have physical and mental health disorders.

In particular, auditory messages may not be accessible to people with hearing impairments (videos that do not contain subtitles, oral communication without manual translation, use of technical language).

Programmatic barriers limit the effective implementation of public health or health care programs for people with different types of disabilities.

Social barriers are related to the conditions in which people are born, grow, live, study, and work, which can contribute to a decrease in the functioning of people with physical or mental health disorders. According to the CDC, in 2017, 35.5 % of people with disabilities aged 18 to 64 were employed, compared to 76.5 % of people without disabilities, which is about twice the rate of people with disabilities. Adults aged 18 and older with disabilities were less likely to graduate

from high school than their peers without disabilities (22.3 % vs. 10.1 %). People with disabilities are more likely to have an income of less than 15,000 USD than people without disabilities (22.3 % vs. 7.3 %).

Transportation barriers arise from the lack of adequate transportation, which prevents a person from being independent and functioning in society.

In modern society, in which the interaction of several cultures is recorded, the process of forming multicultural communication takes place, in which a person, being influenced by other cultures, preserves its cultural identity and belonging to its own culture. According to S. Drozhzhyna, multiculturalism "means the coexistence in a single political society of several notable cultural groups that are willing and, in principle, able to reproduce their specific identity" [4]. The coexistence of cultures and effective interaction in a multicultural space is an important condition for integration and the formation of a modern inclusive society. Therefore, we agree with the opinion of Svitlana Drozhzhyna that most "countries are multicultural", and multiculturalism should be considered not only as "the concept, practice and policy of immigrant countries, but also of all modern multicultural countries of the globalizing world" [4]. This approach significantly expands the direction of studying multiculturalism in modern society. The problems of socio-psychological adaptation of society, the development of an inclusive society and sensitive communication processes in society are important vectors for the development of communication research and overcoming barriers, as well as the creation of favorable conditions for the European development of society.

7.2 SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL AS A FACTOR OF EFFECTIVE COMMUNICATION

A person's life from the beginning to the very end is a process of adaptation to environmental influences and communication with others. That is why "adaptation" is one of the key concepts in the study of the human body, since it is the mechanisms of adaptation that ensure the existence of a living organism in changing environmental conditions and the process of effective interaction with others.

Adaptation is a process of adaptation and a set of morphological, physiological, behavioral and other individual characteristics of an organism that give it the opportunity to lead an optimal life-style in current conditions of existence. The concept of adaptation arose as a result of numerous studies in various fields [5]. Scientists studied the peculiarities of human adaptation in the conditions of usual life situations such as: stress, life crisis, but different concepts consider different factors of adaptation. The leading place in modern studies of adaptation belongs to theoretical approaches of biological and socio-psychological orientation.

Biological adaptation is the result of adaptation of the human body to the physical conditions of the environment: pressure, air humidity, temperature, smells, lighting, sounds, and changes in one's own body [6]. Adaptation in biology is considered as a process of changing the structure or

functioning of an organism or individual organs in accordance with changes in the surrounding environment. Adaptation can ensure survival, resistance to the influence of biological factors, success in competition with other types of living organisms.

Scientists distinguish two types of biological adaptation, namely:

1. Physiological adaptation (at the level of the organism) – the response of the human body to changes in the environment with the aim of more effective functioning in new conditions.
2. Evolutionary adaptation is associated with evolutionary transformations of the structure, functions, and behavior of organisms in accordance with certain changes in living conditions. Evolutionary adaptations arise and change through variability, heredity, and natural selection according to specific environmental conditions.

Psychological adaptation – collective psychological properties of an individual that determine its resistance to the conditions of the external environment and the level of adaptation to them; the result of such an adjustment. Psychological adaptation is a two-way phenomenon, since the object of research is not the individual or the environment, but their communicative interaction with each other. Psychological adaptation is characterized by continuity, although it is mostly associated with radical changes in the life of an individual and its environment. According to S. Balycheva, the essence of the interaction between the individual and the environment is to find and use adequate ways to satisfy basic life needs [6]. If the environment makes demands on a person that are difficult to adapt due to its personal or age characteristics, then it may develop a feeling of social, mental and physical stress, and this is a serious risk of further psychological maladaptation and disruption of communicative interaction.

