

administrators, parents and all stakeholders. Work with Internet resources in an educational institution can be organized in two main ways: the work of students directly at the lesson and the organization of extracurricular activities of students.

The work of the students directly in the lesson can involve the use of resource fragments as demonstrations in a lesson for the entire class or for the organization of a front-line student survey. They can be engaged in a computer class that has access to the global Internet and work independently with the information resource.

The role of the teacher is to provide students with brief information on the theory and organization of practical activities, reflecting the content of the Internet resource (in the form of printed materials) and assignments. Then they go to the appropriate page on the Internet and perform specific tasks. And of course, at the final stage, a report on the studied information material is compiled, containing: a summary of the theoretical material, drawings, tables, answers to the questions posed, and so on.

The work of students with Internet resources as a part-time activity can be reduced to finding information for the preparation of reports, abstracts, messages on a specific topic before and during its study to obtain additional materials on the topic for use in the lesson; Addressing students to certain sources while studying the topic; Preparation of various types of creative work; Search for audio-visual aids on the topic. You can attract students to the creative work on the material of the Internet resource and the presentation of its results (for example, on Web pages); To get consultations from specialists in the network, at the end of the Internet resource there is a section where you can ask questions of interest.

In addition to the didactic potential of networked educational resources and distance educational technologies, in the context of profile training, their organizational capabilities can also be used. When teaching, you can use mixed forms of mastering educational programs: full-time, part-time, external, when part of the subjects the student is studying in the internal mode, while others, at his choice, he can study remotely. For example, a student of a humanitarian profile can master non-core disciplines at an accelerated pace, such as - physics, chemistry, biology, thereby freeing up the hours for studying profile training courses or appropriate elective courses. Using such a combination of forms of education will help to increase the learner's motivation to consciously plan his educational activity, increase the intensity of the educational process in order to allocate additional time resources for the mastering of core subjects and elective courses, and create opportunities for project and research activities within the chosen profile.

Didactic potential and functions of computer telecommunications provide the opportunity to organize an educational process that meets the requirements and goals of profile training and reflects the basic principles of the personality-oriented approach. Given that the profile training involves flexibility, wide variation and differentiation in both the choice of the content of the students and the forms of education, educational models based on the use of distance educational technologies become an effective resource for the implementation of profile education.

## **ACTIVITIES OF THE CENTER OF CORRECTIONAL AND DEVELOPMENTAL TECHNOLOGIES IN THE ASPECT OF LOGOPAEDIC SUPPORT OF JUNIOR SCHOOLCHILDREN**

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At the present stage of the development of special education in Ukraine and other countries of the world, the role of the investigations aimed at finding the effective ways of organizing and conducting the corrective and developmental work with the children with specific psychophysical development in the educational space is increasing. The native scientists (V. Bondar, A. Kolupayeva, S. Myronova, T. Sak, V. Synyov, V. Tarasun, M. Sheremet, D. Shulzhenko and others) underline the significance of the psychological and pedagogical support and timely provision of corrective care for the children with specific psychophysical development.

In modern science and practice, the paradigm of support for the children with speech impairment is becoming more and more relevant. To the issues of logopaedic support of the families who bring up a child with speech impairment the work by S. Konoplyasta, V. Kyslychenko are devoted. The authors have singled out the concept "logopaedic support" in the context of the continuous, complex correctional and logopaedic influence within the triad "child-logopaedist-family" [2; 3].

It should be noted that in recent years in secondary school the number of pupils, who due to various biological and social reasons have got persistent difficulties in mastering educational programs (because of the absence of psychophysical deviations of the development) is constantly increasing [4; 5; 6]. The following factors are at the core of these difficulties: physiological aspect (inferiority of visual perception, optic-spatial insufficiency, incommensurability or underdevelopment of oral speech, sensory impairment, violation of intergenerational interaction); psychological aspect (retardation in the development of higher mental functions: attention, memory, succession and simultaneous processes); genetic aspect (hereditary burdens, constitutional predisposition, etiopathogenetic factor); neuropsychological aspect (influence of functional asymmetry of the cerebral hemispheres); social aspect (social-pedagogical, organizational-pedagogical), the influence of the modern social-economic concepts of the development on all the spheres of life.

