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TECHNOLOGY OF DEVELOPMENT OF PROFESSIONAL CULTURE OF FUTURE SPEECH THERAPISTS BASED ON THE DEONTOLOGICAL APPROACH

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Barno Kh. Khusniddinova

Lecturer, Department Of Speech At The Tashkent State Pedagogical University Named After Nizami Tashkent, Uzbekistan

ABSTRACT

The article provides a scientific justification of the concept of "deontological competence of future future speech therapists". The normative-legal and value-essential aspects of studying the deontological competence of future speech therapists are analyzed. On the basis of the competence approach, the specifics, structure and stages of the formation of the deontological competence of teachers working with people with disabilities are revealed.

KEYWORDS

Deontological competence, future speech therapist, speech disorder, ethical and deontological concepts, deontological criteria, competence, norms of professional behaviour.

INTRODUCTION

Recently, speech therapy has been intensively developing in the field of speech therapy, innovative areas of correctional and pedagogical work are emerging, new ways of correcting complex speech disorders are being developed and implemented, and experts are discussing factors affecting the success of speech therapy correction. The researchers identify various ways to optimize the correctional and

pedagogical process aimed at overcoming speech disorders, including improving the quality of speech therapy work with children with speech disorders (T.B.Filicheva, G.V.Chirkina, O.M.Vershinina), improving the professional skills of speech therapists (M.N.Povalyaeva, S.N.Sazonova, N.A.Oskolskaya et al.).

THE MAIN RESULTS AND FINDINGS

Comparative analysis and generalization of available scientific data indicates that the success of speech therapy work depends not only on the degree of proficiency of a specialist in speech therapy technologies, but also on whether he is able to adequately assess his own professional activity and properly interact with other participants in the correctional process.

The features of this kind of interaction are studied by many researchers. The interaction of a speech therapist with a child with a speech disorder was studied in the works of B.M. Grinshpun, R.E. Levina, O.V. Pravdina, O.A. Tokareva, M.E. Khvattsev, Yu.F. Garkushi, L.R. Davidovich, T.S. Reznichenko, etc. Researchers are developing forms of joint work of a speech therapist and a family raising a child with a speech disorder (Yu.F. Garkusha, T. Danilina, Yu.P. Dokuchaeva, O.L. Zvereva, N. Mishina, V.V. Yurtaikin, etc.). Other authors reveal certain aspects of professional relations between a speech therapist and other specialists: a speech therapist and doctors involved in the correction of speech disorders (L.I. Belyakova, T.G. Wiesel, E.V. Lavrov, E.M. Mastjukova, Shokhor-Trotskaya, etc.); a speech therapist and teachers, psychologists of preschool and school educational

institutions (S.N. Shakhovskaya, V.I. Seliverstov, S.N. Sazonova, N.L. Krylova, L.N. Efimenkova, I.N. Sadovnikova, etc.).

However, despite the abundance of scientific papers devoted to the problems of interaction between a speech therapist and other participants in the correctional and pedagogical process, no special

research has been conducted on the problem of studying professional and ethical norms in the work of a speech therapist at the present time.

In this regard, it is necessary to systematize and generalize the existing ethical and deontological concepts and develop deontological criteria regulating the professional activity of a speech therapist teacher.

Historical background of the formation of deontology in speech therapy the content of the term "deontology" was first revealed by the English utilitarian philosopher I. Bentham, author of the book "Deontology, or the science of morality". This work is currently of particular relevance and scientific value, because in it Bentham not only singled out deontology as a science that has the right to exist, but also revealed the main provisions of this science, its categorical apparatus, tasks and principles.

The word "deontology" is formed from two Greek words: the first in translation into Russian means due, and the second - knowledge, knowledge of what is right and should. Thus, in deontology, those ethical aspects of professional activity that are not subject to public legislation are analyzed and discussed. As a science, it is the knowledge of what should be done in a specific professional practice.

The main principle on which the science of deontology is based is the principle of utility. Utility is understood as the property of an object according to which it has the desire to prevent harm, suffering, evil or misfortune, to bring good, benefit, pleasure, good or happiness: if this party is a whole society, then the happiness of this society is achieved; if it is an individual, then the happiness of this particular person.

