Research Article

DEVELOPMENT OF PROFESSIONAL COMPETENCES IN FUTURE SPEECH THERAPISTS

Zokirova Sarvinoz Baratovna
Teacher Of Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

In this article, the topic of developing professional competencies in future speech therapists represents an important scientific and creative approach aimed at training highly qualified specialists in the field of speech therapy. This article analyzes the process of forming and developing professional competencies of speech therapists. Emphasis is placed on expanding the knowledge and skills of future speech therapists, mastering and applying new methods in practice, and developing competencies necessary for the effective implementation of diagnostic and therapeutic processes. The article covers information on issues such as methodological approaches to speech therapy, the use of innovative technologies and individual approaches. The importance of continuing education and advanced training for the development of professional competencies, as well as taking into account the values of social responsibility and ethics, is also emphasized. This study will have a significant impact on the success of future speech therapists in developing speech and language and will serve to ensure their professional growth.

KEYWORDS

Speech therapy, professional competence, speech development, continuing education, innovative technologies, methodological approaches, diagnostics and therapy, practice and knowledge, speech therapy skills, social responsibility, professional ethics, advanced training.

INTRODUCTION

In the modern information field, where science is rapidly developing, high-quality professional training of highly qualified specialists remains one of the urgent issues facing society. The processes taking place in the social and cultural environment, changes in society, and the refinement of modern human mentality

require an increase in the requirements for the quality of personnel training.

Currently, not only in our country, but also in other countries, there is a sharp increase in the number of children with speech and developmental disorders. These processes lead to an increase in the need for psychologists, special educators: speech therapists, typhlopedagogues, surdopedagogues and other specialists.

A person who wants to master one of the listed special pedagogical specialties must have mastered theoretical knowledge from a medical and pedagogical perspective, regularly work on himself, think critically and creatively, in short, have professional competence (professional skills). According to A. Andreev, the professional skills of a teacher "...are determined primarily by the level of professional education, the person's experience and individual abilities, the desire for purposeful self-development and independent learning, and a creative and responsible approach to his work."

A future specialist who aims to work with children with various types of disabilities differs from an ordinary teacher or educator. The knowledge and skills that such a teacher must possess are relatively broader and deeper, and they are aimed at studying the characteristics of children with developmental disabilities. To become a qualified specialist in their profession, it is necessary to go through a multi-stage path of education. Students who graduate from general secondary education and enter university have a general idea of their chosen profession, a certain amount of theoretical knowledge that can be applied in practice. Future speech therapists must master a systematic "chain" of various knowledge and skills

during their education, which will help them in working with children in the future. Graduates must master general cultural, general pedagogical and professional skills that are important in preparing future speech therapists. In the modern world, where science and technology are rapidly developing, it is a requirement of the times to organize the process of correctional pedagogical education with children with speech disorders in an unconventional way based on innovative technologies. This, in turn, requires the formation of a number of qualities in students of the faculty of special pedagogy.

One of the modernized directions of training specialists in modern conditions is the introduction of a competent approach to the framework of education in pedagogical universities, in which the content of education reflects the theoretical and practical issues of society, and a competency system is visible in the form of certain goals and objectives of education. Currently, the idea of a competent approach is being studied as a sign of the replacement of integral directions and goals of education, as an open order for the content of education. The competent approach implies the systematic updating of knowledge, and the acquisition of new information that can be used in specific situations to solve professional tasks. The need for a competency-based approach is manifested in major changes in the life of society, rapid socio-economic development, which requires the improvement of professional education based on the requirements of society and the development of new approaches to determining the goals, objectives and content of education.

The competency-based approach in Uzbekistan has not only a pragmatic orientation, but also a clearly visible humanistic orientation. As I. Zimnyaya notes, it

"… if we study the competencies contained in it as complex human qualities that include both intellect and emotional and moral components, then it helps to preserve cultural-historical, ethnosocial values" [3].

I. Zimnyaya describes the competency approach as a systematic and interdisciplinary approach that incorporates human and activity aspects, that is, it emphasizes its practical, pragmatic, humanistic orientation[3]. He bases his point of view on the concepts of I. Blauberg and E. Yudin on the division of methodological analysis into four levels: philosophical, general, exact science, methodological.

