

## PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE TEACHERS OF THE DEAF THROUGH OPTIMIZATION OF INDEPENDENT LEARNING

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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.

**Key words:** competence, independent learning, deaf teacher, students, teacher, specialization, differentiated approach.

### 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.

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

### Introduction:

The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education and innovation. It is difficult to solve this problem only by passing it from the teacher to the student in a ready form.

**The main part.** It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge who can formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The current higher education reform is inextricably linked with the transition from a teaching paradigm to an educational paradigm. In this regard, it should be recognized that the student's independent work is not only an important form of the educational process, but should become its basis. This implies directing to active methods of knowledge acquisition, development of students' creative abilities, transition from innovative education to individualized education, taking into account the needs and capabilities of the individual. It's not just about increasing the number of hours for freelance work. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, it should be built in a way that develops the ability to acquire knowledge, forms the student's ability to self-develop and creatively apply acquired knowledge, methods of adaptation to professional activity in the modern world. At the same time, independent work, its planning, organizational forms and methods, the system of monitoring results is one of the weakest points in the practice of higher education and one of the understudied problems of pedagogical theory, especially in relation to modern educational and methodological education situation (diversification of higher education, introduction of educational standards, introduction of pedagogical monitoring system, etc.).

In studies devoted to the planning and organization of students' independent work (L.G. Vyatkin, M.G. Garunov, B.P. Esipov, V.A. Kozakov, I.Y. Lerner, M.I. Makhmutov, N.A. Polovnikova, P.I. Pidkasisty, etc.), logical and other aspects are considered, many aspects of the studied problem are revealed, especially in the traditional didactic plan. At the same time, issues of motivational, procedural, technological provision of students' independent classroom and out-of-class cognitive activities require special attention - a comprehensive pedagogical system that takes into account individual interests, abilities and inclinations of students.

The professors of the Department of Sign Pedagogy and Inclusive Education of the Faculty of Special Pedagogy and Inclusive Education of TSPU developed independent educational tasks for the students of 60110400 – Defectology (sign language pedagogy) (additional sign language interpreter) from several specialized



subjects released. For example, independent educational assignments from the subject of deaf pedagogy were developed. In addition to the independent work of the students, the planned educational, educational and research work of the students is carried out outside the auditorium according to the teacher's assignment and methodical guide, but without his direct participation. The scope of independent work of students is determined by the state educational standard. Independent work of students is mandatory for every student and is determined by the curriculum. The goal of students' independent work is to acquire fundamental knowledge of discipline, creative experience, and research activities.

Independent work of students contributes to the development of independence, responsibility and organization, creative approach to solving educational and professional problems. The tasks of work outside the independent audience are as follows:

- systematization and strengthening of acquired theoretical knowledge and practical skills of students;
- deepening and expanding theoretical knowledge;
- formation of abilities to apply the knowledge gained during exercises;
- development of students' knowledge and activity: creative initiative, independence, responsibility and organization;
- the ability to form independent thinking, self-development, self-improvement and self-awareness;
- development of research skills;
- use of materials collected and received during independent training for effective preparation for final tests and exams.

The system adopted in higher education institutions is used to evaluate students' answers: excellent, good, satisfactory, unsatisfactory. The total score of the exam is the arithmetic mean of three marks (two for each question and one for the practical task).

The following criteria are used to evaluate the students' answers to the questions: "excellent" - the student explained the problem in accordance with the scientific and methodological rules adopted in the system of modern educational and correctional work with persons with hearing impairment; qualified terminology used; covered the issue fully and reasonably; properly organized intra-subject and inter-



disciplinary connections; Knowledge of interdisciplinary literature sources in full compliance with program requirements, as well as recent publications recommended in the study of the subject; gave practical examples according to the question, explained them methodologically clearly and fully; answered additional questions correctly; "good" - the student explained the question in accordance with the scientific and methodological rules adopted in the system of training and remedial work with persons with hearing impairment, used the terminology competently; fully covered the issue, but some inaccuracies that were not of a fundamental nature allowed to establish intra-topic and inter-topic connections, prove the main rules in the answer and (or) did not fully justify the answer; in accordance with the requirements of the program, has information about many literary sources on the subject under consideration, has familiarized himself with most of the latest publications recommended for studying the subject; gave practical examples in accordance with this issue; gave practical examples in accordance with this question, the question, but did not always fully justify them methodologically and (or) made some inaccuracies that were not of a fundamental nature; answered additional questions correctly; "satisfactory" - the student answered the question in accordance with the basic scientific and methodological rules adopted in the system of educational and corrective work with persons with hearing impairment.

Competently used terminology; however, it did not cover the issue completely and (or) deeply, it was difficult to discuss the answer, to establish intra-topic and inter-topic relationships; familiarization with individual literary sources on this problem recommended by the program; gave practical examples in accordance with the question, but did not always fully and clearly justify them methodologically; he did not make a mistake in the answer indicating that the educational materials on this issue were not mastered; in most cases, additional questions were answered correctly; "unsatisfied" - the student did not disclose this issue, did not have the basic scientific and methodological rules accepted in the system of educational work with persons with hearing impairment, made mistakes in the use of terminology and (or) inaccuracies of formulas; this problem recommended by the program; struggled to give practical examples and their methodological analysis; had difficulty answering or did not answer additional and clarifying questions.



### Conclusion:

In accordance with the modern scientific and methodological requirements for this type of educational work at the university, the organization of independent extracurricular activities of students in the subject of "Deaf pedagogy" helps all students to master the educational materials of this subject in a high-quality way, to develop the most important personal qualities - independence, initiative, interest in professional activity, striving for self-education and self-development, creative solution of tasks and thus 60110400 – State higher education on the specialty of Defectology (Sign language pedagogy) (additional sign language interpreter) helps to improve the training of graduates in accordance with the requirements of the institution.

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