Social adaptation is an integrative indicator of a person's condition, which reflects its ability to adequately perceive the surrounding reality, relate to people, events, actions, communicate, study, work, adjust its behavior in accordance with the expectations of other people [7]. Social adaptation is the integration of a person into society, in the process of which self-awareness and role behavior, the ability to self-control, and adequate connections and relationships with other people are formed. Social adaptation is a process of adjustment to the social environment, aimed at preserving and forming an optimal balance between the person, its internal state and the environment.

Socio-psychological adaptation is a phenomenon that scientists consider as a continuous process of mutual influence of a person and its social environment, the success and adequacy of which depends both on individual psychological characteristics of a person and on environmental factors. Socio-psychological adaptation occurs through a combination of unconscious and conscious modeling of the individual's own behavior as its individual strategy and situational tactics in order to achieve the desired result. External and internal social regulators influence the formation of the goal and ways of achieving it. External social regulators are norms of behavior, rules, requirements and wishes and expectations characteristic of society. Internal social regulators are needs, interests, value and life orientations, which collectively determine life goals, social adaptation criteria, and individually acceptable methods and forms of socio-psychological adaptation. Psychological factors that determine the features of social adaptation are the psychological properties of a person's personal-

ity, individual cognitive styles of processing information, coping strategies, methods and tendencies of emotional and behavioral response depending on the level of social and psychological adaptation.

L. Korobka indicated that the indicators of successful social and psychological adaptation at the group and personal level should be considered [8]:

- satisfaction with relations with the environment;
- positive social identity;
- positive image of "We" and "Them";
- intergroup tolerance;
- actualization of needs for self-respect and self-realization;
- satisfaction with activity, meaning of life;
- internal locus of control;
- high activity, emotional stability.

I. Oliynyk and Yu. Nozhenko distinguish three main stages of social and psychological adaptation that affect the effectiveness of communication [9]:

I stage is indicative. It occurs when all body systems actively react in response to a complex of new influences. This "physiological storm" lasts several weeks. At this stage, the organism spends all the resources it has, and sometimes "borrows", which indicates an extremely high "price" of payment for this period of adaptation.

II stage is a noticeable and unstable adaptation. It is formed when the organism searches for and finds options for its own adequate reactions to external influences, proposals for communicative interaction.

III stage is a period of relatively stable adaptation. It occurs when the body finds the most optimal options for responding to stress, which require less stress on all body systems.

Maladaptation is the formation of inadequate human adaptation mechanisms to environmental conditions, behavioral disorders, conflict relations, psychogenic diseases and reactions, increased anxiety levels; disharmonious development of a person's personality [8].

V. Mukhina emphasizes the "place factor", for example, the educational institution in which a child should study and undergo adaptation, including with special needs [9]. This factor intensifies the violation of all cognitive activities of children and affects their school performance, the specificity of their interpersonal communication. Gradually, such students begin to avoid communication, especially with people they do not know, a characteristic neurotic personality development occurs. In primary school age, children experience disturbances in psychophysical development episodically, but in the process of growing up, the experiences acquire other qualities and become more intense.

According to V. Mukhina, it is necessary to start identifying developmental disorders as early as possible, analyze their causes, and provide students with qualified psychological and pedagogical assistance [9].

"*Special needs*" can mean at least three things. On the one hand, this is the need for special methods of examination, training and communication, rehabilitation and occupational therapy, special treatment during training. Second, special accommodations are also required – assistive

devices for walking, wheelchairs, hearing aids, etc., to complex computer and medical equipment, as well as requirements for a barrier-free structure and adaptation of the educational environment. Thirdly, we are talking about the social insecurity of children with SEN.

According to L. Vygotsky, the social environment plays a significant role in the formation and development of children, in which special attention should be paid to communication and cooperation. The scientist notes that human needs developed and formed only in the process of social life, and this confirms the opinion that higher mental functions are social in origin [7].

According to the research of M. Svarnyk, children, including children with SEN, have difficulties in freely organizing activities: they get tired quickly, their working capacity decreases, and sometimes they cannot complete the activity [10]. Effective adaptation of children, according to the scientist, involves:

- compliance with relevant optimality criteria;
- use of special adaptation technologies.

Optimality criteria refer to the goals of adaptation (target criteria) and means of achieving these goals (instrumental criteria). The criteria of humanity, self-efficacy, equal opportunities, tolerance, normalization, as well as the activity criterion act as targets; the criteria of state and public support, psychological assistance, problem orientation, internal motivation, complexity, systematicity and cooperation are presented as instrumental.

