

## To the Problem of Formation of the Professional Teachers' Competence in the Questions of the Diagnostics and Correction of Writing Disorders in Primary-School Children

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### ABSTRACT

The problem of the current article is shaped by the necessity of the formation of primary government school teachers' readiness and skills to conduct correctional and pedagogical learning process with scholars with difficulties of writing activity's formation. The aim of the article was to conduct the program of formation of the professional teacher's competence regarding the questions of the diagnostics and correction of writing disorders in primary-school children. The leading method was the method of construction of the teacher's qualification improvement's program in revealing and overcome of writing disorders in children with disabilities allowing a complex solution to the problem shaped as a goal-directed process. Special pedagogic conditions of the formation of the professional teacher's competence are uncovered in the article, that include methodologic (realisation of the approach to the language situation of the region), methodic (change of approaches to the preparation, transformation and improvement of the qualification of the primary school teachers based on the peculiarities of the speech development of children from multinational region), organisational (realisation of the educational programs for primary-school teachers for work with children having difficulties in formation of writing skills). Materials of the article are having practical implication for the preparation of the future university teaching staff, and also for a system of qualification and education of the pedagogic staff.

### KEYWORDS

Inclusion, professional competency (theoretical, psychological, methodological, pedagogical), writing disorder, children with learning difficulties, bilingualism

### ARTICLE HISTORY

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## Introduction

### *Rational*

One of the key views of the modern education is it's orientation on the integration and inclusion of people with the special educational needs in the environment of general peers (Ruseckaya, 2007).

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School children with special educational needs due to different biological and social reasons are experiencing difficulties in the process of adaptation to conditions of the education, permanent difficulties in the learning progress (Akhmetzyanova, 2015).

Younger teenagers with special educational needs often involve in situations of a failure that negatively influencing on their psychic development and leading to the school disadaptation. Mismatch between their abilities to the school requirements can lead to the decrease of the learning activity, loss of the motivation and formation of the passive attitude to life (Cherkasova and Morgacheva, 2013).

Serious difficulties on the way of the development of a child with the disabilities are reading and writing disorders, permanent inability to acquiring of the writing and speech activity. In condition of the multinational educational space the given questions acquire peculiar meaning (Bacshihanova, 1998).

With this the modern education requires from the general school teacher's knowledge of the psycho-physiological peculiarities of children with the development disorders; of specific difficulties arising during their education; ability to diagnose reading and writing disorders in schoolchildren with the special educational needs (Borakova & Egorochkina, 2005).

Analysis of the government educational standard of the higher professional education № 671 demonstrates that the questions of the formation of special competencies of the future teacher during the higher education not included in the compulsory number.

In this situation the role of the continuous postgraduate education of the teachers in the system of the improvement of the qualification increase (Nesterenko, 2009). In conditions of the improvement of the qualification the solution of the formation of the professional teaching competence of the general school teachers linked to the planning and realization of the correctional part of the educational process is possible.

## **Materials and methods**

### ***Methods of research***

The following methods of research were used in the research: surveys of the psychological and pedagogical and methodological literature of the problem of the correctional and pedagogical education of the scholars with the learning difficulties of the general system of education, the pedagogical experiment (ascertaining, forming experiment, controlled trial).

### ***Settings***

The research was conducted at the Government educational institution «Institute of the continuous pedagogic education», Naberezhnye Chelny city, Republic of Tatarstan, government schools №№8, 32, 44, 47, 48 of Naberezhnye Chelny city, №№1, of the 6<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade of the Elabuga city, №№3, 8, 21 of Nizhnekams city of the Republic of Tatarstan.

### ***Stages of research***

The research was conducted in three stages:

- at the first stage – pre-initiation stage – the modern condition of the research problem was analysed in the pedagogic theory and practice; the program of the research methodics was developing;

- at the second stage – main stage – the program of the formation of the professional teacher's competency in questions of the diagnostics and correction of the writing disorders was developing and embedded;

- at the third stage – final stage – the systematisation, reflection and generalisation of results of the research; clarification of the conclusion; conclusions of the results of the research.

## Results

### *Structure and the program content*

During ascertaining experiment there was determined the round of questions related to the special professional competencies of the government school teachers. On the basis of the conducted diagnostics of the writing disorders in primary-school children and investigation of the level of the special knowledge of the primary-school teachers the content, methods and organisational forms of the education of teachers was developed for work with children with limitations in writing in the system of the general education. In the result, the program of the qualification improvement of the government school teachers was developed aimed at eliciting, overcoming and precautions about the writing disorders in the primary-school children in the bilingual education environment settings.

