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AN EMPIRICAL STUDY OF PECULIARITIES OF THE PEDAGOGICAL IMAGE FORMATION OF FUTURE SPECIAL EDUCATION TEACHERS

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The article considers the professionally important qualities of a special education teacher, the structural components of the pedagogical image, and discusses the results of introducing the model of forming the pedagogical image of a pedagogical image of future teachers in the field of special education. For the development of personal and professional characteristics of a teacher working with children with disabilities, it is important to pay attention to the development of skills to communicate with such children and

the formation of a pedagogical image as an important component of professional competence. The research purpose: to determine the theoretical foundations of the psychological and pedagogical conditions for the formation of the pedagogical image of the special education future teacher, to develop a methodology and conduct an experimental evaluation of its effectiveness. Application of this research: consideration of the teacher's image as an important component of professional competence allows to identify the principles and conditions for the organization and implementation of image-forming developmental activities in the educational process of the university, as well as to suggest ways to form the pedagogical image of the future special education teacher.

Keywords: special education teacher, special education sphere, children with disabilities, pedagogical image, structural components.

БОЛАШАҚ АРНАЙЫ ПЕДАГОГТЫҢ ПЕДАГОГИКАЛЫҚ ИМИДЖІН ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІН ЭМПИРИКАЛЫҚ ЗЕРТТЕУ

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Мақаланың мақсаты: мақалада арнайы білім беру саласындағы мұғалімнің кәсіби маңызды қасиеттері, педагогикалық имидждің құрылымдық құрамдас бөліктері қарастырылып, болашақ мұғалімнің педагогикалық имиджін қалыптастыру моделін енгізу нәтижелері талқыланады. арнайы білім беру саласындағы білім беру процесіне. Мүмкіндігі шектеулі балалармен жұмыс жасайтын мұғалімнің жеке және кәсіби ерекшеліктерін дамыту үшін оның осындай балалармен қарым-қатынас жасау дағдыларын дамытуға және кәсіби құзыреттіліктің маңызды құрамдас бөлігі ретінде педагогикалық имиджді қалыптастыруға назар аударған жөн.. Зерттеудің мақсаты: арнайы білім беру саласындағы болашақ мұғалімнің педагогикалық имиджін қалыптастырудың психологиялық-педагогикалық шарттарының теориялық негіздерін анықтау, әдістемені әзірлеу және оның тиімділігіне эксперименттік бағалау жүргізу. Осы зерттеуді қолдану: мұғалімнің имиджін кәсіби құзыреттіліктің маңызды құрамдас бөлігі ретінде қарастыру университеттің оқу-тәрбие процесінде имиджді қалыптастыратын дамытушылық іс-әрекеттерді ұйымдастыру мен жүзеге асырудың принциптері мен шарттарын анықтауға, сонымен қатар болашақ арнайы білім беру мұғалімінің педагогикалық имиджін қалыптастыру жолдарын ұсынуға мүмкіндік береді.

Түйінді сөздер: арнайы педагог, арнайы білім беру саласы, ерекше білім беру қажеттілігі бар балалар, педагогикалық образ, жалпы имидж құрылымы.

ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ ОСОБЕННОСТЕЙ ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКОГО ИМИДЖА БУДУЩИХ УЧИТЕЛЕЙ СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ

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В статье рассматриваются профессионально значимые качества педагога в области специального образования, структурные компоненты педагогического имиджа, обсуждаются результаты внедрения модели формирования педагогического имиджа будущих учителей в сфере специального образования. Для развития личностных и профессиональных особенностей педагога, работающего с детьми с ограниченными возможностями здоровья, следует обратить внимание

на развитие у него навыков общения с такими детьми и формирование педагогического имиджа как важнейшей составляющей профессиональной компетентности. Цель исследования: выявить теоретические основы психолого-педагогических условий формирования педагогического имиджа будущего учителя в области специального образования, разработать методику и провести экспериментальную оценку ее эффективности. Применение данного исследования: рассмотрение имиджа учителя как важнейшей составляющей профессиональной компетентности позволяет определить принципы и условия организации и осуществления имиджеобразующей развивающей деятельности в учебно-воспитательном процессе вуза, а также предложить пути формирования педагогического имиджа будущего учителя специального образования.

