

CONTEXTUAL APPROACH TO THE PROFESSIONAL TRAINING OF A SPEECH THERAPIST TEACHER

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Abstract: The relevance of the problem under study is conditioned by the necessity to find brand new ways and means for the professional training of speech therapist teachers who can meet the challenges and requirements of today's information space and demonstrate the professional and personal mobility in conditions of a high demand for the speech and language therapeutic assistance. The objective of the paper consists in highlighting the priority of contextual approach in preparation of speech therapist teachers as a means for overcoming the reproductive trends during their professional training and as an educational resource that promote a positive self-identification of students in the profession and managing the content of their own professional development. The leading approach to solution of this problem is using the principles and stages of contextual education, which allows building the professional training of speech therapist teachers on the basis of the students' consistently mastering the professional competences as well as the development of meta-competences which are needed by the specialists throughout their life and are aimed at their professional and personal self-development (reading for meaning, communicative skills, pedagogical design). The paper describes three stages of the professional training: preparatory, main, and design one. Each stage has its clearly grounded content and diagnosing techniques. The results are presented as a total of pedagogical activity of teachers and professional and learning activity of students that prove the efficiency of education in conditions of the professional speech and language therapy context and the practical saturation with communication elements, which in its turn helps the future specialists comprehend the prospects of their professional rise. The materials of the paper can be used by experts both in the sphere of speech therapist teachers' professional training and by the very speech therapist teachers too.

Keywords: Speech therapist teacher, professional training, contextual education, professional competence and meta-competence of a speech therapist teacher, meta-competences, reading for meaning, communicative skills, pedagogical modeling, pedagogical design, pedagogical construction in speech and language therapy.

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INTRODUCTION

The upgrade of the modern professional education is directly associated with change in the today's world, the main characteristics of the latter being the ever increasing role of communications and, respectively, everyone's communicative capacities (Kapterev et. al., 2011). One's presence in the information space is on the one hand determined by the level of mastery of information technologies associated with technical skills and on the other hand – by abilities associated with the information receipt and transfer, comprehending, identification and creation of new knowledge where speech development level is crucial. Given this, the profession of a speech therapist teacher turns into one going beyond assisting the children – it becomes a profession of rendering special assistance in developing speech at any stage of one's life if one feels a need of it and a lack of one's communicative abilities to prepare and transfer the information in business communication or when speaking in public.

The problem of speech therapist teachers' professional training consists in its insufficient practical orientation, which leads to the lack of understanding of the procedural side of the content material being studied. This, in its turn, yields such problems in the speech and language therapy education as a formal knowledge acquisition and as a result a low level of mastering many kinds of the professional speech and language therapy activity.

The subject content of professional subjects of the Federal state educational standard of speech therapist teachers' training has to be brought towards the competences of a broader application in various directions of speech and language therapy practice. For instance, when mastering the subject of speech and language therapy, the notion of *intonational expression of speech* is considered. When the content of the notion is discussed with the students, it is said to be a constituent of the culture of speech activity. It has to be emphasized that the notion "*intonational expression of speech*" is diverse, it includes the content, words selection, words use and syntactical turns permitted by the literature language norm, composition structure and the intonational expression (Bogdanova, 1987). Assignments and exercises aimed at the development of the students' own expression of speech are included into practice. Thus, a broader idea about the expression of speech as a professional skill of many other professions (performing artists, politicians, teachers etc.) is obtained and, as a consequence, the boundaries of the professional sphere of the very speech and language therapists are expanded considerably.

LITERATURE REVIEW

The future specialists' readiness to use their professional abilities at a rather high level is developed more efficiently if the educational process relies on the contextual approach worked out by A.A. Verbitskiy (2011). The author focuses the attention

on the possibility of implementing the professional activity to learning and learning to professional activity transition system via the “professional context”. In this case, the “professional context” is understood as a total of subject tasks, organizational, technological forms and methods of activity, social and psychological interaction situations that are characteristic for a certain sphere of the professional work.

