VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.



PROFESSIONAL-METHODOLOGY OF FUTURE OLIGOPHRENOPEDAGOGUES FEATURES OF COMPETENCE DEVELOPMENT

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 09, 2023

Crossref doi: https://doi.org/10.37547/ijasr-03-12-03

Daminova Maftuna Askarali Qizi

TSPU 2nd Stage Basic Doctoral Student Named After Nizomi, Uzbekistan

ABSTRACT

The article provides information on the development of professional-methodical competences of professional-methodical training of future oligophrenopedagogues. Scientists' opinions about professional-methodical competence were analyzed. Based on this, it is justified that the issue of ensuring the professional-methodical training of future oligophrenopedagogues is becoming more and more important.

KEYWORDS

Oligophrenopedagogue, competence, creative thinking, professional-methodical, integration.

Introduction

One of the most urgent tasks facing the modern society is to develop human capital, to educate a new generation of well-developed, healthy and well-rounded, competitive personnel in the internal and external labor market. The issue of establishing a modern education system, aimed at the development of mature individuals who have a high level of professional training, developed

creative thinking, and feel independent and free, is of crucial importance in the successful performance of this task.

In accordance with the Law "On Education", another important type of continuous education in practice - in the field of higher education, great importance is attached to raising the quality of

Volume 03 Issue 12-2023 11

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











training of highly qualified personnel with modern knowledge and high spiritual and moral qualities to a new level. In this regard, the strategic goals of the development of the sector are clearly defined in the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PD-5847 of October 8, 2019. Among them, issues such as development of human capital based on the requirements of the labor market, training of highly qualified, creative and systematic thinking personnel who can make independent decisions in accordance with international standards, creation of necessary conditions for the manifestation of their intellectual abilities and formation as morally mature individuals have a special place holds.

In the concept, as well as increasing attention to the quality of training of personnel in humanitarian and pedagogical revising and improving curricula and programs pedagogical education directions specialties based on advanced foreign experience, forming the skills of using modern pedagogical technologies in the educational process of students studying in these directions, pedagogical education implementation of measures to improve the infrastructure is envisaged. Development of inclusive processes in higher education, increasing the types of educational services provided to students with disabilities and improving their quality, creating broad conditions for their social adaptation are among these activities.

The of process professional-methodical preparation aimed at the implementation of the social order of future oligophrenopedagogues. which consists in fulfilling the tasks assigned to them as pedagogues, the needs of real educational practice, the dynamics of measures taken to increase the volume and variety of educational services in a specific educational space, and the modern content of pedagogical education, it is formed and implemented under the influence of reforms aimed at fundamental renewal. As it was shown above, the rapid development of inclusive education in our society increases the importance of the professional and methodical activity of the oligophrenopedagogue.

It is known that the teacher's professionalmethodical training is one of the issues of general pedagogy that is being adequately studied. At the moment, due to a number of peculiarities of the professional activity, which requires the analysis to be carried out in special and inclusive educational conditions, the issue of ensuring the professional and methodological preparation of future oligophrenopedagogues in the conditions of higher education has not yet been fully developed in the theory and practice of pedagogy and is one of the most urgent problems. as indicated that it is waiting for its based solutions.

On the other hand, in order to be able to carry out full-fledged professional activities in real educational conditions. an oligophrenopedagogue should correct physical or mental defects in personality formation and development of children with special educational needs, develop their interests and abilities related

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











to knowledge in accordance with their age and existing capabilities, abilities and needs, gain social experience, adaptation to society

and it is required to be able to apply a number of special technologies in practice, aimed at the implementation of important educational work, such as ensuring integration. In addition, the fact that a special pedagogue must have well mastered several science methods also indicates that there special characteristics of the are oligophrenopedagogue's professional activity. Naturally, the unique qualities of the professional activity of a special pedagogue, which arise from the various aspects listed in part above, serve as an important factor in forming the content and essence of the process of ensuring the professional-methodical training of future oligophrenopedagogues, and determining the basis for the development of the directions and principles of this process.

The fact that the of activity an oligophrenopedagogue is clearly distinguished from many other professions with its diverse and complex aspects and high social importance is also emphasized in most of the researches of foreign and our republican scientists in the field of special pedagogy. At the same time, the research in this regard is more focused on professional studying the training of oligophrenopedagogues, and researches on methodical training are mainly limited to covering their activities as a narrow specialist deaf-, typho- and oligophrenopedagogue and speech therapist.

