

A GENERAL DESCRIPTION OF THE COMPETENCE OF A SURDOPEDAGOGUE

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Annotation. This article covers the general description of the competence of the deaf teacher. The concept and structure of deaf teacher competence is analyzed within the framework of pedagogical competence.

Key words: deaf pedagogue, pedagogical competence, methodical competence, pedagogical sciences, psychological sciences, special pedagogy, research, experts.

Sign pedagogy is a theory and practice of special special education of hearing-impaired persons in the usual pedagogical conditions determined by existing culture with the help of general pedagogical methods and tools, pedagogically comprehensive study of hearing-impaired children, improvement of language teaching in a special school, development of hearing ability and raising the work of pronunciation formation to a higher level. ; to study and improve the laws of education for children with hearing impairment, to increase the effectiveness of the system of development of hearing perception, to achieve that their graduates work in a certain profession; improvement of technical means of teaching; ensuring the continuity of kindergarten and school education; It includes tasks such as coordinating the work of the medical and public education sectors in the republic, studying the problems of early diagnosis. A deaf pedagogue must have special education, professional training, high moral qualities in pedagogical, psychological, and specialist areas, and the following qualities must be manifested in the image of a deaf pedagogue:

1. The pedagogue of the deaf should have a deep understanding of the changes taking place in the social life of the society, the nature of the ongoing social reforms, and should be able to provide correct and reasonable information to the students in this regard.

2. It is required that the pedagogue of the deaf should be aware of the news

and achievements of science, technology and technology.

3. The pedagogue of the deaf should have deep and thorough knowledge of his specialty, and should constantly research on himself.

4. A deaf pedagogue should have thorough knowledge of the basics of pedagogy and psychology, organize activities taking into account the age and psychological characteristics of students in the educational process.

5. A deaf pedagogue should be able to use the most effective forms, methods and tools in the educational process.

6. The pedagogue of the deaf must have creative, initiative and organizational skills.

7. A deaf pedagogue must have a high level of pedagogical skills, such as communication skills, pedagogical technique (speech, face, hand and body movements, mime, pantomime, gesture) and master the rules.

8. A deaf pedagogue must have speech culture, his speech must be able to reflect such features as correctness, accuracy, expressiveness, richness, purity:

9. Deaf pedagogue to achieve mastery of dressing in accordance with the dressing culture.

10. A deaf pedagogue should be pure in his personal life and be an example to others.

It was recorded as preliminary research on the study of professional competence in the form of first perceptions of the professional qualities of the deaf teacher. L.S. Vygotsky, A. I. Dyachkov, V.P. Kashchenko, G.M. Dulnev, E. I. Leongard, L. N. Zakharova, T. S. Zyкова, was noted as the initial research on the study of professional competence in the form of initial perceptions of the professional qualities of a deaf pedagogue [3]. Ch.N. Malofeev, N.M. Nazarova, B.M. Sokolova, L.F. Serbina, N.A. Strogova, I.V. Galanova, R.O. Agavelyan, V.A. Genkina, A.D. Goneev conducted a study on the knowledge and skills of the deaf pedagogue, his personal requirements [4]. . The founders of defectology studied the

specific psychological characteristics of children with disabilities, the laws, principles and directions of their development, the need for education and the issues of specificity, and noted the important role of a defectologist as a life guide of such a child, a pedagogue who has many mandatory and unique characteristics that distinguish him from a specialist in mass institutions. . Thus, in the content of the work, the teacher needs to have love, attention, great patience and hard work, optimism, humane qualities, deep and comprehensive knowledge of his subjects, quick decision-making [1].

Analysis of research in the field of special pedagogy, we witnessed that a number of works were carried out to train specialists in various fields of special pedagogy.

Studies that purposefully study the special personality qualities of a defectologist appeared in the 20s and 30s of the 20th century. At the end of the 19th century, N.M. Lagovsky studied and described the personality types of deaf pedagogues and their types (suggestive, dynamic and main types) taking the "general" psychological characteristics as a "basis" [4]. . Summarizing the many years of experience of his practical work, the author of the speech pathologist's professional skills of self-control, self-control, patience, contentment with small successes, constant work on one's personality (acquiring and improving theoretical and practical training), the skills of organizing children's team activities, individual attention to each child expressed such important qualities as the ability to find an approach, love for children and one's work, to know how to "like" children ("take children under their influence"). In addition, on the example of specific clinical cases, the author shows the need to compare a certain type of personality of the defectologist with the personality and type of disability of the child he is working with, and reveals the general algorithm of correction on this basis. The analysis of these works shows us the belief in the value and importance of every person (including the deaf and hard of hearing, late-deaf children) in the world, building

mutual relations based on rights, obligations, equality of opportunities, humanistic worldview - in the process of human behavior, life and activity. perception as a person. made it possible to distinguish such basic qualities as expressed empathy, optimism and an active life position [5].