O. Bezpalko believes that the successful social development of society in today's conditions requires focusing attention on solving the problems of providing social guarantees and social protection of children and school youth, creating conditions for their adaptation in the social environment: family, school team, territorial community. The author is convinced that these tasks can be successfully solved under the condition of optimal organization of socio-pedagogical work with children and school youth in the territorial community: creation of effective and efficient social services in their activities, active participation in socio-pedagogical work of specialists in the social sphere and actual users of social services [11].

7.3 MODERN INCLUSIVE EDUCATION AND INCLUSIVE EDUCATIONAL SPACE: EDUCATION AND SCIENCE IN THE NATIONAL AND INTERNATIONAL DIMENSION

The development of Ukrainian statehood, active economic, political and educational integration in the European space is perhaps the most important task on the way to the democratization of our state. Today, there are quite wide opportunities in Ukraine for the exchange of educational experience, the development of the system of educational volunteering, the introduction of joint scientific and creative educational projects, which allows us to talk about the expansion of intellectual and social boundaries.

At the same time, the European experience in the education system brings and promotes the development of new approaches in Ukraine in those areas that were previously practically closed

for discussion. We are talking about inclusive education of children with special needs. It is the European programs to help society realize the potential of each child and to promote the process of becoming an active individual, a full-fledged member of one's own country, who must realize oneself in life, for a certain step that will help to integrate into the European space. Therefore, scientific analysis of this problem is relevant for discussion. And it is the coverage of theoretical approaches to the issue of inclusive education that we define as the goal of our work.

Inclusive education, as one of the development-oriented approaches to education, aims to meet the educational needs of all children, youth and adults, paying special attention to those who are excluded from the educational process. The principle of inclusive education was approved at the Salamanca World Conference on Education for Persons with Special Needs (UNESCO, 1994) and reaffirmed at the Dakar World Education Forum (2000). UNESCO considers inclusion as an approach that "develops dynamically, consists in a positive attitude towards the diversity of students and in perceiving individual characteristics not as a problem, but as an opportunity to enrich the learning process" [12, 13]. Therefore, the movement in the direction of inclusion is not only a technical or organizational change, but also its own philosophy.

The basis of inclusive education is the human right to education, proclaimed in the Universal Declaration of Human Rights in 1949. Equally important is the right of the child not to be discriminated against, which is provided for in Article 2 of the Convention on the Rights of the Child (UN, 1989). The logical consequence of this is that all children have the right to receive education in a form that does not subject them to discrimination on the basis of mental or physical characteristics [12, 13].

Having joined the main international treaties in the field of human rights (the UN Declaration on Human Rights, the UN Convention on the Rights of the Disabled, on the Rights of the Child), Ukraine undertook to observe universal human rights, in particular, to ensure the right to education of children with special educational needs. The purpose of these obligations is the implementation of the state policy regarding the formation of a new philosophy of attitude towards children with special psychophysical development, the provision of their constitutional rights and state guarantees for obtaining quality education, the implementation of comprehensive rehabilitation of such children, their acquisition of household and social skills, the development of abilities, the implementation international practice regarding increasing the number of general educational institutions with inclusive education, ready to provide educational services to children with special educational needs.

Today, one of the priority areas of our state's policy is the creation of an inclusive educational environment. As in most countries of the world, in Ukraine, the concept of inclusive education is applied, as a rule, to people with special needs, of whom there were about 2.74 million as of January 1, 2013, which is almost 6 % of the total number of Ukrainians. The relevance of the mentioned problem is due to the tendency to increase the number of children who need special education, which would contribute to their social adaptation and integration into active social life [14].

Inclusive education is the foundation of an accessible and open society, it is evidence of the social maturity of society, its ability to accept the diversity of human existence and create all

conditions for socialization, learning, active communication, self-expression, self-realization, self-affirmation and self-care of persons with developmental disorders or temporary health disorders. An inclusive approach to the organization of the educational environment for the national education system is relatively new. Thanks to the study of foreign experience, the improvement of the legislative and regulatory framework of Ukraine, the organization of additional training for teaching staff, the deepening and expansion of the content of the training of future teachers, the creation of inclusive resource centers, the introduction of the position of teacher/educator assistants and the child itself, directing subventions from the state budget to provision of state support to persons with special educational needs, support and encouragement of the relevant activities of public organizations, we can already today summarize the first results of the introduction of inclusion in the national education system. However, despite positive developments in the implementation of inclusive education, there are still many obstacles, barriers and challenges that need to be overcome.

