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**ORGANIZATION OF STUDENTS' RESEARCH ACTIVITY
AT THE "SAYDY" CENTER OF PSYCHO-PEDAGOGICAL ASSISTANCE
TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Abstract. The article describes initial experience in organization of scientific-research activities of students of the field of special (defectological) education at the "Saydy" Center of Psycho-pedagogical Assistance to Children with Special Educational Needs at the Department of Special (Defectological) Education of the North-Eastern Federal University. The urgency of this problem is caused by the need to develop the students' ability to carry out research work, which is an important competitive advantage of the graduate. The purpose of the article is to examine the educational potential of the "Saydy" Center in the organization of scientific-research activities of students in practice-oriented training of future bachelors-defectologists. The article describes the methods of students' work with children with special educational needs as part of the students' scientific-research activity. The authors substantiate the use of dramatization in rehabilitation and pedagogical activity with children with special educational needs. The advantages of the students' research at the center which presupposes a high level of independence and responsibility of students during the rehabilitation and pedagogical work and increased opportunities for scientific creativity are analyzed. The results of self-analysis of the level of formation of professional competences of students confirmed the effectiveness of organization of scientific-research work at the "Saydy" Center. Publicizing this experience will intensify the scientific-research activity of students and raise its practical significance.

Keywords: scientific-research activity of students, training of bachelors-defectologists, psycho-pedagogical assistance, children with special educational needs.

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In accordance with the Federal State Educational Standard of Higher Education in the field "Special (defectological) Education" research activity is one of the professional kinds of activity for which a bachelor should be

prepared [14].

Scientific-research activity of students which is traditionally considered as an important constituent of higher professional education is one of the main resources of improving

the quality of preparation of students for pedagogical activity [11]. Stable research activity skills are basic competitive advantages of a graduate [1].

A number of authors interpret scientific-research activity of students as completion of a creative research task with a previously unknown outcome which results in an intellectual product including new knowledge, as well as the development of the future teachers' critical thinking, cognitive activity, independence and initiative in studying [9; 7]. Rational organization of the students' research activity facilitates the acquisition of new methods of search, procession and application of information, mastering methods of scientific-research activity, and formations of skills of generalizing and presenting research activity results and defending one's own pedagogical position.

Drawing on the works of E. I. Kalieva, T. V. Samodurova, we believe that realization of the competence approach in training future pedagogues presupposes the need to bring the students' scientific-research activity as close to their on-the-job training as possible; during this practice they may get real experience of carrying out research actions necessary for the solution of pedagogical problems of their prospective professional work [6; 12, c. 259]. While developing students' preparation for scientific-research activity on the basis of the competence approach, A. S. Zueva attracts the readers' attention to the necessity to guarantee the students an opportunity to choose an individual trajectory of scientific-research activi-

ty [5]. In response to the requirements of the multilevel professional education, T. V. Samodurova singles out additional sense and aim-setting, dynamic, factorial, and technological components which make it possible to work out a system of the students' scientific-research activity implying its pedagogical value.

The students' scientific-research activity presupposes acquisition of the whole knowledge about the professional work potential, formulation of their own statements, authored interpretation of the studied material, and treatment of scientific-research activity not only as a kind of academic work but also as a condition of professional development (sense and aim-setting component). The improvement of quality of the students' scientific-research activity is aimed at a gradual transition from obligatory student participation to initiative continuing research (dynamic component). Determination and inclusion of variable organizational parameters of the students' scientific-research activity characterize the factorial component. The technological component consists in creation of the necessary invariable basis facilitating productive scientific-research activity [12].

