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Professional Training of Future Signed Teachers Based on An Integrative Approach

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Abstract: This article aims to determine the importance and effectiveness of an integrative approach in the professional training of future sign language teachers. The increase in the number of children with hearing impairments in the modern education system and the complexity of their educational needs necessitate the use of new approaches in the training of sign language teachers. An integrative approach allows the formation of comprehensive professional competence by combining knowledge from various disciplines and practical areas. The article also analyzes the theoretical foundations of pedagogical, psychological and medical sciences, studies foreign and domestic experience, as well as conducts practical observations and expert assessments. An integrative approach allows for the strengthening of theoretical knowledge of sign language teachers, the development of practical skills and the ability to use modern technologies. This approach ensures the readiness of future specialists to effectively operate in an inclusive educational environment.

Keywords: Integrative approach, surdopedagogy, professional training, hearing impairment, special education, inclusive education, pedagogical competence, interdisciplinary approach, practical skills, modern technologies, educational methodologies.

Introduction: Professional training of future teachers of the deaf based on an integrative approach is of great importance in the modern education system. This approach is aimed at training specialists by combining different fields of knowledge and providing a comprehensive approach.

The integrative approach combines theoretical

knowledge and practical skills in deaf education. This approach combines the achievements of the fields of psychology, pedagogy, medicine, linguistics and technology, creating a comprehensive educational program.

There are several important areas in the training of deaf teachers. First, it is necessary to deeply study the psychological characteristics of children with hearing impairments. Second, skills in using special methods and technologies are formed. Third, issues of working with families and social adaptation are studied.

Nowadays, digital technologies play a major role in deaf education. Skills in working with hearing aids, cochlear implants and special software are necessary for future specialists. The ability to effectively use visual and communicative tools and multimedia materials is also formed.

Continuous practical training and internships are organized to apply theoretical knowledge in practice. Experience in working in special schools, rehabilitation centers and family environments is gained. This process plays an important role in forming the professional competence of future deaf educators.

Hearing educators must work in collaboration with other specialists - audiologists, speech therapists, psychologists and social workers. Therefore, in the process of professional training, teamwork skills and the ability to integrate with other areas are developed.

According to a modern approach, deaf educators must prepare to work in an inclusive educational environment. This ensures the adaptation of children with hearing impairments to general education schools and the realization of their full potential.

Professional training based on an integrative approach ensures the formation of deaf educators as highly qualified specialists who meet modern requirements and provide the opportunity to provide effective assistance in the process of education and development of children with hearing impairments.

In order to substantiate the principles of the didactic system of professional training of future sign language teachers based on an integrative approach, it is necessary to determine the specifics of the professional activity of a graduate of a higher educational institution and the objective characteristics of the structure of the educational process. They are as follows:

1. The holistic process of education is summarized by the stages of its time distribution. A student of the special pedagogy of surdopedagogy must be able to analyze each stage of the educational process. The continuity of the learning process and the

contradiction between the stages is an integrating factor of education.

2. The substantive aspect of the student's education process is characterized by structural multi-subjectivity, reflecting the essence of the primary education stage. The need for fundamental theoretical multi-subject training is in conflict with the limited scope of the educational process. The idea of developing education puts the task of intellectual development, which includes the ability of a person to independently search for and assimilate new information, first of all. The main emphasis is shifted from memorizing educational information sufficient for professional activity to its deep understanding, and the formation of skills for the creative application of this information in practice.

3. As a teaching model of the theory, each academic discipline has its own logical-structural basis (the logical-structural basis is the expression of the principles of the theoretical basis of the discipline). Based on the logical-structural basis, the distribution of academic disciplines by time occurs. For example, significant differences in the principles of constructing linguistics and biology determine objective contradictions in the teaching process.

4. The worldview characteristic of the process of holistic training of future surdopedagogues based on an integrative approach is a priority.

The process of training future sign language teachers based on an integrative approach is a multi-layered education, all components of which are interconnected and mutually influence each other, the absence of any of them in a future teacher necessarily leads to an imbalance in the structure of the specialist's personality.

The development of professional training of future sign language teachers based on an integrative approach is associated with the development of professional competencies in them. In turn, professional competencies are interconnected as follows:

with a set of professional knowledge, skills and generalized methods of action necessary to fulfill the qualification requirements for performing tasks in professional activities and solving typical (simple) problem situations;

with technical tasks in the field of professional activity, which allow us to say that the subject has experience;

with a developed system of formed personal qualities that determine the successful activity of a person in the professional field.

