

PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE TEACHERS OF THE DEAF IN THE PROCESS OF INDEPENDENT EDUCATION

Teshabayeva Oygul Fazliddinovna

Tashkent State Pedagogical University named after Nizomi

Teacher of the Department of Sign Language Pedagogy and Inclusive Education

tesabaevasamira@gmail.ru

Phone number: +998999190750

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.

Аннотация: Грамотно организованная самостоятельная работа создает основу для приобретения студентами опыта обучения, навыков жизненной, социально-профессиональной привлекательности, возможностей для личностной и самооценки. Самостоятельное образование формирует профессиональные компетенции.

Keywords: competence, independent learning, deaf teacher, students, teacher, specialization, differentiated approach.

Ключевые слова: компетентность, самостоятельное обучение, глухой педагог, студенты, учитель, специализация, дифференцированный подход.

Introduction:

In the higher education system of advanced foreign countries, methods and technologies aimed at increasing the share of independent study hours, students' independent learning, critical and creative thinking, systematic analysis, professional-methodical skills, and strengthening their competences in the educational process is widely used. It is argued that the process of modernization and optimization of the system of professional competence development of future deaf pedagogues-specialists will be effectively implemented in the process of independent education.



In world educational institutions, special attention is paid to scientific research aimed at self-development of specialists, increasing their knowledge independently, forming an active creator capable of innovative activities, developing creative abilities, and improving the methodology of improving their independent work. In particular, independent education of future deaf pedagogues, acquisition of the necessary competencies of specialists through continuous improvement of independent work skills, improvement of creative creativity, research, logical thinking, independent work, formation of personal professional, creative opportunity and integrative thinking, development of professional competence the need is highlighted.

The priorities of the systematic reform of higher education, modern knowledge and independent raising the process of training highly qualified personnel to a new level in terms of quality, modernization of higher education and development of social sphere and economic sectors, based on advanced educational technologies, are given special importance as strategic issues. For example, in the Concept "increasing the share of independent education hours, students' independent education, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, introduction of methods and technologies aimed at strengthening competencies in the educational process, educational the task of directing the process to the formation of practical skills, in this regard, the wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process. It is also noted that students can acquire the necessary competences of specialists through independent education, independent work, and continuous improvement of their skills, and can achieve the development of creative creativity, research, and logical thinking. Currently, the ratio of classroom (contact) and independent education in the curricula of students is from 40/60 percent ratio to 50/50 percent ratio in undergraduate education, from 30/70 percent ratio to 50/50 percent ratio in master's specialties. allocated to the percentage ratio. In the process of changing the educational program, a number of issues and problems of science should be studied through independent education.

Independent education is the independent acquisition by students of a part of the program materials in one or another subject. The higher education system is based on scientific and practical achievements, as well as the principles of democratization, continuity, integrativeness, standardization, flexibility and openness, self-development, preserving and following the humanitarian traditions of national and



world culture, continuous social- based on economic development. Higher pedagogical education includes the formation of students' knowledge about the natural relations of a person with nature, culture, society, the state, the processes of the emergence of an individual, taking into account the structural relations of psychological, pedagogical, social problems presented in anthropological courses. implies arming with a system of knowledge. The program for the implementation of the model of the future specialist includes not only the acquisition of scientific knowledge necessary for future professional activity, but also the professional culture, skills and abilities that define professionalism and professional skills.

One of the main tasks of training teachers in accordance with the new traditions in the higher education system is to develop the need for self-education of future deaf pedagogues, to creatively solve professional tasks, to act in the rapid flow of information, to develop the future forming a reflective culture of a specialist, designing the educational activities of students and their professional growth. Changes in the education system are closely related to the content of education. Updates also require thinking about new forms and methods of organizing student studies. In this sense, the organization of students' independent work is not only an important form, but also an important part of the educational process. S. I. Arkhangelsky, V.P. Bespalko, A.A. Verbitsky, V.I. In the scientific works of Zagvyazinsky, P.I. Pidkasistiy, the modern strategy of professional pedagogical education, including the issue of training specialists in the field of special pedagogy, was studied [192, 200, 209, 214, 257.]. In the scientific works of these scientists, it is noted that at the current stage, independent education with its mechanism and technology brings an effective final result in the educational process at the Higher Education Institution, should also include the existence of scope to act independently of others" [192].