Ключевые слова: специальный педагог, область специального образования, дети с особыми образовательными потребностями, педагогический образ, структурные компоненты.

Introduction. Currently, the formation of a positive image is becoming an urgent problem in the training of future special education teachers. Since they must be highly qualified, competitive specialists in the field of special education, who will need to have not only a high level of professional knowledge, but also skill and individual style of performing activities. An effective personal and professional image of a student is an image of him that develops in the minds of other people, which helps to successfully achieve self-esteem and inner comfort; move up the social ladder, improve professional results in all areas of activity. At the present stage, the development of special and inclusive education has led to increasing demands not only for the professional competencies of participants in the educational process but also for their personal and communicative qualities. In particular, the professional activity of a special education teacher who interacts professionally with learners with special educational needs requires not only a high level of professional knowledge but also the development of such personal qualities as empathy, emotional stability, pedagogical ethics, reflection, communicative culture, and professional responsibility. The interaction of these qualities determines the professional image of a teacher and contributes to the establishment of effective relationships with learners, parents, and colleagues.

Aim of the study. The aim of this study is to empirically examine the peculiarities of pedagogical image formation among future special education teachers and to identify the factors that influence the development of their professional image, personal qualities, and pedagogical competencies.

Objectives of the study. To achieve this aim, the following objectives were identified:

1. To analyze the theoretical approaches to the formation of a pedagogical image among future special education teachers.
2. To identify the main components and characteristics of the professional pedagogical image of future special education teachers.
3. To assess the current level of pedagogical image formation among students preparing for a career in special education.

From this perspective, pedagogical image should be considered an important component of the professional training of future special education teachers. A pedagogical image is not limited to a specialist's external appearance; rather, it represents a comprehensive characteristic encompassing professional competence, pedagogical attitudes, communicative culture, emotional characteristics, and the ability to present and evaluate oneself. Therefore, the formation of a pedagogical image is directly related to the development of a future specialist's professional identity and psychological readiness for pedagogical activity. The key scientific problem determining the relevance of this study is the insufficient systematization of the content, structure, and effective pedagogical conditions for developing the pedagogical image of future special education teachers. Addressing this issue requires the introduction of targeted components aimed at developing a professional image into the content of future special education teachers' training, as well as the identification of pedagogical tools that can comprehensively support their professional and personal development. The relevance of the formation of the pedagogical image of a special education teacher is due to the process of reforming education, which involves increasing attention to the individuality of not only the student, but also the teacher, encouraging his creative abilities, creativity and a high culture of behavior.

– between the need of modern society for highly qualified special education teachers, who have a high level of personal development, are ready for independent creative work, reflection on their own professional activities, and the lack of development in psychological and pedagogical science of the problem of forming the pedagogical image of future special education teachers.

In this regard, in the modern space of higher education, the problem of developing the pedagogical image of future special education teachers with the help of psychological and pedagogical means and methods becomes urgent.

Review of literature. The concept of image and its various interpretations. In the scientific literature, there are various definitions of the concept of image. According to L. Popova (2002), image – (from the English image-image, image, image) – a certain image of a person or thing created by the mass media, literature, or the person himself [1, p.64].