The aim of the program: adoption by the government school teachers the basic criteria of the psychological and pedagogical diagnostics of the writing disorders in the primary school-children, and also a formation of the skills of correction and precaution of the reading and writing disorders.

The following aims of the course preparation were set according to the research aims:

- adoption of the principles and methods of the psychological and pedagogical diagnostics of the writing disorders in the primary-school children;

- revealing by teachers the peculiarities of the dysontogenetic development of the writing in the primary-school children;

- determination of the optimal age periods of the correction of the writing disorders in the primary-school children;

- education of teachers of methods and ways of conducting the differential diagnostics allowing to limit writing disorders in the primary-school children from the similar conditions of another nature;

- organisation and content of the diagnostic, correctional and prophylactic teacher's activity.

The current program is conducted in accordance with the Law «About an education in the Russian Federation», Government educational standards of the higher professional education. The methodologic basis of the program construction was a net of the education and activity. Based on this, basic principles of the technology of construction there was determined the following:

- openness of the educational process allowing the listeners independently forming educational pathway in accordance with the persona; wishes and peculiarities, including level and quality of the initial preparation;
- ability to present different forms of education: full time, full and part time, distance education, semi-distance education, day education;
- flexibility – ability to vary duration and the order of the program’s learning;
- module education – the integral representation of every part of the subjects, localised in every separate course that allow making up formation of the different variety of educational programs satisfying individual or group needs in the education;
- valuable living – necessity of modelling during the process of the learning of situations, allowing realisation of the specificity of values based on the activity of the subjects of education, accept them on the personal level and emotionally «experience» in the process of understanding and acceptance;
- use of active forms of education – ability of making up condition for the productive united activity of adults with different life and professional experience, psychological peculiarities and educational queries during projecting of their professional activity.
- reflective accompanying during the process of education. In this case the listener is an object of the management as well as a subject of the management, that is listening, organising and analysing own actions, making up with this project and control functions of the reflexion.

Content of the program is oriented on the update of the psychological and pedagogical knowledge of the government school teachers, on the receiving of knowledge by them in the area of revealing, overcoming and prevention of writing disorders in the primary-school children, on the formation of the necessary skills for the realisation of the professional activity.

The program consists of modules:

1. Professional competency of the government school teacher.
2. Peculiarities of writing of the primary-school children.
3. Psychological and pedagogical diagnostics of writing disorders in the primary-school children.
4. Teacher’s activity of the primary-school children writing disorders correction.
5. The influence of the bilingualism on the formation of the writing on the Russian language.
6. General pathways of the psychological and pedagogical activity of the teacher in questions of the precaution of the writing disorders in the primary-school children.

Modules are formed from the topics that means inclusion of the lection material, seminar and practice lessons of listeners.

Methods of education of listeners:

1. Lection-information is oriented on the summary and explanation to the listeners of the scientific information exposed to the intellectual processing and remembering.
2. The summary lection is aimed at systematization of the scientific knowledge on the high level, that includes the high number of associative connections during the process of the processing of the information transmitted during the covering intersubject and intrasubject link, excluding detalization and concretisation.

Typically, the basis of the delivered theoretical statements is making up the scientific and conceptual base of the whole course or its grand chapters.

3. The problem lecture is based on point that the new knowledge is delivered through the problematic of the question, aims and situations. With this the process of the knowledge acquire by listeners in conjunction with and in the dialog with the lecturer is approaching to the research activity. The content of the problem is uncovered by the organization of the search of its solution or summing up and analysis of the traditional and modern points of view.

4. The binary lecture makes up a variation of the reading of the lecture by the two lecturers (either as representatives of two scientific schools, either as scientist and expert, lecturer and listener).

5. Lecture with the preliminary planned mistakes is oriented on the stimulation of listeners to the constant control of the presented information (the search of mistake: the content, methodological, methodic, orthographic). At the end of the lecture the diagnostic of the listeners and work on mistakes is conducted.

6. Lecture-conference is given in the scientific and practical class with the set in advance problem and the system of speakers in duration of 5-10 minutes. Every presentation presents a logically finished text, prepared in advance in a framework of the given to lecturer's system. The combination of the given texts will allow a multisite delivery of the problem. At the end of the lecture the lecturer summarizes results of the independent work and presentations of listeners, adds and clarifies the given information and forms main conclusion.

7. The lecture-consultation is delivered by different scenarios. The first scenario is delivered in a way of «questions-answers». The lecturer is answering questions of the listeners on the whole modules or separate topics during the time of the lecture. The second scenario of the same lecture is delivered in a way of «questions-answers-discussion» is a trice combination: the delivery of the new study information by the lecturer, the setup of questions and organization of the discussion in the search of answers on the set questions.

