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## MODELLING PRACTICE-ORIENTED ENVIRONMENT IN THE SYSTEM OF TRAINING TEACHERS IN THE FIELD OF “SPECIAL (DEFECTOLOGICAL) EDUCATION”

**Abstract.** The article reveals the issues of increasing the effectiveness of practice-oriented training of specialists for the support of children with special educational needs, and, specifically, organizational and content aspects of conduct of practical classes, practices and extracurricular independent work of students, enrolled in “special (defectological) education”. The urgency of this problem is determined by the necessity of optimization of the process of training pedagogical staff for work with children with special educational needs, especially in connection with the implementation of inclusive education in education organizations. The aim of this work is to define the key forms of realization of practice-oriented model of training of students enrolled in special (defectological) education. The development of the Federal State Educational Standard of Primary General Education for students with special educational needs and the Federal State Educational Standard of Education of students with mental retardation require the increase of professional preparation of future specialists in support of children with special educational needs to carrying out psychological and pedagogical correction work. The proposed alternative forms and means of organization and implementation of teacher training for special and inclusive education would allow teachers to respond quickly to new normative documents requirements and technologies of support of children with special educational needs.

**Keywords:** practice-oriented model, training teachers, special educational needs, professional preparation.

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Improvement of the quality of training pedagogical staff for the system of special and inclusive education is a most important line of modernization of education in Russia. The current socio-economic situation in Russia calls for revision, renovation and perfection of theoretical approaches

and practical measures to train specialists able to support children with special educational needs [9, c. 94].

The main aim of higher education is to train a highly qualified specialist in a certain field and profile, who is competent in the adjacent areas of activity, who is competitive on the

labor market, responsible, ready to professional advancement and social and professional mobility [15, c. 153].

A learning model presupposes modeling the content which students are to acquire and pedagogical, cognitive and practical actions making up really valid education. Practice-oriented learning represents a model of education which focuses on the organization the students' independent activity in the process of which they get knowledge, develop practical skills and professional competences. This training model has the following characteristic features: students do practical tasks, imitating the conditions of their future professional activity. As a result of practice-oriented training students are expected to become future competitive participants of professional and social activity.

The content of education in the field of "Special (defectological) Education" is organized in the following way: every professional function of the teacher and each formed skill are supplemented with corresponding practical exercises. Teaching at practical sessions has a purposeful and complex character disclosing all aspects of professional activity of the future specialist in providing support for children with special educational needs.

The main didactic purposes of practical sessions consist in practical corroboration of the acquired theoretical knowledge and acquaintance with the methods of practical learning [12, c. 47]. In the course of their work students get the skills of observation, analysis, and comparison, make conclusions and generalizations and conduct independent research. The di-

dactic purpose of practical sessions consists in the formation of professional skills and the skills necessary for the study of other disciplines of the curriculum [11, c. 26].

In order to train students for their future professional activity it is necessary to form analytical, project and constructive skills; that is why the tasks at practical sessions should stimulate the students to analyze processes and states, to design their activity on the basis of such analysis, and to outline concrete ways of solution of this or that practical problem. The complete nomenclature of kinds of activity is made up on the basis of the qualifying characteristics of a specialist in the professional standard which includes professional functions and professional actions [13, c. 87].

The content of practical sessions may include:

- study of normative documentation and reference materials, analysis of professional documents, and doing tasks on their basis (analytical and information competences);
- practical introduction to the conditions, content and organization of the educational activity of an institution of special and inclusive education (in the course of excursions or watching videos);
- design and construction of the process of teaching and upbringing with a concrete purpose (technological and design competences);
- analysis of psychological-pedagogical situations and perfection of diagnostic and decision-making skills (analytical and technological competences);

- practical work aimed at formation of general educational habits (writing summaries and précis) [7, p. 78].

Leading students in their activity is an important constituent of practical sessions [8, c. 124]. If the content of practical sessions is diverse and to a large extent depends on the content of the studied discipline we can use a uniform method of application of knowledge. So the plan of such sessions may be presented in the following way:

- brief information about the content and purpose of the practical session;

- actualization of theoretical knowledge which is necessary for accomplishment of certain practical activity (the teacher formulates questions for actualization of knowledge or provides an algorithm of their actualization);

- instruction on safety (if necessary);

- instruction on organization of practical work;

- definition of the way of recording material;

- timetable and final result;

- summing up as a form of control of results. Evaluation criteria are given only in the cases in which they may be desirable in order to avoid formal approach in their definition.

