



MODERN APPROACHES TO DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE SURDOPEDAGOGUES THROUGH INDEPENDENT LEARNING

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Abstract

The article examines contemporary approaches to organizing independent learning in the professional training of future surdopedagogues. The development of independent learning competence is considered one of the key factors in enhancing professional readiness, creative thinking, research skills, and lifelong learning abilities. The study analyzes the pedagogical conditions, forms, and methods of organizing independent educational activities in higher education institutions. Special attention is paid to the role of independent learning in developing professional competencies, critical thinking, self-reflection, and decision-making skills among future specialists in special education. The findings indicate that a systematic organization of independent learning contributes to the formation of professional competence, self-development, and the successful adaptation of future surdopedagogues to modern educational requirements.

Keywords: Independent learning, surdopedagogy, professional competence, higher education, future teachers, self-development, lifelong learning, educational technologies.

Аннотация:

В статье рассматриваются современные подходы к организации самостоятельного обучения в процессе профессиональной подготовки будущих сурдопедагогов. Развитие компетентности самостоятельного обучения рассматривается как один из важнейших факторов формирования профессиональной готовности, творческого мышления, исследовательских навыков и способности к непрерывному образованию. Проанализированы педагогические условия, формы и методы организации самостоятельной учебной деятельности в высших образовательных учреждениях. Особое





внимание уделено роли самостоятельного обучения в развитии профессиональных компетенций, критического мышления, рефлексии и навыков принятия решений у будущих специалистов специального образования. Результаты исследования показывают, что системная организация самостоятельного обучения способствует формированию профессиональной компетентности, саморазвитию и успешной адаптации будущих сурдопедагогов к современным требованиям образования.

Ключевые слова: самостоятельное обучение, сурдопедагогика, профессиональная компетентность, высшее образование, будущие педагоги, саморазвитие, непрерывное образование, образовательные технологии.

Introduction

The modernization of higher education systems worldwide has increased the demand for highly qualified specialists who are capable of independent learning, critical thinking, and continuous professional development. In the context of rapidly changing educational environments, future surdopedagogues are expected not only to acquire professional knowledge and practical skills but also to develop the ability to independently search, analyze, and apply information in solving professional problems. The reforms implemented in the higher education system of the Republic of Uzbekistan emphasize the improvement of educational quality through competency-based approaches and innovative pedagogical technologies. In particular, the increasing proportion of independent learning within educational programs requires the development of effective mechanisms for organizing students' autonomous educational activities. Independent learning serves as an essential component of professional training. It enables students to develop responsibility for their learning outcomes, improve analytical and research skills, strengthen motivation for self-education, and acquire competencies necessary for future professional practice. For future surdopedagogues, whose professional activity requires flexibility, creativity, and continuous self-improvement, independent learning becomes a significant factor in professional formation. The purpose of this study is to investigate modern approaches to organizing independent learning in the preparation of future surdopedagogues and to determine its role in the development of professional competence. Research Methods The study employed theoretical methods, including analysis of scientific and methodological literature, comparative analysis, synthesis, generalization of pedagogical experience, and examination of normative documents regulating higher education. Results and Discussion The



analysis revealed that effective organization of independent learning requires a systematic approach consisting of three interconnected stages: Preparatory Stage – planning independent learning activities, determining objectives, content, time allocation, assessment criteria, and forms of self-control. Implementation Stage – carrying out theoretical, practical, and integrated learning tasks, including work with scientific literature, project activities, pedagogical practice, and research assignments. Evaluation Stage – assessment and reflection of learning outcomes through reports, presentations, essays, course projects, and other forms of academic performance evaluation. The effectiveness of independent learning largely depends on the pedagogical support provided by instructors, the availability of educational resources, and the use of innovative educational technologies. Properly organized independent learning enhances students' professional competence, research abilities, creativity, and readiness for lifelong professional development. Conclusion Independent learning represents a fundamental component of the professional training of future surdopedagogues. Its effective organization contributes to the development of professional competence, critical thinking, creativity, and self-education skills. The implementation of modern pedagogical approaches and innovative educational technologies significantly increases the effectiveness of independent learning and ensures the preparation of competitive specialists capable of meeting contemporary educational challenges. bularniyam ruscha va o'zbekcha tarjima qilib berThe 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.





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