

**FORMATION AND ASSESSMENT OF
PROFESSIONAL COMPETENCES OF
FUTURE SPEECH THERAPISTS IN
THE FIELD OF PSYCHOLOGICAL
AND PEDAGOGICAL DIAGNOSTICS**

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There are at least 5 basic interrelated human qualities in structure of professional competences:

Motives: something that causes a person to act in a certain way, do a certain thing, etc.; incentive.

Psychophysiological characteristics: physical and psychological characteristics and corresponding reactions to the situation or information

One's **self-concept** is a collection of beliefs about oneself. Generally, self-concept embodies the answer to the question "Who am I?".

Knowledge: facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

Ability: possession of the means or skill to do something.


Qualitative levels of competence development by future specialists:

Procreation

Perception

Enforcement

Creativity



Competence – this is the subject area in which the individual is well aware and shows readiness for activity, as well as generalized ways of performing actions that are activated and enriched in activity as they solve real life and professionally important tasks

Professional competences can be defined as the readiness and ability of a specialist, on the basis of consciously acquired knowledge, skills, and acquired experience, to independently analyze and practically solve significant professional problems and problem situations in the chosen field of professional activity

Formation of diagnostic competencies of future speech therapists

Lectures:

Formation of an active student position: dialogue with the audience, mini-discussions, posing questions that reveal the student's personal attitude to the problems discussed, reflection on the results of the discussion

Practice:

Formation of professional skills: hypothesis about the nature of the violation, drawing up a conclusion, determining the educational route, determining the strategy of psychological and teaching examination, and more

Practicum:

Formation of professional skills: the ability to observe, analyze and carry out differential diagnosis of children's developmental disorders

Practicum divides into 3 steps:

1. practicum preparation

Requirements for readiness for a laboratory lesson stimulate the student to self-organize, the ability to work independently, improve skills related to the use of technical devices, information management and working with a computer

2. Practicum itself

Preparation for a laboratory session
In the process of direct communication with children (conducting a diagnostic examination, analyzing the data obtained, etc.), students develop the ability to work in a team, the ability to generate new ideas, the ability to include children with developmental disabilities in social interaction

3. Documentation of the practicum results

Formation of the student's ability to assess the development of children, as well as the ability to criticism and self-criticism

Assessment criteria:

1 - the student's readiness for practicum

2 - activity at lesson and process of discussing the results

3 - accuracy of filling out the examination protocols for children

4 - quality of reporting documentation

5 - degree of independence

Each criterion is assessed on the following scale:

2 points -
criterion manifests
itself completely

1 point -
criterion manifests
itself partially

0 points -
criterion does not exist

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