In addition to the personal component, many authors distinguish the content of the professional activity of a defectologist and emphasize its breadth and diversity. N.M. Nazarova determines the psychological, pedagogical and practical components of the professional activity of a deaf pedagogue, N.A. Strogova, diagnostic, communicative, didactic, prognostic, transformational, educational, organizational, social, consultative, professional activity of a defectologist-oligophrenopedagogue, E.V. Ryazanova distinguish constructive, project, organizational, gnostic, communicative types of professional activity of a defectologist-deaf pedagogue. The variety of activities is emphasized in the job instructions and requirements of the defectologist-deaf pedagogue [6]. Here, among its functions, the necessary professional spectrum of actions is reflected: identification of children with hearing impairments, development of their speech; implementation of corrective works; involving children in the socio-economic life of society; carrying out methodical and consulting work; promotion of humane attitude towards deaf and hard of hearing children, defectological knowledge.

The authors claim that the work of a speech-language pathologist-pedagogue "goes beyond the scope of traditional teaching" and requires the implementation of its additional types: social-pedagogical, rehabilitation, consultative, diagnostic, psychotherapeutic, correctional types.

The breadth of professional activities allows distinguishing another characteristic feature of the deaf pedagogue's work - the variety of pedagogical situations in which he participates, the impossibility of acting according to a template, analogy, which is connected with the uniqueness of each child's development, the need for an individual approach, and the impossibility of

developing private knowledge. The basis of such activity should be stable skills in performing pedagogical actions and understanding the laws of their implementation.

Thus, we see that the important professional qualities of a deaf pedagogue come from the analysis of the uniqueness and specificity of the results of his work, and the qualification description is an assessment of his knowledge, skills and abilities, their knowledge and skills; consists of the level of physical and psychological and necessary personality qualities.

R.O. Agavelyan's research examines the professional characteristics of a speech therapist from the point of view of the competence approach. R. O. Agavelyan distinguishes and describes the natural and acquired competences related to individual, psychophysical and personal characteristics in the professional profile of a special school teacher. The last ones directly related to professional activity include diagnostic, prognostic, corrective-pedagogical and consultative competencies[1].

Thus, the analysis of the literature revealing the specific characteristics of the profession of a deaf pedagogue, the requirements for it, allowed us to draw the following conclusions:

- The concept and structure of surdopedagogical competence are considered in the unity of understanding these issues within the framework of pedagogical competence [5]. In this regard, by the professional pedagogical competence of a deaf pedagogue, we understand the integrative nature of a person, which describes the ability to perform the professional task of a deaf pedagogue. It consists of certain personality qualities, positions, and beliefs that allow to separate and solve the collective correctional-pedagogical activities and treatment tasks directed to their education in accordance with their abilities and opportunities in the educational environment suitable for their health for the purpose of adaptation and integration of hearing impaired persons into society.

- The specific characteristics of the results of the deaf teacher's professional activity and work require the specification of his competence: the high qualities of the deaf teacher's personality, his formation is based on deep humanistic faith, empathy, responsibility and an active life position; broad professional functions of a deaf pedagogue; the variability of professional situations, which requires specific goals and a number of special skills; in-depth and comprehensive information; system of knowledge selected according to the anthropological principle; special communication skills.

- Methodological competence is distinguished within the competence of a surdopedagogue, a description of methodical activity is given. The analysis of researches allows to distinguish its specific breadth, correctional-developmental orientation, variety of professional-methodical tasks.

Thus, we see a general unity in the understanding of the concept and structure of the professional competence of the deaf pedagogue. In the theory of special pedagogy, the methodical competence and competences of the deaf pedagogue have not been studied in a research aimed at a specific goal, which proves that there is a need to study the system of methodological competence and competencies development in the future deaf pedagogues.

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