The UN Convention on the Rights of the Child declares that the right of people with disabilities to integrate into society is a basic principle of international standards in the field of human rights, and inclusive education is the basis of social integration. In developed countries, integrated schools are already a reality, in ours – isolated cases.

Every child is special, but there are children who are called "special" not in order to emphasize the uniqueness of abilities, but in order to highlight those special needs that distinguish them from other children. Regardless of the state of health, the presence of a physical or intellectual impairment, every person has the right to a full life, education, the quality of which does not differ from the quality of education of other people. This principle is the main one in the organization of inclusive education of children with special educational needs.

One of the main principles of international standards is the right of children with special needs to integrate into society, the basis of which is providing such children with access to quality education [13].

The term "inclusion" is different from the term "integration" in its conceptual approach. In particular, the document "International consultations on the education of children with special educational needs" indicates that integration is defined as efforts aimed at introducing children into a regular educational space. Inclusion is a policy and process that enables all children to participate in all programs. The difference in approach lies in recognizing the fact that we are changing society to accommodate and adapt to the individual needs of people, not the other way around. The concepts of "integration" and "inclusion" are considered antonymous to "segregation" and mark the corresponding progress in the development of the system of education for persons with disabilities [12].

The goal of inclusive education is to achieve qualitative changes in various aspects of the development of children of this category – physical, social, psychological, mental, and personal.

In Ukraine, the process of inclusive education is carried out by organizing special classes, including children with disabilities in regular classes, and teaching children according to an individual form. In addition, special schools continue their activities. That is, the educational institutions of the city are open to the education of all children, regardless of their physical, intellectual, social or other characteristics [14].

During the last decade, domestic scientists, in particular, V. Bondar, A. Kolupaeva, T. Yevtukhova, V. Lyashenko, I. Ivanov, O. Stolyarenko, A. Shevchuk, O. Savchenko and others devoted their work to researching the problem of involving children with special needs to study in general educational institutions, their rehabilitation and socialization to social norms. The works of psychologists L. Vygotsky, O. Wenger, O. Zaporozhets, O. Kyrychuk, G. Kostyuk, B. Korsunskaya, and S. Maksimenko had a significant impact on the development of the system of special educational institutions, improvement of their structure, development of methods for early diagnosis of mental development of children, N. Morozova, V. Sinyova, P. Talanchuk, V. Tarasun, M. Yarmachenko. They substantiate the principled provisions regarding the peculiarities of the development of mental processes in children of different ages, the role of corrective education in preparation for school education, and the mechanisms of formation of their social and communicative activity. In the studies of scientists, the history of the formation and development of certain areas of special education of school-aged children with various psychophysical disorders was studied.

Inclusive education and upbringing of children with special needs poses two serious questions to the educational institution: "How to help them develop normally?" and "How to minimize possible negative consequences of joint education with other children?".

The essence of the activity of the school psychological service consists in accompanying the child during its schooling, which makes it possible to introduce school psychological activity into the educational and educational pedagogical system.

Modern society recognizes that inclusion is a more humane and effective educational system that is able to meet the needs of all categories of children, regardless of the level of psychophysical development, and contributes to the creation of an inclusive society that would fully accept such students, recognize their rights to education, personal development, professional activity, participation in social life. By introducing inclusion into the educational process, it is possible to achieve the development of Ukrainian society, which will allow every citizen "regardless of age and gender, ethnicity, abilities, presence or absence of special features in development, to participate in the life of society and contribute to its development. In such a society, peculiarities are respected and valued" [14, 15].

In addition, inclusive education is useful not only for children with special psychophysical development, but also for their peers, which will contribute to their personal development. Such training develops in healthy students the ability to empathize, tactful interaction, sensitivity and tolerance towards sick peers, contributes to the formation of an attitude towards them as equal members of the team. Enrollment of children with special needs in secondary schools implies a positive influence on their parents and other family members, resulting in a gradual positive change in the mental state of the latter, easing tension, improving their emotional state, reducing their anxieties and fears, and mobilizing forces to fight the disease [14].

