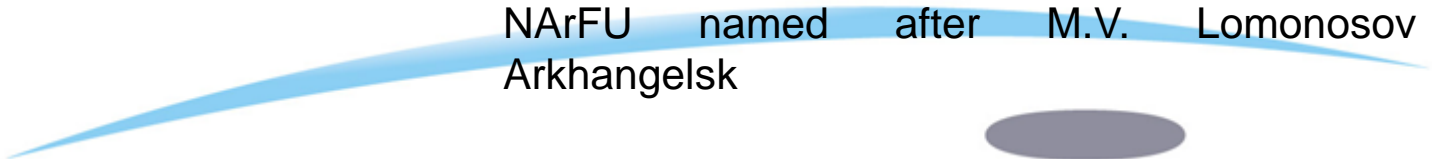


# FORMATION OF READINESS FUTURE SPEECH THERAPISTS TO USE INNOVATIVE TECHNOLOGIES FOR TEACHING CHILDREN WITH SPEECH DISORDERS

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Speech development disorders  
account for about 20% of all  
developmental disorders in the  
Russian Federation

The introduction of innovative technologies in the pedagogical process contributes to improving the quality of education.

Teachers need to apply innovative technologies in correctional work to teach children with speech disorders.

Innovation ( in education) - the use of new technological and methodological research and the timely replacement of outdated standards.

The Federal Law "On Education in the Russian Federation" article 20 "Experimental and innovative activities in the field of education" regulates the introduction of innovative projects and programs in education.

The introduction of innovative technologies in the educational process of training future speech therapists will:

- improve the educational level of students;
- their competence in the field of teaching children with speech disorders.

Therefore, it should indicate the professional and personal growth of graduates.

The problem of the future teacher's readiness to use innovative technologies was considered in the second half of the XX century.

B. G. Ananyev, V. A. Krutetsky, M. I. Dyachenko, L. A. Kandybovich, N. E. Shchurkova-we were engaged in this topic.



The readiness of the teacher is the attitude of the individual to a certain behavior, the attitude to active action, the adaptation of the individual for successful actions at the moment, which is determined by the motives, mental characteristics of the individual.

(M.I. Dyachenko)

Levels of students' readiness to use innovations:

1. Receptive.
2. Reproductive.
3. Productive.
4. Creative

(L. A. Kharitonova)

The readiness of future speech therapists to use innovative technologies is an integrative characteristic of the individual.

The readiness of future speech therapists to use innovative technologies is the ability to solve the main professional pedagogical tasks with the active use of innovative technologies in the context of professional activity.

The purpose of this activity is to teach children with speech disorders

The structure of the readiness of future speech therapists to use innovative technologies for teaching children with speech disorders includes:

- Motivational component.
- The cognitive component.
- Operational and technological component.

The readiness of future speech therapy teachers to use innovative technologies for teaching children with speech disorders will be effective if a number of provisions are met:

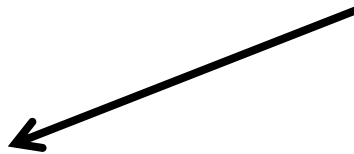
- systematic, purposeful (throughout the entire professional training) mastering by students – future speech therapists of theoretical knowledge and technology for the implementation of a holistic correctional and pedagogical process as the basis for the use of innovative teaching technologies;



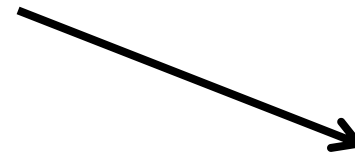
- creating the necessary pedagogical conditions that contribute to the formation of students with a sufficient level of preparation for the use of innovative teaching technologies.



# READINESS EFFICIENCY



mastering theoretical  
knowledge and  
implementation  
technology



creating the necessary  
pedagogical conditions

Promising areas of further research in the field of preparing students for innovative activities are the identification of organizational and pedagogical conditions for the formation of the readiness of future speech therapists to use innovative technologies for teaching children with speech disorders.



THANK YOU FOR YOUR ATTENTION