Relying on the contextual education concept in the future specialists’ professional training makes a teacher face new professional and pedagogical tasks: the necessity to pedagogically design the educational process, with a planned and required result ensured. According to the authors, such a result is the active, interested performance of the subject (student) mastering not only the competences that are stipulated by the standard but also reaching out for the ones that expand the opportunities of a future speech therapist teacher’s professional activity.

A.A. Verbitskiy (2011) suggests that contextual education should be conducted in stages: from the academic type learning activity to quasi-professional activity (performing some elements of the future professional activity) and onwards to the study and professional activity (student scientific research projects, practice studies, on-the-job training). The authors believe that the process of speech therapist teachers’ professional training will progress more efficiently if every stage involves joint activity of teachers and students that is organized using the relevant means, ways and form of organization of the educational process ensuring the development of meta-competences.

RESEARCH METHODS

The objective of this research is justification of theoretical developments of the Department of Theory and Methodology of Pedagogical and Defectology Education of the Federal State Educational Institution of Higher Education “Pacific State University”, Khabarovsk. These developments are aimed at enhancing the professional competences of the future speech therapist teachers that go beyond rendering the speech and language therapeutic assistance to children only: at the expense of readiness to work both on the voice and intonation, on elimination the accents when studying Russian as a foreign language, the speech and language therapeutic support for adults who have lost their voice or the opportunity to speak as a result of an illness.

The tasks of the research are as follows:

- to give grounds for the pedagogical system of organization of the educational process for the professional training of the future speech therapist teachers in conditions of contextual education;
- to expand the psychological and pedagogical influence of contextual education at the expense of including the suggested meta-competences at each contextual education stage (reading for meaning, development of

speech, pedagogical design), which will promote the students' personal development;

- to develop and test out the experimental technique of the professional training of the future speech therapist teachers in conditions of contextual education and targeted work on development of meta-competences.

The research organization and performance methods were as follows: psychological and pedagogical experiment, psychological diagnostics methods, mathematical analysis.

The paper establishes and describes the links between stages of the contextual education and formation (making) of meta-competences during the professional training of speech and language therapy students.

RESULTS

Each stage of the contextual education has to be implemented up to the principles of: personal activity, the problem character of the material presentation, subsequent modeling of the specialists' professional activity content and conditions in the students' learning activity forms. The principles are described in brief below.

The principle of personal activity implies the teacher's masterly knowing how to use technologies that allow transforming every part of a lecture or a seminar question into a dialogue or leading the discussion within the classroom. The objective of such teacher to students dialogue is to single out meanings for the students' personalities as evaluative and value-related judgements, as the answer to the question "what do I need this for?" Personal activity is determined by meaning-related, formal and procedural reflection of aspects of the knowledge, abilities or work method for oneself, for the future professional activity. As a result, the motivational component is formed – when it is not the teacher but the students who say what for they need this or that content or ability, knowledge how to build one, relying on their experience. On balance, this corresponds to the personal, intellectual and social development of students.

In order to implement this principle, the teacher can use communicative technologies: active listening ones, the abilities to ask open questions, reflexive listening, classroom control abilities regardless of the quantity of attendees etc.

The principle of problem character of presenting the material consists in the following. By the problem in educational process, the authors mean creation of such a situation which makes a student face the analysis: I know this so I can complete a class of tasks based on this knowledge but I do not know that, therefore, I cannot solve the problem. A problem is a situation of intellectual difficulty in the set conditions which demands its being resolved. For example, in the professional training of a speech therapist teacher, there can be a transition made from the phonetic and phonematic disorders – dyslalia – topic to that of the phonetic and

phonematic disorders – dysarthria. That is, from realizing the similarities of disorders, students are expected to go on to clear understanding of their distinctions and the way how psychological and pedagogical assistance to a dysarthric child should be built. Meanwhile, both materials are helpful when rendering assistance to adults or working with foreign students who study Russian as a foreign language, when leveling out the accent-conditioned peculiarities of pronunciation.

The principle of consistent modeling in the forms of students' learning activity refers to the content and conditions of specialists' professional activity. It is on the contextual education stages that the implementation of this principle in conditions of the future speech therapist teachers' professional training will rely on.