Speech deviations remain one of the most common problems of psychophysical development of the children of preschool and junior school age, which requires the creation of new organizational forms for the correction of their speech development. The peculiarities of psychomotor, speech and general cognitive development of the children with speech impairment necessitate a substantial restructuring of the pedagogical space, which is carried out in order to provide the child with the maximum possible assistance taking into account the peculiarities of his/her development. Taking into account everything mentioned above, the organization of logopaedic support for the junior schoolchildren with difficulties of formation and violations of the writing skills is extremely important today.

In addition, a significant number of children with speech impairment do not fall into the area of the correctional and logopaedic influence: attend mass groups of pre-school educational institutions or are brought up in a family environment (unorganized children). The inability to obtain the necessary and adequate assistance leads to the fact that in the period of elementary school education, these children experience specific difficulties both in mastering the basics of literacy and in mastering the curriculum of the elementary school.

Teaching the children of elementary school age in primary school requires more timely and effective research and diagnostics of their speech function, taking into account modern psychophysiological, psychological, linguistic, neuropsychological, psycholinguistic, logopaedic data on speech activity in normal and disturbed ontogeny, developing on this basis a new content of preventively-permanent and developmental teaching [1; 3].

The content of pedagogical work with junior schoolchildren who have difficulties in forming and breaking the writing skills in general education institutions depends on the implementation of logopaedic correction, psychological support, medical assistance, along with the conscious assistance of teachers and parents. Realization of this assistance is possible under conditions of awareness of the specialists and parents of the given issue. However, social demand from the parents of junior schoolchildren for systematic and qualitative pedagogical assistance does not correspond to the realities of life, since there are no productive offers from native psychological and pedagogical science and practice.

Realization of the potential opportunities for the mental development of junior schoolchildren depends on the general social well-being, attention of the adjacent adults and organization of correctional and pedagogical assistance that takes into account the peculiarities and significance of the formation of certain functions, skills and abilities. A primary school teacher is closer to the child than a logopaedist and other specialists. The child's success with difficulties in mastering his/her writing skills depends on the teacher's competence, on his/her desire to understand the problem, the ability to provide correctional and pedagogical assistance. However, training primary school teachers does not provide any securing of their logocompetence. The analysis of the educational curricula proves that in the process of studying at a higher educational institution, the issue of identifying, overcoming and preventing deviations of writing of junior schoolchildren is not among the compulsory competences of the future teacher. Today's problems put forward new requirements for training specialists who must possess the basics of knowledge in the areas of the related sciences; to focus on the issues of correctional pedagogy, psychology, logopaedics; to be able to interact with different specialists: doctors, educators, psychologists, specialists [1; 3]. The needs of modern pedagogical practice require the readiness of teachers to provide correctional and pedagogical assistance to children with the difficulties in learning. This involves expanding the sphere of professional competence of

the teacher in order to timely detect and prevent deviations of written speech, thereby increasing the effectiveness of training.

The activity of the Center of correctional and developmental technologies is directed to training a qualified specialist, competent, responsible, being able to work effectively in the chosen specialty and oriented in the adjacent areas of knowledge. Practical training of future specialists at higher educational institutions foresees the practice oriented basis of organizing and forming their professional competence, in particular logocompetence.

The main objective of the Center is to direct and coordinate the activities of diverse professionals (future specialists and professionals who increase their professional level), to provide the complex of actions of correctional and developmental character aimed at working with the children who have speech impairment.

The system of work on increasing the professional competence of future pedagogical workers at higher educational institutions is grounded on the interdisciplinary and personally-oriented approaches, reflects the structure-functional and social orientation of the educational process, foresees the practically oriented basis of the organization and provision of the professional competence of future primary school teachers in work with the children who have speech impairment.

Among the basic directions of work of the Center are the following ones: educational, scientific-research, scientific-practical, upbringing, the development of the social partnership (cooperation with the specialists of different educational and medical institutions).

