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DEVELOPMENT OF PROFESSIONAL-METHODICAL TRAINING OF FUTURE DEFECTOLOGISTS

Submission Date: October 25, 2024, **Accepted Date:** October 30, 2024,

Published Date: November 06, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue11-09>

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ABSTRACT

This article analyzes the professional training, professional-methodical qualities of future speech-language pathologists in the conditions of inclusive education, and the qualities they should have in front of the teacher. The opinions of the research scientists are summarized and the relevant conclusions are given. The nature of the form of inclusive education, the work that should be done with students with disabilities has been analyzed.

KEYWORDS

Defectologist, professional-methodology, competence, social problem, quality, adaptation, training, knowledge.

INTRODUCTION

It is known that awareness of the importance of one's profession determines the criteria of the teacher's professional culture. Therefore, there is a need to justify the existing approaches to the interpretation of the categorical apparatus of the previously presented components of the professional qualities of the teacher-defectologist.

Professional education - combining the professional and personal sphere of the teacher-defectologist, the

level of formation of his professional knowledge, skills and qualifications.

Professional education of a future teacher-defectologist is a multifactorial process, which includes:

- development of empathic personality traits;
- formation of spirituality, inner desire for truth, goodness, perfection;

- development of the need to master the profession and pedagogical culture.

In his works, P.O. Agavelyan showed the importance of developing empathy in the teacher of the special education system, defining it as the main component of the entire professional training of a specialist of this profile. Ignoring this fact can lead to professional maladjustment.

A special feature of the professional activity of a teacher-defectologist is the opportunity to communicate with the child's inner world and, therefore, the need to help him develop his personality. At the same time, it is important not only to provide help, but also to sympathize with the child and his relatives. Unfortunately, not every special education teacher has this quality. Therefore, it is necessary to form the skills of interaction with the subjects of the corrective pedagogical process based on the principle of deontology.

Unfortunately, deontology as a component of clinical psychology is fully studied in medical universities, and pedagogy is mentioned only in the study of certain subjects in higher educational institutions. However, pedagogical deontology is a part of humanistic pedagogy and should help form the ideas of the future teacher-defectologist about his duty to the child and society. After all, the result of interaction with the child and his relatives largely depends on the behavior and nature of the specialist.

Platonov (1957): "... every doctor and every medical worker, regardless of the field in which he works, should not forget that the word has a powerful effect." He emphasized the need to form a reliable attitude of the child to the teacher and the activities he performs.

At the same time, just attention, care and participation is not enough. It is important to immediately respond to all possible changes in the child's mental activity, to anticipate different options for his behavior depending on the specific situation and personal characteristics. This allows for the correct interpretation of the observed phenomena and the adequate creation of a corrective-pedagogical intervention program.

The need to have high professional skills is determined by the specific characteristics of the teacher-defectologist. The effectiveness of communication with a child with a developmental disability is ensured not only by the manifestation of participation, respect and care, but also by the level of knowledge in the field of special psychology, pathopsychology and psychopathology. They help prevent possible decompensation events, increase the defect, and the occurrence of secondary and tertiary diseases.

The formation of the professional knowledge system of the future teacher-defectologist is the scientific and methodological basis of the future activity in the special education system.

Nazarova (1993), within the framework of the formation of the general scientific and professional competence of a teacher-defectologist (teacher of the deaf), the following areas of knowledge are of great importance:

1. Anatomy, physiology and pathology of hearing and speech organs.
2. Pedagogical psychology.
3. Age-related pedagogy.
4. Personality psychology.
5. Human physiology.
6. Legal basis of education.

Interestingly, the least important areas of knowledge were social-political and biological-medical (except for the basics of pediatrics) sciences.

It should be taken into account that the factors determining the choice of a particular field of knowledge were:

- belonging to the field of special education;
- modern ideas about educational content;
- subjective professional competence;
- traditional ideas about the importance of certain areas of knowledge.

The current system of assessing the quality of professional training is aimed at determining the level of theoretical training, developing research skills and self-education within the course and graduation qualification work. As you can see, practical activities that can be evaluated during practical training are beyond the scope of reliable and objective control. At the same time, assessment is given not only to the ability to conduct training, conduct psychological-pedagogical examinations, form conclusions, plan the process of corrective-pedagogical influence, but also to the level of formation of professional personal qualities.

Literature analysis. A systematic approach to the analysis of studies devoted to the study of professionally important qualities made it possible to identify the following components:

- direction of the person (pedagogical) (N.V. Kuzmina, A.K. Markova, V.A. Slastenin, etc.);
- pedagogical skills (F.N. Gonobolin, V.A. Krutetsky, N.V. Kuzmina);
- professional competence (N.V. Kuzmina, A.K. Markova, V.A. Slastenin).

The theoretical design allowed us to create a meaningful description of these components as components of the professional qualities of a special education teacher.

In the structure of the personality of a teacher of the special education system, figuratively speaking, the pedagogical direction that educates all important professional qualities is of particular importance. In psychology, the orientation of a person is defined as a set of stable motives that direct the activity of a person.

