

IMPROVING METHODS OF TRAINING FUTURE DEFECTOLOGISTS IN DESIGNING CORRECTIONAL WORK

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Annotation

This article describes the improvement of methods for training future teachers of the deaf in the construction of correctional work, the particular relevance of the problem of early support for children with hearing impairment, and the systematic training of senior students in correctional work for children of different ages. ages and technologies of pedagogical work, focused on the need to form knowledge. To do this, it is necessary to plan various professional tasks of the teacher of the deaf - diagnostic, methodological, psychological, correctional, social work, which can make it possible to understand and assess the level of readiness of the future speech of the teacher of the deaf for independent professional activities.

Keywords: component, correctional assistance, methodology, disabilities, individual mental characteristics, reflexivity, motivation, conflict, innovative approach, competence.

INTRODUCTION

Currently, each school must provide quality, affordable education to all categories of students, among whom a certain percentage are children with special educational needs.[1] one of the important conditions for solving this problem is the personnel component. It's not about professionals with work experience who constantly increase their professional level, but about future colleagues, today's undergraduate students and undergraduates. In the higher education system, the issue of training specialists in special pedagogy and inclusive education seems very important, since the school quickly responds to the problems and changes that are taking place in society, and the heads of educational organizations, as potential employers, have an increased interest in highly qualified personnel. [2,3].

Traditionally, the training of special educators and other specialists to carry out correctional work with children (IChB) with disabilities of various categories is carried out by the faculties and specialized departments of higher educational institutions [4,5]. At the present stage, when the formation of the necessary professional competencies in a graduate is of particular importance, the training of special pedagogical personnel should be built based on the practical development of the necessary skills and qualifications of students [6].

Obviously, at the moment there are certain problems in the system of higher special pedagogy and inclusive education. One of the main problems is the lack of a professional

standard" teacher-defectologist (teacher-speech, surdopedagog, oligofrenopedagog, tiflopedagog)". Due to the lack of a professional standard, the "universal and general professional competencies for the training of a special (defectological) educator are aimed at an extended group of specialties "educational and Pedagogical Sciences".

Purpose of the study: with the introduction into the flow program at 4+2, it is necessary to develop new training programs that provide optimal practice-oriented training for future personnel. The organization and implementation of such training is a difficult task. The relevance of the development of practice-oriented training technologies for teacher-defectologists is due to the increase in the requirements for the level of training in the field of special education for socially oriented disabled students, as well as the emotional, mental and physical development, training and education of students with special educational needs.

The duties of a modern teacher-defectologist include:

- design a special learning environment that ensures the implementation of special educational needs for students with disabilities;
- diagnosis of the state of individual development and determination of cognitive, physical, social, behavioral, emotional characteristics of the development of children with disabilities;
- development, design, definition of content and selection of appropriate technologies for conducting classes and extracurricular activities corresponding to the age and psychological and pedagogical characteristics of students with disabilities;
- training of teachers (teachers, special educators, teachers of further education) in the conditions of inclusive education on the use of special (corrective) methods or individual methods of corrective-pedagogical work corresponding to the level and needs of the development of students with disabilities.;
- development of individual development programs that provide the formation of the emotional-voluntary sphere, emotional and cognitive-motor functions, speech, cognitive activity.;
- the formation of behavior models of social significance in the context of various communicative approaches in students with disabilities: "child-child", "child-familiar adult", "child-unfamiliar adult";
- be able to use special (correctional) methods in teaching subjects;
- formation of socio-domestic skills and self-service skills of students with disabilities;
- application of special technical education tools, information and communication technologies, which provide an increase in the effectiveness and access to education of adolescents with special educational needs;
- formation of students ' confidence in their capabilities, ensuring self-knowledge and self-awareness processes;
- conducting consultation processes with all participants of the educational process on issues of training, development of students with disabilities;

- preparation and maintenance of necessary documents (diagnostic maps, survey protocols, individual development programs, comprehensive psychological and pedagogical features for students, reports, programs, analytical certificates, etc.);
- monitoring to assess the individual achievements of each student.

Research Materials and Methods:

In the process of developing educational science programs, it is important to implement a practice-oriented approach, and the actual content of the course is taken into account and is based on the basic labor functions revealed in the teacher's professional standard (teaching, teaching, development).

