

FORMATION OF PROFESSIONAL DIRECTION OF FUTURE DEFECTOLOGISTS

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ABSTRACT

This article reveals the main features of the process of forming the professional direction of future defectologists in the higher education system. The characteristics of the contingent of modern defectologist students conditioned by objective socio-economic and cultural conditions, which have a positive and negative effect on the formation of their professional direction, are studied. The possibilities of the modern higher education system are shown, which allows it to be effectively formed among future defectologists.

Keywords: Higher education, professional orientation, professionally oriented practice, student, teacher, defectologist, contingent.

INTRODUCTION

During the professional training of future defectologists, an important condition for the success of the process is the formation of the professional direction of their personality. It is necessary to gradually form conscious aspirations of students to use the system of knowledge, skills and qualifications acquired in the process of professional training.

It is expressed in the presence of a positive attitude towards the profession of a teacher-defectologist, a tendency and interest in it, a desire to improve one's preparation, satisfy material and spiritual needs, and engage in professional pedagogical activities. The professional activity of a teacher-defectologist is an example of humane pedagogical service. It is aimed at helping people with disabilities and, first of all, children with severe developmental disabilities. As a leading specialist in working with such children, the teacher-defectologist must organize and implement multifaceted activities aimed at solving problems. In the course of professional activity, it is necessary for a specialist in the relevant field to directly interact not only with the contingent of children with serious developmental disabilities, but also with the children's families or specialists.

Therefore, the teacher-defectologist should form the following professional skills, which form the basis of the formation of the professional professional direction as an integral education of this type of specialist:

- a set of skills related to the organization of psychological and pedagogical support for students or students;
- skills related to the effective implementation of psychological-pedagogical diagnostics.

The main tasks of professors who train students in the relevant direction are to ensure effective professional and personal development of the future teacher-defectologist. In turn, the basis of the process of professional and personal development is professional orientation.

The level of formation of the professional direction of a teacher-defectologist is characterized by the following leading components:

- the stability of interests in the field of defectology as a type of professional activity;
- the predominance of motives related to the desire to help children with special needs;

- to understand the short-term and long-term career prospects in mastering the profession of a teacher-defectologist.

The professional direction is sufficiently formed and affects the level of current motivations, and therefore affects the effectiveness of the future professional activity of the teacher-defectologist. At the same time, an important condition for the effectiveness of the process of formation of the professional direction of defectologists is the conscious choice of the future profession.

Positive changes in terms of formation of professional pedagogical direction among future defectologists can occur if they develop motivations related to their future profession. These motives include:

- the desire to perform one's professional duties well;
- the desire to show oneself as a qualified specialist who meets modern standards;
- the desire to solve the problems of education and further professional activity as successfully as possible;
- formation of a sense of responsibility for the results of one's activity

In the process of training future defectologists, there are also cases of regression in their professional direction. This may be due to an unexpected condition, a detrimental effect of learning difficulties, or other reasons. In fact, one can hear from many freshmen and sophomores that they doubt the correctness of choosing their future profession.

Going to a higher course, such negative situations can be partially reduced. Future defectologists usually undergo pedagogical practice at this stage. Their interest in their future professional activity, awareness of the responsibility of their chosen profession, helps to compare personal aspirations with the possibility of solving the upcoming problems of professional activity.

Positive motivation when choosing a profession is an important condition for the formation of a professional direction. The motivations for choosing a profession and the motivations for studying at the university are interrelated in the general structure of the personality of future defectologists. It should be noted here that a significant part of the applicants chooses the future place of study taking into account their interest in the future profession. In our opinion, this is especially important if it is the profession of a defectologist. It cannot be done very precisely and only formally.

The educational program for training speech-language pathologists-students at the bachelor's level provides for the following practices:

- educational practice related to the development of initial professional skills and qualifications;
- production practice, which includes the acquisition of professional skills and professional activity experience by future defectologists;
- qualified pedagogical practice.

A mandatory requirement for any type of practice is a clear professional orientation. The main goal of organizing a professionally oriented practice is to enable the future specialist to realize his creative and pedagogical ideas, acquire the ability to work in a team, carry out the experimental part of his research and present the results of pedagogical work. is to increase attention.

From the point of view of forming the professional direction of future defectologists, it is also important to understand the importance of educational activities and independent activities of students related to the acquisition of the necessary knowledge, skills and abilities.

Based on the above, we can determine some generalized rules for the formation of positive motivation among future defectologists in the conditions of professional training, for the implementation of professional activities. These include:

- development of students' ideas about the immediate and final goals of education;
- development of the system of knowledge regarding the theoretical and practical importance of the material being mastered by the future defectologists for the future implementation of their professional activities;
- to show students "promising directions" in the implementation of professional activities;
- professional direction of educational activity;
- expanding the use of problem situations in the course of educational activities;
- stimulating students' interest, creating a comfortable psychological environment

These include determining the motivational potential of the educational process and revealing the main potentials of the personality of future defectologists. In the process of formation of motivation among students who have mastered the relevant educational direction, it is necessary to organize educational activities in such a way that it helps to open their internal motivational potential to the maximum extent.

Also, in turn, it is assumed that the following pedagogical conditions are observed:

- setting educational goals should be based on the needs, interests and aspirations of the student;
- educational activities should be organized in such a way that future speech and language learners are interested in the educational process and enjoy communicating with other participants of the educational process;
- the teacher should pay attention to the individual achievements of students;
- the teacher should become an example of success with internal motivation;
- it is necessary to widely use motivational training in the educational field of the university.

Adherence to these conditions, while minimizing negative factors, will allow to implement the existing opportunities in the development of the Higher Education system to develop motivation for future defectologists.

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