Special attention is paid to the consideration of the concept of "vocational guidance" which has important and dynamic characteristics. The completeness and level of attention includes the content-personal features of the professional direction and mainly includes its formal -dynamic features. The completeness of the professional direction means the scope (variety) of motives for choosing a profession. A selective attitude to a profession often begins with the emergence of personal motives related to individual aspects of the content of a particular activity or the continuity process or any external signs of a profession. In certain conditions, many factors related to the profession can be important for a person: his creative possibilities, prospects for professional growth, prestige of the profession, social importance, material, hygienic and other working conditions, compliance with his habits, character. features etc. This shows that the professional direction is based on a wide range of needs, interests, ideals and attitudes of a person. The more complete the professional direction, the more versatile the choice of this type of activity for a person, the more versatile the satisfaction from the implementation of this intention.

Thus, one of the forms of development of a professional orientation is the enrichment of its motives: from a single motive to an increasingly widespread system of motives. The career direction of a large group of people may have the same motives, but may be different. The reason for this is that the system of motives always implies their specific organization and structure. The same motives can be organized differently and be in different relationships of subordination. And most importantly, the leading motives may be different.

RESEARCH METHODOLOGY

Pedagogical conditions for the formation of professionally important qualities of future defectologists mean a set of interrelated conditions necessary to create a targeted educational process that ensures the effectiveness of the formation of the identified qualities. From the works of famous local scientists V.V. Kraevsky, A.I. Kochetova and

For others, it follows that the relevant problems cannot be solved without taking into account the system of pedagogical conditions. In turn, their implementation depends on the influence of a complex of factors. In the big encyclopedic dictionary, it is stated that "Factor (Latin factor - to make, produce) is the cause, driving force that determines the character or individual characteristics of any process, phenomenon".

Taking into account the above, we adopted the following pedagogical conditions related to the object, topic, working hypothesis and research goals addressed in this dissertation:

a) ensuring the orientation of the entire educational process of the organizational, pedagogical university

to the development of professional knowledge, skills and qualifications;

b) meaningful, which implies the introduction of updated programs of general professional block subjects, taking into account the modern requirements for the level of professional training of a teacher-defectologist in the educational process; development of elective courses that help to form professionally important qualities;

c) technological, which ensures the creation of a system of formation of professionally important qualities based on the use of active teaching methods, informational educational programs and context-modular teaching.

The implementation of the meaningful component of the model made it possible to determine the forms, methods and technologies of the process of formation of professionally important qualities in the students of the experimental group.

In our work, we used systematic, person-oriented and activity-based approaches in terms of the implementation of the model of formation of professional qualities of future speech and language pathologists.

Analysis and results. The results of the identification stage of the experimental research allowed us to conclude that the components of professionally important qualities of students in the experimental and control groups were not sufficiently formed, as well as there was a significant difference between the theoretical and practical training of the subjects.

At the stage of the formative experiment, a model developed for the formation of professional qualities

of future defectologists was implemented in the experimental groups. Compliance with a number of accepted pedagogical conditions helped to increase the efficiency of the work performed. .

The intermediate section conducted at the formation stage showed the presence of positive dynamics in the formation of professionally important qualities among students in experimental groups. Achieving positive results was possible due to targeted work on the implementation of all components of the developed model, as well as the use of a contextual modular teaching model.

The best results were noted in the analysis of the final levels of formation of the personality-oriented component of students' professionally important qualities (empathy, organization, responsibility, sensitivity, tolerance, etc.).

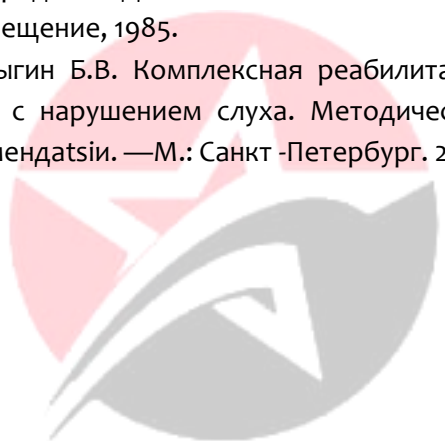
For example, in the self-assessment of the development of personal qualities, students noted that they clearly understood not only the goals and tasks of their professional activity, but also the importance of their personal participation in the results of their activity. Many subjects have increased confidence in their strengths and abilities to organize and implement a corrective-pedagogical process according to the needs of each child. The motivation to work with children with developmental disabilities also increased.

In the control phase of the experimental study, the results were processed, the rules of the hypothesis were compared with the generalized diagnostic materials, and conclusions were drawn about the validity of the proposed rules.

The comparative analysis made it possible to determine that there is no single, generally accepted opinion among teacher-researchers about the structure and content of the necessary professional and personal qualities of defectologists. With professionally important qualities, they understand various systems (sets) of various features, characteristics, personality parameters, the key to successful professional activity, etc. It is very difficult to classify them correctly, concisely and effectively. This shows the relevance and problem of this research topic. It is also evident that in the development of the content, forms and methods of professional training of these specialists in the higher education system, the qualification characteristics of the special education teacher should become one of the primary documents. In this case, it is necessary to take into account not only empirical experience, but also the scientific-theoretical basis of this process, which ensures the logicity and consistency of the study of academic subjects, and ensures the creation of optimal conditions for the implementation of academic subjects. interdisciplinary communication also helps to choose the most effective forms of working with students. The process of developing professional qualities of special education teachers in pedagogical institutes includes a very wide range of didactic and effective tasks. This process should be carried out through the integral basis of the process of organizing students' educational and scientific research activities, because in this case socially and scientifically important relations will appear between the subjects of the educational process, and help in the formation of high-level knowledge.

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