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FORMATION OF THE PROFESSIONAL COMPETENCIES OF CORRECTIONAL TEACHER IN THE PROCESS OF TEACHING SPECIAL EDUCATIONAL DISCIPLINES

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Summary. The article shows the specifics of the application of active learning methods in the preparation of the correctional teachers. Various types of students' work are described in detail during the process of teaching special educational disciplines using electronic educational and methodical complexes. The article describes complexes of practically-oriented tasks, shows their role in the formation of the professional competences of the correctional teachers. The research can be used in the educational process of higher educational institutions in order to retrain and to increase the qualifications of teachers for the special education system.

Modern technologies of teaching in higher educational institutions suggest that in the process of learning it is necessary to simultaneously form students ' *knowledge, skills and abilities* that meet the main goals of education in professional activities, *the need for new knowledge and interest in studying disciplines.* Today, specialists who are able to think outside the box, creatively use existing knowledge and skills are in demand [1, 6]. The ability of a specialist to solve the tasks assigned to him largely depends on the technology and content of his training. The rapid development of information technologies requires more *active approaches* in the education of students [3, 4]. At the same time, the solution of such problems is associated with the use of active learning methods, which assume that effective learning of something is not a simple memorization, but an active intellectual activity. This makes it necessary to create *virtual workshops,* the use of which will allow to bridge the gap between theoretical and practical training of students, effectively form their professional competence.

The use of such educational technologies is possible in all forms of the educational process, but mostly it is inherent correspondence and extramural courses, as in this case, the student is able to access the works from any location via the Internet, which greatly expands educational space of the university.

For *example*, let's consider some aspects of the development of *a virtual workshop on the academic discipline "Fundamentals of general and special preschool pedagogy",* taught at the Institute *of Inclusive Education of BSPU named after M. Tank.*

In order to form *basic* and *specialized professional competencies* formed within the framework of the academic discipline "*Fundamentals of general and special preschool pedagogy*", the *tasks of the virtual workshop* were defined:

- develop a system of knowledge and skills necessary to work with preschool children with severe speech disorders;
- develop the ability to plan and conduct general education and correctional work with preschool children with severe speech disorders;
- to stimulate valuable professional attitudes and professionally significant personality qualities, positive motivation to organize and conduct correctional and pedagogical work in various areas of education (physical, intellectual and cognitive, labor, aesthetic, moral, etc.) of preschool children with severe speech disorders.

The structural components of the virtual workshop on the academic discipline *"Fundamentals of general and special preschool pedagogy"* were also identified: *installation, information-theoretical, operational-activity, control-diagnostic, reflexive, auxiliary modules.*

The installation module contains generalized thematic information for the academic discipline that allow students to get a general idea about the structure and content of the discipline, to define its own path for its study, to calculate the timing of implementation of tasks (educational-methodical map discipline: 14 hours, 7 the fact that in the computer environment will be interactive).

The information and theoretical module combines *theoretical training material in a concentrated format*. The content of this module is aimed at independent in-depth study of the discipline due to the ability to simultaneously reinforce theoretical information (visualize, receive reference or additional material). This module contains *structural and logical diagrams* on the topics of the workshop, *educational videos* of pedagogical situations, fragments of classes, various types of games; *toy sites*; *links* to *manuals*; *links to articles*.

The operational-activity module includes a set of *practice-oriented tasks* (*for example:* to formulate in accordance with the program requirements 5 tasks in various areas of education for preschool children with SSD; from the proposed outdoor games, select two games for both children with general underdevelopment of speech and children with stuttering, which carry the greatest correctional orientation, give an argument for their choice; to formulate educational tasks for the proposed videos; choose the most appropriate toys for children with SSD, aimed at intellectual, physical, sensory education; fill out a table that reveals the essence of the main regulatory legal documents regulating the educational process in institutions for preschool children with SSD; develop a memo on various problems of education for parents raising children with SSD).

The control and diagnostic module performs the following *functions*: 1) control and self-control of the formed professional knowledge and skills; 2) certification function of quality control of training. This module includes *tests* of the main themes of the workshop and *pedagogical* tasks of different level of complexity (*for example*, to restore the wording of the task to specific abstracts classes, different types of games) and *creative tasks* (*for example*, design and creation of manuals for basic education).

Reflexive module – tasks that contribute to the formation of pedagogical reflection: tasks for self-assessment of their activities (comparison of the developed pedagogical documentation with "reference" samples, a questionnaire with an assessment of the formed competencies).