In connection with the modernity of the issue under consideration, we can see the relevance of the competency approach in the scientific research of V. I. Baydenko, I. A. Zimnyaya, N. V. Kuzmina, A. K. Markova, L. M. Mitina, B. Oskarsson, D. Raven, Yu. G. Tatur, G. Khalaj, A. V. Khutorskoy, W. Hutmacher, R. W. White. Analysis shows that the transition of higher education to a competency-based education system will lead to the elimination of the problem of imbalance between professional education and the labor market.

Professional competence is a set of knowledge, skills, abilities and personal and professional qualities of a specialist in his profession that are necessary to achieve effective results in his work. Professional competence includes various aspects necessary for a person to perform his profession effectively and at a high level, including:

1. Knowledge: Possession of theoretical knowledge, basic concepts and methodologies related to the profession.

2. Skills: The ability to apply the acquired knowledge in practice, that is, the practical skills necessary for professionals to perform high-quality work.

3. Abilities: Psychological, intellectual and physical capabilities necessary to perform a particular profession.

4. Experience: Practical experience and knowledge gained during work in a professional activity.

5. Personal qualities: Adherence to social, moral and ethical standards necessary to ensure professional success.

The development of professional competencies in future speech therapists is the process of forming the knowledge, skills, and competencies necessary to ensure effective work in the field of speech therapy. The development of these competencies helps future speech therapists to increase their level of professionalism and become qualified specialists. This process can be carried out in several directions.

Strengthening theoretical knowledge for speech therapists is the basis of professional activity and is the process of deepening the knowledge necessary for the development and implementation of effective speech therapy approaches. Theoretical knowledge includes many different disciplines and concepts in the field of speech therapy, each of which is of great importance in the professional activity of a speech therapist.

Speech therapists need to know the structure and functioning of the human speech apparatus. This includes the oral cavity, tongue, lips, teeth, vocal cords and other components. Understanding how each of them participates in the speech process is very important for the successful work of a speech therapist.

It is necessary to know which parts of the brain are associated with speech, in particular, the Broca area, the Wernicke area, and their disorders. In addition, it is important to gain knowledge about how the processes of speech development and processing occur.

How does a child's speech develop, and what changes occur in what periods? For example, how children aged 0-3 develop the ability to produce sounds, speak, and understand speech.

Knowledge of various disorders of speech and language development, such as alalia (slow speech development), dysarthria (motor speech disorders), aphasia (brain dysfunction), dyslexia (difficulties in writing), and other conditions.

Studying speech and language from a psychological perspective. This means studying the relationship of language to cognitive processes, the interrelationship of psychological factors (attention, memory, language, and thinking) in the perception and expression of language.

Understanding the role of psychological factors in speech development or speech disorders, as well as the individual characteristics of a person (intellectual level, social development) and the influence of the environment.

Speech and language disorders can occur for various reasons. Future speech therapists should know the theoretical methods necessary to identify these disorders. These include diagnostic tests, questionnaires, speech observation, and video analysis.

Analyze speech disorders in terms of organic (biological causes) and functional (psychological or social causes) and understand the difference between them.

It is necessary to master the theoretical foundations of speech therapy. These methods should be adapted to the individual needs of the child or adult. Methods are applied at different levels (phonetics, grammars, lexical-grammatical systems) and through different means (nonverbal communication, visual aids, sound reminders).

Study of effective rehabilitation methods to correct or reduce speech disorders. This includes special exercises, language training programs, communication games, and other methods.

Speech and language development is not only related to biology or psychology, but also social and cultural factors play an important role. Future speech therapists must also take into account different social groups in society, the family environment, the school system and cultural differences.

It is important for speech therapists to understand the social changes in language, the role of communication in society and the social functions of language.

Study and apply new scientific research and methodologies in the development, diagnosis and rehabilitation of speech and language. This includes neuroscientific and psychological research, as well as the impact of technologies and new treatment methods.

