

A MODERN APPROACH TO FUTURE SURDOPEDAGOGS IN THE PROCESS OF INDEPENDENT EDUCATION

Teshabayeva Oygul Fazliddinovna

Nizomiy nomidagi TDPU Surdopedagogika va inklyuziv ta'lim

kafedrasi o'qituvchisi

tesabaevasamira@gmail.ru

Tel:+998999190750

Abstract

Through independent education is a type of educational work for students; it creates the basis for the acquisition of life skills, social and professional attractiveness, personal capabilities and self-esteem, and contributes to the formation of student independence as a human virtue.

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

Introduction

In World educational institutions, special attention is paid to scientific research aimed at self-development of a specialist, increasing his knowledge independently, developing an active creator capable of innovative activities, developing his creative abilities, improving the methodology for improving their independent work. In particular, the need to independently educate future surdopedagogs, to have the necessary competencies of specialists through continuous improvement of skills of independent work, to improve the work of creative creativity, research, logical thinking, to form a personal professional, creative opportunity and integrative thinking, to develop professional competence is evident.

The goal of the concept of setting priorities for the systematic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking to a qualitatively new level, modernization of higher education, development of social sphere and economic networks based on advanced educational technologies until 2030. Methods and technologies aimed at increasing the share of independent educational hours in the higher education system, obtaining independent education in students, critical and creative thinking, formation of skills for independent search and analysis of information, systematic analysis, formation and development of professional-methodological skills, competencies are widely applied to the educational process.

In the process of Independent Education, systematic work is being carried out on the modernization of the system for the development of professional competence of future surdopedagog-specialists, the effective implementation of the optimization process. ” The task of increasing the share of independent educational hours, obtaining independent education in



students, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, introduction of techniques and technologies aimed at strengthening competencies in the educational process, directing the educational process to the formation of practical skills, in this regard, the broad introduction of advanced pedagogical technologies, educational programs and educational and methodological materials based on international educational standards

It also emphasizes that, through independent education, independent work, continuous improvement of qualifications, professionals can have the necessary competencies, achieve the development of creative creativity, research, logical thinking. Currently, in the study plans, the volume of student academic load is allocated from the ratio of audience (contact) and independent education in undergraduate educational areas from the ratio of 40/60 to 50/50 percent, in graduate specialties from the ratio of 30/70 percent to the ratio of 50/50 percent. In the process of changing the educational program, a number of issues and problems of subjects should be studied through independent education.

Independent education is an independent assimilation by students of part of the program materials in one discipline or another. The higher education system is based on the achievements of Science and practice, as well as on the principles of democratization, continuity, integrativity, standardization, flexibility and openness, self-development, maintaining and following the Humane traditions of national and world culture, continuous socio-economic development. Higher pedagogical education involves the formation of students' knowledge of the natural relations of a person with nature, culture, society, state, the processes of the formation of an individual, which implies their armament with the system of anthropological knowledge presented in educational courses, taking into account the structural relationships of psychological, pedagogical, social problems.

The program for the implementation of the future specialist model includes not only the acquisition of scientific knowledge necessary for future professional activities, but also professional culture, skills and abilities that determine professionalism, professional skills. One of the main tasks of training teachers in accordance with new traditions in the higher education system is the development of the need for self-education of future surdopedagogs, the creative solution of professional tasks, the ability to act in a rapid information flow, the formation of a reflective culture of the future specialist, the design of educational activities of students and their professional growth. Changes in the educational system are closely related to the content of Education.

Updates also require a nod about the new form and methods of organizing student studies. In this sense, it assumes that the organization of independent work of students is not an important form, but an important part that forms the basis of the educational process. S. I. Arkhangelsky, V.P. Bespalco, A.A. Verbitsky, V.I. Zagvyazinsky, P.I. In the scientific work of Pidkasiy, the issue of the modern strategy of professional pedagogical education, including the training of specialists-personnel in the field of special pedagogy, is studied [192, 200, 209, 214, 257.]. In the scientific work of these scientists, it is noted that at the present stage, Independent Education in the educational process at the OSM brings an effective end result with its mechanism and Technology S. I. According to arkhangelsky, " the content of independent work should include the fact that students evaluate their personal position and surrounding realities, as well as the presence of a framework for acting independently of others" [192]. V.I.Zaghyvazinsky noted



