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TO INCREASE THE MOTIVATION OF FUTURE SPEECH PATHOLOGY STUDENTS IN THE PROCESS OF PROFESSIONAL TRAINING

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ABSTRACT

This article reveals the main features of the process of increasing the motivation of students-defectologists in the process of professional training. It is shown that for the successful training of a modern specialist it is necessary to increase their motivation. It also explains the importance of the consistent development of the training system for defectologists as an integral part of the development of local education and society as a whole.

KEYWORDS

Motivation to study, professional training of defectologists, interest, inclinations, defectologist, experience, professional activity, higher education.

INTRODUCTION

Serious changes in all spheres of life have not affected society's demands for graduates of the higher education system. Currently, teachers, researchers and practitioners are actively looking for ways to further modernize higher education institutions. One of the most relevant areas of such research is improving the training of defectologists. This is explained by the recent appearance of more children with various developmental disabilities. Accordingly, we can speak with a certain degree of confidence about the

existence of an objective need to improve the training of specialists capable of ensuring their comprehensive development and adapting to the rapidly changing conditions of modern society.

LITERARY ANALYSIS

In the process of teacher education, the world's leading scientists conducted research to increase the motivation of speech pathology students in the

process of professional training. These studies are aimed mainly at studying the structures of motivation for the professional activity of a speech therapist, motivation for labor knowledge to receive medical care for the treatment of professional activity among future speech therapists, among Russian scientists Sergeeva A.I., Spiridonova E.A., Shilova E.A., Zakrepina A.V., Strebleva E.A., Shumilova E.A. and others collected a large amount of empirical material from observations of experiments and theoretical generalizations on this matter. Also B. G. Ananyev, S. L. Rubinstein, M. Argil, V. G. Aseev, L. I. Boyovich, K. Levin, A. N. Leonyev, Z. Freud and other scientists the complexity and versatility of the problem of motivation help to understand its essence, nature, structure, as well as who approached the teaching methods. Professional motives have been widely studied by psychologists such as E.A. Klimov, V.A. Krutetsky, A.N. Vasilkova, E. Disi, V. Vroom, M. V. Dmitry.

RESEARCH METHODOLOGY

The article discusses the system of organizing effective training of future defectologists studying at higher educational institutions for future professional activities. The main structural factors and components of professional motivation of future defectologists are described. The criteria for determining the mechanism for the formation of professional motivation of future special education teachers in the process of teacher education in Uzbekistan are analyzed and compared with the criteria of developed countries. Approaches to the problem have been studied.

ANALYSIS AND RESULTS

The professional training of future defectologists can be considered in the following qualities:

- a condition for the successful implementation of pedagogical activities in the interests of modern society;
- the goal of the integrative personality;
- predicted final result of training in the form of professional competence;
- training of specialists in relevant fields

The training of future defectologists in the system of vocational education and training inherently requires the acquisition of attitudes, knowledge and skills to a certain extent so that future specialists have a certain form of action - this is the process of forming the implementation of professional competence.

At the same time, the problem of professional motivation is solved, first of all, in the process of modernization of education and social changes taking place in modern society. This circumstance encourages the modern teacher to constant professional development, growth and implementation of his qualifications and skills during his working life, and is a guarantee of competitiveness in the unusual conditions of the modern labor market.

A modern teacher who strives to organize effective training of future defectologists for future professional activities must have a developed system of scientific knowledge related to individual personality characteristics. The latter is necessary for the effective formation of educational and professional motives among students.

Analyzing the scientific literature and regulatory documents, one can see that the need to consider them as individuals in the professional training of defectologists is emphasized by researchers. In the process of forming educational motivation among

future speech pathologists, it is necessary to organize their educational activities in such a way that they maximally contribute to the disclosure of the internal motivational potential of students.

We can identify a number of pedagogical conditions, the fulfillment of which is necessary for the effective development of future defectologists in the educational sphere of a modern university. The abilities of a future defectologist largely depend on the process of teacher education, the quality of education and the effectiveness of socialization, which provide future defectologists with personal readiness and social interaction through special needs.

By applying foreign experience in the process of teacher education, future special education teachers are prepared to become useful members of society, and not “learn” society under the slogan “you must be successful” to meet the new demands of modern society.” Motivational training with motivation has been found to be somewhat more effective. According to special education teachers and psychologists of higher education institutions, successful education shapes the qualities of a person capable of achieving success in society.

Successful training motivates future speech pathologists to consciously overcome difficulties and seek new knowledge. After all, the state of success in pedagogical terms is a whole complex 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, it is necessary to create a pedagogical situation for future defectologists based on a well-thought-out plan, specific tactics and strategies of the

teacher. Thus, it is permissible to cite the opinions of F. Khaidarov, Kh. Abdulkarimov and others, based on the results of an analysis of pedagogical and psychological literature. In the process of teacher education, it is important as a first condition to determine the “leading motives for choosing the right profession” in the formation of professional motivation of future defectologists.

Positive changes in special (defectological) education and its content can only be observed if future teachers-defectologists have the opportunity to express themselves in practical activities during practice. Its presence contributes to the development of the following motives related to future professional activities:

- sense of responsibility;
- desire to achieve success in professional activities;
- desire to fulfill the duties of a teacher-defectologist at the appropriate level;
- personal aspirations to more successfully solve complex educational and professional tasks.

CONCLUSION

Professional motivation is interpreted differently in the psychological and pedagogical literature. Domestic and foreign authors consider the motivational sphere of a person broadly and determine that it is one of the central problems of personal activity and psychology. We can conclude that improving the professional training of future defectologists, further improving the higher education system and adapting it to the needs of society is one of the promising areas.

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