We support the point of view of V. N. Lyusev, M. V. Korchagina, T. P. Lyuseva that research activity of a pedagogue is a process of professional creative progress of the personality consisting in the development of scientific and pedagogical creative ability [9, c. 40]. Ya. V. Makarchuk and E. S. Nazmutdinova note that scientific-research activity is polymotivated

by nature, and single out internal, external and personal sources of motivation which influence the character of scientific-research activity and its outcomes. It is necessary to form stable interest to the given kind of activity in students, as well as all kinds of broad social and internal motives by trying to make them easily recognizable, stable and sense-forming [10]. Fully agreeing with the argument of V. Yu. Bodryakov and A. A. Bykov about the inseparable connection between the staff research activity and the scientific-research activity of students, we believe that the students should be maximally involved in the conduct of real scientific research by solving feasible problems for the formation of professional competences in the sphere of scientific-research activity [1].

At the Department of Special (Defectological) Education of the North-Eastern Federal University, both the faculty and the students carry out theoretical and applied research of urgent problems of teaching and upbringing of children with disabilities. The following science clubs are open for the students: "Urgent Problems of Social Pedagogy", "Teaching and Bringing up Children with Intellectual Disabilities", "Organization of Logopedic Work at Education Institutions", "Problems of Diagnostics and Rehabilitation of Speech Disorders in Preschool Children", etc. Comparison of the students' potential capacities and the level of their preparedness with the goals of scientific-research activity is an important condition of successful organization of the students' scientific-research work [8].

The center for psychopedagogical assistance to children with disabilities "Saydy" functions at the Department of Special (Defectological) Education. One of the directions of the Center's activity focuses on the organization of the students' scientific-research activity at different levels of education in the process of which the students can not only use scientific knowledge, but also produce it to a certain extent. This promotes the acquisition of knowledge about methodological norms and rules of scientific cognition, of the skills of their usage in the process of solution of pedagogical problems, which constitutes the foundations of the methodological culture of future defectologists [15].

Organization of the students' scientific-research activity on the basis of the Center is necessitated by the following factors:

- creation of conditions for raising the students' motivation to study and carry out research work, responsibility for effectiveness of the rehabilitation-pedagogical, diagnostic-counseling and research work, formation of value orientations and higher school career education. Our ideas are corroborated in the work by E. A. Zagreb'nyaya who notes that the transition of value orientations into the sphere of personal sense which can be achieved by inclusion in practical learning professional activity from the first year of study at a higher education institution is an optimal condition for their acquisition by the students [4];

- additional provision of rehabilitation-pedagogical support for children

who have no such support because of the shortage of vacancies in the groups of combined and compensatory type in preschool education institutions of Yakutsk.

Specificity of organization of the students' scientific-research activity on the basis of the Center "Saydyy" in comparison with other base institutions consists in the fact that in the former case they themselves define the form of the work, divide children into groups, conduct frontal and individual lessons, interact with the parents and have more opportunities for scientific creative work and bear more responsibility for organization and effectiveness of the rehabilitation-pedagogical process; in the latter case, students join in the previously organized rehabilitation-pedagogical process.

The given peculiarity of organization of the students' scientific-research activity on the basis of the Center is regarded by us as an advantage, or important constituent of practice-oriented training declared in the process of training bachelors in the field "Special (defectological) Education".

Carrying out scientific-research activity students conduct rehabilitation-pedagogical work with children with disabilities in the process of which they realize the importance of acquisition of the methods and techniques of efficient conduct of rehabilitation-pedagogical work and the necessity to adapt the theoretical knowledge obtained to practical activity.

All this facilitates the formation of preparedness for carrying out professional activity and the formation of

professional values-attitudes: to oneself, colleagues, parents and professional activity [2, c. 82].

By now, our Department have received the initial experience of organization of the students' scientific-research activity on the basis of the Center "Saydyy". We have carried out research aimed at the study of rehabilitation potential of dramatic activities, and specificity of its organization in the system of rehabilitation-pedagogical work with children with disabilities.