The level of development of didactic equipment has a significant meaning for raising the quality of training. Implementation of new modern learning equipment allows organizing the educational activity of students at a higher level and raising the effectiveness of work of teachers and

students. Correct usage of didactic means makes it possible to raise the percentage of independent work of the students and broaden the possibilities of individual and group work at the sessions and develop initiative while learning new material.

Didactic means make up a constituent part of the general didactic equipment of the education process and comprise a complex of objects performing educational and training functions and are designed for the formation of the students' knowledge, skills and habits and for managing their cognitive and practical activity. The use of didactic means provides more exact information about the phenomenon, object or process under study and thus raises the quality of education. They help to make the process of education more visually evident which creates favorable conditions for acquisition of the most difficult learning material. Professional skills and habits are formed in the process of practical activity [1, c. 24]. In this respect learning at practical sessions may be more purposeful and complex embracing all aspects of practical activity.

Correct choice of didactic means in the process of theoretical and especially practice-oriented training depends on their correlation with two main features: the didactic task and the way of its realization.

In order to make the realization of individual extracurricular work easier for students we use special teaching aids explaining the algorithm of each task. The tasks for individual study are diversified enough: they

include studying and summarizing original theoretical literature texts, computer based learning programs for children with special educational needs, making up tables, preparation of reports and brief summaries, mini-projects (didactic aids in phonetic culture, development of visual perception and other psychic processes in children with special educational needs).

Use of work sheets in the discipline under study allows organizing independent work of students both during practical sessions and at home which also helps to exercise control of the process of material acquisition. Clearly seen advantages for the formation of practical professional skills are created by special equipment: logopedic probes used to improve speech sounds in children with speech disorders; manual alphabet as a means of communication and cognition of children with auditory processing disorders; the Braille tactile raised dots writing system used in teaching children with visual impairments. This group of didactic means should be actively used while explaining new material as facilities for demonstration, illustration and proving theoretical statements. This helps to disclose the specific means of the special education process which are actively used in the system of home and foreign special education.

The use of computer assisted presentations and computer learning programs for children with special educational needs at lessons significantly enriches the possibilities of organization and execution of pedagogical support of such children. Ap-

plication of videos and DVD films broadens the possibility of more profound study of various topics. The use of special teaching aids including a set of questions to each video- and DVD-fragment and a series of tasks in refining the details about the watched material allows the teacher to make watching more cognitive and active. Designing didactic means needs taking into account a large number of factors influencing the outcome of the pedagogical process. The main factors include correspondence of the complex components to the content of the studied material, particular methods and tasks, requirements of rational use of learning time.

Thus, while working out the complex of didactic means it is necessary to take into account the concrete tasks of education and upbringing, the character and volume of learning information to be acquired and the level of students' development.

At practical sessions, teachers create conditions for the students' inclusion into active construction of their own knowledge. Such organization stimulates active work of the students which becomes the basic kind of activity in the education process and the process of self-education. It is given priority importance in the process of students' acquisition of new knowledge, and a search for rational ways of organization and perfection of such work is being constantly undertaken.

The notion of "practice" defines the basic part of the practice-oriented model of education. Practice in its various forms is present in the process

of teaching; it is considered to be one of the basic components of professional training. The task of practice is to prepare students for their future independent professional activity. The goal of practice consists in formation of the students' systemic vision of the theory and practice of education and upbringing of infants and preschool children with special educational needs and generalization and enrichment of their knowledge through observation of work of concrete education institutions.

Practice plays an important role in the formation of professional competences of the future teacher. Practice is a most complex form of the education process both in organization and methods as its realization needs bringing together the interests of the student on practice, his teacher and a concrete education institution [6, p. 44].

The structure of practice depends on the content of practical teaching and should finally guarantee holistic preparation of the specialist and correspond to their qualification. The interconnection of different stages of practice is realized in their succession and development. On the basis of the presented training model the future specialist displays complex preparation for future professional activity.

Complex preparation and "special pedagogical competence" are notions which denote a systemic phenomenon including knowledge, skills and professionally relevant personal properties of a pedagogue ensuring the execution of special pedagogical activity in providing support for children with special educational needs

(motivational preparation – realization of necessity of special remedial work with children, desire to conduct such activity, communicability; theoretical preparation – general pedagogical knowledge, skills and habits, knowledge of theoretical foundations of special pedagogical activity, psychological peculiarities of children; practical preparation – being able to use organizational general pedagogical and special remedial skills and habits; professional personal preparation – formation of professionally significant properties of a person) [3, p. 34].

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