

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE SURDOPEDAGOGS THROUGH OPTIMIZATION OF INDEPENDENT EDUCATION

Teshabayeva Oygul Fazliddinovna
Toshkent State Pedagogical University Named After Nizami
Department of "Surdopedagogy and Inclusive Education"
tesabaevasamira@gmail.ru
Tel: +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.

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

The main task of higher education is to form the creative personality of a specialist capable of self-development, self-education and innovation. This problem is difficult to solve only by transferring it from the teacher to the student in a ready-made form. It is necessary to transfer the reader from the consumer of passive knowledge to the creator of active knowledge, who can formulate the problem, analyze the ways to solve it, find the optimal result and prove its correctness. The current higher education reform is inextricably linked with the transition from the teaching paradigm to the educational paradigm. In this regard, it should be recognized that the student's independent work should become not only an important form of the educational process, but also its basis.

It implies a focus on active methods of mastering knowledge, the development of creative abilities of students, the 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 independent work. Strengthening the role of independent work of students means a radical revision of the organization of the educational process at the University, which should be built in such a way that it develops the ability to acquire knowledge, forms the student's ability to self-development, creative application. acquired knowledge, methods of adaptation to professional activities 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 higher education practice and one of the little-studied problems of pedagogical theory, especially in relation to modern educational and methodological education. situation (diversification of Higher Education, introduction of educational standards, implementation of pedagogical monitoring system, etc.).

In studies devoted to the planning and organization of independent work of students (L.G.Vyatkin, M.G.Garunov, B.P.Esipov, V.A.Kozakov, I.Y.Lerner, M.I.Makhmutov, N.A.Polovnikova, P.I.Pidkasisty et.al.) are general didactic, psychological, organizational and. activities, methodological, logical and other aspects of this activity are considered, many aspects of the problem under study are revealed, especially in the traditional didactic plan. At the same time, the issues of motivational, procedural,

technological provision of independent classroom and extracurricular cognitive activity of students require special attention - an integrated pedagogical system that takes into account the individual interests, abilities and inclinations of students.

Teachers of the Department of Surdopedagogy and inclusive education of the Faculty of special pedagogy and inclusive education of the Tashkent State Pedagogical University named after Nizami have developed educational assignments independent of several specialty subjects for students in the educational direction 60110400 - Defectology (Surdopedagogy) (surdotarjimon). For example, independent educational assignments in Surdopedagogy were developed.

About in surdopedagogy Subject plan of Independent Education

5. Independent Education					
№	Title of sections and topics	Type of Independent Education	Separated clock	Credit score	The result of the work
III - semestr					
1	Methods of teaching children with hearing and mental developmental disabilities	2.1. Preparing an abstract and presentation according to the plan: 1. Raising a child with hearing problems in a family 2. Classification of upbringing methods taking into account the features of the development of my child with hearing problems 2.2. Preparation of tests and questionnaires according to the plan: 1. The principle of science. 2. Awareness in teaching children with hearing problems and the principle of creative activity. 3. 0 ' the principle of exhibitionism. 4. The principle of careful assimilation of knowledge. 5.0 ' the principle of regularity and consistency in development. 6. The principle of a solo approach. 7. The principle of corrective orientation. 8. The principles of Science and the principle of unity of the process of mastering colloquial speech. 9. Hearing a child who has a hearing problem the principle of accelerated	6	4	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.
2	Theoretical and practical foundations of children's education with hearing impairment		6		
3	Describe surdodidactic principles.		6		

		development of perception. 10. Predmetii-the principle of reliance on practical activities. 11. The principle of accelerating speech communication.			
4	Children with hearing impairment school education analyze meory documents. Note the distribution of educational subjects for elementary grades in your notebook.	3.1.Prepare presentations to the topic using plans: 1. State program and Sciences in the boarding school of weak hearing children. 2. Government program and subjects on the deaf children's school internet 3. Teacher's work documents at a children's school with hearing impairment 4.Comparison of subjects in a public school children's school and a children's school boarding school with hearing impairment.	6	2	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.
5	Tell us the peculiarity of teaching general subjects.		6		
6	Comparative study of State educational requirements for primary classes of a children's school with hearing impairment and state educational requirements for primary classes of a public school children's school, and get a synopsis.	2.1. Preparing an abstract and presentation according to the plan: 1. Common methods 2. Special methods. 3. Private methods. 4. Visual methods of teaching the basics of science. 5. Observation method 6. Demonstration method 7. The basics of Science 0*colloquial methods of learning. 2.2. Preparation of tests and questionnaires according to the plan: 8. Story 9. Explanatory-interrogative method 10. Interview 11. Practical methods of teaching the basics of science. 12. Work with a textbook and a book 13. Practical works 14. Exercise 15. Specific private methods of learning.	6	8	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drawing up questionnaires. Didactic material submission.
7	Describe teaching methods to the basics of Science in children's schools with hearing impairment		6		
8	Describe the methods of teaching children with hearing impairment.		6		
9	Group methods of teaching children with hearing impairments to the basics of science.		6		
10	Clarify the oral method as well as its types through the "tree" strategy		6		
11	Visual methods: tell the characteristics of observation, its types, organization.		6		
12	Highlight the practical method		6	2	
13	Prepare an abstract on the importance of excursions in school education for children with hearing impairment.		6		
14	Prepare a synopsis using literature		6	4	