Summarizing the above, it can be concluded that the successful introduction of inclusive education for youth with special needs requires solving tasks at the state level: the formation of a new philosophy of state policy regarding children with special educational needs, improvement of the regulatory and legal framework in accordance with international treaties in the field of rights of a

person, implementation and dissemination of the model of inclusive education of children in preschool and general educational institutions. In general, the implementation of the Concept of Development of Inclusive Education requires amendments to the current legal acts regarding the implementation of inclusive education of children with special needs in general educational institutions [15].

7.4 PSYCHOLOGY OF INTERCULTURAL COMMUNICATION: COMMUNICATIVE COMPETENCE AND AWARENESS

Questions of the psychology of intercultural communication are extremely relevant today, because Ukraine is in the center of attention of the whole world from February 2022. According to the Ukrainian psychologist A. Starovoitov, a paradoxical situation of "anticipated impossibility" has unfolded on the map of Europe, when in the 21st century one country carries out a full-scale invasion of another [16]. When the real war came to Ukrainian lands, 14 million Ukrainians were forced to leave their homes, among which about 7 million were scattered around the world. Urgent issues of Ukrainian refugees actualized the issue of intercultural communication and their psychological characteristics.

The concept of "intercultural or cross-cultural communication" should be understood as "a special type of connections and relations that are formed between cultures in the process of mutual exchange of cultural ideas, norms and values, as a result of which it is possible to change states, qualitative characteristics, areas and forms of activity, the whole way of life or spiritual orientations of the contacting cultures" [17]. It is believed that the following components are necessary for the implementation of intercultural interaction: first, "the emergence of a situation in which communication takes place; secondly, establishing contacts and their implementation, with the help of which cross-cultural interaction is carried out; thirdly, the presence of interacting parties, which are characterized by consciousness and mastery of the norms of any cultural system" [17]. The parties to the communicative interaction are carriers of certain psychological features that can facilitate or hinder the establishment of connections.

The processes and problems of intercultural communication led to the emergence of such a socio-political phenomenon as "multiculturalism", the emergence of which is associated with the search for solutions to the management situation in bicultural Canada in the 1960s. In 1971, the concept of "multiculturalism" received official political recognition. Later, this term became widely used in political and scientific discourse.

In the dictionary of basic concepts of communication and the study of culture by T. Sullivan and J. Hartley, the concept of "multiculturalism" is defined as the recognition and study of societies consisting of different cultural groups, the cultural traditions and practices associated with them are often associated with different ethnic components of the general social formation [18]. The dictionary of sociology defines multiculturalism as "one of the state's priorities for preserving ethnic and cultural differences, meeting the linguistic and cultural needs of national minorities and immigrants" [19]. That is, the goal of multiculturalism is the recognition and legitimization at the

political and social levels of cultural, linguistic, ethnic differences in different population groups of one country or nation. In 2003, the European Commission defined multiculturalism as a socio-political ideal, which means "equal opportunities accompanied by cultural diversity in an atmosphere of mutual tolerance" [20]. Universal human values, observance of human rights in all spheres of life and the principles of equal coexistence of various forms of cultural life became the central idea of a multicultural society. Therefore, the establishment of the philosophy of multiculturalism in Europe and the world was a consequence of the political circumstances that create the history of today, and is a response to the fast-moving social reality.

It is important to note that the observance of universal values, which today in every democratic state are enshrined in the constitution and legal framework, is conditioned, in addition to legal enshrinement, by the personal choice of each person in such a society. This represents the worldview position of each individual in particular and the entire society as a whole. Accordingly, it is appropriate to consider the social and personal level of manifestation and ways of implementing intercultural communication.

At the social level, this is revealed through the concept of intercultural communicative competence, the theory of which was developed by sociologist L. Pochebut, considering it as a psychological prerequisite for the constructive interaction of representatives of different cultures. The author believes that a person's value system reflects its worldview, its basic social beliefs and ideas. As a result, any attempt to destroy this system leads to a loss of contact, the emergence of obstacles in communication, closedness, self-defense and protection of one's cultural system [21]. The socio-psychological basis of the theory consists of cognitive, behavioral and emotional components.

They, in turn, are revealed through:

1) awareness of oneself as a bearer of one's culture and recognition of equal value and respect for other cultures and their representatives;

2) understanding and accepting the variability of reactions of representatives of different cultures in the same situation;

3) combination, on the one hand, of the ability to be aware of and declare one's interests/values with the willingness to openly and interestedly hear and accept the interests/values/traditions of people of another culture. Accordingly, the foundation of intercultural communicative competence is interethnic tolerance, which is accompanied by: interpersonal tolerance, trust in people and sensitivity [21]. Tolerance should be understood as respect for the rights of other people without diminishing one's own rights.