We have defined the main aspects of the activities of the Center of correctional and developmental technologies:

- involvement of the students in specialties: «Primary Education», «Preschool Education. Specialization: Logopaedics», «Practical Psychology» «Social Pedagogics» (for fulfilling the complex approach that is used while working with the junior schoolchildren who have speech impairment and includes the system of exactly divided but coordinated actions of different specialists);
- organizational, coordinating and consulting assistance for the students from the specialists of different profiles;
- development of the social partnership (cooperation with the specialists of different educational and medical institutions);
- training of the students to fulfilment their volunteer activities at preschool and secondary comprehensive institutions concerning the issues of conducting the correctional and developmental actions on the basis of the person-oriented approach with the children who have speech impairment;
- implementation of the diagnostic activity, group and individual classes, developmental didactic games with the children-logopaths;
- preparation of the didactic material, multifunctional method guides for practical work with the above mentioned children;
- development of the experimental correctional and developmental programs for work with the children who have speech impairment, modification of the program material to solve the problems of the speech development of children;
- organization and participation in the scientific-practical conferences, seminars.

The specifics of the personally-oriented technologies of the Center is the development of creative individuality and intellectual freedom of children which contributes to their successful socialization and harmonious development. At the disposal of the Center there is a methodical office where there are: multifunctional didactic material, developmental toys, scientific and teaching-methodical literature, necessary for educational and practical activity of students. The office is equipped for individual logopaedic classes with children and there is a room for integrated classes, trainings, seminars. It has been developed the complex of the integrated classes for junior schoolchildren.

Logopaedic support begins with a comprehensive complex examination of the children who have speech impairment. On the basis of the obtained results of the logopaedic examination, the development of correctional and educational programs for children with speech development problems, taking into account their age and level of psycho-mental development, is developed. The basic form of the correctional assistance is individual classes or classes in the subgroup.

Logopaedic games and tasks using visual modelling are used. Introduction of visual models in the learning process allows to more purposefully develop oral speech of children, to enrich their active vocabulary, to consolidate the skills of word formation, to improve the abilities to use in speech different constructions of sentences, to develop writing skills.

Within the framework of this area, the lecturers of the chairs, logopaedists-practitioners (in terms of cooperation) conduct master classes, open lessons for the students studying in specialty «Primary Education», «Preschool Education. Specialization: Logopaedics». The students of the Center have a possibility to implement their practical work under the supervision of the lecturers and specialists who work in preschool and secondary comprehensive institutions. Characteristics of the organizing and content components of work of the Center persuade that this model of correctional and developmental support does not change the already existing forms of special logopaedic work with the junior schoolchildren but effectively and organically complements them.

Scientific-practical work of the Center is directed to the pedagogical, logopaedic, psychological and social assistance concerning the issues of teaching, correction and development of the junior schoolchildren. Practical work of the future primary school teachers is becoming the criterion of their mastering the knowledge concerning the speech development of the junior schoolchildren who have difficulties in formation and deviations of the skills of writing and checking this knowledge.

Practical training of future specialists at higher educational institutions, firstly, promotes formation of professional competence of future primary school teachers, in particular, logocompetence; secondly, in the process of practical form of education: the alternation of mental work with physical activity is carried out, which raises the mental working capacity of students; intensifies professional attention; a positive attitude to work is provided (the confidence in their actions appears; in the long run, training may appear as an internal need).

Thus, according to our belief, any teacher should be prepared for correctional and developmental work with junior schoolchildren who have difficulty in forming and violating the writing skills, to know the peculiarities of the children of this category, to identify and develop their great potential abilities. First of all, this knowledge is needed for primary school teachers who can, within the program, implement propaedeutic measures to successfully educate the children with difficulty in writing skills. The teacher's knowledge of the peculiarities of the development of a junior schoolchild, of his/her psychophysical functions, and the formation of the prerequisites for intelligence will allow many teachers to avoid the cumbersome cases of the use of inadequate techniques and methods that lead to learning problems.

The activities of the center give an opportunity to get some practical techniques: the model of forming logocompetence of future primary school teachers at higher educational institutions; the technique of realizing practical training of future specialists that is implemented on the basis of the interdisciplinary, practically-oriented approach and also the portfolio of the social actions (common activities of lecturers and students), students' professional projects: «Professional palette», «Sunday platform» (to increase parents' pedagogical culture); publishing professional journals; statistic data of the formed professional competence, in particular, logocompetence of future primary school teachers.

Experience shows that such purposeful activity gives impetus to the system applied techniques on the brink of pedagogy, logopaedics, psychology, psycholinguistics, musical art, which are aimed at developing the professional competence of future teachers, in particular their logocompetence.

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