

**FROM THE EXPERIENCE OF
THE PROFORIENTATION
WORK WITH SPECIAL
CLASSES OF TEACHING
ORIENTATION STUDENTS**

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In recent years, the Department of Speech Therapy of the Institute of Inclusive Education in BSPU has accumulated a certain experience of interaction with institutions of general secondary education, which include special classes (groups) of teaching orientation. The result of this interaction was the entering the specialty "Speech therapy" by graduates of teaching classes.

One of the productive directions of interaction is the students' practice on the basis of general secondary education institutions, which include teaching classes. The program of school practice in correctional and pedagogic assistance (CPA) includes the obligatory conduct of students' vocational guidance work with seniors.



Schoolchildren who are most motivated to obtain the specialty of speech therapy have the opportunity to attend correctional subgroup and individual classes with primary school students who struggle with speech disorders. The analysis of those lessons by the teachers of the department and trainees allows students of teaching classes to assess their capabilities, determine their potential and professionally significant personal characteristics.



On the last day of practice, on the basis of general secondary education institutions, the results are summed up, to which future applicants are also involved. At this stage, schoolchildren are expanding their ideas about the professional competencies of speech therapy, about children who need help in the school SCP, about the techniques and methods of a speech therapy faculty. They will learn about such requirements for the personality of a speech therapist as a desire for self-education, creativity, emotional stability, etc.



The department traditionally celebrates the international "Day of speech therapist". It includes a number of events, among which is a competition of didactic, visual-methodological aids, made by students for conducting classes on the correction of speech disorders. The competition is evaluated by a jury consisting of teachers and speech therapists. The winner of the "Audience Award" is chosen by a group of students of teaching classes

- . Thus, schoolchildren have an opportunity to feel the social significance of the chosen profession. It is necessary for them to feel their involvement in the professional community.



An important link in the professional self-determination of future students is their participation in the International Student Scientific and Practical Conference "Special Education: Professional Debut". By participating in the conference as guests, students of teaching classes can plunge into the world of scientific research and methodological developments of other students, they can get an idea of current research areas, see the achievements of students working in student research laboratories.

Future applicants can participate in discussions and share their views on the development of an inclusive education, on special educational environment for children with special developmental needs creating problems etc.



The interest of teaching classes graduates is invariably aroused by study tours, which are held at the Institute of Inclusive Education of BSPU. During the excursion, they can feel like “students”, get acquainted with the organization of the educational process, with the equipment of classrooms, types of classes, the work of the departments of the Institute, visit the Republican Resource Center for Inclusive Education and the “Education Without Borders” laboratory. In these conditions, students of teaching classes have opportunities to formate an internal attitude towards acquiring the chosen specialty of speech therapy.



The interaction of the Department of Speech Therapy and institutions of general secondary education, which have classes (groups) of teaching orientation, provides future applicants with clear ideas about the social significance of the chosen profession, about the requirements for the personal and professional competencies of the future specialist, about the importance of self-development and self-knowledge in teaching activity and about the window opportunities for the students of the Institute of Inclusive Education BSPU.



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