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PEDAGOGICAL BASIS FOR INCREASING THE EFFECTIVENESS OF THE FORMATION OF PEDAGOGICAL RESPONSIBILITY AMONG FUTURE DEFECTOLOGISTS

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Nodira Mirbabaeva

A Doctoral Student At The Kokand State Pedagogical Institute, Uzbekistan

ABSTRACT

The main idea of the article is that improving the conditions for the formation of professional motivation in future speech therapists is an urgent problem. The scientifically grounded views of foreign and domestic scientists on the formation of professional motivation are presented. The system of formation of professional motivation of future defectologists studying at the university was also discussed.

KEYWORDS

Educational process, professional motivation, interest, inclination, defectologist, experience, professional motivation, professional activity.

INTRODUCTION

Currently, working with children with developmental disabilities and helping them find their place in society is one of the urgent issues raised to the level of state policy. A positive solution to this issue depends on defectologists-specialists. The pedagogical responsibility of defectologists plays an important role

in the positive solution of this problem. It is necessary to start the formation of pedagogical responsibility from the future defectologists who have chosen this profession. After all, the correct identification of responsibilities, interests and inclinations is an

important prognostic factor of job satisfaction in the future.

LITERATURE ANALYSIS

The world's leading scientists conducted their research on the pedagogical foundations of improving the effectiveness of the formation of pedagogical responsibility in future defectologists. These researches are mainly aimed at studying the structure of the pedagogical responsibility of a defectologist, knowing the motivations for work, and psychologically rationally solving the problems of increasing the effectiveness of pedagogical responsibility for future defectologists. In the works of Stepanova, as well as P.A. Prosetsky, E.M. Nikireyev, V.A. Slastenin, V.A. Yakunin and others, a large empirical material of observations has been collected, the results of experiments and theoretical generalizations in this regard are given. Also, B.G. Ananiev, S.L. Rubinshtein, M. Argil, V.G. Aseev, L.I. Bojovich, K. Levin, A.N. Leonyev, Z. Freid and other scientists, the complexity and multifacetedness of the problem of pedagogical responsibility to understand its essence, nature, structure, as well as those who approached the methods of its study.

RESEARCH METHODOLOGY

The article discusses the pedagogical foundations of improving the effectiveness of the formation of pedagogical responsibility of future speech and

language teachers studying in higher educational institutions. The main structural factors and parts of the pedagogical responsibility of future defectologists are described. The criteria for determining the mechanism of formation of pedagogical responsibility of future special education teachers in the process of pedagogical education of Uzbekistan were analyzed and compared with the criteria of developed countries. Approaches to the problem were studied.

ANALYSIS AND RESULTS

Pedagogical responsibility is a professional and ethical quality expressed in the ability and readiness to foresee the results of teaching activities and take responsibility for them. A teacher should have:

- mastering the content of academic subjects;
- acquiring modern theories and technologies of education and upbringing;
- taking into account the factors that ensure the success of knowledge and pedagogical activity.

At the same time, pedagogical responsibility means awareness of self-development, self-knowledge, professional development, raising social status and other objects. The problem of pedagogical responsibility, first of all, is answered in the process of modernization of education and social changes taking place in modern society. The indicated evidence encourages the modern pedagogue to continuous professional development, growth, and realization of

his qualifications and skills during his career, and is a guarantee of competitiveness in the unusual conditions of the modern labor market [1.243b].

Analyzing the scientific literature and regulatory legal documents, it can be seen that the need to look at them as individuals in the professional training of speech-language pathologists is emphasized by researchers. After all, a number of researchers claim that only if they treat speech-language pathologists as individuals, they will have a humane attitude towards disabled people. For this, a graduate who understands the responsibility, i.e., the importance of the profession of a future speech and language pathologist, professional activity, the ability to social interaction, durable, correct and sufficiently perceptive, living in a socio-cultural environment it is necessary for him to develop the ability to enter into self-controlled human relations. The ability of the future defectologist depends in many ways on the pedagogical education process, the quality of education and the effectiveness of socialization, all of which ensure that future defectologists have personal readiness and social interaction through special needs. secrets are provided.

Applying foreign best practices to the process of pedagogical education, future special education teachers are trained to become useful members of society instead of "getting to know" society under the motto "you must be successful" under the new

demands of modern society. ", it was found that motivational teaching with motivation is somewhat more effective. According to the teachers and psychologists of higher education institutions, successful teaching forms the qualities of a person who can achieve success in society. Successful learning enables future defectologists to consciously overcome difficulties. and motivates to seek new knowledge.

After all, the state of success in the pedagogical plan is a whole combination and consists of certain conditions. Due to the fulfillment of the conditions by one person or a group of students, the planned results are achieved. Therefore, pedagogical responsibility for future defectologists should be created based on a well-thought-out plan, specific tactics and strategies of the teacher. Thus, it is permissible to cite the opinions of F. Haydarov, Kh. Abdukarimov and others based on the results of the analysis of pedagogical and psychological literature. In the process of pedagogical education, it is important to determine the "leading motives for choosing the right profession" in the formation of the professional responsibility of future speech and language teachers.

The professional pedagogical potential of a teacher cannot be formed completely in one attempt. The teacher is responsible for continuous personal and professional growth. This is an integral feature of the teacher's professional skills. Indicators of the teacher's professional skills can be considered:

- self-criticism;
- self-demanding;
- the need to update theoretical and practical experience in pedagogical activity;
- propensity for innovation;
- method of research activity. [2.3 b].

The teacher's responsibility is often limited by the need to ensure the health and safety of children's lives in the process of pedagogical activity. But there is another kind of pedagogical responsibility. We are talking about the essence and meaning of education and upbringing, development and responsibility of the future of the children entrusted to him.

CONCLUSION

The more responsibility a teacher is willing to take, the more responsible he is as a personality, the more responsible a person he is. Responsibility, as a personal quality and characteristic of a person, includes the habit of thinking, carefully approaching any work and, if he undertakes, to complete the work. A teacher's understanding of the meaning of his activity is an indicator of the existence of professional goals and values that help him take responsibility for the consequences of his teaching activity. The clearer the content of his pedagogical activity is to the teacher, the more responsible his actions will be.

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