



Theoretical Foundations of Deontological Training of Special Educators

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Abstract: Based on the studies of famous teachers of the past and present, the article gives definitions of such concepts as "deontology" and "pedagogical deontology". The main studies of scientists on the deontological training of special teachers are analyzed. Based on the study of psychological and pedagogical literature, the deontological competence of a special teacher and its main components are determined.

Keywords: Deontology, pedagogical deontology, competence, deontological competence of a special educator.

Introduction: In recent years, defectology has been actively developing, innovative areas of correctional and developmental work are emerging, new methods of correcting speech disorders are being developed. Researchers identify various methods for optimizing correctional and developmental work, improving the professional skills of special educators. Scientists pay special attention to the deontological training of special educators.

We, specialists, are faced with the task of creating new content and forms of education and upbringing of children with developmental problems, developing new correctional and developmental technologies, identifying and preventing disabilities from an early age, making accurate diagnoses, ensuring that such children receive education in special or general educational institutions, creating equal conditions for their adaptation to social life, and increasing the effectiveness of social support. Having recognized this problem above and emphasizing its relevance and importance, one of the urgent issues is the training of teachers-defectologists for special and inclusive education.

The use of deontological principles in the training of

future special educators is explained by the need for modern educational institutions to have highly qualified specialists with deep theoretical knowledge in correctional pedagogy, special psychology, medical and biological sciences, information technologies, and high pedagogical level of interaction with all participants in the special education process. Purpose: to analyze theoretical studies of the deontological training of special educators. Analysis of psychological and pedagogical literature, scientific research on deontology, problems of professional training of educators, allows us to identify various aspects of the study of the problem: to reveal the general foundations of deontology (I.Bentham, I.Kant, J.Mill, P.Sorokin), to describe some aspects of professional deontology (M.Petrov, L.Leshchinsky, E.Wagner, K.Levitan, A.Skakun, S.Slivka, V.Gorshenev, I.Benedik, A.Shmotkin), identifying aspects of the professional culture of teachers (S.Arkhangel'sky, B.Barbina, A.Boyko, M.Vasilyeva, S.Goncharenko, V.Grineva, I.Zyazyun, M.Evtukh, N.Kuzmina, L.Necheporenko, A.Piyoda, V.Semchenko, S.Sysoeva, V.Slastenin, L.Spirin, T.Sushchenko, V.Kankalik and others), adult problems (B.Ananiev, V.Areshonkov, S.Boltivets, A.Bondarchuk, S.Vershlovsky, S.Zmeyov, Y.Kulyutkin, N.Nichkalo, V.Oleinik, V.Putsov, T.Sorochan, N.Skripnik) and others V.Bondar, L.Grenyuk, S.Mironova, N.Pakhomova, Yu.Pinchuk, N.Savinova, V.Sinev, V.Tarasun, L.Tomich, M.Sheremet and others human integrity: in medical, legal, management, pedagogical and various scientific fields it has an ambiguous interpretation. This issue is also directly related to the training of defectologists-specialists, and scientific research and reforms are currently being conducted in this area. (D.A.Nurkeldiyeva, Y.Y.Chicherina, D.B.Yakubjanova, M.M.Arslanova).

The theoretical basis of pedagogical deontology is pedagogical ethics, which is the main component of the formation of a teacher's competence, determining the ethical principles of professional behavior in his relations with students, their relatives, colleagues and society as a whole. The concept of deontological training is closely related to the concept of teacher competence. According to the dictionary, competent is indicated as follows:

1) having sufficient knowledge in any field; well-informed about something; explanatory; 2) based on knowledge; qualified; 3) having certain powers; full-fledged, sovereign.