Currently, in the list of special conditions for education by students with disabilities, the activity of a teacher-defectologist is reduced, as well as before conducting corrective-pedagogical, psychocorrective activities in the form of a teacher-psychologist group and individual lessons, but this is well known, in many developmental disorders, education and upbringing are not only those technologies that know the psychophysical characteristics of children, it should be carried out with the direct participation of the above specialists who know their methods and methods. In many developmental disorders, education and upbringing should be carried out with the direct participation of the above specialists, who not only know the psychophysical characteristics of children with limited opportunities, but also know the technologies, methods and methods of working with them.

The implementation of the practice-oriented approach is associated with the formation of professional competencies in students of the Faculty of special pedagogy and inclusive education, and not with the purpose of purposefully deepening and expanding the interaction of the higher educational institution with general educational organizations, combining existing educational resources to solve problems [1.2.]

The educational process at the Department of "special pedagogy and inclusive education" of the Tashkent State Pedagogical University is based on a combination of traditional and innovative technologies for teaching undergraduate students, taking into account the local education system collected today. The entire process of training future Bachelors and masters in the direction of "Special pedagogy and inclusive education" is aimed at training highly qualified specialists with full pedagogical technologies to correct developmental disorders of children and adolescents with disabilities.

Taking into account the requirements of the state educational standard of the Republic of Uzbekistan in the areas of education of Bachelor's and master's degree "special pedagogy and inclusive education", the department has developed basic vocational education programs. Aimed at the formation of professional competencies within the framework of helping children and adolescents with speech disorders, mental impairments, autism spectrum disorders, diseases of the musculoskeletal system, hearing impairments. Special attention should be paid to the preparation of undergraduate students in the direction "training and education of children and adolescents with disabilities "on the side of" Surdopedagogika", " Oligofrenopedagogika "and" Logopedia". Future teacher-in the process

of training surdopedagogues, they organize the development of technologies, forms, methods, techniques and means of providing corrective-pedagogical assistance to hearing impaired students of different ages (from the early assistance system to the preschool education system, the system for helping adults with hearing impairment) is being taught taking into account both traditional and innovative approaches [7,8]. Great attention is paid to acquaintance with current technologies, which are important for the successful professional activity of surdopedagog. In particular, after cochlear implantation, the use of technologies for surdopedagogic support of students, technologies for providing surdopedagogic assistance to children with severe developmental disabilities with hearing loss as part of the defect, has become in demand. For modern surdopedagogs, competencies related to their ability to design and implement adapted basic educational programs taking into account their age and nosological characteristics are important for hearing impaired students. The current situation in the educational system forces a specialist to be able to work both in the conditions of Special (Correctional) educational organizations and in an inclusive environment, in which future surdopedagog-teachers will master the appropriate technologies, methods and usubs, to work, to gain practical experience in their application [7]. The content of the program " pedagogical support of children with learning difficulties " is determined by the uniqueness of students in this category.

It is known that this group includes not only children and adolescents in need of special education with a tppk conclusion, but also students at risk. Taking into account the special relevance of the problem of early support of children with disabilities, undergraduate students in the preparation process should form systematic knowledge about the correction and pedagogical work Technologies of children of different ages [9]. Due to the polymorphism and variability of the group of students with learning difficulties, special attention is paid to a multidisciplinary approach in the system of training specialists of the psychological and pedagogical support service.

Currently, the conditions for the design, organization, implementation and support of the educational process in the conditions of inclusion and special (corrective) educational institutions remain unclear, since it is clear that these reformatting models cannot be the same. Because these organizations have different resources, priorities are also placed differently in these organizations [9]. In our opinion, it is necessary to identify the main strategic tasks for inclusive and special education, since an increasing number of real effective practices will have to create and implement a special model in conditions of inclusion (correction) education (individual buildings within organizations for compensatory-oriented groups and classes, an increase in the number of employees in such a system, additional, introduction of classes on work programs of educational organizations). This situation is understandable, since in terms of technologies for working with students with disabilities, there is nothing significantly new in inclusive education models, and the technologies obtained in other program conditions do not give the expected positive effect.

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