

Training Conditions Structuring for Future Speech Pathology Teachers at Teacher Training Institute

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Abstract: Issues of vocational training of future teachers to work with special educational needs children are presented in the study. The conditions of individual education space structuring for NEFU students and the necessity of continuous improvement of teachers’ professional skills in the context of new education standards are mentioned. The issue analysis of training conditions structuring for future speech pathology teachers at Teacher Training Institute of North-Eastern Federal University named after M.K. Ammosov is presented.

Key words: Training conditions structuring, vocational training, students’ individual education space, individual professional activity children with special educational needs

INTRODUCTION

In modern cultural and economic academic space skills, abilities and experience gaining, professional development are ever more crucial. The quality and the efficiency of educational systems play an important role in supporting the social integration, framing responsible civic position and sociability in relation to other cultures.

According to Mikhailova (2012), the rector of the North-Eastern Federal University (NEFU) “The North-Eastern Federal University Named after M.K. Ammosov has undertaken commitments for developing the human capital of country’s North-Eastern region, the basis is the intellectual potential and health which are formed in family and also with the help of education, culture, science and health care”.

In this regard, in the developing situation, it has become obvious that the most essential aspect is future teachers training to work with various categories of children according to the different types of developmental norms: average, socio-cultural, specific-individual and limited health capacities. On the Special (Speech Pathology) Education Department at Teacher Training Institute of North-Eastern Federal University teachers training for children with special educational needs is being conducted. Since 2012-2013, academic year the department has been working on the basis of the following plans: 050700 “Vocational (speech pathology) education”, “Speech and Language Therapy”

specialization, 050714.15. Oligophrenopedagogy with the additional speciality “Speech and Language Therapy”, 050714.65 oligophrenopedagogy (on the basis of secondary vocational education /SVE/), 050715.65 speech and language therapy (on the basis of SVE), 050715.65 speech and therapy (on the basis of higher vocational education /HVE).

The analysis of future teachers training in pedagogical educational institutions not only in the Republic of Sakha (Yakutia) but generally in Russia shows the presence of issues complicating the training of required experts. One of the problem is that educational process is managed by teachers externally which causes students’ insufficiency of independent goal-setting, all and all, students don’t find any personal sense in training. In the course of training, the teacher communicate certain information (content), convey knowledge and students have to acquire its content. In this situation, a student acts as an object of educational process. It can be observed through theoretical classes and vocational practice. As a result, graduates and young teachers often find it difficult to analyze results of individual professional activity.

MATERIALS AND METHODS

Researchers see the research objective in suggesting the ways for solving key problems complicating the vocational training of future speech and language therapy teachers in the context of educational space of regional educational institution. The analysis method of future

teachers training process at teacher training institutions was used in the current research. The given analysis allowed to reveal the problems complicating the speech pathology training at North-Eastern Federal University Named after M. K. Ammosov (NEFU) (Yakutsk, Russia).

RESULTS AND DISCUSSION

Therefore, to receive a new quality of vocational teachers' training, it is necessary to escape from many stereotypes that structuring of alternative educational process in a key of "cultivation" the subject of educational activity. Russian researchers offer the options for the active subject "cultivation" through: statement of problem situations (Lerner, 1974; Matyushkin, 1972; Makhmutov, 1995), project education (Guzeev, 2001), dialogue training technologies (Bakhtin, 1963; Klarin, 1995; Slobodchikov, 2002).

Within the new education content, we suggest to create individual educational space for each student including self-education through partnership in the solution of assigned tasks through organized activity. In this case, each student is offered to find the "niche", individual space promoting the "cultivation" of personal culture "internally". We think that in common educational space the pedagogical mindsets aimed at individual development, ability to project personal pedagogical activity depending on particular situations, ability to reflect personal pedagogical experience have to be created among students (Abramova, 2012).

The training of future teachers for children with special educational needs is focused on students' personal qualities progress, formation of common cultural and professional competences according to requirements of the Federal State Educational Standard (FSES) on these directions. The curriculum realized by higher education institution is focused on theoretical knowledge formation, increasing the competence level in the content of pedagogical technologies, project developing and research activity in the sphere of speech and language therapy and oligophrenopedagogy, the realization of the continuity of education, training and socialization children of early, preschool, school age with speech and intellectual disorders, readiness to conduct speech pathology and speech and language therapy work in the conditions of multilingual space.

The requirement is the necessity of introducing changes into teachers' roles in the process of individual educational space structuring. Teachers have to acquire new responsibilities: they act as consultants, moderators of work group, tutors and facilitators of educational program. All these roles are focused on support and

guidance, maintenance, management, introducing positive changes into the managed activity. Teachers use methods of mainstreaming students' cognitive activity in training structuring; motivation for self-development and further vocational activity.

