The correctional pedagogical process as a whole phenomenon
Problems:

1. The nature, characteristic features of correctional and pedagogical works of students with severe speech disorders.
2. Basic components of qualities of special education.
Correctional and pedagogical process

it is a system of pedagogical work with students with severe speech disorders, directed upon overcoming or easing the shortcomings of their development.
The structure of the correctional-educational process

1. A target component.
2. A substantial component.
3. An activity component.
4. An effective component.
5. A resource component.
The functions of correctional educational process

Correctional-educational
Correctional-upbringing
Correctional-developmental
Features of correctional educational process

1. In the framework of correctional and developmental trainings and education of correctional and pedagogical activity occupies central position single the pedagogical process.

2. Correctional activity has its own specific orientation.
Features of correctional educational process

3. The volume and importance of the correctional pedagogical process takes up an important place on the intersection of components educational process.

4. Correctional work how an independent unit of the pedagogical the process should have its result and interact with the social environment.
# Types of remedial classes with students with severe speech disorders

1. Correction of violations of oral speech (I-VII) classes.

2. Correction of violations of written speech (III – XI(XII) classes).

3. Logarhythm (I – V) classes.

4. Social orientation (VI – XI(XII) classes).

5. Modern means of communication (X – XI(XII) classes).
The main components of quality of special education

The quality of the conditions for meeting the special needs of children with severe speech disorders.

The quality of correctional and educational process, personality-oriented and directed on the adaptation of students to independent life.

Quality of learning outcomes.
The correctional pedagogical process as a whole phenomenon

SVIATLANA KHABAROVA