Image – an image and a system of external descriptions of a person that creates or emphasizes a unique feature of a person. The elements of the image become symbols of this person. They are not limited

only to the reflection of appearance, but become an integral part of the character and personality of a person, forms the attitude of other people towards him. The image of a person largely depends on how it will be perceived by others. Each person should have their own status image, i.e. image. According to N.V.Tatarinova (2009), the image is a set of society's ideas about what an individual should be in accordance with their status [2,p.19]. The concept of image has become interdisciplinary, formed in the categorical field of various sciences and interpreted in accordance with their characteristics, goals and objectives. In the dictionary of S. I. Ozhegov (2010), the following definition is given: "Image is an opinion, a judgment, an expression, an assessment of something, an attitude to something, a view of something." [3,p.22]. According to the definition of E. A. Klimov (1993), an image is a story about yourself, a symbol that tells others without words about what level of the social ladder you stand on, what circle of professions you belong to, what is your character, temperament, taste, and your financial capabilities [4,p.35]. A.Yu. Panasyuk (2007) defines the image of a person as the opinion of a group of people about this person as a result of the image of this person formed in their psyche, which arose as a result of their direct contact with this person or as a result of information received about this person from other people [5, p.99].

Thus, the image is considered as a functional formation, which is based on an action, attitude, reflection, impression, since it shows an influence on someone, acts as a value judgment about someone, expresses specific expectations in relation to someone.

Psychological and pedagogical research of the pedagogical image. The analysis of the scientific psychological and pedagogical literature has shown insufficient development of pedagogical imageology as a new branch of knowledge. A teacher who wants to create a positive self-image should know what the image is. Therefore, it is important to know the main types of image and their components. So distinguish: The physical image is health, style of clothing, hairstyle and makeup. Psychological image – character, temperament, as well as the inner world of a person. Social image – the place of a person in society, his behavior and communication skills. All these directions intersect and form one whole.

The founder of Russian imageology, V. M. Shepel (1997), emphasized the need to study and form the image of a teacher. He believed that maintaining the teacher's image increases his status in front of students [6, p. 88]. Modern children and their parents are quite strict about the image of the teacher. Therefore, teachers should look for ways to improve their image and prestige in the eyes of others. A well-formed image causes respect among children and increases the authority of the teacher (Kalyuzhny A. A., 2018) [7, p. 33]. A. A. Kalyuzhny (2004) focused on the following psychological aspects of building a pedagogical image:

1. Creating an image is only a supplement, not a substitute for teaching activities.
2. It is necessary to create a pedagogical image long before the beginning of pedagogical activity.
3. External experts are required [8, p.112].

The content of the image as an image of the subject created in intersubjective interaction is determined by the Self-concept of the subject displayed in it, V. L. Bozadzhiev (2009) believes. The influence of the Ideal Self on the Real Self then affects the entire Self-concept of the individual, not only at the level of self-perception, but also at the level of changes in the objective individual, personal, and professional-activity characteristics of the subject [9, p.78]. The image of the teacher is considered by us as an important aspect of his professionalism and a means of pedagogical influence on students. It is revealed in two ways: first, from the point of view of the requirements for the teacher from the society (how it imagines the teacher as an educator and a carrier of moral experience); second, from the point of view of the teacher-how he seeks to present himself to children, what he wants to declare himself to society.

The image of a teacher is, in many ways, his socially desirable image. As E. Fromm (1998) noted, in order to acquire a positive image, a person must have high professional qualities and pleasant personal qualities [10, p. 44]. "The spiritual richness of the individual," says K. M. Gurevich (1998), "the emotional content is manifested through external behavior, external appearance" [11, p. 40].

Considering the problem of the professional image of the teacher, T. M. Kuznetsova (2018) connects it with the personal image. The author points out that these two types of image coincide with very experienced specialists. Personal (personal) image is formed with the participation of qualities representing three groups:

1. Natural qualities: sociability, empathy, reflection, eloquence.
2. Personality characteristics – as a result of upbringing and education.
3. Qualities related to the personal and professional experience of the individual [12, p. 102].