Based on the contextual approach, educational process of the future speech therapist teachers' professional training can be presented as three stages.

Stage 1 – preparatory (years I-II of bachelor studies). At this stage, the students learn basic subjects within the context of their future profession. For example, when forming the main notions within the “Pedagogics” subject, projections can be built in the students' consciousness of particularities of the same notions (similarities and differences) in the “Special pedagogics” subject already.

Stage 2 – main (years II-III of bachelor studies). Here the learners study special subjects aimed at mastering the knowledge, abilities and skills of the future profession. While learning the standpoints of preventing, detecting and overcoming the disorders by means of specially organized education and upbringing for speech disorders (dyslalia, rhinolalia, dysarthria, voice disorder, tempo disorder, stutter, alalia, written speech disorder, aphasia), students fill them with practice orientation and meanings that allow them to go beyond the narrow framework of assisting children only into correction and compensation of speech activity in adolescents, adults, voice and speech professionals (actors, singers, speakers, political figures etc.) and foreigners who study Russian.

Stage 3 – design one (years III-IV of bachelor studies). Considering the question of including the design activity into the future speech therapist teachers' professional training relies on A.A. Verbitskiy's judgment: “The main unit of setting the education content in contextual education is the problem situation in all its subject-related and social ambiguity and controversy (there is also room for habitual tasks and assignments). A system of such situations allows unfolding the content of education dynamically by setting the storyline of the professional activity being modeled and creates opportunities for integrating the knowledge of various subjects that are required for resolving these situations” (Verbitskiy, 2011, p. 69). In this case, by a problem situation, study assignments are meant that are aimed at writing correction programs and organizing the interaction with other teachers and parents, which integrates all the knowledge of the special unit of the study program on the basis of mastering the pedagogical design meta-competence.

Each stage will be implemented more successfully, if meta-competences are developed on the basis of the content of subjects. The link between contextual education stages and formation of meta-competences is pointed out below.

Stage 1 – preparatory. It corresponds to the first, partially second year of the professional training of speech therapist teachers and it forms the meta-competence of reading for meaning.

Understanding and realization of what exactly is being read and for what purpose is a significant meta-competence. One's own independent reading is performed for retrieving a certain content (information) placed in the text being read, for understanding and realizing its meaning. Reading for meaning is the reader's total understanding of a number of phenomena: – the meanings of words used in different meanings (direct and figurative) in the text; – the content of sentences and grasping the meaning association between them; – the subject plan of the content of individual parts of the text (paragraphs, episodes, chapters) and meaning of the parts, namely, not only what is spoken about, but also what is said by this; – the main meaning of the entire content of the text and one's attitude to the read. The meaning of the read text is determined by the reader's attitude to the phenomenon in three planes: the level of personal significance (the motivational component) in an individual's life; the ability to identify its place in the structure of one's view of the world (the cognitive component); and the opportunity of implementation (the operational component) which governs the character of the subject's attitude to the phenomenon.

The technology of teaching reading for meaning to students can be viewed using the example of analyzing the notions “intonation”, “functions and components of intonation”, as here the meaning of the read correlates with the perception of intonation “inscribed” into the text by its author (Arkhipova, 2002; Bryzgunova, 1990; Zhinkin, 1998; Kanter, 1988; Lomizov, 1986; Petryankina, 1999; Torsueva, 2009; Ceplitis, 1974; Chernysheva, 2002. According to L.V. Shcherba (1974), “Reading difficult texts consciously” is a process of mastering the intonational aspect, understanding the role and place of intonation in the formation of utterances and texts, in rendering their content. The meaning subdivision of a phrase does not always correspond to its grammatical subdivision: it is determined by the motive of the utterance, its subtext, general context and can be expressed in its prosodic structure – in the total of intonational components. The intonational and expressive “devices” that are inherent in any written text, such as pauses, connecting or disjoining sentences, logical stresses – accentual emphasis of a sentence component – can add a “completely different inner meaning” and a completely new “subtext” to the phrase. For the process of decoding (comprehending) a message, one has to understand the lexical composition of the message, and to keep the possibility of catching on the syntactical structure of the phrase (which relies on the word order, inflectional attributes as well as the intonational and melodic structure of speech)

and the general meaning of the message by the outlines of the intonational side of speech (Luriya, 2007).

