



TECHNOLOGY FOR DESIGNING SPECIAL EDUCATION

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Annotation

In the technology of designing the process of special education, it is necessary to design the future course process by the teacher of the school of special education to be able to see each lesson in a holistic position and improve its effectiveness. It is of great importance for the Bunda teacher to draw up a technological map of the future lesson, since the technological map of the lesson is drawn up based on the capabilities and needs of the students who have a defect in the hearing, the nature of the subject, the subject being taught for each lesson.

Keywords: Design-Organization of pedagogical process, pedagogical activity, qualified pedagogue, pupil, teacher, special education

Introduction

Design is one of the important conditions for the organization of the pedagogical process and its successful implementation.

1) analysis of the content of pedagogical activity;

2) know the results in advance;

3) tasks such as the creation of a project for the implementation of the planned activity will be performed. At this stage, surdopedagog is an independent, but at the same time a leader in the activities designed on the basis of the definition of the content, means of the educational process, in cooperation with the schoolboy who has a defect in hearing. So, the design of the pedagogical process is the creation of a project that serves to holistically express the general essence of pedagogical activity, which is organized on the basis of a project – a trinity of content – activities.

A full-fledged understanding of the pedagogical situation and a clear and correct definition of tasks is an important condition for the effective solution of the pedagogical process.

The fact that a qualified educator can see the situation in advance and strive for its goal forms the basis of the pedagogical design of the educational process.





In the pedagogical design, the pedagogical task is a holistic content, organizational-methodical, material-technical and socio-psychological (emotional, communicative, etc.)k.) it is required to provide a solution in terms.

At the stage of the design of the pedagogical process, the first problem that the educator faces is the design of the content of pedagogical activity.

The issues of effective organization of the educational process at various stages of social development, achievement of ensuring its consistency and continuity have attracted the attention of mature thinkers and advanced educators. These aspects of the organization of education and training of the younger generation are Abu Ali ibn Sina, Mirzo Ulugbek, Yan Amos Komensky. It was studied by D.K.Ushinsky, Abdulla Avloni, Hamza Hakimzadeh Niyazi, Abdukodir Shakuri and others.

The fact that the globality of information exchange, as well as the number and quality of scientific innovations taking place in the fields of Science, Technology and production, is growing sharply puts on the agenda of providing students with rapid and detailed information about them. The satisfaction of this requirement is primarily carried out in the educational process, which is a convenient, acceptable form of mastering scientific-theoretical and practical knowledge.

The purposeful, effective organization of the educational process is a direct link to the level of educational resources (curriculum, plan, textbook, manuals), as well as the level of knowledge and pedagogical skills of the educator.

In the application of new pedagogical technologies in the educational process, such issues as the perfection of the content of the educational program, the creation of textbooks and manuals on the basis of modern requirements, the service of achieving a single goal according to the theoretical and practical characteristics of the essence of the educational plan, the availability of pedagogical conditions that allow.

Another factor in the successful application of pedagogical technologies in the educational process is the pre – design of a specific, holistic educational process, the identification of the level of theoretical and practical knowledge, skills and skills acquired by students with hearing impairments, as well as the prediction of the successful outcome of the educational goal in advance.

At the same time, it is desirable to create a uniform andose that serves for the educational process, which is the most optimal design of the educational process before the scientific research institutes, public educational institutions operating in the pedagogical direction, regardless of the form, methods and means in all types of educational institutions.

Certain successes have also been achieved in this regard,to the information about which we reveal the pedagogical technology and its essence, The P.Bespalko,





M.V.Klarin, V.Slasten, M.O.Ochilov, N.Saidaxmedov. We can be informed through publications created by K.Zaripov and others.

Below we would like to express our personal feedback on the design of the educational process, relying on the theoretical views of the pedagogical scientists named above.

The development of the project of a particular training process will consist of the following stages:

1st stage. The initial stage of the design of the educational process consists in the study of the sources on the content of the subject or activity, which are included in the subject of the subject, because, getting acquainted with the collection of materials and their idea, summarizing, categorizing and rounding out the ideas put forward in them. The study of the essence of the subject of the subject of the study or the sources of the content of the activity for surdopedagog allows to provide them with detailed, exhaustive information on the subject (content of activity) that is presented to the attention of students who are deficient in hearing, to visualize the general process of Education.