Trust in people is defined as the confirmation of expectations by some people from other generally accepted norms of honest behavior and cooperation. The concept of sensitivity means special sensitivity when establishing and maintaining intercultural contacts.

M. Bennett in 1988 presented a model of intercultural sensitivity, which means a person's sensitivity to cultural differences, their assessment from the point of view of relativism, the ability to understand and accept a plurality of ideas, values, and attitudes. Intercultural sensitivity

develops within the framework of a continuum from ethnocentrism to ethnorelativism, that is, a complete denial of cultural differences to the recognition and approval of these differences, provided the integrity of one's own self-concept is preserved on the border of these differences [22].

This model involves six stages: *denial* of the actual fact of the existence of differences in cultures, *protection* against the threat of the possible destruction of the self-concept by cultural differences, *minimizing* the importance of other cultures in comparison with one's own, *acceptance* of cultural differences through respect for them and the gradual formation of ethnorelativistic beliefs, *adaptation* as an appearance new, more adequate situation skills of cultural reaction.

The first three stages are characterized by ethnocentrism, when one's own culture occupies a central place in a person's worldview, and the last three stages reveal a gradual transition to an ethnorelativistic perception of the world. Progression through these stages is not inevitable, and depends on the social need and desire to communicate effectively outside of one's social context. This contributes to the fact that differences become the subject of cognitive evaluation based on the plurality of cultures, then they are emotionally accepted, and at the level of behavior, the context of the manifestation of cultural differences is taken into account.

The presented theories of communicative competence and intercultural sensitivity reveal the necessary qualities of a person as a social being, determine the necessary level of its social maturity in order to respect the priority of universal human rights and values in society. But the author considers it expedient to consider such an aspect as awareness in intercultural communication, which is revealed at the individual level of a person.

The concept of "awareness" can be considered at such levels as: the totality of concentration on the "here and now", presence; careful awareness of both oneself and others at the same time; accepting the other without judgment and curbing automatic reactions.

One of the most important factors in effective intercultural communication, according to numerous studies, is "awareness", or "directed attention", "acceptance without judgment/evaluation". In modern psychology, awareness (mindfulness) is considered as a quality of consciousness characterized by receptive attention and awareness of the events taking place. Mindfulness practices have shown high results in reducing depression, anxiety, increasing psychological well-being, and are also an effective means of improving the functioning of cognitive processes. In addition to the general psychological approach to awareness, it is also considered as a factor contributing to the growth of intercultural competence through stimulation to expand knowledge about other cultures, sensitivity to cultural differences [23].

S. Ting-Toomey's theory of image support is interesting in the context of intercultural interaction. Behind it, the image of a person (self-concept from the point of view of psychology) faces the threat of its destruction due to complete annihilation or assimilation, which stimulates the individual to look for ways of its complete or partial preservation in new (intercultural) conditions.

This is explained by the main provisions of this theory [16]:

1) in all cultures, communicative interaction is based on the desire to preserve "one's own image" in the process of communication;

2) maintaining the image is especially difficult in situations of uncertainty, when the identities of the participants in the communication are evaluated or doubted;

3) representatives of individualistic cultures pay more attention to preserving their own image, representatives of collectivistic cultures – the image of the opponent;

4) maintaining the image of both interlocutors depends on cultural norms, individual characteristics and situational factors;

5) the desire to preserve the image affects the behavior in intercultural conflicts;

6) the main cause of intercultural conflict is lack of mutual understanding or lack of knowledge about another culture".

Here it is appropriate to say that in the context of the above, there is an urgent need for theoretical understanding and finding ways of practical solution to the problem of the formation of intercultural competence of a person. In a general sense, competence is defined as a personal category, it is the experience acquired by a person as a result of mastering competencies. Competencies are a set of abilities and skills necessary for life and effective productive activity in a certain area.

In the framework of cross-cultural interaction, communicative competence includes such abilities, types of behavior and practical activities that allow individuals to effectively and consciously interact with other individuals whose sociocultural environment differs from their own origin and upbringing. For this, there must be respect for people in general and an understanding of cultural differences between them.