With regard to this, the authors suggest the method of a conscious approach to the intonational analysis of a written speech utterance, which will provide for the reading for meaning. Namely, it can help singling out new meanings in the text and to go on to various interpretations of the read. Among the techniques through which the method is implemented, the following should be named: teaching expressive reading in practice classes; learning the correlation between intonation, syntax and punctuation for developing the ability to determine the semantic and syntactical relationships in the text; describing the intonational pattern of a phrase – graphic depiction of intonational structures (IS) by E.A. Bryzgunova (1990) in a written text.

Moreover, in conditions of the informational space being filled with an immense array of various information, critical thinking has to be developed in students. For this purpose, assignments are given that are aimed at evaluating the text according to the characteristics: *depth* of the information, conformity to the *preciseness* of the set image or result, *relevance* in the given time, *objective character* and *quality*.

A special place is given to working on the future specialists' learning the structure of an utterance or written assignments. As the teacher's experience shows, although a point is repeatedly made to the students about singling out the relevance, main part, and conclusions in seminar answers or in written works, it is only 24% who keep to the structure without having to be reminded to do so. The percentage is increased considerably if meaning-related programming is introduced, which makes more students structure their utterances when working with a text.

Stage 2 – the main one. It corresponds to the second and third years of studies and it forms the meta-competences of communicative skills.

The task to develop communicative skills in the future special education teachers is associated with social transformations and an abrupt change of the communication, linguistic situation in the society. Moreover, it is due to the specific character of the population receiving the speech and language therapy assistance, because the speech of logopathic children is depleted and distorted and they need a correct speech sample which is directly demonstrated by a speech therapist teacher. It is the speech samples that form external and internal clarity during the speech development and are a reference standard for performance of certain speech functions (Luriya, 2007, Safronova, 1995). The correct speech of the speech and language therapist allows children who have speech disorders to “absorb” language norms and thus prevent speech mistakes (Lomizov, 1986). When developing the communicative skills in students, their attention should be drawn to the fact that the speech of a speech and language therapist has to set an example for the people around them – not only for children, but for parents and peers as well. A speech therapist teacher ensures

a united speech regime, teaches culture of speech to the medium-level and junior personnel of special institutions for children, and in a number of cases, leads the entire teaching and upbringing process.

The skills of being fluent in the correct literature pronunciation norms are improved on the basis of generalization and practical application of the knowledge obtained during studying the main subject block and related sciences. In particular, the simultaneous mastering of the professional thesaurus will enable students to be convincing and efficient in various kinds (or genres) of business communication, e.g. in speech and language therapy examination, history taking, talk, conversations with parents, as well as in the written business communication kinds – taking the minutes of speech and language therapy examination, a report, a certificate, a reporting or explanatory note, a manual and others. This is performed in practice and honed at seminars and in pedagogical situations.

DISCUSSION

Both Russian and foreign authors widely discuss the questions of developing speech and communicative abilities in students that are interrelated and interdependent, as the analysis of psychological, pedagogical and scientific literature shows. However, the problems of the students' acoustic, intonational and expressive arrangement of speech up to the speech communication situation are not detailed sufficiently. Intonational and expressive means of communication (interdependence of meaning and use of the intonational components, composition structure, syntactical turns according to the communication situation and language norms) and paralinguistic means are an integral part of the sounding speech and have a clearly expressed communicative orientation (Svetozarova, 1982; Shtern, 1990). All processes of speech perception and speech production are characterized by “tuning” into the intonational “key” (Kasevich, 2013), determined by the semantics of the utterance and implemented as an intonational contour (Nefediyeva, 1998). The intonation correlates with all aspects of the minimum speech act – utterance (locus): in the locutionary aspect, the intonation arranges the thought in line with the communication purposes; in connection with the illocutionary aspect, it performs the intentions of the speaker; and in the perlocutionary aspect, it reflects the addressee factor (Safronova, 1995). Relying on the principles of acoustic theory of speech formation (Zimnyaya, 2001) and fundamental developments in speech activity, the authors view the abilities to use the intonational and expressive communication means in speech according to the communicative situation conditions as the “*intonational communicative abilities*”. This is the pragmatic component of speech capacity and the automated component of abilities at the stages of formation of perception, imitation and differentiation of the intonational subsystems in the written speech activity in various communication conditions.