Teachers of special (speech pathology) education department has developed teaching materials, monitoring and testing aids for all disciplines included in major curriculum. Various methods and tutorials are actively used in the educational process: problem lectures followed by multimedia presentations, audio recordings; video lectures, electronic lectures, business games, focus group, role trainings, discussion platforms, computer technologies, other research methods of training. For carrying out academic studies on different disciplines practicing experts-speech therapists, oligophrenopedagogues from essential institutions are often involved in dialogue, panel discussion on controversial issues, thus, the lesson content differs not only in intensity and scientific character but also has the practice-oriented character. The department electronic library has been renewed by educational and methodical literature; electronic textbooks, aids, reference books on pedagogical specialties were acquired and are used in educational process.

Much attention is paid to elaboration and application of new methods and forms of students' independent work structuring focused on the maximum efficiency of educational material acquisition. The following forms of independent work are widely used on the department: training material analysis, essay and report writing, the compilation of psychology and pedagogical characteristics on children with special educational needs, modeling and planning academic studies, lesson plans compilation on methods of teaching disciplines, long-term plans compilation for correctional and pedagogical work with children, comparison tables completion, maintaining pedagogical and reader's diaries, analytical reports, terminological dictionaries making; game compendium development, presentations, terms of creative engagement on studied disciplines.

The program of NEFU development is aimed at providing "level rising" in the quality of education improvement. To involve students in science at the beginning of studies, form motivation to research work and skills of scientific work organization, the work is organized in students' scientific study groups and one pedagogical club for bachelor degree profile: "Current issues of special pedagogics" (I.A. Yudina, Candidate of Science (Pedagogy), associate professor); "Training and education for children with intellect disorders" (N.A. Abramova, Candidate of Science (Pedagogy),

associate professor; N.N. Ivanova, senior instructor); “The organization of speech and therapy work in educational institution” (S.N. Arkhipova, Candidate of Science (Pedagogy), associate professor); “Problems of diagnostics and correction of speech disorders among preschool children” (N.E. Kulikovskaya, senior instructor); and pedagogical club “Rostock” for early children’s autism.

These activities help students to acquire scientific methods of knowledge, profoundly master training material, through research activity develop the creativity on occupation; involve talented students in purposeful scientific and scientific-organizational work in various research teams, master the use of new info technologies. They also help to carry out cooperation with scientific study groups of NEFU institutes and faculties and other higher education institutions of the Republic of Sakha (Yakutia), learn local and Foreign experience of the scientific study groups and organization with application of advanced forms and methods in training process. The work of scientific study groups is organized according to specific conditions of NEFU activity, under the Charter, taking into account the traditions of scientific study groups management.

There are various work forms of scientific study groups: profound development of various methods of scientific research; participation in the department, faculty, institute and university scientific conferences; processing and analysis of scientific research data, results of experimental and theoretical research; summarizing and annotation of Russian and Foreign literature; immediate implementation of research work; participation in students’ Olympic Games, competitions and exhibitions of scientific student’s works; scientific research presentations in the form of reports, theses and articles; acquaintance with various research establishments and research teams activity. Results of scientific creativity of students are reflected in their publications in materials of scientific and practical conferences of republican, All-Russian and international level and in science and practice application.

To identify creative and active students future teachers stimulate pedagogical activities for training and education children with special educational needs on the department of special (speech pathology) education All-university student psychology-pedagogical Olympic Games “Special Child” annually take place. The wide range of questions, developing the complexity of theory and practice of vocational and inclusive education is suggested for discussion. The Olympic Games are held separately for two groups of senior students: for students who are trained on the specialties “Speech and Language

Therapy”, “Oligophrenopedagogics with the additional speciality “Speech and Language Therapy” and for students of other NEFU educational departments which are trained on pedagogical specialties, studying the course of Special Pedagogics.

The training level of applicants entering NEFU has considerably risen. The University Academic Council made the decision to rise annually, intentionally and steadily the minimum levels of points exceeding by far the minimum levels of the United State Examination (USE) established by Federal Education and Science Supervision Agency. In 2011-2012, academic year the GPA of USE per one subject for applicants enrolled in the first course was 59.6 points, in 2012-2013 was 59.3 points, in 2014-2015 was 60.0 points. Thereby, NEFU keeps a high level of requirements to the quality of future students training. In this regard, our department annually holds the professional orientation psychology and pedagogical Olympic Games for the senior high school students wishing to enter special (speech pathology) education department.

Summary: The revealed problems are the students’ insufficiency of individual goal-setting, the traditional way of educational process structuring in higher education institution.

Researchers suggest creating the conditions for speech pathology teachers training through the educational process structuring in the way of “cultivation” the active coordinator, changing the teachers’ role, developing new methods and forms of students’ independent work structuring. It’s suggested to organize scientific study groups and students’ Olympic Games, training games, discussion platforms and also mastering task-oriented interaction as the most productive way of the students’ educational activity structuring.

CONCLUSION

Thus, the above-mentioned conditions for optimum educational space structuring for NEFU students of Teacher Training Institute, certainly have to increase the quality of vocational training of graduates future speech pathology teachers.

As a result, graduates will be able to run speech and intellectual disorders diagnostics professionally, conduct speech and therapy work among children with disorders, collaborate with all experts to achieve positive results, involve parents in correctional and pedagogical process. In its turn, mentioned activities will positively affect

acquisition of disciplines according to vocational program and, undoubtedly, influence the formation of professional competences of future experts.

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