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FUNDAMENTALS OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE DEFECTOLOGISTS IN HIGHER EDUCATION

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Annotation. This article analyzes the basics of developing professional competence of future defectologists in higher education.

Keywords. competence, socio-pedagogical competence, special education, structural element.

INTRODUCTION

At the same time, scientific research is being carried out to determine the strategy for the development of socio-pedagogical competence of future defectologists, to use information technologies in improving the system of their professional training, to identify opportunities for the formation of their socio-pedagogical competence, to improve models of socio-pedagogical competence.

In our republic, the normative basis for the successful socialization of persons with disabilities, personal development, training of Bachelor speech therapists has been created. Material and technical bases were developed in higher educational institutions. In the development strategy of the president of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan, attention was paid to strengthening the "social protection of the population, state support of disabled and other extiyojmand categories of the population". As a result of the implementation of these islohot, the social adaptation of children with developmental disabilities to a full-fledged diet, the system of providing them with medical and pedagogical assistance will be further improved.

DISCUSSION

The training of defectologist personnel in the Republic served as the basis for the work carried out in the framework of this topic, since the study of the problems of development of their professional competence is one of the urgent problems. Our study of many research works defectologist socio-pedagogical competence consists of a socio-personal, cognitive, professional-activity, analytical-reflexive structure, which includes the socio-valuable content of several of his future professions; the formation of the experience of activity necessary for the acquisition of a set of socio-pedagogical knowledge, skills, skills and work with children with speech disorders, as well as the formation of in our research, their norms were established, studying the possibilities for the development of socio-pedagogical competence of future speech therapists.

In this, attention was paid to the establishment of its relations with the stages of Education, which, unlike previous approaches, are aimed at the formation of each structure of the meaningful content of the future speech-pedagogical competence.

Speech speech competence is a complex derivative formed on the basis of theoretical knowledge and practical skills, personality qualities and social experience; it is a specific ability to solve various professional: diagnostic, methodological, psychological, Correctional, social and tasks aimed at correcting speech disorders and increasing the social capabilities of children with such disorders.

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In creating a model for the development of socio-pedagogical competence of future speech therapists, we took into account the theoretical-methodological, software-targeted, meaningful-technological, result-evaluation and organizational-pedagogical elements, the set of pedagogical conditions contributing to the effective implementation of the model, providing for the readiness of all subjects of the educational process for pedagogical and social interaction. The implementation of the model for the development of socio-pedagogical competence of future logopeds provided for the regulation of its interrelated elements, their validity as a whole, orientation towards the goal, Management, Regulation. Elements of the development of socio-pedagogical competence were considered socially oriented goals and objectives, forms of preparation of students for professional and practical activities, organizational forms and methods of conducting pedagogical practice, registration and control of Student Affairs and its management.

We have developed its indicators and levels based on the component structure of the personality's development of socio-pedagogical competence of future speech therapists and allowing to carry out monitoring, to determine the dynamics of the development of socio-pedagogical competence of future speech therapists in the process of their professional and practical training.

Recognition of the personality of a child with speech disorders as a value requires motivation for speech-oriented socially oriented activities. This structural system includes the content, motives, purpose and needs of the actualization of speech socially oriented activities. The content is considered as a duty on the part of the speech therapist, which consists in the performance of socio-pedagogical functions. This structural part provides for the formation of such qualities and characteristics as openness and sociability, responsibility, initiative, self-confidence, creative imagination, flexible social thinking and behavior, psychological stability in unexpected life circumstances, speech disorders from the point of view of social status, as well as the presence of purposefulness in systematic work with incompetent, problem children.

RESULT

Based on the fact that the formation of the future speech-pedagogical competence represents a complex process, the realization of which is carried out from different points of view, personal orientation, activity approaches and theoretical aspects of Correctional-pedagogical training were chosen as the theoretical-methodological basis of the object under study by us.

Ya.Chicherina, D.Norkeldieva, E.Based on the general structure of the innovative model of preparing future defectologists for professional activity proposed by Bondareva, the forms of Organization of educational and cognitive activities of students outside the audience (R & D, pedagogical practice, independent 53 professional activities, volontericity, etc.) reflected and identified in its content the rules that can be applied when determining the pedagogical conditions for the development of socio-pedagogical competence:

- ✓ ensuring the development of a person by organizing his practical activities;
- ✓ ensuring a coordinating and generally motivational nature of the management of the process of developing socio-pedagogical competence;
- ✓ formation of the future speech therapist's vision of professional activity as personal significance [4].

- ✓ based on the structure of socio-pedagogical competence, the following tasks can be distinguished on its formation:
- ✓ professional education in future speech therapists and the development of a socio-value attitude to the chosen profession;
- ✓ arm future speech therapists with socio-pedagogical knowledge necessary for working with individuals with problems in their development;
- ✓ formation of skills of interaction with children, parents and pedagogical specialists in future speech therapists;
- ✓ formation of students ' skills regarding reflection and an objective assessment of their professional activities.

Our detailed studies have made it possible to establish that the future speech speech-pedagogical competence consists in the Integrative quality of a person who requires knowledge of the individual-personal and behavioral characteristics of children with speech disorders, the ability to analyze their socially significant problems and social ties, the readiness of children to perform socio-pedagogical functions aimed at training

A special place in the development of future speech-pedagogical competence is occupied by pedagogical practice. It is this process that provides practitioners-students with the opportunity to understand and assess the level of readiness for independent professional correctional and pedagogical activity. The process of developing the socio-pedagogical competence of the future speech therapist in the process of pedagogical practice can be effective when it is carried out on the basis of a theoretical model. Its development requires the use of a personal-oriented approach, the model indicates the personal characteristics of Bachelor-speech therapists, their involvement in the collaborative educational process. The feasibility and systematization of the work we carried out during the organization and conduct of the pedagogical practice of students allowed the experimental group to achieve significant success to the teachers of the future defectologist (speech therapist), to better prepare for future professional activities.

Opening the essence and role of pedagogical practice in the theoretical and technological element of our developed model, it was envisaged that pedagogical practice in its content serves as a factor in the formation of socio-personal, cognitive, professional-activity and analytical-reflexive components of the socio-pedagogical competence of future speech therapists.

CONCLUSION

For the effective implementation of the model that forms the socio-pedagogical competence of future speech therapists, the following: monitoring of their personal growth in the process of developing socio-pedagogical competence in students; variativeness, dynamics of internship programs; priority of Project, problem-learning technologies; application of technologies for modeling problem situations in practical activities; invasion-stage formation of socio-pedagogical competence in the process; motivation and activity of students in the acquisition of socio-pedagogical competence; implementation of individual socio-pedagogical projects in the process of pedagogical practice; pedagogical conditions such as independent educational activities of students are necessary.

Expressed pedagogical conditions determine the integrity of the formation of socio-pedagogical

competence of future speech therapists, lead to the consistency of their introduction into the process of a higher educational institution and ensure the achievement of the expected result of the implementation of the model.

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