The theoretical foundations of intonational communicative abilities development are multidiscipline. They have formed while reflecting the level of achievement of the relevant subjects in the area of special and general pedagogics, speech psychology, psycholinguistics, linguistics (the direction associated with studying the intonational aspect of the language and its role in actualization of the structural language units during speech communication), rhetorics teaching methods, methodological recommendations on speech and voice training at theatre higher education institutions, and foreign language teaching programs. The work relies on the following principles:

1. The principle of universal nature of intonation as a linguistic category from the standpoint of phonological approach and the provision worded on its basis stating that the general strategy of teaching Russian intonation to Russian philology students can be used for teaching Russian intonation to foreign language native speakers if the students learn the intonational expression of speech (Bryzgunova, 1990; Nefediyeva, 1998; Safronova, 1995);
2. Reliance on the general provision of Russian intonation teaching as a dynamic combination of the cognitive, aspect and logical, communicative and activity-based approaches; reliance on the following worded intonation teaching methods: – the conscious imitation one that allows developing the speech hearing during training in the intonational side of speech (Torsueva, 2009; Tsvetkova, 1995); – the systemic integration and comparison which includes the simultaneous teaching of all language components during listening, speaking, reading and writing; – the conscious one, associated with addressing the specific nature of functional significance of the intonational subsystems of the Russian language (Nefediyeva, 1998); – and the conscious and practical one in total with the active communication method (Safronova, 1995);
3. The principle of language mechanisms forming depending on the self-control condition: from the pedagogical and psychological viewpoints (Zimnyaya, 2001);
4. The initial aspects of the “intonational and meaning-related” intonational abilities development technique; in particular, ones including: the implementation of multi-component approach in working on intonation; the provision of simultaneous making of the intonational phrase and text arrangement abilities; the development of intonational hearing; understanding of a speech situation as the most important means for developing the intonational abilities; the integrated solution of the problem of upbringing the pronunciation and hearing culture via organizing the systematic training in listening and independent intonational arrangement of utterances and analyzing them;

5. Reliance on the general approaches to formation of intonational side of speech by scientists and practice educators N.I. Zhinkin (1998), G.N. Ivanova-Lukiyanova (2000), A.F. Lomizov (1986), V.S. Nefediyeva (1998), A.I. Savostiyanov (2001), E.G. Safronova (1995), K.F. Sedov (2008), N.V. Cheremisina (1999), A.M. Shakhnarovich (1991).

According to the listed the principles, the intonational communicative abilities development sequence is described further. The intonational and expressive speech arrangement skill is formed in the oral and written speech simultaneously in two interdependent directions: the perception skill development and the generation skill development. The perception skill is formed at three levels: the melody one, consisting of an even tone movement (at the high, medium and low pitch), the falling and rising tone movement in the intonational center with a possible alteration of rise or fall height, and the intensity and pause level. The generation skill implies practicing of all the intonational components (melody, tempo, rhythm, logical stress, intensity, pausing and tone). As the certain initial ability is gained becoming automated, conscious, stable and labile, some kinds of works may be omitted.

Within the system of exercises aimed at developing the intonational communicative abilities, two main types can be singled out: 1) exercises aimed at developing the hearing culture and having mainly the analytical character; 2) exercises aimed at developing the pronunciation culture and having mainly the synthetic character. When performing such exercises, the subject of practical learning are elements making up the intonational arrangement of a coherent text and a phrase as a coherent text unit where the minimum context can be created by using a speech situation. Students have to learn the following: (1) to hear and differentiate intonation components in the sounding speech; (2) to assess the use of a given means in conditions of a certain communication situation, functional and style, genre belonging; (3) to reproduce the intonational and expressive means in their own speech and assess their usage.