The essential qualities and attributes that should be elements of a teacher's personal image are sociability, tolerance, humanity, creativity, competence in socialization, politeness, a high level of general, business and ethical culture, business and household etiquette, and psychological literacy. From the point of view of the impact on the result of professional activity, it is possible to distinguish between an effective and an ineffective image. An effective image is one that contributes to improving the quality of a specialist's work, positioning and promoting the profession as a whole, forming an individual style of activity, and, ultimately, creating a person's sense of satisfaction with their professional activities.

A.A. Kalyuzhny (2017) singled out appearance as a mandatory component of the pedagogical image. Appearance allows the teacher to express their personality, life goals and values, to demonstrate them or, conversely, to hide some personal traits. If we talk about the psychological impact of the external appearance, external attractiveness, then it can be considered as a means of forming an attraction — a

special kind of special attitude of one person to the perception of another person, which implies mainly an emotionally positive attitude to the perceived object [13, p. 25]. According to G. Zh. Mikerova and B. V. Sergeeva (2013), the activity of a teacher is public, so one of the professional skills should be the ability to present oneself, to present oneself. The most important areas of activity for the formation of the image of a modern teacher are: visualization (visual perception of professional quality), verbalization (demonstration of professional quality with the help of words) and the creation of an event that allows you to show these qualities [14, p. 14].

Creating an image of a teacher is a complex and time-consuming process. For a modern teacher, it is important to model their image, to create a positive professional image. When starting to form an image, you should start with a reflection of your activities and behavior, analyze the results of your work, your own perception of the image of the teacher (Cherepanova V. N., 2006) [15, p. 86]. The goal of developing the teacher's image expressiveness, according to V.G. Gorchakova (2007), is the final synthesis of the conscious and unconscious, personal and collective, external and internal, which ensures the consolidation of the personality, the transition from the persona (mask) to the higher self, the formation of one's personality [16, p. 72]. Thus, the formation of an individual image of a teacher is a dynamic system, since it is the result of the teacher's constant work on himself. The image is influenced by individual natural qualities, life and professional experience, upbringing and education of the individual.

Features of the pedagogical image of a special education teacher and its structural components. As everyone knows, special education teachers have the highest requirements. Because their work is related to children with disabilities. And here social and personal responsibility, special communication skills, flexibility in communication, individual approach to the child, as well as skill in selecting methods of working with such children are important. Also important are the individual characteristics of the teacher, his attractiveness, self-confidence, adequate self-esteem, empathy and reflexivity. These qualities are a determinant of the success of his professional activity. The image of a special education teacher is an integral characteristic that includes the totality of external and internal personal, individual and professional qualities of a teacher, which contributes to increasing the effectiveness of his teaching activities. Achieving such a harmonious set of qualities requires the teacher to be aware of the actions, which, in turn, is impossible without reflection. On the other hand, parents of children with disabilities, as well as colleagues, often make such demands on him (Brown L, 1997) [17, p. 55]. The secret of professional success is directly related to how successfully a person manages to create a look that meets the expectations of other people. The educator, influencing the pupils, seeks to convey to them their ideas, thoughts, feelings. Therefore, the image of a special education teacher should inspire children with disabilities to develop and harmoniously enter the social environment, and fully interact with other people. No matter how professionally trained a teacher is, he is simply obliged to constantly improve his personal qualities, thus creating his own image.

Serodeeva R. Sh., Rzhetskaya Yu. E., Khairullina A. R. (2018) identified the specifics of the activity of a teacher-defectologist, the main components of the image of a defectologist. They explored the motives and technologies used to create an image. Among the professionally important qualities of the personality of a teacher-defectologist, they attributed: sociability, pedagogical erudition, reflection (introspection), improvisation, self-control and flexibility of communication. According to the authors, the image has a twofold impact. First, he makes an impression on others, leaving a certain opinion about the person. Secondly, it also affects a person, forming a stable idea of their own personality [18, p. 33].