that although independent education was regularly supervised by an educator, the goal of this was gradually delegated to the student himself this activity [218]. The proper organization of Independent Education has a number of advantages, the development of which in interrelation that ensure effective achievement. The application of the problem in this way corresponds to the concept that lifelong learning from a lifelong learning is defined as a priority and final direction in the educational paradigm. The organization of independent work of future surdopedagogs is carried out within the framework of the preparatory stage, the stage of management of independent work, the stage of practical report statement, which is carried out at a time outside the audience and audience.

First stage. it was a preparatory stage and covered the creation of a coordinated future surdopedagog's independent work plan, covering the time distribution for independent work, the schedule and thematic plan for independent work, the duration of independent work, forms and control methods, forms and methods of self-management in the process of performing independent work.

Second stage. provides for the management of independent work, which is carried out at a time outside the auditorium and auditorium. At this stage, training in advanced education can be theoretical (working with textbooks, additional literature), practical (completing practical assignments, developing professional skills in specialized educational institutions, organizations – pedagogical practice bases) and combined (mixed-theoretical-practical).

Stage three. the practical report statement stage is considered and covers such forms of work as writing written works by the future surdopedagog, completing control tasks, preparing reports, protecting doclades, abstracts, course work. Independent thinking of future surdopedagogs should be activated based on the rules set by the teacher in the process of lesson work, methodology, preparation of visual materials, writing synopsis, writing doclades, abstracts, abstracts.

When studying material on certain problems of Science, future surdopedagogs should be able to generalize, analyze, draw conclusions on the main problems raised in them. Such work stimulates independent activity, becomes a source of creativity, research. This is facilitated by the teacher's attitude to an independent understanding of the purpose of the action, aimed at Seeking. Of course, the attitude of the teacher to the perception of a particular material (when he encourages future surdopedagogs to think, think, look for) plays an important role. The fact that additional materials for independent work are presented in different forms, and the activity of future surdopedagogs depends on the degree of difficulty of the teacher's instructions. Taking this into account, future surdopedagogs should be transferred to a new stage of mastering more complex skills in time. These skills indicate the independence of movements, research and their own creativity. To carry out any independent work, the future surdopedagog will determine the purpose of independent work; clarify cognitive (problematic or practical) tasks; assess for itself the readiness to work independently to solve a specified or selected task; choosing a sufficient method of action that leads to solving the problem (choosing ways and means of solving it); planning independent work to solve the problem (independently or with the help of a teacher);



implementation of an independent work program; implementation of management documents in the process of performing independent work: monitoring the progress of independent work, controlling the intermediate and final results of

An independent educational area can be represented graphically as a set of circles of different diameters with a single center falling on top of each other. In addition, circles with a larger diameter lie under other circles with a smaller diameter. Circles are placed on top of each other from large to small, taking into account the correspondence of the Centers of the diameters of the corresponding circles. Thus, an educational space is a complex multilevel phenomenon that is a multi-environmental reality in which the learning process takes place.

The independent work of future surdopedagogs is a type of Educational Labor, which ensures the implementation of independent cognitive activity in training, contributes to the formation of students ' independence as a human quality, and is also a means of acquiring educational and scientific independent work - it is considered a type of frontal, group and individual educational activity, in which the great activity of the dynamics of cognitive processes is exerted, which is carried out without the direct participation of the teacher, the content of independent work includes the presence of assessments of the personal position of students and the surrounding phenomena, as well as a circle of.

The analysis of modern scientific and methodological literature has proven that the correct Organization of independent work of students helps not only to significantly increase the effectiveness of the educational process, including a solid, deep assimilation of knowledge, skills and skills in itself, analysis, systematization and description of educational materials, establishing an intra-and interdisciplinary connection with science, applying the formed Independent Education also provides support for the maximum development and application of important human qualities – Independence, Initiative, finding creative solutions to the tasks set, the maximum development of available opportunities and abilities. Therefore, the course of independent work of students beyond the audience actively becomes one of the priority areas in the system of training specialists. This is reflected in the state standards of the new generation of Higher Education, which provides for independent work in addition to auditing in the volume of 50% of the educational period.