Researchers note that the use of dramatic activity in education radically enhances the general rehabilitation effect of instruction as it develops the emotional, speech, activity and cognitive spheres. The children become more communicable and their speech activity increases [3; 13]. Classroom drama activity motivates children to express their thoughts, feel, empathize with other people and learn to understand the surrounding world with their mind and heart. Organization of creative dramatic club activity of children with disabilities is popular in pedagogical practice and provides wide opportunities for the realization of individual approach.

An inclusive drama club facilitating the development of creative abilities, communication skills and improvement of the level of social adaptation of children with disabilities was organized in the course of research of the topic "Organization of Inclusive Educational Space for Junior Schoolchildren with Mild Intellectual Disability".

Children with general speech un-

derdevelopment who did not receive logopedic support took part in the experiment in the framework of the course paper "Application of Dramatic Activity at Logopedic Lessons for Preschool Children with Severe Speech Disorders". The student organized logopedic observation of the children paying special attention to the study of specific features of development of coherent speech, of its prosodic aspect and emotional identification. The logopedic lessons had a definite structure and included the following sections: development of articulation motor skills, work over breathing and intonation, development of general and fine motor skills, talking about the plot of a fairytale, a table theater game based on the plots of the fairytales familiar to the children. The parts were chosen taking into account the structure of speech disability and individual traits of each child.

To our mind, students' work in a group is worthy of attention while organizing experimental activity. In this case each student carries out their own research of a topic and has a chance to witness the work of the fellow students, share ideas and accumulate the experience of working with children and parents. A drama club was organized on the basis of the Center "Saydyy" for senior preschoolers with general speech underdevelopment. The research topics included the following titles: "Formation of the Communicative Speech Function in Senior Preschool Pupils with GSU by Means of Dramatic Activity", "Formation of Vocabulary in Senior Preschool Pupils with GSU by

Means of Dramatic Activity", "Coherent Speech Development in Preschool Pupils with GSU by Means of Dramatic Activity", etc. Based on the results obtained, the students worked out a program of the drama club activities the logopedic work of which was aimed at the development of speech communication function, vocabulary and coherent speech, conducted a series of lessons and organized interaction with the parents.

On the basis of the undertaken research the students prepared reports for participation in scientific-practical conferences which allowed them to present the results of their research, explain their professional position and get experience of public report.

We worked out a self-analysis chart in order to determine the dynamics of professional competences formation in students in the course of carrying out scientific-research activity on the basis of the Center "Saydyy". The results of self-analysis show that the level of professional competences formation in rehabilitation-pedagogical, diagnostic-counseling and cultural education activity has increased. The students believe that their work at the Center "Saydyy" facilitated their orientation towards self-discipline; self-realization and widening of the range of actively used forms, methods, techniques and means of rehabilitation-pedagogical activity and the ability to solve problems and use experience to their advantage.

The level of acquisition of diagnostic habits and skills has also increased. The ability to set aims and

solve research problems in professional activity, to analyze the information obtained and to formulate the conclusions were also formed. The students learned how to carry out work in the sphere of spiritual-moral and esthetic development of children with disabilities; their speech culture improved and organizational skills developed.

Systematical interaction with the parents in the course of the drama club activity, their positive comments and satisfaction with the process and results of the students' work influenced the formation of awareness of their social role and a stable positive attitude to their future profession. While working on a scientific project, the students received positive experience of social interaction and professional cooperation in a group which needed performing obligations and responsible decision-making.

In future, while organizing students' scientific-research activity on the basis of the Center "Saydy", we plan to widen the scope of the problems of teaching and upbringing of children with disabilities, to hold a scientific-methodological seminar for students with the purpose of attracting to the work in the center and to use the group activity of students more intensively.

Thus, the first results of organization of the students' scientific-research work revealed the "Saydy" Center potential in forming the competences of future bachelors-defectologists in various kinds of activity. The research carried out on the basis of the Center allows the students to learn to

solve various problems arising in the process of pedagogical activity, facilitates the improvement of practical significance of student projects, and promotes activization of scientific-research work and formation of stable interest and motivation towards the future profession of a defectologist.

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