R. O. Agavelyan (1999) studied the socio-perceptual features of the personality of a teacher of a special school in professional activity, where he attached special importance to the formation of the image of a special education teacher [19, p. 22]. S. E. Gaidukevich (2012) studied the psychological and pedagogical aspects of the professional values of the teacher-defectologist. He believes that the world is changing our ideas about a child with special psychophysical development, about the goals and conditions of his education and upbringing.

Materials and methods. The methodological basis of the research is based on the general philosophical principles of objectivity, determinism, development, interaction, the provisions of pedagogical anthropology, the axiological approach that recognizes a person as the highest value and an end in itself of social development, the theory of knowledge and a systematic approach to the consideration of pedagogical phenomena, the ideas of personality-oriented pedagogy, differentiated, individual and activity approaches that allow for a multidimensional study of the problem under study.

Based on a comprehensive theoretical analysis of psychological and pedagogical research on the problem of pedagogical image, we assumed that the following psychological conditions will contribute to the effective formation of the pedagogical image of future teachers of special education (Figure 1):

- implementation of psychological and pedagogical support for the image-forming activities of the student and the creation of a developing environment through the organization of a volunteer circle at the department;
- the formation of the image of the future defectologist is carried out by replenishing their knowledge in education, which ensures the development of interest in the future profession and finding personal meaning in building their own individual style of future professional activity;

- the use of various psychological and pedagogical games, exercises and trainings for personal development, and the formation of the image of the future special education teacher.

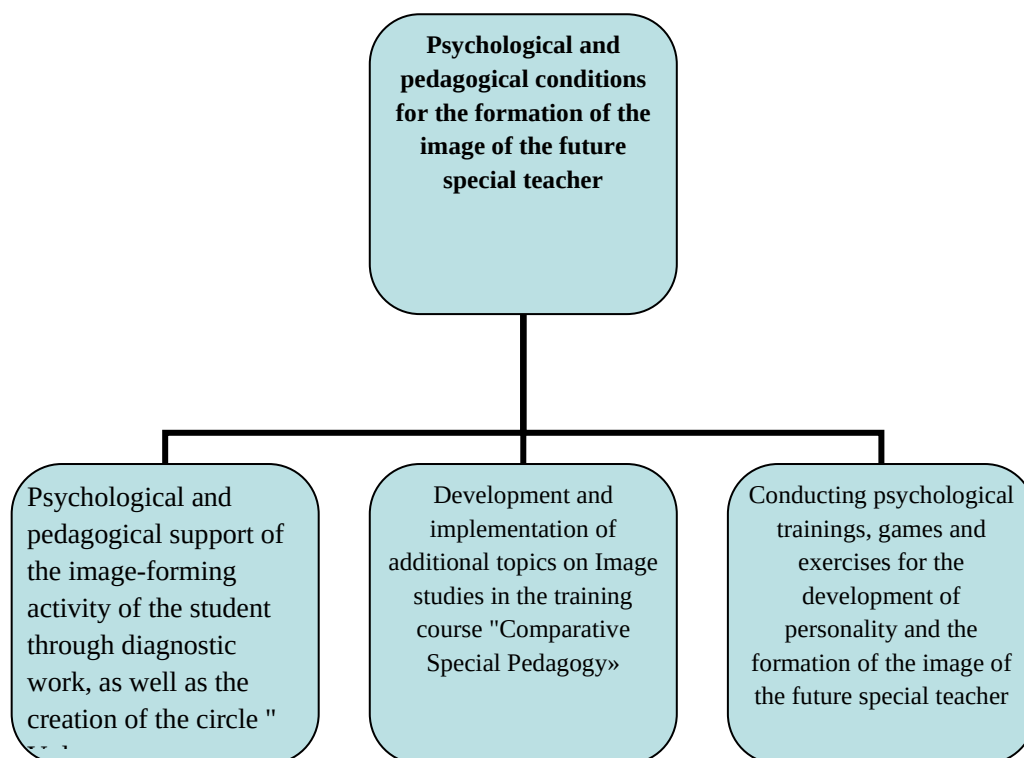


Figure 1 – Psychological and pedagogical conditions for the formation of the image of the future special education teacher

Let us consider in more detail the above-mentioned psychological and pedagogical conditions that contribute to the formation of the pedagogical image of future special education teachers.

