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Methodology Of Determination Of Knowledge And Skills Of Teacher-Surdopedagogy On Pedagogical Technologies

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ABSTRACT

The article is devoted to the issues of teacher-deaf pedagogues in higher education institutions. The author gives his views and comments on the training of deaf educators.

KEYWORDS

Inclusive education, deaf pedagogues, knowledge, skills, abilities, modern requirements, correctional and pedagogical.

INTRODUCTION

One of the priorities of the policy in the field of education in the country is the formation of modern teaching staff. In today's world, where the number of children with developmental disabilities is growing, there is a growing need for educational institutions to train special staff - defectologists who can provide timely correctional and pedagogical and socio-psychological assistance to such children.

When it comes to the essence and content of the pedagogical profession,, and b. special emphasis is placed on the educator's ability to establish a psychologically appropriate

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relationship with the pupil (the communicative component). Because the pedagogical process, that is, the specially organized, purposeful interaction of teachers and students aimed at solving educational, developmental and pedagogical tasks, the quality of pedagogical-defectologist work largely depends on the nature of these interactions with the child., L.S. Vygotsky According to the research of VVDavidov, MILisina, DBElkonin and a number of other scientists, the mental and emotional state and development of the child is largely determined by how skillfully the teacher interacts with the child.

It is known that children with physical and mental disabilities have a lot of potential, are able to adequately perceive the world in which they live, but for this, of course, can not work with the means used by their healthy peers. The ability of the pedagogue-defectologist to establish a relationship with a child with developmental disabilities has a special status and is recognized as an important component that determines the success of professional activity. In addition, practice shows that traditional education in higher education does not always adequately address the issue of preparing the future pedagogue-defectologist to communicate with a child with developmental disabilities.

In our study, a survey of deaf educators found that many young professionals have serious difficulties in planning and communicating with students with hearing impairments at the beginning of their independent careers, and experience psychological discomfort in their interactions with children.

Research on the formation of professional competence of a deaf pedagogue states that it is a complex structure, consisting of a set of components that define the specific aspects of professional activity. In some studies, professional competence is viewed from the standpoint of preparation for professional pedagogical activity [2,5,6], in another group of studies it is interpreted as a process of professional training in a higher education institution.

Therefore, professional competence can be defined as: it is an integrative quality of a person, which implies the formation of functional (communicative, practical activity, creative) and personal (psychological) readiness for their profession, gaining certain professional experience in the process of mastering professional disciplines.

MATERIALS AND METHODS

While the content of the work of the pedagogue-defectologist is to promote the mental and physical development of the child, to correct and compensate for its shortcomings, the basis of the pedagogical process is a competent pedagogical interaction with the student. [1,2,4]

Competent pedagogical interaction is the process of using the tools and methods appropriate to the position held by the parties to the relationship (ie the educator and the child). In the process of such relations, the issues of development of the child's personality, his socialization, prevention and correction of disorders of the child's physical and mental systems, compensation of defects in the child's development and adaptation to life are effectively addressed.

As for the crucial condition for achieving a competent pedagogical interaction with a student with developmental disabilities, to

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achieve this, the teacher must be a master of the means of pedagogical influence of the deaf pedagogue. These tools consist of specific skills and knowledge that create competencies that demonstrate the level of competence of the deaf educator in organizing and implementing interactions with a child with specific pedagogical needs.

Many studies have shown that the system of competence of interaction with the student consists of the following components (components): motivational, cognitive, operational, reflexive.

The motivational component includes the system of motives, which represent the whole set of mental moments that determine human behavior, the reasons that motivate human activity, motivate him to any activity. [5,6]

The cognitive component is the acquisition of theoretical knowledge about the role of these processes in the educational process (the knowledge system, which is the methodological basis of professional activity) in the field of processes related to the planning and implementation of interactions.

The operational component, on the other hand, refers to the practical readiness (individual's pedagogical skills and abilities) for a competent interaction with a child with a developmental disability.

The reflexive component refers to the skills and competencies that are manifested in the understanding of their professional activities, in the assessment of their own skills.

Thus, the competence in establishing a relationship with a child with a specific development reflects the readiness and ability of the pedagogue-defectologist to interact with the child. In the process of this activity, the issues of development of the child's personality, his adaptation to social life, correction and prevention of disorders in the mental and physical systems of the child, compensation for defects in the child are addressed.

In the structure of professional competence described, the motivational, cognitive, operational and reflexive components are manifested in a holistic unity.

Each component consists of a specific set of competencies (blocks). The list of such competencies is determined by the methods of professional activities and the set of necessary skills acquired by the deaf pedagogue, as well as his abilities.