Students should be engaged into the subject and practice activity as it boosts their cognitive activity and launches the dynamic process of motivation formation as for studying the intonation. Here are the examples of some practical techniques. (1) Analyzing the sounding speech of various style and genre belonging within each intonation component. In it, the discussion, graphical analysis – IS transcribing, preliminary thinking over of an utterance, graphical dictation of falling, rising and even intonation types, subdivision of the speech flow into rhythmical and semantical (phrase) and syntagmatical units by means of grammatical (real and unreal) and non-grammatical (both deliberately created and unconscious) pauses are used. (2) A system of communicative exercises based on creating a speech situation taking into account the stylistic and expressive coloring, intonemes – the meaning distinctive language units (strong position, perceptively weak position, significantly weak position). (3) Assessing the students' utterances performed within the context

of a certain speech situation and the paralinguistic communication means. (4) Specific techniques of intonational work aimed at developing the hearing attention (watching the particularities of sounding speech of one's relatives, close ones, one's own speech, foreign speech, TV show presenters etc.). (5) The technique of imitation of the model oral speech. (6) Modeling: conducting. (7) Comparison and evaluation of the intonational arrangement of sounding samples and utterances of various functional types from both spontaneous and non-spontaneous texts. (8) Replacement of the intonational arrangement of an utterance up to the changed speech situation; correction of intonational demerits (editing) with the Russian intonation laws borne in mind. (9) Comparison of systemic correlation between syntax and intonation in the sounding speech – comparison of the combination of “dependence” and “independence”, “completion” and “incompletion” attributes. (10) Exercises on identifying the logical stress by various prosodic techniques, elaboration of stylistically neutral and expressively colored logical stresses. (11) Changing the rhythmic regularity extent of the text (syllabic, phrasal, intonational rhythmic regularity) for optimizing its sounding, esthetic action on the listener and improved perception of the text. (12) Preparation for speaking in public (varying the speech tempo depending on the style of the text with the compulsory condition of keeping the speech clarity).

According to the results of diagnosing based on the students' intonational communicative abilities assessment techniques, the authors identify the formed “intonational communicative skill” of this component of speech capacity, while relying on the provision of the communicative and pragmatic skills to be assessed in two directions: the phatic component (mastery of the language) and the pragmatic component (the ability to use the language for interchange purposes in various communicative situations). By the intonational communicative skill, the aspect and automated component of the ability at the stages of formation of perception, imitation and differentiation of intonation subsystems in the speech and writing acts (Nefediyeva, 1998; Safronova, 1995) in various communication conditions is meant. The formation of this skill implies performing the speech activity in the form of listening, speaking, reading and writing. When determining the complexity extent of this skill, a simple (single-component skill which is an automated operation of using the expressive means in the written speech activity) one or a composite (multi-component skill implying the total of automated hearing, speech motion and intellectual operations when intonationally and expressively organizing oral and written speech utterances) one are pointed out. The qualities of the intonational communicative skills are determined by the authors according to the following parameters: automation extent, consciousness, stability and lability, interdependence of the meaning and use of intonational components in line with the communication situation, language norms and the specific nature of the profession. The main criteria of measurement procedure are repeatability, relevance, correctness, validity

and precision. The research is conducted at the end of the third year of study. Mainly, the students (68%) show a composite intonational communicative skill. They have learned completely all ways of rendering various intonation types up to the communicative interchange situations, with all prosodic characteristics in them conforming to language norms. The future speech therapist teachers know the functions of the Russian intonation (phonetic, emotional and expressive, syntactical, meaning distinctive, and stylistic one); they use all expression means in spontaneous speech and semantic and syntactical, punctuation rules in writing. They do not have any difficulties performing special linguistic assignments and communicative exercises, they can assess the use of intonational and expressive means in their own and someone else's speech and they are able to speak in public. In other students having been diagnosed with a simple intonational communicative skill, essential improvement is also seen. The empirical studies conducted by the authors confirm the improvement of pronunciation side of speech in all learners. So, organizing a targeted work on forming the intonational communicative abilities as meta-competences enhances the students' speech culture as a whole.