The auxiliary module includes: the curriculum of the discipline; normative legal documents regulating the organization and content of the correctional and pedagogical process, etc.; a list of recommended sources, including those presented in open access on the global computer network internet, an electronic textbook; tasks for independent and controlled independent work; a glossary.

Methodological recommendations include the algorithm for reading the content of the discipline and structure of a virtual workshop; the generalized work plan with the modules of the workshop, recommendations for implementation of specific tasks, time, assignments and presentation of the educational product; recommendations on the implementation of current and final evaluation and reflection of teaching activities.

For example, the table shows how the virtual workshop tools can approximately relate to the labor functions and competencies formed by students in the process of mastering the academic discipline, as well as approximate tasks are given.

Table. Correlation of virtual workshop tools with labor functions and competencies

Labor function	Competence	Content of the competence		Sample tasks	Virtual workshop tools
		Knowledge	skills		
Organize the learning process	Effectively implement training activities	- purpose, objectives, content of classes in various educational areas; - types of classes, forms of their conduct; - structure of classes; - methods, techniques (general, special), training tools	- set training goals on a diagnostic basis; - make fragments of classes in various educational areas; - to draw up plans, summaries of the sessions; - conduct fragments of classes in the classroom in practical and laboratory classes;	formulate in accordance with the program requirements for 5 training tasks for classes in various educational areas for preschool children with SSD (topics of the student's choice)	links to various sections of the curriculum for children with SSD
	Use the best methods, forms and means of training	- methods, techniques, means of teaching preschool children with SSD in various	- determine the best methods and means of teaching preschool children with SSD	From the proposed outdoor games, select two games for both children with general underdevelopment of speech and children with stuttering,	Links to manuals containing various outdoor games

		educational areas		which carry the greatest correctional orientation, and give an argument for their choice	
	Effectively implement educational activities	- modern technologies of education; - basic components of personal culture	- select and effectively use the best methods, forms, means of education; - to formulate educational goals of the classroom	To formulate educational tasks for the proposed videos	Links to videos that reflect different types of parenting
To create a developmental learning environment	Select, develop and adapt didactic manuals for conducting classes with preschool children with SSD	- features of cognitive abilities of children with SSD; - requirements for the selection and creation of didactic materials for children with SSD	- select and create visual learning tools;	choose the most appropriate toys for children with SSD, aimed at intellectual, physical, sensory education	toy sites
Provide normative and educational-methodical support of the educational process	Carry out educational and methodological support of the educational process. Provide regulatory support for the educational process	- the main regulatory documents regulating the educational process of preschool children with SSD	comply with the requirements of regulatory documents; organize the educational process on the basis of existing educational and program documentation	fill in the table that reveals the essence of the main regulatory documents regulating the educational process of preschool children with SSD	links to the main legal documents regulating the educational process of preschool children with SSD
	Effectively implement value-oriented activities with students and parents	- features of personal development of children with SSD; - types of parental positions and features of upbringing in the family of a child with SSD	- advise children with SSD, teachers, parents (legal representatives)	Develop a memo on various parenting issues for parents raising children with SSD	The sample memo, the basic requirements for its development
To carry out social interaction for educational purposes	Interact with the parents (legal representatives) of students. To carry out interaction in the professional pedagogical environment	- algorithm and forms of cooperation of the teacher-defectologist with the educator, music director, parents on training and education of preschool children with SSD	- participates in the discussion of issues at meetings of the pedagogical council and the educational and methodological association; cooperates with teachers to solve current problems of the educational process	Based on the analysis of the articles, draw up a scheme of " Forms of interaction of a teacher-defectologist with various specialists of a special preschool institution for children with TNR»	References to articles

An important part of the professional training of students of the *Institute of Inclusive Education of BSPU named after M. Tank is the academic discipline "Speech Pedagogy". Speech pedagogy* is a branch of correctional pedagogy that develops theoretical and methodological foundations for teaching and educating students with severe speech disorders. *The purpose* of studying the discipline is to provide theoretical and practical training of a teacher-defectologist (speech therapist), which allows him to effectively solve general and specific issues of training and education pupils with severe speech disorders.

As methodological support of the educational discipline developed by *electronic educational methodical complex* " *Speech pedagogy* ".