For the first time, the category of "competence" was introduced into the scientific apparatus in the 1960s-1970s. In the same period, the necessary conditions were created for the delimitation of the concepts of competence and competence. In the 90s of the 20th

century, the concept of "professional competence" entered the pedagogical vocabulary and became a subject of special study. However, even now there is no consensus on the essence of the terms "competence" and "competence". In modern pedagogical science, the concept of "competence" is used to describe the final result of education, and the concept of "competence" has the meaning of "I know", in contrast to the previously accepted sign "I know that, I know this" in pedagogy. "

At the current stage of development of society, any specialist is required to develop his professional potential, increase his quality level, and develop his personal development to the maximum. The priority qualities that characterize a person include creativity, the ability to innovative thinking, and the willingness to look for ways to go beyond the existing patterns in carrying out any activity. Vocational education (special defectological education) is understood as the process and result of acquiring a certain level of knowledge and skills in a specific profession or specialty. The training of defectological personnel for special children's institutions is carried out in a purposefully modeled professional environment during education in a higher educational institution and acquires a dynamic character. This process consists of a sequence of propaedeutic, directional-theoretical, formative and transformative stages, each of which takes place through a purposeful impact on the requirements and needs of the future specialist. The target component, main goal and complex solution of training a defectologist-specialist are the unity of the system of tasks that ensure the achievement of this goal. Here we proceed from the idea that the main goal of higher education is to form a whole structure of a specific professional activity being mastered.

The system of training specialists of special institutions in a higher educational institution is characterized by multi-functionality, which is expressed in the interrelation of educational, upbringing, developmental, coordinating and integrating functions. These functions are conditionally separated, since the boundaries between teaching, upbringing and personal development of a student, as well as between integration and coordination processes in the training of a specialist, are extremely relative. Conditional differentiation (division) of the functions of training is necessary for an effective theoretical analysis of its essence and is appropriate in organizing the educational process. The educational function of training specialists is understood as the orientation of this function towards the acquisition by students of fundamental knowledge of the foundations of didactic theory and the formation of a certain system of skills and qualifications in

students. The theoretical and practical aspects of the implementation of the educational function in the training of defectologists imply the study of theory in close connection with the professional activities of future defectologists. This, in turn, helps students master the substantive-correctional and organizational-methodological foundations of the activities of specialists working in special institutions for children with disabilities in mental and physical development. The developmental training function is that the acquisition of special knowledge and skills occurs in a harmonious relationship with the development of professional thinking, speech, pedagogical abilities. This allows the defectologist-specialist to take a creative approach to organizing the educational process in special institutions. The coordinating (coordinating) training function is associated with its orientation towards influencing the future study of correctional pedagogy, psychology and special methods by students, as well as the process of preparing for special courses and special seminars. In addition, the methods taught to future defectologists are distinguished by their more specific internal content compared to the methodological courses in the curricula of other faculties. Thus, the didactic training of a future teacher-defectologist forms the foundation of his entire future professional training. The main structural components of training (purposeful, substantive, technological and result-based) operate in an integrated manner in interaction. Thus, the deontological training of a special educator is characterized as a purposeful and controlled process that begins in an educational institution and continues in the subsequent work process, ensuring his readiness to perform normative actions in various situations of professional activity. Deontological training has its own goals, objectives, structure, functions, a set of conditions and ensures the acquisition of knowledge about normative actions in various situations of the professional activity of a special educator, the formation of deontological competence. The deontological competence of a special educator is the specific skills and abilities that a special educator needs to carry out corrective, developmental and educational work with children with disabilities in their psychophysical development. Deontological competence includes various components, including: - communicative competence (a special educator must be able to communicate correctly with children with psychophysical developmental disorders, their parents, psychologists, doctors and other specialists); - psychological competence (the ability of a correctional teacher to use psychological tools to organize relationships in the process of correction and

development); - personality - goodwill, sensitivity, balance, tolerance, humanity; - theoretical training (a high-level correctional teacher must have not only knowledge of the professional-practical cycle, but also excellent knowledge of psychology, biomedical sciences, etc.); - information competence (knowledge of information technologies, the ability to process various types of information); - self-development, creativity, self-determination, self-education, competitiveness; - ethical competence (observance of ethical norms and rules of behavior by a correctional teacher), etc. Thus, in pedagogical science there are many studies devoted to the deontological training of teachers, but the holistic process of deontological training of a future correctional teacher. has not yet been disclosed. The formation of deontological competence ensures the readiness of the correctional teacher to implement normative behavior in the field of practical professional activity. A problem has been identified that requires clarifying and substantiating the concept of the content of the deontological training of a correctional teacher, developing a technology for its implementation in a higher educational institution.

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