The development of practical skills of speech therapists is the process of mastering the skills and competencies necessary to ensure the effective implementation of professional activities. Practical skills allow speech therapists to apply theoretical

knowledge in real life and in clinical settings. The development of these skills is important for a speech therapist to diagnose, treat, and rehabilitate speech and language disorders and provide individual care to patients.

It is important for future speech therapists to have the skills to conduct diagnostic examinations. Future speech therapists should learn to use various diagnostic tools, tests, and questionnaires. These tools can be used to identify conditions that do not correspond to the normal development of speech and language. The diagnostic process includes the following elements:

Listening to speech: Assessing how complete, clear, and coherent the patient's speech is.

Speech analysis: Analyzing the patient's grammatical, lexical, and phonetic errors.

Assessing communicative abilities: Determining what difficulties arise in communication.

Psychological tests and techniques: Using psychological tests to assess the individual characteristics of speech development and the general state of mind. These tests can, for example, identify differences in speech and thinking between children and adults.

Individual approach: It is necessary to develop an individual approach to each patient's speech or language disorders. The practical skills of the speech therapist help to develop rehabilitation or treatment programs in accordance with the needs of the patient.

Speech therapy: Special exercises to correct speech, practices on sound production and articulation.

Language development: Exercises to improve the grammatical and lexical aspects of the language.

Development of communication skills: Methods and exercises that help develop effective communication with patients (dialect games, dramatic role-playing games, etc.).

Individualization of exercises: It is necessary to develop an individual set of exercises for each patient, depending on his age, level of development, and type of speech disorder. For example, game-based methods can be used for young children, and more complex cognitive-methodological approaches can be used for adults.

Phonetics and articulation exercises: Involves identifying and working with sounds in speech. Correcting speech disorders requires correct pronunciation of sounds, working with the lips, tongue, and oral apparatus.

Sound Identification: Teaching the correct pronunciation of sounds and their final articulation when performing phonetics exercises.

Articulation exercises: Special exercises to ensure the proper functioning of the articulatory apparatus (tongue, lips, teeth).

Speech correction: Special exercises to make speech clear and fluent. These exercises help restore activity in the speech centers of the brain and increase the patient's confidence in their own speech.

Motivation: Encouraging and motivating patients who are struggling with speech or language disorders is necessary. Speech therapists should learn to help patients regain self-confidence, encourage them to

participate more in communication, and prepare them to achieve positive results when developing their practical skills.

Positive reinforcement: Encouraging patients' small successes and giving them praise, gifts, or other rewards.

Patient Support: Improving the mental health of patients struggling with speech and language disorders, increasing their confidence, and supporting their social integration.

Possessing the above aspects will provide practical assistance to future speech therapists and representatives of the field of special pedagogy in mastering their professional competence and becoming good specialists in their field.

Speech therapy diagnostic and examination skills are one of the most important professional competencies of a speech therapist. The correct approach and competent methods are necessary for identifying and analyzing speech and communication problems. The development of these skills plays an important role in the effective and accurate identification of speech and language disorders by speech therapists, as well as in the development of individual therapy and rehabilitation processes. Speech therapy diagnostic and examination skills require the mastery of professional experience and methods. By developing these skills, future speech therapists will be successful not only in identifying speech and language disorders, but also in organizing effective treatment and rehabilitation processes. The use of innovative technologies and new methods in the field of speech therapy today plays an important role in achieving effective and rapid results in restoring speech and

communication skills. New technologies provide speech therapists with the opportunity to facilitate complex tasks, individualize the treatment process, and make the learning process more interactive and interesting. Effective use of such opportunities ensures that future specialists master the field and work correctly with a child in need.

Today, various mobile applications and computer programs are widely used to identify, diagnose and treat speech therapy problems. With the help of these tools, interactive and game-like exercises can be developed for children and adults. These are available in the form of mobile applications and programs, as well as computer programs. "Articulation Station", "Speech Blubs", "Linggraphica" and other applications designed to develop speech. They help children develop pronunciation and vocabulary. Programs used to analyze speech and create individual exercises. With the help of these programs, speech therapists can synchronously analyze the patient's speech and accurately identify problems.