The study of the discipline "Speech pedagogy" and the development of the educational and methodological complex as an educational tool is aimed at solving the following tasks:

- to form *knowledge about modern psychological and pedagogical theories, concepts and technologies of teaching and upbringing of children with severe speech disorders in the conditions of special, integrated and inclusive education;*

- develop *the ability to design, organize and analyze the learning process, taking into account the special educational needs of students with severe speech disorders;*

- develop *the ability to plan and organize the learning process in the classroom of integrated learning and education and in the context of inclusive education;*

- to form *skills of the organization of self-education in pedagogical activity.*

The structural components of the electronic educational and methodological complex were *theoretical, practical, control and auxiliary sections. The theoretical* section includes thematic plans for the academic discipline "Speech Pedagogy" for full-time and part-time students, *lecture texts in diagrams and tables.* The practical section contains a *laboratory workshop. The control section* consists of the following *modules: the exam program, qualification tasks for the exam, tests* for the academic discipline. *The auxiliary section* contains the *program* of the educational subject "Speech Pedagogy", *a glossary, lists of literature* (main and additional).

The use of an electronic educational and methodological complex allows you to implement various *forms of student work*:

- *involving* students *in the analysis and resolution of problem situations* using several approaches or solutions;

- *independent performance* of *tasks* by students using the materials of the electronic educational and methodological complex;

– *inclusion* of students *in various types* of work on the basis of electronic educational-methodical complex (analysis of teaching materials from the point of view of the special educational needs of children with severe speech disorders; discussion of materials to advise parents on issues of education and upbringing of children with severe speech disorders; analysis of video classes (remedial classes) from the point of view of used methods and techniques; determination of the correctional capabilities of the proposed educational tasks for primary school pupils with severe speech disorders, formulation of goals and objectives on the proposed topic of the lesson, selection of exercises that provide their solution; development of structural and logical schemes, reference tables; compilation of a glossary on a given topic, etc.);

- *introduction of active forms and methods of teaching* (modeling of pedagogical activity, business game, project development with justification and presentation of its results, etc.);

- *organization of collective reflection* of the results of individual, pair or group work with the appointment of experts, opponents.

The use of this electronic educational and methodological complex contributes *to the individualization of the educational process; taking into account the needs, capabilities, and individual characteristics of the student; organizing and stimulating independent work* of students in the academic discipline; *expanding the volume of independent work; developing cognitive and research activities of future teachers-defectologists.*

The study of the subject *"Speech pedagogy"* with the use of an electronic educational and methodological complex provides future teachers-defectologists with *academic, social, personal and professional competencies* that allow them to effectively organize correctional and pedagogical work with students with severe speech disorders.

Active teaching methods are used in teaching the discipline *" speech pedagogy" at the Pedagogical Faculty of the Vitebsk State Pedagogical University named after P. M. Masherov.*

Successful development of the course " Speech pedagogy" involves active, creative activity of the student in the classroom, systematic daily performance of independent work.

In the theoretical section of the *electronic educational and methodological complex "Speech Therapy"*, the educational material is presented in the form of interactive lectures, as well as audio and video lectures, which students can listen to and view at a convenient time.

The practical section contains materials *for organizing students ' work in practical classes and for independent work: presentations, audio and video files.*

In the section of the control knowledge used such elements of monitoring, as an *input control (test tasks* are offered to students before the learning module topics), *monitoring of current progress* (test tasks are available after lessons), case-control (*test tasks* are available after studying a topic, module), final control (test tasks are available at the end of the discipline).

The portfolio method allows to assess the formation of professional competencies of students. The portfolio contains in a systematic form theoretical and practical material accumulated in the course of studying the topics of the discipline "Speech therapy", passing speech therapy practice.

The use of such tools for assessing the professional competencies of future teachers-speech pathologists (teachers-speech therapists) allows us to ensure the objectivity, complexity, and clarity of determining the quality of training.

The auxiliary section contains educational and methodological documentation, a list of recommended educational publications and information and analytical materials.

in the process of teaching speech therapy, *modern technologies are used: interactive lectures, video lectures, active seminars, webinars, project technologies; intensive teaching methods (trainings, game technology, problem-based learning), case technologies*, information technologies, modular training, *distance learning*, etc.

So, during the study of speech therapy, *various project options* are used *(project-based learning technology)*: *role-playing and game projects* (acting out the situation, *for example*, interaction of teachers-defectologists of preschool education institutions and schools), *information projects* (collection, analysis and generalization of information; preparation of a message on the proposed topic), *publishing projects* (preparation of materials for a newsletter, newspaper, website).

The project task makes it possible to really use special knowledge in the course of classes. The project activity allows to *generate reflexive skills* (to interpret the problem and identify the issue), *research skills* (to put forward ideas, to find ways of action; to seek the necessary information; finding several solutions to problems; to establish a causal connection), *communication skills* (to engage in dialogue, ask questions, defend their point of view, finding a compromise), *presentation skills* (to feel confident during the speech; use different means of presentation and expression in speech; ability to answer unplanned questions). Project-based learning can be considered as a means of activating the cognitive activity of students, a means of improving the quality of the educational process.