Despite the fact that the term "deontology" appeared only at the beginning of the XIX century, the study of deontological problems was engaged in antiquity.

The problem of the relationship between man and morality was studied by Democritus. He defined man as a natural being, the highest criterion for the expediency of whose activity is benefit. "Give up any pleasure that is not useful," wrote Democritus.

Aristotle explored ethical issues in order to help people become better and make society more perfect. Aristotle's ethics is a practical science about the virtues, goodness and happiness of a person, which make him fit for such a life and worthy of bliss. Its goal is not knowledge in itself, but knowledge of actions. Ethics, as Aristotle believed, is especially useful because it has life experience, a way to control oneself and subordinate one's actions to a conscious goal.

Seneca developed a kind of code of conduct or regulations, which should "be held with both hands by a person striving for moral perfection, never leave them, but assimilate and make as if part of his own being." The provisions formulated by him are still relevant today.

The development of ethics in Russia is based on the awareness of the intrinsic value of life, the moral sanctification of life as a fundamental value, and a life filled with spiritual meaning, which has been interpreted differently in philosophical concepts. These ideas created the fundamental basis of the ethical positions of Russian philosophers - from the cosmism of the ethics of the unity of V.S. Solovyov to the philosophical anthropology of N.G.Chernyshevsky, N.A.Berdyayev to the Christian socialism of S.N.Bulgakov.

In the process of historical development, ethics has come a long way from describing the difference between good and bad temper and everyday advice to a complex, multi-level system of humanitarian knowledge. Within the boundaries of ethics as a science, a theoretical study of the role of morality in culture and the development of practical recommendations on how to behave in various spheres of society are combined.

Ethics is divided into theoretical and applied. Theoretical ethics is aimed at the study of the system of morality in general. It includes the teaching about the essence, specifics and functions of morality, about its connection with other aspects of human existence, about individual elements of moral consciousness and behavior (justice, duty, responsibility, conscience, dignity, etc.), about the origin and historical development of morality, etc.

Applied ethics studies the functioning of morality in certain spheres of human life. The emergence of applied ethics is due to the fact that in some spheres of society, moral life acquires a special "density" and intensity. This happens for various reasons.

The nature of moral relations can significantly worsen due to changes in the subjects and objects of these relations. Therefore, there is a need for special moral restrictions in the relationship between doctors and patients, healthy and sick people. Biomedical ethics has developed on this basis. The term "bioethics" was proposed by V.R. Potter in 1969.

Currently, bioethics in Russia is just beginning to develop. It promotes the humanization of medical activity, moral self-awareness of the professional community of doctors. This scientific direction helps to

form new ethical regulations, awareness of moral conflicts and dilemmas that doctors and biologists face in their work.

The formation of bioethics in our country presupposes an understanding of the common traditions that existed in ethical thought in Russia, an analysis of their philosophical foundations and the horizons that they open up in new human relations to life.

Biomedical ethics has become an object of interest to the whole society. Ethical decisions are no longer made only by the doctor, the patient and the family. They have become the subject of court proceedings, public discussions, collective decision-making and even legislative actions. In some countries, commissions for the study of ethical problems in medicine, experts on medical ethics are involved in the work of the courts, ethical committees are formed in hospitals. Consequently, the moral norms of the broad strata of society go beyond the provision of assistance to the patient in the fair distribution of health services.

The requirements and norms of biomedical ethics are based on the interests of the patient and health promotion. This principle simultaneously acquires the features of globality, total universality, universal value when it comes to the relationship between man, society and nature. The particular and the general combine to form one harmonious whole.

The first area of knowledge in which deontology has been widely used is medicine. The general provisions of medical ethics were set forth 24 centuries ago by Hippocrates (460-377 BC) in the "Oath". The doctor must clearly and conscientiously perform his professional duties, he treats his teachers with respect and reverence, "directs the regime of patients to their

benefit, refraining from causing them any harm." A doctor should never give his patients a lethal medicine. A number of requirements are imposed on the lifestyle of the doctor himself, which are manifested in high morality, responsibility for his words and actions, observance of cleanliness and accuracy in everyday life.

