



DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE SURDOPEDAGOGS THROUGH THE OPTIMIZATION OF INDEPENDENT EDUCATION

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ABSTRACT: - Properly organized independent work creates the basis for students to acquire learning experience, life skills, social and professional attractiveness, opportunities for personal and self-esteem. Independent education forms professional competencies.

KEYWORDS: Competence, independent learning, deaf teacher, students, teacher, specialization, differentiated approach.

INTRODUCTION

Independent work of students is an independent student dialogism, which is planned by the research and teaching staff together with the student, but carried out by the student in accordance with the tasks and without the direct participation of the research and pedagogical staff under his methodological guidance and supervision.

Rational tools play an important role in the study of academic science: methods of organizing independent work, working

conditions, daily routine, work techniques and others.

THE MAIN RESULTS AND FINDINGS

The following types of independent work of students are distinguished in the study of academic discipline:

- Listening to lectures, participation in seminars, practical and laboratory work;

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- Development of topics for lectures and seminars, practical and laboratory work by part-time students (ZFO)
- Preparation of abstracts and term papers, dissertation writing;
- Modular control and test preparation;
- Work with literature, etc.

Each of these types requires students to work stubbornly independently.

First of all, every student should follow the rules of mental hygiene in the learning process. Therefore, they need to explain the mechanisms of mental labor, the causes of fatigue, ways to improve performance, as well as the organization of nutrition, recreation, and so on. This requires, in particular, an orientation lesson. with part-time students. To convey to them that the daily rhythm of the human body is determined by a number of physiological functions that are constantly changing during intense activity and sleep hours.

The daily routine plays an important role in the optimal organization of the life and activities of the full-time student - it is recommended by the scientific and pedagogical staff in the first days of training.

First-year students must adapt to independent study. Therefore, freshmen need to adapt to the living and working conditions of the university. For this, targeted pedagogical assistance of scientific and pedagogical staff is needed here. It is primarily a focus on the student who is experiencing psychological discomfort, discomfort, insecurity.

It is important to remember that a student is affected by three groups of difficulties: social, educational, and professional. Social difficulties arise from the peculiarities of communication with a change of place of residence, new living conditions, an

important circle of new people (academic and pedagogical staff, colleagues, service staff); the need to manage the budget independently, organize your life, get used to the new regime and daily activities, and so on.

Difficulties in teaching are associated with new forms and methods of teaching, the peculiarities of the organization of independent work, the control of research and teaching staff. Therefore, scientific and pedagogical staff:

- To acquaint students with the psychological and pedagogical features of the organization of education in higher education institutions;
- Assistance in mastering the methods and techniques of educational work;
- Adherence to special lecture techniques for first-year students in the first two to three months, a gradual increase in structure and speed;
- To teach students how to listen to a lecture, write the content, prepare for seminars, practical and laboratory classes;
- Precise dosing tasks for each lesson;
- Patient monitoring and evaluation of independent work, etc.

It is very important for the teacher to understand what the highest value is for the student, that all other goals and values are built in relation to him. The fact that people have been dreaming and arguing for thousands of years is that the hardest thing for a person to understand is freedom. Today, educating a free man is the main goal. In order to grow up free, a child must see free people around him from childhood, first of all, a free teacher who considers the child as his equal.

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A prerequisite for professionalism is communicative competence, i.e. the ability to communicate effectively. This is possible under the following conditions:

- high level of knowledge of the language, its expression, means of persuasion;
- have a culture of communication - the correctness of the etiquette of speech;
- Ability to apply the experience of speech activities in a particular field of communication, in this case - in educational, methodological, scientific fields.

The realization of a teacher's communicative competence depends in many ways on his or her attitude towards children. The organic nature of such a relationship is convincingly revealed in VA Sukhomlinsky's famous judgment of the "good teacher": "What is a good teacher? is a man who believes.

Features that determine the professional qualifications of deaf educators Knowledge of the methodological bases and categories of modern pedagogy and deaf pedagogy; general laws and characteristics of the development of a child with special educational needs, as well as individual psychological qualities of the person at different ages; ways to correct and compensate for developmental disorders in deaf and hard of hearing children; Understand the principles, goals, objectives, forms and methods of education and social rehabilitation that correct and develop hearing impaired people. This knowledge is a specific aspect of deaf pedagogue knowledge.

At the current stage of development of higher education in the country, one of the priorities of the Republic of Uzbekistan is the problem of training graduates as quality personnel, the main criterion of which is the formation of students' basic competencies (social,

professional, communicative, competency-based information, education).

A.V. Makarov argues that competence "depends on the inherent quality of an individual based on active knowledge and, in particular, on the experience, skills, and abilities acquired. This quality indicates that a person is ready to use effectively (including non-standard) knowledge, skills and abilities from life, social and professional situations. It's also a preparation for lifelong learning. "

In the process of reforming special education in the Republic of Uzbekistan, changes are needed in the training of teachers-defectologists. The development of a network of institutions special education for children with special psychophysical needs is now quite variable and different. Therefore, the planning and implementation of educational activities in accordance with the requirements of a modern teacher-defectologist, the requirements of a particular educational institution, creative activity, the acquisition of existing knowledge and independent new ones, critical thinking, self-defense, adequate decisions be able to adopt, master and develop innovations in the field. The high requirements of a teacher-defectologist are determined by the content of professional qualities.