In a series of studies dedicated to the study of various aspects of the issue of professionalmethodical training, which essentially consists of the process of forming the methodical activity experience of an oligophrenopedagogue, methodical training is naturally an important component of the general professional training of a special pedagogue. is accepted as In addition, they are adopted in the modern education system, and in particular,

R.G. Aslaeva's research aimed at developing a socio-professional strategy for the training of oligophrenopedagogues at the higher educational institution of pedagogy suggests that the training of specialists should be viewed as a process of forming their professional competence [1].

From this point of view S.E. A number of important aspects of the methodical preparation of the oligophrenopedagogue as a pedagogical problem have been revealed by Haydukevich in the context of diversifying the education of individuals with peculiarities in physical and development The researcher mental [2]. developed the methodical profile of the oligophrenopedagogue, directly connecting the methodical competences formed as the final result of methodical training with the implementation of the following seven main work functions of a special pedagogue:

- organizing the educational process;
- organizing the educational process;
- creating an educational environment that develops personality;

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











- to ensure the educational process in terms of educational-methodical normative and aspects:
- conducting research and innovation activities;
- establishing social cooperation for educational purposes;
- self-personal-professional development [4].

Also, Within the framework of the research work dedicated to the formation of methodical competence of the oligophrenopedagogue carried out by L.A. Gladun based on the competence approach, the system of actions related to methodical competence such as separation of the methodical problem, analysis of the situation, planning and programming of methodical tasks was clarified, and the methodical competence of the special pedagogue was considered as his methodical preparation, noted [5]. It is known that the process of training oligophrenopedagogues in the conditions of higher pedagogical education is carried out on an interdisciplinary basis, combining pedagogical, medical-biological and psychological fields of knowledge. Based on this, in the opinion of the researcher, as the "ultimate result" of this process, the oligophrenopedagogue should be ready to fully understand the special educational needs of people with limited health opportunities, mobilize all his activities to ensure the full realization of these needs, taking into account the various peculiarities of the development of learners. must The process of development of the learner's personality and correction of defects should be completed with a comprehensive result based on the organization of the activities of the

special pedagogue, absorbing the content and essence of the activities of all specialists in related fields [6].

N.Sh. Bekmuratov also allocated one of the leading places to methodological competence among the various competencies of a teacherdefectologist. According to the researcher's opinion, a person who has mastered the teaching methodology well, has formed a clear attitude towards methodical systems and has his own individual activity style can be considered a competent specialist. Based on the fact that competence is equated with training in most studies in the field, the scientist comes to the conclusion that professional competence should be equal to professional training [3].

greatly contributed Scientist who to formation and development of national correctional pedagogy. In L.R.Mominova's studies, the process of improving methodological training is considered as an important factor in the formation of professional competencies of the future oligophrenopedagogue. In his research studies, it is justified that high-level methodical training gives the oligophrenopedagogue the ability to adapt to any changes in his activities, to skillfully use various methods and methods of teaching, to use traditional and innovative approaches in the application of knowledge, skills and skills in a real educational environment [7, 8] 1.

The importance of the concept of methodological competence in special pedagogy also studied by I.M. Yakovleva. The scientist focused on the

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











essence of this category in his research work dedicated to the formation of the professional competence of a teacher-oligophrenopedagogue in the continuous education system [9].

L.A. Yastrebova emphasized that the qualification description of a special pedagogue should be one of the important documents in developing the content, form and methods of training specialists in this direction in the modern higher pedagogical education system. Noting that the professional activity of a special pedagogue is related not only to finding rational methods of influencing a child with special educational needs, but also to the implementation of pedagogical, research and management functions, the scientist pays special need for attention to the an oligophrenopedagogue to have deep methodological training in addition to scientific and pedagogical training [10].

Thus, the following can be concluded based on the study of the current legal documents that regulate the field of special pedagogy as one of its special branches, as well as a brief analysis of the scientific literature devoted to the research of the professional and professional-methodical activity of the future oligophrenopedagogue. The professional activity of the oligophrenopedagogue can be evaluated as one of the most meaningful activities in terms of the diversity of its forms, tools and methods, the complexity of the interactions between the participants of the educational process, and the variety of manifestations of human activity in this process. This activity and the professional tasks covered by it, with their special social significance, are manifested on a wider scale than the traditional activity of an ordinary teacher.

