

## **MODERN CONCEPTS IN EDUCATION IN THE CONTEXT OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF MASTERS-OLIGOPHRENOPEDAGOGUES IN THE SYSTEM OF VOCATIONAL TRAINING**

The processes of globalization, the acceleration of the pace of technological development cause changes in the field of education. In such conditions, traditional approaches to solving urgent problems are not always effective. Therefore, modern scientists focus their attention on the development of concepts that allow improving the quality of the educational process, acting in a coordinated manner to achieve results. The implementation of concepts in the professional training of education seekers provides an opportunity to improve its content, to choose effective ways to improve students' competencies. This issue is key in the context of the growing role of inclusion, when the need for competitive competent specialists in the field of special and inclusive education is increasing, and existing ways and means need to be improved.

Therefore, the study of concepts opens up opportunities for improving the education system, and also allows you to determine the goals and objectives of developing the professional competence of masters-oligophrenic teachers, to foresee possible risks and difficulties, and to make decisions adequate to the problems of our time.

The essence of the concept of «concept» was clarified by S. Barna, O. Bochko, E. Kartuzov, O. Plakhotniuk, A. Prokopenko, N. Tyurina, E. Khrykov and other scientists. The features of the implementation of concepts in the educational space of a higher education institution were studied by L. Butenko, I. Kozubtsov, O. Kucheryavy, V. Makarenko, O. Naboka, N. Stepanchenko, I. Titova, N. Ovcharenko L. Petrenko and others. G. Gorshkova, I. Malyshevska, O. Martynchuk, D. Suprun S. Tsymbal-Slatvinska, S. Chupakhina and others developed concepts to improve the professional training of future specialists in the field of special and inclusive education, to strengthen their personal qualities for the performance of professional duties.

Analysis of scientific and pedagogical literature allowed us to conclude that many modern scientists see the need for the study and development of concepts. At the same time, there is a need for theoretical analysis of existing concepts of professional training of special educators and speech therapists, and the development of their competencies.

The creation and implementation of concepts is a long and creative process that requires joint efforts of both teachers and students. The concepts define goals, key tasks and ways to overcome existing problems. Therefore, their implementation ensures the development of education, improves its content and contributes to the formation of specialists who are able to demonstrate creativity and activity in public life.

The concept of «concept» will be understood as a mandatory component of theoretical and methodological principles, a system of views on a certain phenomenon, which allows you to choose the direction of its research, as well as the method of study.

We consider it appropriate to highlight current concepts that are oriented towards improving the content of professional training and developing the competencies of masters-oligophrenic teachers.

The concept of the development of pedagogical education orients future specialists towards a deep mastery of special teaching methods. In view of this, the training of pedagogical personnel should be comprehensive and include not only the theoretical aspect, but also provide for the mastery of practical skills. This concept formulates the main requirements for the training of future teachers. Their observance makes it possible to form competent masters-oligophrenic teachers, capable of effectively performing professional duties and acting in accordance with the challenges of the time.

The Concept of Inclusive Education Development formulates the main principles of a new philosophy of education, which provides for a positive attitude towards children with special educational needs (SEN). The implementation of the provisions of this concept in the educational process of a higher education institution ensures the development of masters-oligophrenic teachers based on a number of principles.

Awareness of the importance of professional improvement by the pedagogical community has necessitated the formulation of the concept of lifelong learning.

The purpose of the lifelong learning concept is the continuous acquisition of personal qualities both at the peak of personal growth and in the process of gradual loss of opportunities. Of great importance in achieving the goal of this concept is the desire of masters-oligophrenic teachers to improve their competencies and gain new experience.

The change in the philosophy of education is accompanied by the search for new ways of educating and developing children with SEN, which prompts the transformation of the system of professional training of masters-oligophrenic teachers and the emergence of a new Concept of Special Education. The growing demands on the personality of a special educator, the level of quality of the correctional and developmental services provided by him reinforces the importance of inclusion and the need to strengthen the capacity of masters-oligophrenic educators to implement it.

The concepts of professional training determine the approaches, principles and methods of organizing training and development of future specialists. They influence the formation of the content of educational programs, the choice of methods, technologies, teaching aids, and also allow updating the content of professional education in accordance with the modern requirements of the labor market.