Role-playing and business games of a problem orientation (*game technologies, problem training*) are used. When developing educational role-playing and business games, it is important to consider not only the imitation of *real conditions* of professional activity in training, but also to provide an opportunity to simulate the contradictions that a specialist faces in professional activity (*the principle of problemativeness in the content of the educational game*). *Role-playing games* involve imitation, modeling of communication between a teacher-defectologist and a person with a speech disorder, a teacher-defectologist and a teacher, a teacher-defectologist and the child's parents. Within certain rules, the student is required to play a given role. *The scheme of role-playing* in the study of specific types of speech disorders may look like this. Participants of the game are divided into *subgroups: the first subgroup* is " the defendant "(causes of speech disorders); *the second subgroup* – "victim" (a person with a speech disorder), *the third subgroup* – "witnesses" on the part of the "defendant" (pathogenesis), *the fourth subgroup* - teacher-defectologist – "witness" on the part of the "victim" (anamnestic data), *the fifth subgroup* – "lawyer" (as tracked down "the defendant "– diagnostic methods, how they fought with him-correctional and pedagogical influence), the sixth subgroup – " judge "(a member of the medical, psychological and pedagogical commission). *Business games* simulate professional situations, *for example:* the situation of a speech therapy examination, the situation of an individual or frontal speech therapy session, etc. After the game, you can hold a *discussion.*

Role-playing and business games prepare future specialists-defectologists to solve professional problems in non-standard situations, teach them to make decisions, perform actions, and assume possible consequences. role-playing and business games contribute to the emergence of interest, concentration of students '

attention on the educational material, provide an opportunity to approach practical activities, perform in new roles, and increase responsibility. *The benefits of role-playing and business games from a position of evaluation of professional training of students a teacher is an objective assessment of the preparedness of the students; the simultaneous assessment of knowledge of students; identifying gaps in knowledge on specific topics; the ability to test students ' knowledge on several topics; assessment of ability to apply existing knowledge in practice.*

In order to assess the ability to apply theoretical knowledge in solving practical problems, *the case method* is used. *Practical cases* of model correctional pedagogical problem that must be solved, *for example*: *the student in the role of a parent* of a child with speech formulates a request to the teacher and speech pathologist, describes the state of the child's speech (for certain speech); *the student in the role of a teacher-pathologist* must: demonstrate techniques of collecting medical history information, conduct psychological-pedagogical and logopedic examination of the child with a specific speech disorder; formulate and justify the speech therapy conclusion; determine the goals, objectives, stages and directions of correctional speech therapy work; at the same time, the student must comment and justify his actions aloud.

Students should understand the situation, analyze it and give their vision of solving the problem. While working on the case, students independently study a certain topic (module). The problem itself has no unambiguous solutions. Cases are offered to students in paper and electronic versions (in the form of a computer presentation).

Students submit their written works on electronic media and send them by e-mail (*information technology, distance learning*). the use of modern information technologies expands the scope of the educational process, increases its practical orientation [2].

It is important to remember that the training of teachers-defectologists is aimed at implementing new educational needs of society with an emerging *inclusive space*. *Reflexive technologies* are actively used to change the quality of pedagogical consciousness, develop students ' awareness to solve professional problems in the field of inclusive education [5].

According to the data of the *express survey* of fourth-year students of the Pedagogical Faculty of the P. M. Masherov VSU, the majority of them (78 %) positively assess the use of modern technologies in the educational process. This, in turn, has a positive effect on their activity and is an important factor in mastering the material of the academic discipline "Speech Therapy".

Most active teaching methods have *a multifunctional meaning* in the educational process. *So*, the analysis of a specific professional situation can be used to solve *three didactic tasks*: *consolidation* of new knowledge (obtained during the lecture); *improvement* of the acquired professional skills; *activation* of the exchange of knowledge and experience.

Thus, the use of modern technologies in the educational process significantly changes the nature of the learning process of students-defectologists:

the level of students ' perception of the materials of academic disciplines increases, learning outcomes improve due to a higher degree of assimilation of knowledge. methods of active learning allow students to perform professional actions while remaining in the position of students. For the teacher it is important to determine the optimal methods and means of work with students taking into account specificity of disciplines, to choose the most convenient combination of teaching methods to maximize learning the necessary information. The choice of teaching technology by the teacher is a creative process that consists in analyzing the goals, opportunities and choosing the appropriate forms, methods and means of teaching.

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