In turn, as one of the most important components of general professional activity, professionalmethodical activity forms the core of special pedagogue activity. Because of this, the issue of ensuring the professional-methodical training of future oligophrenopedagogues in the conditions of higher education has been one of the traditional urgent issues of special pedagogy. [11].

At the moment, the reforms being implemented in our country to establish a modern education system, in particular, to create a new image of special education, increasing are requirements for the knowledge, skills and abilities of a special pedagogue. In particular, as a result of large-scale practical work to create an inclusive educational environment in continuous education system, a radical change in the pedagogical conditions, an increased need to accept the diversity of healthy and children with special educational needs at various levels, naturally leads to the opening of new aspects in the activity of an oligophrenopedagogue.

In turn, all this increases the socio-pedagogical importance of the issue of ensuring the professional-methodical training of future oligophrenopedagogues. As an independent pedagogical process, the elements of a specific system that constitutes professional-methodical training, which are constantly interacting with each other and closely related, require a review of its specific functional and structural indicators. As

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











a result of such training, it is necessary to update the structure and levels of competencies of the special pedagogue based on modern requirements.

REFERENCES

- 1. Р.Г. Аслаева Профессиональная студентов, будущих подготовка дефектологов в педагогическом вузе: ииследования результаты Монография / Р.Г. Аслаева. – Ижевск: УдГУ, 2010. - 85 с.
- 2. Гайдукевич C.E. Методическая учителя-дефектолога подготовка работе в условиях инклюзивного образования // Инклюзивное образование: направления, проблемы, решения (IV выпуск) : матер. науч.практ. конф., г. Бэльц, 19 октября 2018 Бэльцкий государственный университет им. А. Руссо – Бэльц, 2018. - C. 27-32.
- 3. Бекмуратов Н.Ш. Научно-методические развития высшего дефектологического образования Узбекистане. Монография. - Т.: ТГПУ, 2009. – 189 c.
- 4. Гайдукевич С.Е. Феномен методической подготовки учителя-дефекто¬лога в диверсификации условиях особенностями психофизического развития // Вести БДПУ. Серия 1. 2020. № 4. C. 33-37.
- 5. Гладун Л.А. Формирование методических компетенций у будущих

- специальных педагогов: Автореф. ... дисс. канд. пед. наук. - М., 2011. 26 с.
- 6. Гладун Л.А. Особенности методической компетентности компетен¬ций И специального педагога // Вестник Костромского государственного универ¬с謬тета; серия Педагогика, психология, социокинетика. – 2018. – № 1. - C. 168-172.
- 7. Муминова Л.Р. Теоретические основы коррекционно-педагогической работы по преодолению речевого недоразвития у детей дошкольного возраста.: Автореф. дис. пед.наук. - Ташкент: ТГПУ им. Низами. 1992. – 39 c.
- 8. Муминова Л.Р., Бекмуратов Н.Ш. Факторы, оказывающие влияние на процесс становления профессиональной компетенции студентов-дефектологов. Сборник научно-методических статей: Личностно-ориентированное обучение и воспитание на современном этапе (содержание, формы, методы). Ташкент, 2006. Часть 5.
- 9. Яковлева И.М. Формирование профессиональной компетентности учителя-олигофренопедагога системе непрерывного педагогического образования Автореф. дис. ... д-ра. пед. наук. М., 2010. 45 c.
- **10.** Ястребова Л.А. Формирование профессионально значимых качеств будущих педагогов-дефектологов:

16

Volume 03 Issue 12-2023

VOLUME 03 ISSUE 12 Pages: 11-17

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











Автореф. ... дисс. канд. пед. наук. Ставрополь, 2008. 21 с.

11. Даминова М.А. Мактабгача таълим тизимида махсус ўқитувчиларнинг касбий-методик компетентлигининг ахамияти // Мактабгача ва бошланғич таълимнинг долзарб масалалари: муаммолар, ечимлар, ва ривожланиш истиқболлари. Халқаро илмий-амалий анжуман материаллари, Фарғона, 18ноябрь 2022 йил / Фарғона давлат университети // 2022.



Volume 03 Issue 12-2023 **17**