



HIGHER EDUCATION TECHNOLOGY OF TEACHING SURDOPYEDAGE

Khurshida I. Malikova

Senior Lecturer

**Research Institute For The Study Of Problems And Prospects Of Public Education Named
After A. Avloni, Uzbekistan**

ABSTRACT: - This article describes the analysis of the technology of teaching deaf pedagogical disciplines in higher education. The essence of the principles of scientific, conscious and active, comprehensible, visual, thorough, individual approach, consistency and regularity, the relevance of theory to practice and other principles used in the process of special education is revealed.

KEYWORDS: Higher education, technology of teaching deaf pedagogical sciences, deaf pedagogues, special education system, technological map of the lesson, students, knowledge, skills, abilities, development, opportunities, specialty, exercise 'ulot technological map.

INTRODUCTION

The world pays special attention to the training of intellectually gifted, professionally mature and competitive personnel. The concept of 2030, adopted at the World Forum on Education, states that "... creating opportunities for quality education throughout life ..." is a priority for the creative competence of future deaf

pedagogues requires the expansion of the pedagogical potential of the integration system, aimed at its development and implementation. This will ensure the unity of new educational technologies, innovations and modern organizational structures in the development of creative competence of future deaf educators.

"HIGHER EDUCATION TECHNOLOGY OF TEACHING SURDOPYEDAGE"

THE MAIN RESULTS AND FINDINGS

On the basis of the development of creative competence, which is considered a key stage in the process of training future deaf pedagogues in the global education system, scientific research is being conducted to improve the pedagogical skills of future professionals, to improve their intellectual and creative competence. The use of a creative approach in the development of creative competence in educational institutions, the creation of didactic support for the development of creative competence, the development of professional and personal qualities based on innovative technologies, taking into account the requirements of the employer in the training of deaf teachers [3, p.65].

As a result of radical reforms in the system of special education in our country, in particular, extensive reforms to improve the quality and professional development of deaf educators, a unique system of training deaf teachers has been established. In this regard, the normative framework for the creation of an electronic monitoring system for the formation of creative competence, the introduction of local modular technologies, the implementation of prognostic models for determining the criteria and parameters for assessing creativity has been developed. The State Program of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" states that "... Priorities and directions have been identified, such as increasing the capacity of educational services, continuing the policy of training highly qualified and competitive personnel in accordance with the modern needs of the labor market. At the same time, there are opportunities to improve the level of professional training and creative

competence of future deaf teachers in the pedagogical activity on the basis of a competency-based approach to technology.

Caring for a harmoniously developed generation with modern knowledge, independent thinking and confidence in the future is a priority of our state policy. The system of education, training and training of personnel meeting the requirements of democratic and market reforms implemented in our country has been radically reformed. The legislative framework in this area serves as a solid legal basis for these processes, as the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "We want to completely change the order, discipline and responsibility of the lower echelons of our society. Our weakest point is that we don't deal with young people. That's the decent thing to do, and it should end there. We need to put people in positions of responsibility. " The adoption of the Law on Education and the National Training Program marked the beginning of a new phase of in-depth reforms in this important area. The development of education in our country is legally defined as a priority area that meets the economic, social, scientific, technical and cultural needs of the individual, society and the state. The main goal of the reform of the education system of our country is to bring up a harmoniously developed person, to train highly qualified, competitive specialists for various spheres of society.

Higher education institutions play an important role in reforming the education process and training highly qualified personnel in the labor market. Defectology education is a branch of higher pedagogical education, education with children with mental and physical disabilities - a system of training pedagogical staff for educational, correctional work Tashkent State Pedagogical University named after Nizami, Kokand State

Pedagogical Institute, Jizzakh State Pedagogical Institute, Urgench State Pedagogical Institute. At the bachelor's degree level of the university - bachelor - defectologist, and at the master's level - oligophrenopedagogue and speech therapist and deaf pedagogue. Therefore, the issues of social adaptation of children with disabilities in these educational institutions in many respects depend on the knowledge and level of graduates of bachelor's and master's specialties of the faculty. shows the need to increase the effectiveness of the implementation of based methods. The field of professional training of teachers-defectologists needs new ideas, concepts, innovative methods, and as a result of their application with the help of highly qualified specialists to educate children with disabilities and special needs, to adapt them to social life can be raised to the level of.

