



IMPROVING THE CONDITIONS FOR THE FORMATION OF PROFESSIONAL MOTIVATION OF FUTURE DEFECTOLOGISTS IN THE PROCESS OF PEDAGOGICAL EDUCATION

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Abstract:

This article reveals the main features of increasing the motivation of future defectologists in the process of professional training. In order to successfully train modern specialists, it is necessary to increase their motivation. One of the most urgent areas today is the improvement of the training of special education teachers.

Keywords: globalization, defectologist, innovation, motivation, competence, professional training of defectologists, higher education, student, teacher, intellect, speech therapist, oligophrenopedagogue.

As a result of the globalization of education in the world, there is a tradition of creating a single educational space and reducing the gap between its structural systems. Improvement of the content of training of future special education teachers in the pedagogical education system of developed countries through professional competence and motivational factors, as well as full fulfillment of the social order arising from the changing demands of society, in particular, solving the priority tasks in the field of special education at the level of the times. great attention is being paid to the issue of training intellectually mature specialists capable of intensively mastering innovative processes in the field.

In this regard, it is of urgent importance to conduct large-scale scientific research on the development of professional motivation, understanding of innovative processes and the formation of a professional position in relation to them, and determination of professional competencies in higher pedagogical education and scientific research institutions.

In the conditions of the new Uzbekistan, further improvement of the content of higher education, training of highly qualified defectologists in accordance with modern needs, creation of effective mechanisms for introducing the achieved scientific results into special education practice, and other tasks are defined as priorities in the field of the education system. In order to form the professional motivation of future special education teachers-pedagogues, it is necessary to introduce organizational changes to



the content of existing curricula and programs that encourage the development of knowledge and skills in the field of special education.

Based on the needs of the state and society for special education, special attention is paid to improving the content of higher education in accordance with the formation of the educational services market. In this regard, in the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030" it is stated that "to raise the content of higher education to a new level in terms of quality, to make a worthy contribution to the sustainable development of the social sphere and economic sectors, to have its own place in the labor market." The task of "establishing a system of training highly qualified personnel that can find a place" is defined.

This requires paying special attention to the optimization of the content of higher pedagogical education and the formation of professional motivation in future special education teachers. Motivation is the most important structural element of personal psychology and is also taken into account in the activity system. Professional motivation means "a set of interrelated needs, motives and goals of a person, which motivates, directs and regulates his activities to achieve professional competence".

One of the most urgent areas of such research is the improvement of the training of special education teachers. The reason for this is the birth of more children with different developmental characteristics in later years. Accordingly, it is possible to say with a certain degree of certainty that there is an objective need to improve the training of specialists capable of ensuring their comprehensive development and adapting to the rapidly changing conditions of modern society.

Learning objectives should be based on the needs, interests and aspirations of the student. Accordingly, the results of his professional training should meet the needs of the future defectologist and have a certain value for him. Later, in the process of vocational education, students' need to see the future should be developed.

It is necessary to control the determination of future life prospects by future defectologists. It is necessary to explain to the students that studying at the institute and its results are the most important stage in their further professional development. Accordingly, one of the important tasks before professors and teachers of higher educational institutions training special education teachers is to show the prospects of specialized education.

Another important condition for the formation of educational motivation in future defectologists is the teacher's orientation to the individual achievements of students. The result of such an educational strategy is to increase students' self-confidence and, as a result, create optimal motivation. The achievement of a teacher with a unique



motivation is that he should be a person who is distinguished by his love for teaching, high professionalism and a clear superiority of self-confidence.

Prospective oligophrenopedagogues pay less attention to the reputation of their profession and the possibility of private practice than students of other fields. At the same time, they are more concerned about the health effects of the chosen professional activity, the presence of contacts and acquaintances in the relevant professional environment.

Future speech therapists appreciate the compatibility of their abilities and personal qualities with the requirements of the chosen profession, the level of salary, employment in this professional field, the prestige of the received profession, career prospects, and the opportunity to engage in private practice. Compared to students of other fields, they value their personal interest in this profession.

The professional training of future defectologists can be considered in the following qualities:

- a condition for successful implementation of pedagogical activities in the interests of modern society;
- a purpose built on the integral nature of a person;
- estimated final result of training in the form of professional competence;
- the process of training specialists of the relevant profile.

The training of future defectologists in the system of vocational education and training is the process of forming attitudes, knowledge and skills that are necessary to master in the implementation of professional competence in order for future specialists to have a certain image of action. We can highlight some generalized rules for professional activity among future defectologists in the conditions of professional training. These include:

- development of students' perceptions of the immediate and final goals of education;
- development of the system of knowledge regarding the theoretical and practical importance of the material being mastered by the future defectologists for the future implementation of their professional activities;
- to show students "promising directions" in the implementation of professional activities;
- professional guidance of educational activities;
- expanding the use of problem situations in the course of educational activities;
- stimulating students' interest, creating a comfortable psychological environment;

In the process of formation of motivation among students learning the relevant educational direction, it is necessary to organize educational activities in such a way that it helps to reveal their internal motivational potential to the maximum extent.



Setting educational goals should be based on the needs, interests and aspirations of the student.

In turn, an important component of the process of modernization of the training of specialists in the relevant profile is to increase the enthusiasm of students. Educational activities should be organized in such a way that future speech and language teachers are interested in the educational process and enjoy communicating with other participants of the educational process. The teacher should widely use motivational training in the educational field of the institute, paying attention to the individual achievements of the students.

Thus, we can conclude that improving the professional training of future teachers-defectologists, further improving the higher education system, and adapting it to the needs of society is one of the promising directions. Adherence to these conditions, while minimizing negative factors, will allow to realize the opportunities available at the current stage of development of the local HE system to develop motivation for future defectologists.

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