Based on the new educational standard in the specialty "Deaf pedagogy" defines the following tasks that constitute the professional competence of future deaf pedagogues:

- organization of timely detection of children's hearing; conducting differential diagnostics to determine the type, pedagogical examination of children with profound psychological disorders and hearing impairments;

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- Development of individual programs, depending on the individual characteristics of the child;
- Creating and implementing conditions for the full development of the individual, taking into account the individual characteristics of children with hearing impairments;
- use of certain means of communication with hearing;

The rules on the methodological basis of research are person-centered and participatory approaches to education.

The research will be carried out in several stages:

Phase I - preparation - the study of the logical system of independent organization of the search for information on the problem, substantiation work on each scientific discipline.

Phase II - activity (2007-2009) - is focused on solving

the following tasks:

1) develop, test and analyze a system of independent assignments

student work during the main class activity (lectures, practical and laboratory classes) and extracurricular (home, creative) independent work.

2) to study the differentiation of the system of tasks for full-time and part-time students.

3) development of methodological support for independent work of students.

4) establishment of a system of tasks for independent monitoring of results

student work.

III stage - control and correction - analysis of results

research work.

As M.V. Bulanova-Toporkova, first of all, it is necessary to define the basis of education (the core of knowledge) and goals. The subject then needs to know an independent work system to create a system of tasks and problems on that basis. Therefore, in the development of the problem, the logic of the initial communication should be based on each teacher, a specific discipline of independent work of students through the analysis of content components, to determine the relationship between them. The most important tasks are: to determine the modular organization program independent work (within the discipline, each of its sections, a specific topic), independent types of work (individual, group), the implementation of the objectives, scope and timing of specific training tasks, replacing reporting forms and types are types of student support.

Currently, when choosing the content of independent work of students, we must adhere to the following criteria:

- Gradual formation of students' skills of independent work;
- (ensuring independent activity at different levels, reproductive, reconstructive, creative);
- information related to the connection and relevance of tasks for previous independent work in the classroom;
- take into account the level of complexity of the tasks;
- multi-level nature and variability of tasks;
- Distinguish the types of tasks for independent work (training, search);
- Continuity between forms and methods of independent learning Requirements to the level of material and development of

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students, control and assessment of knowledge acquired.

In addition, L.K. Pavlova, for the development of the task for the student's independent work should be carried out taking into account certain requirements: first, any task for independent learning should be challenging and accepted by the student; second, the level of complexity and the complexity of the material for independent study should determine the criteria; third, it is necessary to take into account the types of tasks required for independent work: training, research.

Particular attention is paid to the provision of a differential approach to the organization of independent work of students of different courses in different disciplines. The effectiveness of this process, in our opinion, should be a system of tasks to ensure the gradual complication, increase creativity, the active introduction of elements of generalization of practical experience, scientific research.

It is well known that there are three levels of independent activity for students: reproductive, reconstructive (reconstructive variable, and partially inventive), and creative. In the early stages, the organization of independent work of students is aimed at the formation of general educational skills and abilities to perform exemplary tasks of priority. As a result of such tasks, students learn different problem-solving methods with the teacher's guidance using a specific method. Cognitive To understand the activity of students at this level, to remember certain educational information and to reproduce according to the pattern accordingly. Second-level tasks include step-by-step, using a specific method of solving a problem in a new situation, generalizing and modifying knowledge and skills, and implementing

them. The third - the highest level - requires the analysis of the problem situation, development, substantiation of its own project, research path.

One of the priorities of the department for several years is the teaching of sign language - the creation of an integrated system, the development of education of children with hearing impairments and the formation of students' teaching and research skills. This approach is also implemented in the organization of independent work of students. Incorporating the research component into the content of independent work, student work helps to form and develop a number of skills: assessing the problem, justifying it and finding the answer; analyze and summarize the information provided, make assumptions, defend their point of view with evidence, deny the opponent's position, argue strongly; understanding is multidimensional theoretical analysis and so on.

CONCLUSION

The stratification of the system of tasks is also organized in the educational process, taking into account the specific features of the forms. As you know, the lecture at the university is a leading form of organizing the educational process, the purpose of which is to expand the teaching material of students to form an indicative basis for further assimilation. At the present stage of development is the creation of lecture conditions for higher education, the organization of independent work of students.

For this purpose, problematic speeches, provocative speeches, controversial speeches, lectures, press conferences were organized. However, a classic, traditional lecture can be an incentive for students to

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work independently. Therefore, the following forms of presentation are mainly used: planning, taking notes, defending abstracts and multimedia presentations, annotation, control formation, questions on the topic, filling in tables, schematics, adding to the report. a comparative analysis of approaches to solving an incomplete text, problems, and so on.

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