

The Importance of Formation of Professional-Personal Qualities of the Teacher of Auxiliary School

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Abstract – In given article leading professional-personal qualities of the teacher of auxiliary school are defined, criteria of development of professional-personal qualities of the teacher of auxiliary school are generated

Keywords – Professional, Personal Qualities, Training, Education, Intellectual Backwardness, the Auxiliary School, the Special Teacher.

Professional competence of the person of the teacher is in the centre of attention of modern formation. (J.V.Vardanjan, L.V.Temnova). For this reason, formation not only should be directed on competence formation by a certain trade, but also should promote perfection of their person.

Questions of professional work of the special teacher such scientists as studied A.N.Graborova, E.K.Grachyovoj, A.I.Zhivinoj, S.D.Zabramnoj, H.S.Zamsky, V.P.Kashchenko, I.J.Levchenko, N.M.Nazarovoj, M.I.Nikitinoj, M.N.Perovoj, B.P.Puzanova, E.Segen and others. Results of researches of the given scientists has shown immaturity of professional qualities of the person of teachers at auxiliary schools and thereof they have an early mental burning out.

Professional competence of the special teacher has following components: valuable sphere is professional-personal qualities and professional the competence. The unity of the given components provides successful training, education, integration into a society, correction of lacks of

persons with infringement of intelligence and to support of their families.

The love of children, humanity, persistence, wisdom, ability to train in are moral qualities of the teacher. However, is professional-personal qualities of the teacher of auxiliary school should have dynamic character. That is the given qualities develop in the course of vocational training and professional work, which they carry out in relation to children with intelligence infringements.

Various researches during the different periods of studying of processes of the help with intelligence infringements show to children about the importance of such qualities as: calmness, will power, self-sacrifice, love to the business, belief in possibilities of the pupil (E.Segen, B.Mennel), the tender relation, care, optimism (h.p. Vygotsky, E.K.Grachev), organisation, concentration, a pedagogical step, observation (S.D.Zabramnaja, M.N.Perov and others).

In the course of the analysis of the literature we have revealed rather wide spectrum of professional qualities of

the teacher of auxiliary school. The analysis of works of the special teachers devoted to preparation (to R.O.Agaveljan, L.F.Serbina, C.M. Sokolov, N.A.Strogova, A.J.Tareeva) shows that the problem of development of professional qualities is studied in insufficient degree.

Korreksionno-pedagogical influence of the special teacher with all properties inherent already on the person, having infringement of intelligence, promotes transformation of its private world and induces the teacher in creative activity, to development and perfection.

I.M.Jakovleva allocates following qualities: humane value irrespective of severity level of its infringement; an emphasis on development of the person, and not just on reception of korreksionno-educational result; comprehension of the responsibility as carrier of culture and its compiler for children having infringements in development; understanding of creative essence of a trade дефектолога, demanding the big spiritual and power expenses.

We define leading is professional-personal qualities олигофренопедагога on a basis общепедагогической профессиональной программы, the developed L.F.Spirin, have been grouped in four blocks.

1st block - emotional character traits: compassion, mercy to people with intellectual backwardness; ability to understand a condition of the mentally retarded person to come into with it confidential contact; acceptance of the mentally retarded person and the account of its features; pedagogical optimism.

2nd block - the moral lines reflecting the relation of the teacher to pupils, to collective, to professional work: observance of ethical standards in relation to the mentally retarded person; ability to adopt another's positive experience; ability to co-operate with all participants of korreksionno-pedagogical process; aspiration to professional perfection.

3rd block - intellectual character traits: observation, ability to summarise supervision and to use increasing volume of data on the child (adult) for optimisation korreksionno - pedagogical work; a professional warehouse of thinking; ability to define and formulate priority problems of training, education and development; креативность, the creative approach to the decision of problems of korreksionno-pedagogical work; ability to predict behavioural reactions

The mentally retarded person; эрудированность in adjacent areas of special pedagogics.

4th block - strong-willed character traits: motivation on rendering assistance to the mentally retarded person; purposefulness in achievement of results of korreksionno-pedagogical work; self-control, ability to concentrate on the decision of a korreksionno-pedagogical problem; ability to make korreksionno-pedagogical impact on the pupil; readiness to bear responsibility for results of training, education and development of the mentally retarded person; patience in interaction with the child (adult).

Replenishment of knowledge of professional qualities of the teacher of auxiliary school, was based aspiration to their formation, ways of development of these qualities were learnt and acquired. With that end in view we had been allocated text educational problems and business games.

The basis of text educational problems was made by philosophical statements, fragments of texts of classical art and scientific products, fragments of interview, articles in newspapers and magazines. At a choice of texts for problems, and the main thing, by preparation of questions under their maintenance we were guided by the doctrine about understanding and interpretation of texts. Texts mentioned many problems of special psychology and the pedagogics connected with training and education of children with infringement of intelligence, psychology of persons with infringement интеллекта, concerned is moral-ethical aspects interactions of people, and the questions turned to their maintenance, promoted disclosing and comprehension of prisoners in them of senses.

The analysis of the scientific literature in the field of pedagogics, psychology, training and education of children with intelligence infringement has allowed to define is professional-personal qualities of the teacher of auxiliary school as dynamic properties of the person which are formed during vocational training and are directed on realisation of the pedagogical help to children (adults) with intellectual infringements and to families, their bringing up.

Studying of a condition of is professional-personal qualities has shown that teachers of auxiliary school, recognising the importance of is professional-personal qualities, most an appreciation give to qualities which enter into intellectual and strong-willed blocks. With increase in the experience of work the number of the teachers possessing high level of sociability and эмпатических displays decreases, and the number of at whom level «below an average», on the contrary, increases. We consider that such results testify about yrepe tsennostno-semantic orientations and to signs of professional burning out at teachers of auxiliary schools. Students estimate the

importance of professional-personal qualities for professional work insufficiently and give higher priority to an estimation of professional-personal qualities which are included in emotional and moral blocks. The personal resource of students consists in higher level of development of empathy and sociability.

Is professional-personal qualities of students are formed more effectively at observance of special pedagogical conditions:

- Revealing of personal resources of students in mastering by a trade and their account in the course of formation of professional-personal qualities;
- Certain sequence of formation of professional-personal qualities which consists in a priority, at the first stage, the qualities entering into emotional and moral blocks, at the second stage in mastering by the qualities making intellectual and strong-willed blocks, and on the third - in display of all professional-personal qualities;
- Constant control of formed professional-personal qualities;
- Inclusions in training of the personally-focused didactic materials connected with professional work, creations of situations of a moral choice, estimated activity.

Thus, professionally personal qualities of the teacher of auxiliary school should be both emotional, and moral, strong-willed and intellectual character. It is expedient to form at students, as future teachers of the auxiliary schools, 4 blocks of professional-personal qualities described all.

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