In the speech therapy literature, the need for an integrated approach to the diagnosis and correction of speech disorders is repeatedly noted, which involves the interaction of various specialists - a speech therapist, doctors of different specialties, teachers, etc. E.M.Mastyukova writes that "all personnel working with a child must observe professional ethics. The diagnosis and prognosis of each child should be the subject of professional secrecy of specialists." In the elimination of speech disorders, the leading is speech therapy, which is implemented in education, training, correction, compensation, adaptation, rehabilitation.

Particular importance is attached to conducting a comprehensive medical, psychological and pedagogical examination of a person suffering from a speech disorder. There are some comments regarding the possible reason for the interaction of a speech therapist and other specialists. For example, Shokhor-Trotskaya emphasizes that a speech therapist must "necessarily find out from a doctor the nature of a violation of cerebral circulation or the features of a traumatic brain injury" in a patient with aphasia. She also notes that "good contact with the patient's attending physician" is important for a speech therapist. E.M.Mastyukova believes that "any child with speech lag needs the advice of a child neuropsychiatrist".

The opinion is expressed that "the successful correction of speech disorders largely depends on the joint efforts of all specialists", "the capabilities and proper teamwork of a speech pathologist, speech therapist, doctor, psychologist and parents." It is emphasized that the establishment of contact with a person with a speech disorder (for example, aphasia) is "the result of the fusion of scientific knowledge" of a specialist, "and his ability to make contact... the art of communication" with him. The establishment of a speech therapist's contact with children, adolescents or adults with speech disorders is given priority for the successful course of subsequent correctional work.

Taking into account the individual characteristics of the child - both positive and negative - is recognized as an important principle of the correctional work of all specialists. Among the emotional reactions that need to be taken into account in the process of getting to know and establishing contact with a child, first of all it is necessary to keep in mind fear, anger and pleasure. At the same time, the peculiarity of emotional reactions in children is manifested in their short duration, intensity and inadequacy to the stimulus. Before contacting a child, it is necessary to disconnect from personal worries and tune in to understanding, empathy, empathy, compassion for the feelings of the child and his parents, to create a "dominant on the face of another." The child should feel attention, love and protection.

The prerequisite for success in speech therapy is the creation of favorable conditions for overcoming speech disorders: emotional contact of the speech therapist with the child; an interesting form of organization of classes corresponding to the leading activity that encourages the cognitive activity of the child; a combination of work techniques to avoid

fatigue. The impact on a child with a speech disorder is associated with the normalization of social contacts with other people.

Depending on various factors (the type of speech disorder, the psychophysiological characteristics of the child, the technologies of correctional work used, etc.), the speech therapist selects and applies various methods of correction. For example, when correcting stuttering using a certain sequence of speech forms, excessive (or inadequate) speech activity of children is recommended to be "tactfully restrained" at certain stages of the development of independent speech, it is impossible to force children to repeat the spoken word or phrase with stuttering.

The tasks and main directions of interaction between a speech therapist and a teacher of special preschool groups are revealed more often and in more detail in the special literature.

The uniformity of the approaches of the speech therapist and educator to speech work with children, continuity in the requirements, as well as in the content and methods of correctional, educational and educational work, the complexity and variety of means of speech development and elimination of its shortcomings, the use of the leading type of play activity is the key to success in speech therapy work. The kindergarten teacher for children with speech disorders performs, in addition to general education tasks, a number of correctional tasks aimed at eliminating deficiencies in the sensory, affective-volitional, intellectual spheres due to the peculiarities of the speech defect. The task of the educator also includes the creation of a friendly environment in the children's collective, strengthening the children's faith in their own abilities, smoothing out negative

experiences associated with impaired speech activity, forming interest in classes.

CONCLUSION

Correctional and pedagogical work to overcome speech disorders is carried out in various directions, depending on the tasks set by the speech therapist. In many cases, it precedes speech therapy classes, providing the necessary cognitive base and motivational base for the formation of speech skills, in other cases, the educator focuses his attention on consolidating the results achieved in speech therapy classes.

The task of the educator also includes daily monitoring of the state of children's speech activity at each period of the correctional process. The educator activates the speech activity of children, controls the correct use of set or corrected sounds, worked out grammatical forms, if necessary, corrects the child's speech in a tactful manner.

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