Today, a teacher of a special education institution is required to clearly consider all aspects of his personal activity, to plan it clearly. A modern teacher is a person who has his own professional philosophy, a deep understanding of the goals and content of professional activity, ideas and principles of organization of the educational process, a thorough mastery of innovative technologies and rational methods of assessing student achievement. In order to qualitatively change the education of deaf educators, in our opinion, they need to consciously and actively use information and communication technologies and interactive teaching methods, as well as to rely on person-centered teaching methods.

Thus, the concept of development of personal and professional skills of deaf pedagogues means that modern special pedagogy, in particular, the task of deaf pedagogy is a person who is well versed in scientific, theoretical and methodological knowledge,

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showing his integrative quality, has his own knowledge and professional competence, creative it is assumed that the training as a person is formed, have a certain professional experience in the process of mastering professional disciplines. To do this, the future teacher-deaf pedagogue must master pedagogical technologies for cooperation, interaction and creative activity among students with hearing impairments. There should be a deaf pedagogue who can teach children with hearing impairments on the basis of modern pedagogical technologies in the learning process. A teacher-deaf pedagogue who works with students with hearing impairments should have a good knowledge of the physical, psychological and mental characteristics of such students, regardless of the subject he teaches, and in the process of developing the child's personality, adapting to social life, correcting mental and physical disorders. and prevention, the idea of compensating for the defects in the child. Based on the above considerations, it can be said that the concept of creative and personal-professional development refers to the extent to which the leading motive that determines the preference of a profession for an individual corresponds to its objective content. The main indicator of the level of professional orientation is measured by the content and depth of professional interest, taking into account the position of professional interest in the system of motives that form professional orientation. It is clear that without a high level of professional orientation, an optimal relationship cannot be established between a person and the specific activity he or she chooses. Only if this condition is met, it can be predicted that the creative and spiritual forces of the individual will develop successfully in the educational process.

The introduction of new pedagogical technologies in the educational process requires the introduction of interactive teaching methods, which provide for the establishment of new relationships between teacher and student. The course of pedagogical technology in the training of defectologists is a separate subject. At the same time, students should master the following interactive methods: "brainstorming", "cluster", "group work", "insert", "Venn diagram", "essay", "if I ...", "debate", etc. k. In the chapters of the study, we have focused in detail on the definition and description of these methods. In this report, the aim is to determine the knowledge of defectologists on new pedagogical technologies on the basis of a specially developed methodology.

In pedagogical technologies aimed at the formation of a creative personality, we have identified four components: motivation (reasoning), content, creative ability, self-expression (the ability to fully express themselves in educational practice). In our study, these components were taken as criteria for determining the level of formation of knowledge and skills in pedagogical technology in students with special needs, because these criteria, in our opinion, are the creative ability and professionalism of future teachers-defectologists using pedagogical technologies in teaching the course "Special methods of teaching mathematics". professional development allows students to fully identify and evaluate the process of mastering pedagogical technologies.

RESULT AND DISCUSSION

Based on the above components and indicators of pedagogical technologies, we

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have developed criteria that show the level of mastery of pedagogical technologies by students. In order to determine the level of knowledge of students about the content, essence, principles, tasks and tools of pedagogical technologies, a special questionnaire was developed to assess their skills in practice, especially in teaching special mathematics, and qualitative and quantitative indicators of the results of this survey. The answers given by each student to the questionnaire are evaluated on three levels for each question:

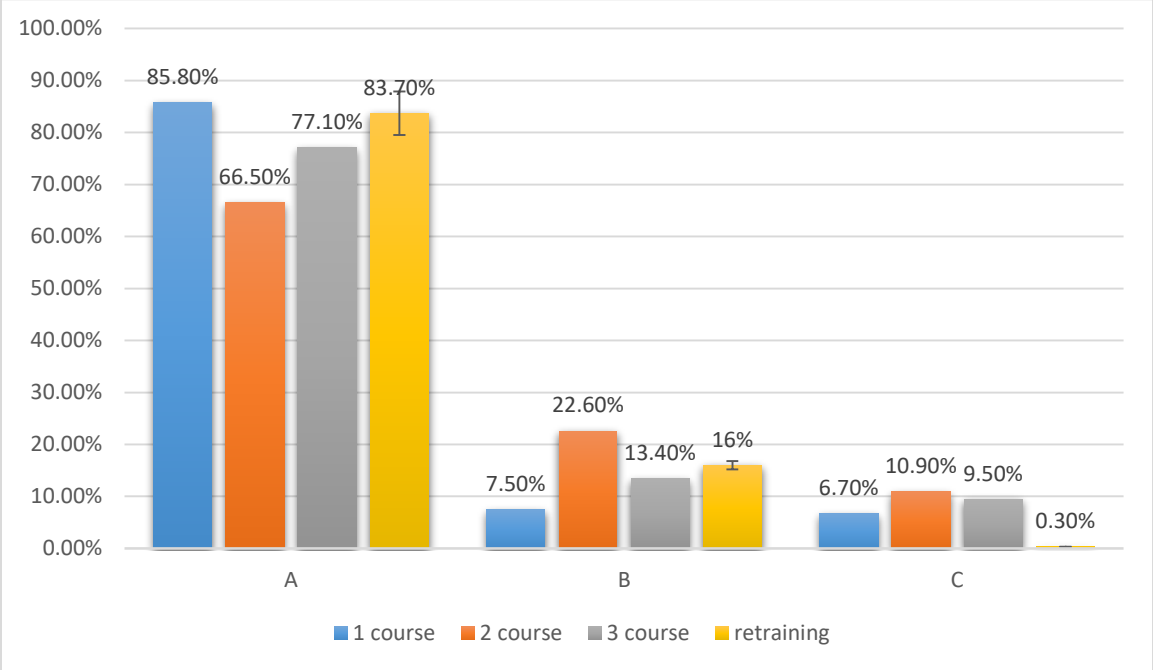

Diagram 1. **Results of determination of knowledge and skills of future teachers-defectologists on new pedagogical technologies (by levels)**

A – lower level; B – intermediate level; C – high level The purpose of the survey is to determine the knowledge of the respondents on these levels. To do this, the total number of answers given by students for each level is calculated separately: $A_{tc.}$ – the number of low-level responses, $B_{tc.}$ – the number of intermediate responses and $C_{tc.}$ – the number of high-level responses. In this case, the questions left unanswered in the survey will be added to the lower level.

If we assume that all students answered the suggested questionnaire correctly, the number of such answers is equal to the product of the number of students and the number of questions in the questionnaire: $W_{tot.}$ x 15 = $N_{tot.}$, After that, the percentage of students' answers for each level is calculated based on the following formula: $N_{tot.}$ = 100%, $A_{tc.}$ ($B_{tc.}$, $A_{tc.}$) = $X_{A.}$ (X_B, $X_{C.}$)

$$\frac{\text{Атс.}\,(\text{Втс.}\,,\text{Атс.}\,)\ \text{x}\ 100\%}{\text{Ntot.}} = \text{XA.}\,(\text{XB.}\,,\text{XC.}\,)$$

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Here:
$W_{tot.}$ – the number of students in the course,
$N_{tot.}$ total of answers (100% is obtained),
$A_{tc.}$ – the number of low-level responses,
$B_{tc.}$ – the number of intermediate responses,
$C_{tc.}$ – the number of high-level responses,
$X_{A.}$ – a percentage of lower-level responses,
$X_{B.}$, – the percentage of intermediate responses,
$X_{C.}$ – a percentage of high-level responses.

I, II, III the results of the answers to the survey questions from the course students and the preparatory group

2- table

Criteria indicating the level of mastery of pedagogical technologies

Levels	Indicators
Lower level 1 ball – A	Students will have a general idea of some elements of pedagogical technologies, but do not understand their essence, are not familiar with the main directions of pedagogical technologies, interactive methods. They do not know exactly the methods and tools used in pedtechnology. They cannot clearly distinguish between pedtechnology and method. They do not have the skills and abilities to use pedtechnologies in practice.
Intermediate level 2 ball – B	Students have a general idea of the elements of pedagogical technologies, understand their essence, have sufficient knowledge about the main directions of pedagogical technologies, interactive methods. They know exactly the methods and tools used in pedtechnology. Students are able to complete all tasks and assignments, but they do not have the skills to perform them in the appropriate sequence. Students successfully complete tasks of an integrative nature, which demonstrate a deep understanding of the problem, the ability to analyze, albeit one-sidedly, plan their activities and move it to a new situation.
High level 3 ball – C	Students will fully master the knowledge of pedtechnologies, not only master them, but also have the ability to modernize and improve them. They have the skills to apply specific problem-solving methods, to set and advance problems independently, to analyze comprehensively, to quickly assess the situation, and to choose the most appropriate of the possible options for solving problems. They can perform all operations and behaviors consciously and in a rational sequence.

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CONCLUSION

Based on the above considerations, it can be said that the concept of creative and personal-professional development refers to the extent to which the leading motive that determines the preference of a profession for an individual corresponds to its objective content. The main indicator of the level of professional orientation is measured by the content and depth of professional interest, taking into account the position of professional interest in the system of motives that form professional orientation. It is clear that without a high level of professional orientation, an optimal relationship cannot be established between a person and the specific activity he or she chooses. Only if this condition is met, it can be predicted that the creative and spiritual forces of the individual will develop successfully in the educational process.

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