In the modern labor market, a specialist with a number of important social skills, such as not only knowledge, but also the ability to communicate with different categories of people, the ability to work in a team, to attract and engage others, is more preferred. Ability to capture large amounts of information in a variety of contexts, to analyze, organize, draw independent conclusions, make personal decisions, and anticipate the outcome of those decisions also play an important role. These activities are an important element of the communicative level, and the formation and development of relevant personal qualities is an urgent task of training professionals. Innovative pedagogical technologies can serve as a solution to this problem. Therefore, it would be appropriate to expand inter-institutional cooperation in higher education in the country, to create a database of specialists. This allows students to participate in lectures by teachers from other higher

education institutions on topics of interest to them. A modern university graduate is required to be able to work in a related field, adapt easily to new technologies, and retrain if necessary.

The ability to independently target and acquire knowledge in a huge ocean of information plays an important role in the set of requirements for the specialist. Special courses should be introduced to teach students how to work with data, such as searching for relevant sources of information, analyzing them, and presenting the results. Therefore, the training of competitive professionals consists in equipping them with methods, techniques and tools for the application of new technologies.

Education of children with hearing problems in the process of teaching special subjects, the essence of the modern system of deaf pedagogy, understanding its specificity and achieving the effectiveness of special education, in particular, the system of language teaching, the improvement of deaf pedagogy. It is important to study and analyze in depth the ideas and approaches put forward by advanced deaf educators and scientists who have lived in different periods of development history. As the well-known scientist and educator F.F. Rau noted: will be able to move forward with confidence. " The problems of the theory and practice of education of deaf and hard of hearing children have a long history and are characterized by different approaches. The organization of the teaching process of teaching deaf pedagogical disciplines in higher education consists of a set of consistent characteristics of the educator and students aimed at the conscious and thorough mastery of the systems of knowledge, skills and abilities. Students' cognitive abilities are developed during the teaching process [4, p.76].

Higher education is the organization of the process of teaching deaf pedagogical sciences - the activity of the teacher to provide students with a system of knowledge, skills and abilities, to develop their knowledge and creative abilities. The teaching of special subjects is a systematic and conscious work of students to master the material of the subject.

Teaching is a two-way process that involves teachers and students. The teacher's job is to present the learning material, to form students' interest in science, ideas and beliefs, and to guide students' independent study, testing and evaluating their knowledge, skills and abilities. The second aspect of the teaching process is the student's activity, which is the systematic work of mastering the material of the subject and the formation of ideas and beliefs in the process of acquiring knowledge. Given that the content of teaching is always determined by the relevant curriculum, and the student's reading is guided by the teacher, the main condition for successful teaching is the content of teaching, teaching and learning. should be considered as a close organic link between teachers. The correctness of the learning process is characterized by the fact that at each stage, students understand the material being studied, improve their learning and skills, and perceive something new.

Organizational forms of teaching are activities in which teachers and learners are organized, organized and conducted in a certain order. The combination of this or that organizational form of teaching in different forms of group and individual teaching, different levels of independence of students in teaching, different ways of teacher guidance in the study of students characterized by.

In higher education, the combination of theoretical and practical training in the study

of deaf pedagogical sciences gives good results. This simplifies the planning of the training system and makes it easier to conduct independent graphic work and calculations, exercises, etc. in the classroom. In the pedagogical literature there are different options for classifying lessons based on their various defining characteristics. One such symptom is the content of the material being studied. Another feature of classifying lessons is the way they are taught. Conducting methods are a set of organizational and other steps expressed in the teacher's goal-oriented activities, teaching methods. In this regard, there are the following types of lessons: lectures, conversations and field trips, video, independent work of students, practical work, mixed lessons, etc. In most cases, the classification of lessons according to the main didactic purpose should be considered the most appropriate. The reason this classification is the most appropriate is that it takes into account, among other things, the place of the lesson in the learning process. There are the following types of lessons based on this feature: lessons to describe new knowledge, refinement, repetition and generalization of knowledge, testing students' knowledge and skills, mixed lessons.