The first psychological and pedagogical condition was the implementation of pedagogical support for the image-forming activity of the student, which ensures the development of interest in the future profession and the finding of personal meaning in building one's own personality, the style of future professional activity.

The second psychological and pedagogical condition was to promote the formation of the image of the future defectologist by adding to their knowledge in education. To this end, the content of the state mandatory standard for the specialties 5b010500 – Defectology, the standard curriculum of disciplines, and the educational and methodological complex of disciplines were analyzed. This includes appendices to the programs of pedagogical profile disciplines of the bachelor's degree. Among the profile disciplines, the course "Comparative special pedagogy", "Psychological and pedagogical diagnostics of secondary vocational education in the system of inclusive education" was chosen. Applications to the content of the programs of the profile disciplines the goal is to form students' holistic theoretical knowledge about the image in education, to develop positive attitudes and skills of self-expression and self-presentation.

The third psychological and pedagogical condition was the conduct of psychological trainings, games and exercises on personal development, as well as the solution of pedagogical cases that contribute to the formation of professional competence and the pedagogical image of the future special education teacher.

We will describe some practical tasks that we gave to students for the formation of a pedagogical image.

1. Task "Hotel» Participants are offered the following situation. The hotel has three available rooms. The administrator is instructed to put teachers in them. However, the information that he has is unclear: he does not know the gender, age, specific specialization of teachers, or the purpose of their arrival. Near his window, he placed a sign: "Places only for teachers." Today, many visitors came to the hotel, but there are no places, he is forced to refuse. The receptionist

2. Task "Portrait of a teacher»

The task is performed in three microgroups. Each of them gets a task to make a collective socio-psychological portrait of a typical teacher:

- traditional teacher;
- a modern teacher.

Teachers are offered a plan-scheme for which they will work:

- appearance (clothing, manner, attributes that symbolize the teacher of a particular time);
- speech features;
- dominant values;
- the manner of communication with children, colleagues;
- possible reaction to various situations, actions of children;
- basic principles of the teacher.

When performing the task, you can recall images from fiction, movies, as well as examples from your life experience, observing teachers in the course of your educational and professional activities.

3. Exercise " Wave of relaxation»

To the music.

Moderator: Take a comfortable position, close your eyes. Imagine that a wave of relaxation is going along your body. It is very similar to the sea wave that rolls over you when you are sitting on the seashore. Only the sea wave flows around you, and the wave of relaxation passes right through you. Pass through a few waves of relaxation, and all the muscles of your body will weaken, become sluggish and soft. Take a deep breath, count to 4 in your mind, and exhale. Breathe in and out again. Feel your body relaxed and ready to receive new energy.

At the second stage, the pedagogical conditions for the formation of the pedagogical image of the study participants were implemented using developing socio-psychological trainings, pedagogical cases and exercises, taking into account the results of the primary study.

At the third stage, a comparative analysis of the data of the ascertaining and formative experiments was carried out, and the effectiveness of the tested psychological conditions for the formation of the pedagogical image of future special education teachers was checked.

To monitor the level of formation of the pedagogical image of the study participants, we used the following diagnostic methods (Table 1).