8. The seminar-dialog is considered as a way of the independent group work that allow the deep learning of the material, formation of the worldwide views, uncovering of the individual abilities, combined creativity, formation of the interest to the subject.

9. Dialog-micro research – a way of the interconnection that characterizes the process of the learning, experiment, conceptualization and the check-up of the theory linked to acquire of new knowledge during communication.

10. Internet-dialog – a form of an individual work, interconnection of the user and the program is characterized by the presence of the interactive dialog, study material is situated in the screen fragments. It determines computer modelling of the study objects, processes and conditions.

Lectures must have a number of compulsory requirements: scientific content, its availability for the comprehension, logics of its delivery, emotionality, link with the planning forms of the consequent work: seminars, practical classes, laboratory research.

The containing chapter of the Program is the project plan. The organization of the educational process is built in accordance with the project plan. Forms and methods of the education vary for different categories of listeners depending on their preparation. In order to strengthen the practical orientation of the education the practical forms of the work with listeners are making up the main part of the research

project. The use of active forms and methods is bear in mind during its delivery: discussions, hubs, business games, training exercises, the solution of the social and pedagogical, and psychological tasks, modelling of the situations, development of models and projects of the activity, brainstorm.

The development of the parts of the program is ending with the viva. The listeners of the courses have the right to choose the independent form of the viva. For the final control the questions for the dialog, topics of the essays, questions in the test form for the computer testing, creative tasks are prepared.

### **Stages of the implementation**

Implementation of the given program included conduction of the following stages of the research:

I stage – the determination of the professional competency of the primary-school teachers, and, in particular, its theoretical, pedagogical, methodological and psychological components in questions of the diagnostics and correction of writing.

II stage – the development and implementation of the program of formation of the professional competency of the teacher in questions of diagnostics and correction of the writing disorders.

III stage – the experimental check-up of the degree of the effectivity of the proposed content of forming special skills and knowledge in the teachers to reveal and diagnose reading and writing disorders in school children with the special learning needs.

### **Ascertaining stage**

On the ascertaining stage of the experiment the diagnostics of the level of formation of the theoretical, pedagogical, methodological and psychological competency in government school teachers was conducted related to questions of revelling and overcoming of the writing disorders (146 people).

Diagnostics of levels of the formation of these competencies in government school teachers has shown insufficient level of formation of its special psychological and pedagogical competencies (Picture 1) and allowed to conclude that competencies necessary to conduct the correctional part of the pedagogical process don't form in framework of the professional preparation of the pedagogic staff, because this task is not programmed in FGOS of the higher pedagogical education, that in the future makes the psychological and pedagogical assistance of children with the special educational needs difficult in conditions of the government school.

**Table 1.** Results of readiness levels of the special competencies in government school teachers, %

levels	Special competencies			
	Theoretical	Psychological	Pedagogical competency	Methodological
high	10,2	12,3	11,6	8,2
moderate	21,9	28,7	33,5	14,3
low	67,8	58,9	54,7	77,3

### **Forming stage**

During the forming stage of the experiment the content, methods and organizational forms of an education of the teachers and their preparation to the work with children with the writing disorders were determined. As the result of this procedure the program of the improvement qualification of the government institutions' teachers was made up aimed at revealing, overcome and precaution about the writing disorders in the primary-school teachers in the settings of the bilingual educational environment.

#### ***The content of the education of the teachers in the system of the improvement of the qualification***

Program of work included 4 steps:

Step 1 – learning of the teachers to diagnose and correct writing disorders.

Aim: allow forming of the professional competency of teachers in questions about diagnostics and correction of the writing disorders in the primary-school children of the government school in the setting of the bilingual educational environment.

At this stage there were conducted:

1) courses of the improvement of qualification devoted to the problem of revealing, precaution and overcoming of the writing disorders in the primary-school children in the setting of the bilingual educational environment;

seminars, hubs, business games for the revealing, precaution and overcome of the writing disorders in the primary-school children in the settings of the government school, and also training during the off-term period.

Step 2 – analytical.

Aim: processing of the acquired knowledge.

Based on the action principle, at this stage of the work with teachers we were based on the fact that the level of the competency in questions of the writing disorders, its diagnostics and correction increases during the deep into the problem.

Step 3 – practical.

Aim: to assess the effectivity of the improvement of the professional competency of teachers of the experimental group on a practice.

