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Psychological and pedagogical conditions of formation aesthetic relations future defectologist to correctional and pedagogical work

Abstract: This article is devoted psychological and pedagogical conditions of formation aesthetic relations future defectologist to correctional and pedagogical work. The publication focuses on the concepts "education", "conditions", "pedagogical conditions" and characterises methodological approaches of formation aesthetic relations future defectologist to correctional and pedagogical work.

Keywords: psychological and pedagogical conditions, aesthetic relation, future defectologist, correctional and pedagogical work, pedagogical conditions.

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Психолого-педагогічні умови формування естетичного ставлення майбутніх дефектологів до корекційно-педагогічної праці

Анотація: У статті розкрито психолого-педагогічні умови формування естетичного ставлення майбутніх дефектологів до корекційно-педагогічної праці. Детально висвітлено концепти «освіта», «умови», «педагогічні умови», а також схарактеризовано методологічні підходи до формування естетичного ставлення майбутніх дефектологів до корекційно-педагогічної праці.

Ключові слова: психолого-педагогічні умови, естетичне ставлення, майбутній дефектолог, корекційно-педагогічна праця, педагогічні умови.

- семіотичний підхід передбачає формування в студентів семіотичних (знакових) систем різного походження для оптимізації інформаційної взаємодії.

Реалізація окреслених підходів неможлива без активного впровадження педагогіки індивідуальності (від лат. *individuum* – «неподільне, особа»). На необхідності персоналізації педагогічного впливу як принципового положення в системі вищої педагогічної освіти наголошують О. Леванова та Г. Романенчук [4, с. 4].

Саме тому доцільність використання персонологічного підходу у формуванні естетичного ставлення майбутнього дефектолога до корекційно-педагогічної праці очевидна. Він виник на ґрунті розв'язання проблем педагогіки (умови, способи й засоби, керівництво у формуванні індивідуальності) і психології (закономірності й механізми розвитку індивіда), цим підходом задекларовано зорієнтованість суб'єктів виховного процесу на одиничність і неповторність людини, тобто утвердження любові до конкретної особистості на основі корекції її недоліків та розвитку позитивних рис.

Висновки з цього дослідження. Отже, на основі теоретичного аналізу з'ясовано, що успішне формування естетичного ставлення майбутнього дефектолога до корекційно-педагогічної праці відбувається в цілісній виховній системі ВНЗ, забезпеченій необхідними й достатніми психолого-педагогічними умовами.

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