The teacher's preparation and adaptation to specific aspects of the subject teaching process is done by taking into account important information. In modern conditions, innovative technologies are also used to assess the knowledge, skills and abilities of students in foreign countries. It consists of a biographical questionnaire, a statement of academic achievement, individual study assignments, discussions, interviews, creative work, tests, individual cases, presentations, expert observation, role-playing and business games. The technology serves the following three purposes [2,65]:

- Comprehensive, objective assessment of students' knowledge, skills and abilities;
- Identify opportunities for students to develop their knowledge, skills and abilities;
- Develop a long-term plan (target program) to develop students' knowledge, skills and abilities.

Assessment of students' condition, acquaintance with the conditions of education, knowledge of the special field - all this is information about the initial conditions for theoretical and practical training. The beginning of a methodology for teaching a subject is to set goals for the subject. Theoretical and practical training is a goal-oriented learning process. These processes are carried out to achieve specific learning objectives. If the learning objectives are not set, the content and didactic structure of the lesson will be disrupted. As a result, you will need to focus on topics that are not relevant to the topic. It is important to develop pre-agreed goals for the formation of theoretical and practical training [1, p. 89].

The main goal of educational technology in the field of higher education is the formation of knowledge on the subject, the analysis of problems and the acquisition of skills to accept the edges individually or in groups. , helps to develop creative and learning skills, logical thinking, speech and adaptation to environmental conditions, as well as independent decision-making and self-control.

The model of technology of training in the specialty is the form of training, lecture plan, purpose of the lecture, pedagogical tasks, results of educational activities, teaching methods, teaching aids, forms of teaching, o 'unit conditions, monitoring and evaluation. The teacher creates a technological map of the future lesson for each subject, the subject

taught for each lesson, depending on the nature of the subject, the capabilities and needs of students. Creating such a technological map is not easy, because it requires a teacher to be familiar with pedagogy, psychology, private methodology, pedagogy and information technology, as well as many methods and techniques. The variety and fun of each lesson depends on a well-thought-out lesson plan. The form or format of the lesson's technological map depends on the teacher's experience, goals, and intentions [6,87]. Whatever the technology map, it should be a holistic view of the learning process, with a clear definition of the goal, objectives, and guaranteed outcome, as well as the technology used to organize the learning process. The structure of the technological map saves the teacher from writing an extended syllabus of the lesson, because such a map reflects all aspects of the lesson process [2, p.45].

CONCLUSION

The technological map created by the teacher for each subject of the subject, for each lesson, allows him to approach and understand his subject as a whole (one semester, one academic year), the beginning of a holistic learning process, from the goal, helps to see the result to be achieved. In particular, the creation of a technology map based on the student's ability and needs allows him or her to take the individual to the center of learning. The technology map of the subject covers the stages of teacher and student activities, the content of teacher and student activities. This will increase the effectiveness of teaching higher education deaf pedagogical disciplines.

REFERENCES

1. Yakusheva S.D. Fundamentals of pedagogical skill. Textbook. - Moscow: Academy, 2012. - 256 p.

2. Shedrovitsky G.P. Communication, activity, reflection. The study of speech and thought activity. - Alma-Ata, 1974. - P. 12-28.
3. Stepanenko N.A. Development of the creative potential of a student in the pedagogical direction of training. Diss. cand. ped. Sciences. – Orsk: 2015. 215 p.
4. Stolyarov A.M. Methods for activating creative thinking. - M: VNIPI, 2003. - 126 p.
5. Slastenina V.A., Isaev I.F., Shiyanov E.N. General pedagogy. // Textbook for students. higher textbook establishments. Ed. V.A. Slastenina. -2 hours - M .: Humanit. ed. Centre. Vldos, 2003. - 256 p.
6. Senashenko V., Zhalnina N. Independent work of students: actual problems. – Higher education in Russia. -2006. No. 7. pp. 103-105.