	on the history of educational theory.				preparation of presentation.
15	Raising children with hearing impairment in the family		6		Preparing an abstract. Drawing up a Test. Drafting questionnaires.
TOTAL			90	20	
IV - semestr					
16	Rehabilitation of children with hearing impairment with cochlear implant	2.1. Preparation of a presentation and booklet according to the plan: 1. Network of educational institutions for children with hearing problems 2. Organization of Correctional - development work with deaf and weak hearing children of early age. 3. Preschool education system of children with hearing problems. 4. The problem of school hearing in yosbi is the modern system of boigan children's taiimi. 5. Cochlear implantation problems, Development Prospects 6. Children with hearing problems with cochlear implant rehabilitation 7. Binaural implantation	4	4	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.
17	Methods and content of training.		4		
18	Labor education of children with hearing impairment		4		
19	Parenting methodsningtasnifi		4	2	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.
20	Raising children with hearing impairment in the family.		4		
21	Network of educational institutions for children with hearing problems		4	8	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drawing up questionnaires. Didactic material submission.
22	Hearing problem of labor education in boigan children's schools basics and educational career guidance		4		
23	Speech tools used in the educational process of children with hearing problems		4		
24	Effect of pedagogical technologies in the process of special education		4		
25	The use of Information Communication Technologies in the educational process of children with hearing problems		4		
26	Theory and practice of raising children with hearing impairment	4			
27	Types of upbringing of children with hearing impairment	4	2	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.	
28	Labor education of children with hearing impairment	4			
29	Classification of training methods	4	4	Independent mastering, preparation of presentation. Preparing an abstract. Drawing up a Test. Drafting questionnaires.	
30	Raising children with hearing impairment in the family	4			
TOTAL			60	20	

In addition to the independent work of students-planned educational, educational, research work of students, according to the assignment and methodological Manual of the teacher, it is carried out at a time outside the audience, but without its direct participation. The volume of independent work of students is determined by the state educational standard. Independent work of students is mandatory for each student and is determined by the curriculum.

The purpose of independent work of students is to acquire fundamental knowledge of discipline, creative experience, research activities. The independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional levels.

Tasks of work outside of an independent audience include:

- 1) systematization and strengthening of theoretical knowledge and practical skills of students;
- 2) deepening and expanding theoretical knowledge;
- 3) formation of abilities to apply the knowledge gained when performing exercises;
- 4) development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- 5) the ability to form independence of thinking, self-development, self-improvement and self-awareness;
- 6) development of research skills;
- 7) the use of materials collected and obtained during independent training in order to effectively prepare for the final tests and exams.

When assessing the answers of students, the system adopted in higher educational institutions is used: Excellent, Good, Satisfactory Unsatisfactory. The total score of the exam is an arithmetic average of three grades (two to answer each question, one to complete a practical task).

The following criteria are used to assess students' answers to questions:

- "excellent" - revealed the issue in accordance with the scientific and methodological rules adopted in the system of modern educational and correctional work with persons with disabilities in student hearing; competently used terminology; fully, reasonably covered the issue; properly organized intra-topic and interdisciplinary contacts; in full accordance with the requirements of the program with information about literary sources on interdisciplinary communication; answered additional questions correctly;
- "good" - the student revealed the question in accordance with the scientific and methodological rules adopted in the system of educational and correctional work with persons with disabilities in hearing, competently used terminology; fully covered the issue, but some inaccuracies that did not have the main character allowed in establishing intra-and Inter-thematic contacts, in proving the Basic Rules in the answer, and (or; having information about many literary sources on the issue under consideration in accordance with the requirements of the program, he got acquainted with most of the latest publications recommended in the study of science; gave practical examples in accordance with this issue; gave practical examples in accordance with this question. the question, but not always stylistically allowed some ambiguities that did not fully justify them and (or) did not have a main character; answered additional questions correctly;
- "satisfactory" - revealed the question in accordance with the basic scientific and methodological rules adopted in the system of educational and correctional work with persons with a defect in

student hearing; competently used terminology; however, he did not fully and (or) deeply cover the issue, it was difficult to discuss the answer, establish intra-topic and Inter-topic relations; get acquainted with individual literary sources on this; the answer did not make a mistake by indicating that the educational materials on this issue were not mastered; in most cases, additional questions were answered correctly;

- "unsatisfactory" -the student did not disclose this issue, did not have the basic scientific and methodological rules adopted in the system of educational and correctional work with persons with hearing impairments, 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; struggled or did not answer additional and clarifying questions.

On the basis of modern scientific and methodological requirements for this type of educational work at the University, the organization of extracurricular independent work of students in the subject "Surdopedagogika" contributes to the qualitative assimilation of educational materials in this subject by all students, the development of the most important personal qualities - Independence, Initiative, interest in professional activities, - Helps to improve the training of graduates in accordance with the requirements of the state Higher Education Institution in the specialty defectology (Surdopedagogika) (additional surdotarjimon).

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