Thus, having analyzed the scientific works, we come to the first intermediate conclusions that are important for the study:

1) in the modern world educational environment, the term "education" is interpreted in a very broad sense - as a system of training, upbringing and development of a person in order to form a civil, professional, creative personality; this is also naturally reflected in the Law of the Republic of Uzbekistan "On Education";

2) the educational process is recognized by researchers as the basis of the activities of a higher educational institution aimed at achieving educational results planned by the state, based on the triad of education, upbringing and personal development;

3) the essence of the professional training process in a higher educational institution is the formation of professional competencies related to:

with readiness for technologically organized solution of professional problems (understanding the problem, selecting information, analyzing it, planning actions, attracting resources, correctly assessing the results obtained and quickly correcting one's actions in connection with the problems that have arisen);

with the ability to act meaningfully and purposefully in accordance with the professional tasks being solved, to choose the only correct, acceptable way to solve them based on available resources;

with the ability to implement constructive experience accumulated during studies, which is necessary and helps to qualitatively fulfill qualification requirements;

with the values of development adopted by the graduate, lifelong learning, professional self-education, acceptance of norms and professional behavior, etc.

Reform of the higher education system, a deep social crisis, the expansion of private sectors of production, the tendency to globalization and the business environment in modern conditions have put forward new requirements and criteria for the professional competence of students. The problem of professional motivation, first of all, is answered in the process of modernization of education and social changes taking place in modern society. The presented arguments call for a modern teacher to continuous professional development, growth, the implementation of qualifications and skills during his work, and are a guarantee of competitiveness in the unusual conditions of the modern labor market.

In the psychological and pedagogical literature, professional motivation is interpreted differently:

according to the theory of the hierarchy of motives, as a set of needs, interests, and professional realization that motivate professional activity, professional self-awareness, professional development;

as an internal factor of the development of personality

and professionalism, as a high level of its formation, as a possibility of effective development of the culture and education of the individual, as a basis for the development of the personality of a specialist;

as a factor influencing the successful adaptation of the student to effective educational activities, optimization of certain components of his orientation in the process of professional preparation for cognitive or understanding activities;

the relevance of activity theory to the internal driving factors of personality and professionalism development.

Based on the analysis, it can be said that professional development is a process of deepening professional knowledge and skills, the successful completion of which allows you to perform more complex work within a certain profession, specialty. The legal basis for the development of professional competence of future sign language teachers based on an integrative approach is determined by the Law "On Education" and other regulatory documents. Their provisions are determined by regulatory and legal acts of executive authorities, primarily by resolutions of the Government of the Republic. According to them, the goals of higher education are to consistently develop the level of professional and general education of future specialists, to train highly qualified specialists. The professional training of students can also be developed through meetings, round tables, events, master classes, study of the activities of experienced teachers, and cooperation with other educational institutions aimed at developing specialized disciplines, various professional activities. In this case, conditions are created for students who do not have basic professional and methodological knowledge to undergo practical training. Therefore, professional training is the process of systematic acquisition of practical knowledge, skills, and competencies necessary to perform a specific task, a group of tasks in a specific field of activity. The current stage of development of modern higher education, the process of professional training of students in state and non-state higher education institutions imposes qualitatively new requirements on its organization, content, and methodology, and suggests modern approaches to increasing its effectiveness. A constructive and realistic strategy of action in the field of higher education should be based on a thorough analysis of professional needs, taking into account the long-term prospects for the socio-economic, scientific-technical, and cultural development of the country and the world. Historical and pedagogical analysis of students' professional competence shows that the transition to a new system of socio-economic relations is accompanied by a process of abandoning stereotypes

of traditional professional forms. The new image of the profession chosen by students as a psychological and pedagogical phenomenon has a great impact on the process of professional training of specialists in the higher education system. The processes of developing students' professional competence in higher education determine the organization, content and methods of education. At the same time, it requires the development of higher education policy, the restoration of the state's responsibility and active role in this regard, and the establishment of a system of comprehensive use of scientific and practical programs to organize the educational process in universities based on modern approaches.

So, professional training is a set of special knowledge, skills and qualifications that provide effectiveness in performing tasks in a particular field of activity. In some literature, professional training is referred to as the process of teaching the skills necessary to perform a specific job, group of tasks. The development of professional training is the process of acquiring new and additional knowledge in the main and relevant profession, specialty.

In order to successfully implement the training process of future surdopedagogues based on an integrative approach, it is necessary to take into account that training, like any other type of activity, is a multi-component system and has its own structure, form, and methods of organization.

"In order to successfully implement the training process of future sign language teachers based on an integrative approach, it is necessary to take into account that training, like any other type of activity, is a multi-component system, having its own structure, form, and methods of organization. In-depth study of the integrative foundations of disciplines should be combined with the ability to apply the acquired knowledge to solve problems that arise in the process of professional activity. This does not occur solely on the basis of accumulating integrative knowledge about individual disciplines. The integrative approach connects knowledge about the essence of the discipline with knowledge of methods for its creative transformation. The integrative approach creates conditions for the synthesis of previous knowledge. An important function of the integrative approach is the regulatory function of practice, the function of the constructive principle.

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