

DIDACTIC AND MOTIVATION OPPORTUNITIES OF USING VARIABLE APPROACHES IN IMPROVING PROFESSIONAL COMPETENCE OF FUTURE DEFECTOLOGISTS

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Annotation

This article explains that practical training is a process designed to solve various practical problems in terms of its content and essence. the main directions of the training and the didactic and motivational possibilities of using different approaches in the preparation of future defectologists for inclusive education.

Keywords: inclusive education, practical training, native language, innovative technologies, algorithm, higher education, information environment, meaning, quality and efficiency.

Practical training, by its content and essence, is a process designed to solve various practical problems. Practical training at a higher educational institution is one of the main forms of education that allows to connect the theoretical information given in the lectures with life and to use various approaches to improve future professional competence. When choosing a system of exercises and assignments for practical training, it is important for the teacher to have a comprehensive idea of the studied subject, topic, and methods of completing assignments. Practical training is a reproductive, productive, creative method of education that ensures the connection between theory and practice, contributes to the development of knowledge and practical skills of students acquired during lectures and independent work.

Lectures and practical exercises should be methodologically related to each other. The lecture should prepare students for practical training and practical assignments for the next lecture.

In teaching the module "Special method of teaching the mother tongue", we created an algorithm for conducting practical training. The development of this algorithm was based on the results of preliminary observational work devoted to problem solving.

Algorithm for teachers' preparation and training for the practical training of the "Special Methodology of Mother Tongue Teaching" module in the curriculum of the field of defectology and their preparation for inclusive education:

1. Creation and formation of didactic goals of practical training within the scope of science and working program, educational material suitable for the topic.
2. To bring to mind the general and professional competencies that should be formed in students during practical training and to link them to educational tasks.
3. Allocation of time, taking into account the interdisciplinary communication necessary for the training, and determining the stages of the training in this regard.
4. Selection of teaching forms and methods used in practical training.
5. Preparation of didactic materials used in the lesson in a general way, i.e. frontally and for students to complete tasks.

6. Preparation of criteria, methods and tools for encouraging and recording students' activities at different stages of training.

7. Finding and preparing additional materials, addresses, sources that are off-topic, but relevant to the problem.

8. Preparation of necessary methodological documents for formalization.

At the initial stage of practical training, the motivational spirit of actions performed by the teacher has a positive effect on the quality of the process. In addition, at this stage, the teacher examines the students' readiness for the lesson, distributes didactic materials and starts technical equipment if required by the work schedule. We determined that goals and tasks for practical training should be indicative, that is, they should correspond to the criteria for evaluating the results of students' work. Below we present recommendations on the effective formation of goals and tasks from practical training.

We have divided the following main directions of practical training in the "Special Methodology of Mother Tongue Teaching" module:

Route 1. Activities that ensure the achievement of cognitive goals. These sessions focus on mastering specific knowledge that may or may not have been covered in the lecture. Educational tasks reflect the process of developing skills, starting from simple memorization of material (rule, definition, classification...), to applying information in new situations (through experience, exercises), and from that to generating new ideas. The content of the tasks for this activity is to know, understand, describe, explain, demonstrate, apply, evaluate, distinguish (hidden signs), establish (cause-and-effect relationships), see (errors, individual signs), identify (analyze), change .

Route 2. Activities that ensure the achievement of constructive goals. Creating a whole from known parts, combining, finding and summarizing information, completing the task given by speech units, working on mistakes, filling in the gaps... .

Route 3. Activities that ensure the achievement of creative goals. Creating an idea, describing it, embellishing it (speech decoration) (text: essay, narrative, poem, story, essay ...).

The directions of practical training were given in the following scheme:

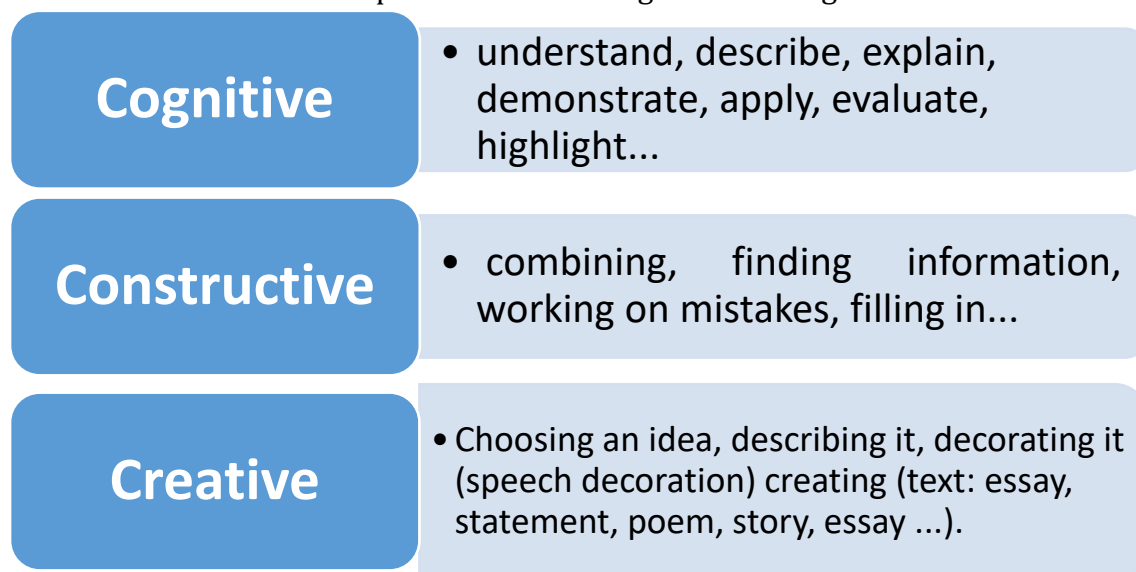


Figure 1. Directions of practical training

In higher education scientific researches, the important condition of choosing effective methods and tools for the use of variable approaches in improving the professional competence of future speech-language pathologists during practical training has been studied. We recommended "Business games" to effectively organize the practical training of the modules in the direction of deaf pedagogy of the higher defectological education. This technology serves to solve practical problems of teaching native language to deaf and hard-of-hearing children, to improve students' skills in lesson development and didactic handouts.

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