Innovative technologies, especially artificial intelligence (AI) and machine learning, make it possible to make speech therapy diagnostics more effective. In speech and language diagnostics, AI can be used to quickly perform analyzes and analyze the results in detail. Using automatic speech analysis and learning algorithms, errors in language and pronunciation can be detected. This method saves time when analyzing speech and helps to obtain more accurate results. Artificial intelligence systems can be useful in quickly and effectively assessing speech development. Machine learning algorithms can be used to identify changes and improvements in the speech of children and adults. One of the innovative methods is gamification. Speech therapy in the form of a game

becomes more interesting and effective for children and adults. This method makes the therapy process more motivating and allows patients to be involved in the process. Speech therapy games and interactive exercises play an important role in this process. In speech development, games can be used to learn words, improve pronunciation, and develop communicative skills. These games are especially useful for children, because they like to learn through play. Creating special interactive programs for children or adults, for example, games aimed at correcting word placement or changing pronunciation. This can help develop their speech and language skills. Biofeedback and neurofeedback technologies are among the newest and most effective methods in speech therapy. With the help of these technologies, the effectiveness of therapy can be increased by monitoring the physiological reactions of patients and directing them correctly.

Biofeedback technology allows you to measure the activity of speech organs (for example, tongue, mouth, nose) and brain activity. For example, to improve brain activity and control physiological processes for correct speech.

Neurofeedback technology allows you to measure and analyze the activity of various parts of the brain, which allows the speech therapist to develop more individual and effective approaches to working with the patient.

CONCLUSION

To develop the professional competencies of future speech therapists, all necessary knowledge, skills and experience must be constantly improved. This, in turn, will allow speech therapists to provide high-quality services and help them become more effective in restoring speech and communicative abilities. Speech therapist diagnostic and examination skills require the mastery of professional experience and methods. By developing these skills, future speech therapists will be successful not only in identifying speech and language disorders, but also in organizing effective treatment and rehabilitation processes. The use of innovative technologies in the field of speech therapy not only makes the therapy process effective and interesting, but also allows for quick and accurate results in restoring patients' speech and communication skills. Modern technologies, such as distance therapy, new methods such as game-based learning and artificial intelligence, are creating new opportunities for speech therapists. For future speech therapists, mastering these technologies and successfully applying them in practice will help to further improve their professional skills.

REFERENCES

1. Андреев А. А. Педагогика высшей школы. Новый курс. — Москва: Московский международный институт эконометрики, информатики, финансов и права, 2002. — 264 с

2. Абдуллина О. А. Общепедагогическая подготовка учителя в системе высшего педагогического образования : для пед. спец. высш. учеб. заведений. – 2-е изд., перераб. и доп. — Москва: Просвещение, 1990. — 141с.

3. Зимняя, И. А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании / И. А. Зимняя. - М.:Исследовательский центр проблем качества подготовки специалистов, 2004. -38 с.

4. Зеер Э.Ф. Профессионально-образовательное пространство личности. - Екатеринбург, 2002.

5. Монахов, В. М. Проектирование траектории становления будущего учителя [Текст] / В. М. Монахов, А. И. Нижников // Школьные технологии. - 2000 . - № 6 . - С . 66-83.

6. Болотов, В. А. Компетентностная модель: от идеи к образовательной программе [Текст] / В. А. Болотов, В. В. Сериков // Педагогика. - 2003. - № 10. - С. 8 - 1 4 .

7. Khasanova, A. R., & Ismailova, N. I. Mutual coordination of sensorimotor activity for physical development of children with autism spectrum disorders.

8. Ismailova, N., & Grahova, S. Mythological stories about house-spirit: Themes, structure, psychological particularities.

9. Ismailova, N., Panfilov, A., Ljdokova, G., & Farhatovich, K. Gender aspects of confounding factors in the preparation of powerlifters.

10. Ismailova, N., & Grahova, S. Bylichkas in folklore for children: Psychology of being.

11. Gaifullina, N., Ismailova, N., Makarova, O., Panfilov, A., & Ljdokova, G. Individual psychological singularities of persons with disabling diseases.