References

1. Макаров А.В. Проектирование стандартов нового поколения по циклу социально-гуманитарных дисциплин. – Мн.: РИВШ
2. Боскис, Р. М. Глухие и слабослышащие дети [Текст] Р. М. Боскис. — М., 1963
3. Полонский В.М. Оценка качества научно-педагогических исследований / В.М. Полонский. - М.: Педагогика, 1987.
4. Pulatova S.M. “Eshitishda nuqsoni bo‘lgan o‘quvchilarni sensor jihatdan rivojlantirishning samarali usullari”. Tashkent “Maktab va hayot” ilmiy-metodik jurnal. 5son 2018 yil.
5. Урунова Захро Низамитдиновна. (2022). ТЕХНОЛОГИЯ ИНТЕРАКТИВНОГО ПОДХОДА В ФОРМИРОВАНИИ КОГНИТИВНО-РЕЧЕВЫХ ЗНАНИЙ И УМЕНИЙ У УЧАЩИХСЯ С НАРУШЕНИЯМИ СЛУХА. European Journal of Interdisciplinary Research and Development, 9, 122–125. Retrieved from <http://www.ejird.journalspark.org/index.php/ejird/article/view/187>



6. Dilduzakhon I. THEORETICAL FOUNDATIONS OF THE FORMATION OF COMMUNICATION IN STUDENTS WITH HEARING PROBLEMS //Open Access Repository. – 2023. – Т. 4. – №. 2. – С. 108-110. https://scholar.google.com/scholar?cluster=17826721708789248981&hl=ru&as_sdt=2005&sciodt=0,5
7. Haydarova O. F. DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE SURDOPEDAGOGS THROUGH THE OPTIMIZATION OF INDEPENDENT EDUCATION //European International Journal of Multidisciplinary Research and Management Studies. – 2022. – Т. 2. – №. 04. – С. 102-107. <https://www.eipublication.com/index.php/eijmrms/article/view/101>
8. Урунова З. Н., Есимбетова П. А. ЦИФРОВЫЕ ТЕХНОЛОГИИ В СПЕЦИАЛЬНОМ ОБРАЗОВАНИИ //European Journal of Interdisciplinary Research and Development. – 2023. – Т. 11. – С. 8-12.
9. Урунова З. Н. ТЕХНОЛОГИЯ ИНТЕРАКТИВНОГО ПОДХОДА В ФОРМИРОВАНИИ КОГНИТИВНО-РЕЧЕВЫХ ЗНАНИЙ И УМЕНИЙ У УЧАЩИХСЯ С НАРУШЕНИЯМИ СЛУХА //European Journal of Interdisciplinary Research and Development. – 2022. – Т. 9. – С. 122-125.
10. Халдаров Х., Урунова З. Интеллектуальные системы в сурдопедагогике и инклюзивном образовании //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 76-79.
11. Dilduzakhon I. THEORETICAL FOUNDATIONS OF THE FORMATION OF COMMUNICATION IN STUDENTS WITH HEARING PROBLEMS //Open Access Repository. – 2023. – Т. 4. – №. 2. – С. 108-110.
12. Isroilovna, Karabaeva Dilbar. "DEVELOPMENT OF SPEECH OF ELEMENTARY SCHOOL PUPILS WITH HEARING IMPAIRMENT IN TECHNOLOGY LESSONS." European International Journal of Multidisciplinary Research and Management Studies 3.03 (2023): 31-36.
13. Isoqjonova D. M. PECULIARITIES OF SPEECH DEVELOPMENT LAWS IN CHILDREN WITH HEARING IMPAIRMENT //Thematics Journal of Education. – 2022. – Т. 7. – №. 5.
14. Isokjonova D., Vasilova K. THE USE OF GAME TECHNOLOGIES IN SPEECH TEACHING KIDS WHO HAVE A PROBLEM WITH HEARING //Thematics Journal of Education. – 2021. – Т. 6. – №. October.