Table 1 – Methods of diagnostics of criteria and indicators of formation of pedagogical image of future teachers of the sphere of special education

Components	Criteria	Indicators	Diagnostic methods
Motivational and need-based approach	1) The need for professional activity 2) The need for self-development	1) Strives to achieve success in professional activities; 2) Strives to constantly develop itself, improve its abilities and personal qualities; the desire, desire, interest in self-development	1) The test of measuring the motivation of professional activity (A. Reana); 2) Questionnaire "Diagnostics of realization of needs in self-development" (E. P. Nikitina, N. E. Kharlamenkova)
Emotional and communicative	1) Reflexivity; 2) Communication and organizational skills	1) Is able to analyze and objectively evaluate the results of their own activities and behavior; 2) Is able to communicate and establish contact with different people; is able to organize and manage people	1) Methods of diagnosing social empathy (N. P. Fetiskina); 2) Methods of diagnostics of communicative and organizational abilities (V. V.). Sinyavsky, B. A. Fedorov)
Activity-behavioral analysis	The level of development of the pedagogical image	He is able to make a positive impression on others, shows professional competence, self-confidence, creativity, and also observes the ethics of behavior	1) The method "Check your image" (A. P. Panfilova); 2) Diagnostic map of the formation of the student's image (modified version of L. M. Semenova)

Results and discussion. The experimental and empirical study was conducted on the basis of the Department of "Special Education" of the Kazakh National Pedagogical University named after Abai. The sample consisted of future teachers of the field of special education – students of the 3-4-year specialty "Defectology" in the total number of 220 students. Of these, 112 were included in the experimental group, 108 – in the control group.

The analysis of the results of the ascertaining stage of the experimental study shows that the majority of students have difficulty mastering the skills of communication with children with disabilities, more often show self-doubt when working with such children. Therefore, we have created a set of measures that contribute to the formation of professional readiness for teaching activities in the field of special education and pedagogical image.

During the formative experiment, psychological conditions were created in the experimental group for the development of the pedagogical image of future special education teachers of the university, and the control group was trained without these conditions. To ensure that the conditions of the experiment were identical, the same teacher conducted classes throughout the entire duration of the experiment.

The level of formation of the pedagogical image of the subjects is given as a percentage and is presented in the following table (Table 2)

Table 2 – The level of formation of the pedagogical image of future teachers of special education in the experimental and control groups based on the results of primary and final diagnostics

Groups	The level of formation of the pedagogical image (number of respondents n and %)											
	low level				average level				high level			
	Primary diagnostics		Final diagnostics		Primary diagnostics		Final diagnostics		Primary diagnostics		Final diagnostics	
	n	%	n	%	n	%	n	%	n	%	n	%
Experimental group (n=112)	43	38,4	18	16,1	49	43,8	61	54,4	20	17,8	33	29,5
Control group (n=108)	41	38	39	36,1	46	42,6	50	46,3	19	17,6	21	19,4

The analysis of the results of the first and second intermediate diagnostics showed that the number of future teachers of the field of special education of the experimental groups with high and medium levels of formation of the pedagogical image increased significantly compared to the ascertaining stage. So, if at the stage of the ascertaining experiment, in general, out of all the subjects in the experimental group, 20 (17.8%) future teachers of the field of special education had a high level of formation of the pedagogical image, then according to the results of the control diagnosis after the forming experiment, there were already 33 (29.5%) with a high level of formation of the pedagogical image, and 54.4% with an average level. In the control group, the future teachers of the field of special education revealed minor changes in the levels of development of the pedagogical image. For example, if at the initial diagnosis among them there were 19 (17.6%) future teachers of the field of special education with a high level of development of the pedagogical image, then according to the results of the final diagnosis, this level was revealed only in 21 (19.4%) respondents. The low level before the experiment was detected in 41 (38%) of respondents, then according to the results of the second diagnosis, a low level of pedagogical image was detected in 39 (36.1%) of future teachers of special education.

For clarity, we present these data in the following diagram (Fig. 2).