Stage 3 – the design one. The meta-competence is pedagogical design.

In a speech therapist teacher's professional activity, it is pedagogical design that determines the entire system of organizing the correctional work with a child, other teachers, and certainly, with parents. For a speech and language therapist teacher, it is important that all participants of the process of rendering assistance to the child who needs the speech and language therapy assistance were aware of the result and accepted the interaction situation. The pedagogical design is expressed in the speech therapist teachers' activity in an even more interesting way when the specialists lay out assistance for adults or when they work with voice and speech professionals. Conscious design of a speech therapist teacher's professional activity relying on the abilities allows the specialist to build the assistance rendering process in a more efficient way.

When creating conditions aimed at the development of pedagogical design skills, teachers have to understand that the areas of their own experience, that of students, and the knowledge provided for by the program will overlap as well as the requirements set for such type tasks. However, the reliance on the constituents of pedagogical design of the speech and language therapy assistance system – modeling, design, construction – allows the future specialists to realize the principal condition of pedagogical design: precisely defining the result of the speech and language therapy assistance.

Pedagogical modeling is the development of the general framework for rendering the speech and language therapy assistance, main ways of conducting it, with the necessity to engage the required specialists (psychoneurologists, psychologists), pedagogues (educators, teachers), and parents taken into account.

Pedagogical design implies further elaboration of the model created and bringing it to the level of possible practical use: a correction program or recommendations, i.e. what enables the specialists to transform the pedagogical reality.

Pedagogical construction is further detailing of the created project – e.g. of a correction program for speech tempo or intonational side of speech formation – which can be transformed with the developmental particularities borne in mind and using special selection of the material in a situation of rendering the aid to an adult.

Mastering of the competences by students requires an immense organizational work on the part of the teacher: delivery of lecture material and suggested discussions, the organization of group work, finding the most logical way of task setting. The teacher's dialogue with students solves several tasks at a time, in particular, the organizational one which creates a serious study atmosphere at the class (lecture including) and an active position aimed at both joint solving of the tasks set and at learning new knowledge because the new knowledge gets understood in this situation. Moreover, it forms situations of each individual participating in the project activity and allows timely correcting the content and actions of the students. According to the authors' observations, this is especially efficient in group activity situations.

The efficiency of influence of the competence is seen in the students' working on course projects. So early as in the 3rd year, the quantity of consulting meetings requested by students is reduced to 15% in some cases.

As a result, it can be stated that the development of meta-competences in conditions of the professional training ensures the formation of the creative and not reproductive knowledge, personal advancement of students, consistency in formation of notions, the broadest access to various information arrays, and a higher professional status. The approach gains especial importance in conditions of contextual education when the objectives, forms and content are subordinated to the united task – to train the future speech therapist teachers into sought-after experts who are ready to render aid to anyone needing speech and language therapy assistance.

CONCLUSION

At the modern stage of development of communications, a high level of mastery of communicative skills is required from people. Accordingly, the demand for specialists able to render this kind of aid – speech therapist teachers – increases. However, the conventional approach to the professional training of such specialists does not go beyond assisting the children during preschool and primary school education. Expansion of the framework during the professional training allows bringing the professional preparation of graduates to work in all directions of speech

therapy assistance to a new level, by interesting the students with it so early as in their first year.

Proceeding from the work conducted, the following conclusions can be made:

- the pedagogical system of organization of the educational process during the professional training of the future speech therapist teachers in conditions of contextual education is the most efficient one as it broadens the range of the professional training of the speech therapist teachers to be and it gives one an opportunity to design one's own professional path independently;
- meta-competences (reading for meaning, development of speech, pedagogical design) make the range of professional orientation of the future speech therapist teachers much broader and bring them to the level of self-education and self-development;
- the results of testing out the experimental technique of future speech therapist teachers' professional training under contextual education and targeted work on developing the meta-competences prove the efficiency of this approach.

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