S. Ting-Tumi believes that attentiveness, as a component of communicative competence, in the context of cross-cultural interaction has three aspects:

1) shifting the focus from ethnocentrism to ethnorelativism;

2) conscious metacognition;

3) careful approach to awareness and control of emotional attitudes [23].

This showed the crucial role of the combination of attentiveness and emotional stability in intercultural communication.

Hudykanst, within the framework of the theory of anxiety and uncertainty management, describes the relationship between effective cultural communication and anxiety management [16]. In order to overcome anxiety, you need to understand the present moment of communication. Awareness allows in this process to predict and explain the behavior of other people due to openness to new information and awareness of alternative points of view.

Empirical studies have shown that mindfulness is related to skills in identifying feelings and sensations through body satisfaction. This suggests that attentive people feel more emotionally stable in intercultural communication and, accordingly, communicate more effectively. Increased anxiety in communication reduces the effectiveness of any communication. A decrease in anxiety can be influenced by the level of awareness – the higher it is, the more awareness you have about intercultural skills. That is, conscious people more realistically assess the effectiveness of their communication and can adjust their communication strategy to increase its effectiveness.

Careful listening to oneself directs a person's attention to its own experiences "in the body". This leads to impartiality, interest, openness and high tolerance for uncertainty in communication [23]. According to the research of S. Ting-Tum, in response to uncertain intercultural communication, specific emotions such as: surprise, fear, anger, contempt can be manifested, which, in turn, can cause patterns of judgments and behavior. Such patterns of judgment and reactive emotion are usually subconsciously learned from our cultural historical context, past experiences, religious identity, etc. And, as a result, awareness leads to the management of attention, which contributes to a certain mechanism of restraining automatic reactions. Control of reactivity is provided by skills: recognition of signals of bodily sensations; finding an explanation for bodily sensations; developing an attitude of acceptance of the other without judgment.

Summarizing, it is worth noting that it is awareness of one's own feelings and emotions, restraint of automatic reactions, non-judgmental acceptance that leads to a decrease in inter-group anxiety and fears in the process of communication with culturally dissimilar communication patterns.

7.5 DISCUSSION OF THE RESULTS OF SECTION 7

The ontological foundations of the study of communication are profound and relevant at the current stage of the development of society in Ukraine and the world, which should be considered as one of the forms of human interaction in the process of communication.

The study of the national and European experience of a comprehensive study of communication, social communication, the emergence and overcoming of barriers allows a deeper consideration of this problem, to discuss and develop the methodology of communication and social interaction in the context of solving the issue of an inclusive social environment and social communication, improving communication with persons with disabilities, favorable integration into society of all communication participants.

The emergence of barriers negatively affects the development of the individual and all spheres of life in society. Overcoming barriers, forming an inclusive society, a favorable multicultural space for all members of society, successful integration of the individual into modern society is possible in the context of motivations for the development of modern approaches and methodologies of multiculturalism and the creation of an inclusive society.

The problems of socio-psychological adaptation of society, the development of an inclusive society and sensitive communication processes in society are important vectors for the development of communication research, overcoming barriers, as well as creating favorable conditions for the European development of society.

Changes in the social environment, the rapid pace of life in society, an excessive amount of information, and a decrease in the educational potential of the family have a negative impact not only on the quality of any education, but also on the processes of socialization and adaptation of

the individual, since a person's life depends on the influence of social factors: living conditions, the attitude of children and adults with typical development, education, health care and social protection systems in the state, the opportunity to realize their rights and opportunities, etc.

Universal human values, observance of human rights in all spheres of life and the principles of equal coexistence of various forms of cultural life became the central idea of a multicultural society. Trust in people is defined as the confirmation of expectations by some people from other generally accepted norms of honest behavior and cooperation.

Adherence to universal values, which are currently enshrined in the constitution and legal framework of every democratic state, is conditioned, in addition to legal enshrinement, by the personal choice of each person in such a society. This represents the worldview position of each individual, in particular, and the entire society as a whole. Accordingly, it is appropriate to consider the social and personal level of manifestation and ways of implementing intercultural communication.

The presented theories of communicative competence and intercultural sensitivity reveal the necessary qualities of a person as a social being, determine the necessary level of its social maturity in order to respect the priority of universal human rights and values in society.

Awareness of one's own feelings and emotions, restraint of automatic reactions, non-judgmental acceptance leads to a decrease in intergroup anxiety and fears in the process of communicating with culturally dissimilar communication patterns.

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