According to P.I. Pidkasisti, "Independent work is a type of frontal, group and individual educational activity, which is carried out without the direct participation of the teacher, and the great activity of the dynamics of cognitive processes is recognized" [257]. V.P. Bespalko suggests that the use of person-oriented technologies should be given importance on the basis of a dialogic approach that determines the mutual subject-subject influence of the participants of the educational process [200]. A.A. Verbitsky, Independent education is aimed not only at the saturation of the student with information, but also at the formation of effective, creative thinking, the development of the intellectual and creative potential of the individual, the formation of methods of logical analysis and comprehensive



processing of information, mental needs, general and professional in the future specialist interests in development, self-education and desire for self-development and purposeful formation [209.]. V.I. Zagvyazinsky admits that although the independent work of students is regularly monitored by the pedagogue, the goal is to gradually transfer this activity to the student [214]. Proper organization of independent work has a number of advantages, and their interrelated development ensures effective progress. The formulation of the problem in this way corresponds to the concept of life-long learning as the priority and final direction in the educational paradigm.

The organization of independent work of future deaf pedagogues is carried out within the framework of the preparatory stage, the stage of managing independent work performed in the auditorium and outside the auditorium, and the stage of the practical report statement. The first stage is the preparatory stage, which includes the time allocation for independent work, the schedule and thematic plan of independent work, the period of independent work, forms and methods of control, forms and methods of self-management in the process of independent work. 'lajak covered the creation of an independent work plan for a deaf pedagogue. The second stage provides for the management of independent work carried out in the classroom and outside the classroom. At this stage, independent educational activities are theoretical (working with textbooks, additional literature), practical (fulfilling practical tasks, in specialized educational institutions , organizations - development of professional skills in pedagogical practice bases) and can be combined (mixed-theoretical-practical). The third stage is the stage of the practical report statement, which includes such forms of work as writing written works by the future pedagogue of the deaf, performing control tasks, preparing reports, documents, abstracts, and defending course work. Independent thinking of future deaf pedagogues should be activated based on the rules set by the teacher in the process of preparing lessons, methodology, demonstration materials, writing a synopsis, document, report, theses. When studying material on specific problems of science, future pedagogues of the deaf should be able to generalize, analyze, and draw conclusions on the main problems raised in them. Such work stimulates independent activity, becomes a source of creativity and research. This is helped by the teacher's attitude towards independent understanding and search for the purpose of action. Of course, the attitude of the teacher to the perception of a certain material (encourages future deaf pedagogues to think, think, search) plays an important role. depending on the difficulty level of the teacher's instructions. Taking this into account, it is necessary



to transfer future deaf pedagogues to a new stage of mastering more complex skills in time. These skills demonstrate the independence of actions, research and creativity. To perform any independent work, the future pedagogue of the deaf must determine the purpose of the independent work; clarification of cognitive (problematic or practical) tasks; self-assessment of readiness to work independently to solve a defined or selected task; choosing an adequate method of action leading to the solution of the problem (choosing ways and means of solving it); planning independent work to solve the problem (independently or with the help of the teacher); implementation of an independent work program; The teacher should implement management documents in the process of independent work: monitor the progress of independent work, control the intermediate and final results of the work, correct the work program, eliminate errors and their causes. An independent learning region can be represented graphically as a set of overlapping circles of different diameters with a single center. Also, circles with larger diameters lie below other circles with smaller diameters. Circles are superimposed from large to small, taking into account the correspondence of the centers of the diameters of the corresponding circles. Thus, the educational space is a complex multi-level phenomenon, it is a multi-environmental reality in which the learning process takes place.

Independent work of future pedagogues of the deaf is a type of educational work that ensures the implementation of independent knowledge activities in classes, contributes to the formation of students' independence as a human virtue, as well as a means of acquiring educational and scientific knowledge. Independent work is a type of frontal, group and individual learning activity, which is carried out without the direct participation of the teacher, and the great activity of the dynamics of cognitive processes is recognized. includes the presence of scope for independent action.

The analysis of modern scientific and methodological literature, the proper organization of independent work of students not only significantly increases the effectiveness of the educational process, including the solid and deep assimilation of knowledge, skills and abilities, analysis , proved that it helps to systematize and describe educational materials, to establish communication within and between disciplines, and to apply the formed knowledge in practice. Also, independent education helps to develop and use important human qualities - independence, initiative, finding creative solutions to assigned tasks, maximum development and use of existing opportunities and abilities. Therefore, the course of independent work of students outside the classroom actively becomes one of the priorities in the system



of training specialists. This is reflected in the state standards of higher education of the new generation, which envisages independent work outside the classroom for 50% of the academic period.

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