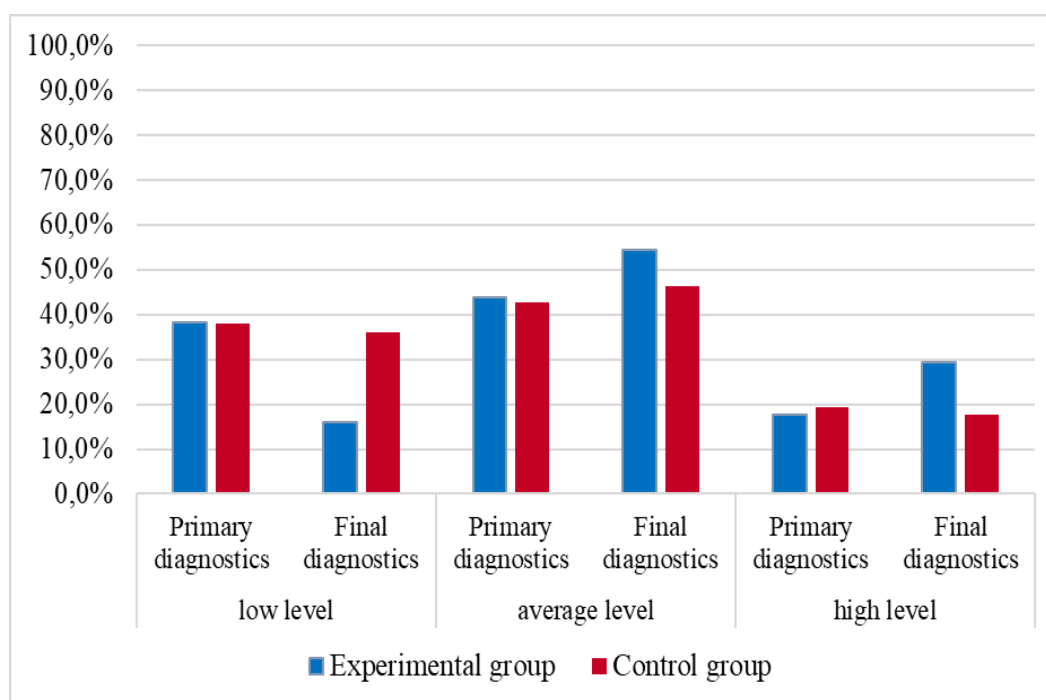


Figure 2 – The level of formation of the pedagogical image of future teachers of the field of special education in the experimental and control groups before and after the formative experiment

Conclusion. The study was based on a systematic analysis of the formation of the personality of the future teacher of special education. It was carried out at closely related methodological, theoretical and technological levels.

The results of the ascertaining experiment confirm that it is necessary to properly conduct career guidance work, to acquaint applicants with the appointment of a defectologist, with the content, and most importantly, with the conditions and features of the work of teachers-defectologists. This allows us to improve the system of professional selection and reduce the number of people who accidentally enter the specialty "Defectology", which prevents the training of specialists who are not satisfied with their work and incorrectly conduct the responsible and complex work of a teacher-defectologist.

The study formulated and implemented the psychological conditions for the development of the pedagogical image of future teachers of the field of special education of the university. A comparative analysis of the data before and after the formative influence revealed a qualitative shift in the indicators of the formation of the pedagogical image in the experimental group. The positive dynamics of the formation of motivational-need, emotional-communicative, activity-behavioral components of the pedagogical image is revealed. In the experimental group and the absence of significant changes in the control group. The subjects from the experimental group formed a desire and interest in the development of professionally important personal qualities. They also developed the skills of introspection and objective assessment of the results of their own activities and behavior. At the end of the formative experiment, the subjects showed a higher level of communication and organizational skills compared to the control group. At the same time, they have developed the ability to make a positive impression on others, to show professional competence, self-confidence, creativity, and to observe the ethics of behavior.

As a result, we would like to note that a modern special education teacher should be creative and inquisitive, constantly expand their horizons, be in constant search of new ideas and technologies to implement them in the process of teaching and raising children. Through self-knowledge, he must learn to understand his inner world, and live in harmony with himself, then he will learn to understand and accept the world of each of his students.

Conflict of interest: The authors declare no conflict of interest.

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