At this level knowledge acquired by teachers were practically applied during the two years and were aimed at forming abilities and practice of the skills of the teachers in diagnostics, correction of writing disorders in the primary-school teachers in experimental groups.

Step 4 – final.

Aim: realization of the main pathways of the self-change (development).

At this stage the secondary research of the level of the professional competency was conducted in relation to questions of the diagnostic and correction of the writing disorders. Hubs, seminars, brainstorm business games were conducted where participants of the experiment independently actualized the current problems of the theory and practice, exchanged by the experience in the overcoming and precaution of the writing disorders in the settings of the bilingual educational environment.

### *The experimental check-up of the degree of the effectiveness of the offered content of the teacher's education in the system of the improvement of the qualification*

To determine the effectivity of the offered content of the program and methodologic provide levels of the formation of the special competencies (theoretical, pedagogical, methodological and psychological) were tested in teachers before and after the courses of the improvement of the qualification (Table 2).

The data based on the results of the approbation of the developed program, in teachers conclude about improvement of the levels of the formation of the given competencies.

**Table 2.** Results of readiness levels of the special competencies of government school teachers before and after courses of the improvement of the qualification, %

Levels	Special competencies							
	Theoretical		Psychological		Pedagogical competency		Methodological	
	Before	After	Before	After	Before	After	Before	After
high	10,2	36,3	12,3	26	11,6	21,9	8,2	164,4
moderate	21,9	35,6	28,7	60,9	33,5	26	14,3	55,4
low	67,8	28	58,9	13	54,7	13	77,3	26

### Discussions

The problem of professional competency of the teachers was researched by many philosophers, pedagogues, psychologists. The question of formation and improvement of the professional competency of pedagogues were researched in works of N.A. Zimnaya (2003), E.F. Zeera (2014), M.A. Choshanov and others. The big interest presents ideas of self-directed preparation of the teacher of the innovative type, his professional competency, presented in studies of V.I. Bandeiro (2005), V.V. Guzeev (1993), A.A. Dorofeev (2005) and others. The relatively serious attention is devoted to the realization of the principle of the continuity and differentiation of the improvement of the qualification of pedagogues; to development of the professional interests, research and creative abilities, professional and pedagogical culture of the teacher (Karakovsky, 2001; Schmekova, 2002 and others). The importance is given to the research of the problem of the professional development of the teacher during the process of the improvement of the qualification, creation of the satisfying conditions of the specialist development (Vvedensky, 2004; Panin, 1999 and others). However, pedagogical conditions of improvement of the professional competency of the primary-school teachers in the settings of the multinational region are not well researched. Separate aspects of the current problem are uncovered in the studies if O.U. Babaykova (2005), S.V. Vahrushev (1996), A.I. Usmanova (2005) and other scientists.

### Conclusion

As the result of the assessment of the program of formation of the professional competency of the pedagogues in the questions of the diagnostic and

correction of the writing disorders of the primary-school children we concluded the following: the process of the formation of the professional competencies of the primary-school teacher in the questions of the diagnostics and correction of the writing disorders in the primary-school children can be effectively realised in the system of the improvement of the qualification of the pedagogical staff; formation of the competency of the pedagogue in the questions of the diagnostic and correction of the writing disorders in the primary-school children bearing in mind the language settings of the Republic of Tatarstan depends of the number of conditions, that determines resultatives of the teacher's activity on the practice of work with children with difficulties in the writing; during the process of the reassessment of the primary-school teachers in accordance with the offered program the formation of their theoretical, pedagogical, methodological and psychological preparation to work with children with the writing disorder is made bearing in mind the language settings of the region; the formation of the high level of the professional competencies in questions of the diagnostics and correction of the writing disorders in the primary-school children of the experimental group based on the language settings of the region confirms the success of its stage-based formation (theoretical, pedagogical, methodological and psychological elements), that predispose the systematic work in the off-semester and during semester period of the professional advance; obtained results of the formation of the given aspect of the professional competency in the experimental group allow positively evaluate the effectivity of the process of the primary-school teachers preparation to the correctional and pedagogical activity; the developed diagnostic complex aimed at revealing of the theoretical and methodological elements of the professional competency of the primary-school teacher in the questions of the diagnostic and correction of the writing disorders in the government school children can be used in the process of the viva of the primary-school teachers of the Republic of Tatarstan; the described in the research process of the formation of the competency of the primary-school teacher in the work with children with the difficulties in the formation of writing in the settings of the bilingual education environment can be seen as one of the pathways of the professional preparation of the teacher in the system of the improvement of the qualification and reassessment of the pedagogical staff.

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### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

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