The second stage is the clear definition of a single, common goal on the subject of the subject (the content of activity) of the subject of the training, the definition of private goals that are solved in small sections within the framework of the general goal, the direction of the development of tasks that should be resolved positively on the way to The precise determination of the purpose and objectives of Education surdopedagog, as well as the effective use of time in the achievement of the educational goal, the Prevention of didactic and educational problems that may arise in the educational process, the rational use of the existing conditions will lay the groundwork for the development of the educational system. The result of Step 2 is characterized by the recording of single, general and private goals, as well as tasks on the subject of the subject of the subject of the training subject (content of activity).

3rd stage. Design of the educational process is an expression from the development of the content of the educational process, relying on the objectives and objectives of the 3rd stage of Education.

The educational process makes it possible to express a set of theoretical and practical knowledge on a particular subject (content of activity), which serves to illuminate the content of the educational material. In the content of education, as well as the volume of understanding, skills and skills that should be mastered by students should also be able to express themselves. After all, the ideological perfection of the content of education is determined by the level of assimilation of certain knowledge, skills and skills by the students.





The effect is manifested in the development of conditions that ensure the assimilation of certain concepts by students, the formation of skills and abilities.

4-th stage. At the stage when the most important stage of the design of the educational process is considered, such actions as the form of training, the choice of methods and tools are carried out.

The significance of this stage is that the exact form of training, methods and tools lead to the success of the educational process. With their help, only theoretical knowledge about the subject of the subject (the content of activity) of the subject of study is transferred to the students, and by the students this knowledge is received. The designation of the form, methods and Means, which are considered the most optimal for a particular training, guarantees the success of the training process by almost 90 percent. The main essence of new, modern pedagogical Technologies is revealed at this stage. The correct selection of the form of education, methods and tools that direct students to creative research, activity, free thinking will give impetus to the interesting, rich in controversy, the emergence of creative acquaintances. In this case, the students take the initiative into their own hands, while at the expense of surdopedagog, tasks such as putting their activities in a certain direction, showing the way in difficult situations, giving advice and evaluating their activities remain.

5-th stage. In the next (fifth) stage, the volume of knowledge, skills and skills is expressed by the students. It is determined by the amount of time that is determined enough to be mastered, that is, it is determined by how long the specific understanding, skills and skills on a particular subject can be mastered by the students.

Stage 6. At the sixth stage, a system of exercises (assignments) is developed. To attach special importance to the effectiveness of the system of exercises (assignments) developed as a result of the phase talabi is the main condition of this phase.

It is desirable to divide the exercise system developed at this stage into the following groups:

- a) exercises that must be solved (solved) by students in the process of training;
- b) exercises (homework), which are planned to be performed under extracurricular conditions.

The exercises that are being brought to the attention of the students should complement each other, be able to earn interrelationadorlik, attachment and, most importantly, evolutionary feature.





Stage 7. At the seventh stage of the design of the educational process, tasks such as the control of the overall activities of students and the development of a test system are carried out.

The development of a test system that is theoretically and practically correct allows students to master certain concepts on the subject, as well as to accurately and objectively determine the levels of their ability to formulate practical skills and skills. In the development of the test system, it is desirable to give importance to the fact that the tests are consistent, continuous and in harmony with each other.

8-th stage. The final stage of the design of the educational process is completed by the application of the created project (template) to the educational process, the study of the final level (effectiveness) of the educational process.

At this stage, the general condition of the educational process, achievements and inadmissibility, the reasons for their occurrence, are analyzed. In the queue, measures are established that are aimed at preventing deficiencies that occur in the process of training.

As it is clear from the expressed opinions, there is a certain consistency between the tasks that are carried out at each stage, which makes it possible to effectively organize the educational process.

Achieving a thorough completion of each case in the design of the learning process leads to ensuring the success of practical activities.

Drawing up a technological map is not an easy task, because for this surdopedagog should be aware of general and special pedagogy, psychology, private methodology, pedagogy and Information Technology, and also know a lot of methods and methods. The fact that each lesson is colorful, interesting depends on the projected technological map of the previously carefully structured lesson.

Drawing up the technological map of the lesson in what form (or form), it depends on the experience, the purpose and discretion of the teacher. No matter how the technological map is drawn up, it is necessary that the course process is reflected in a holistic form, as well as a clearly defined goal, task and guaranteed result, the technology of the organization of the course process is fully expressed. The structure of the technological map prevents surdopedagog from writing an expanded outline of the lesson, since on such a map all aspects of the course process as well as the activities of the teacher and the reader are reflected.

In conclusion, at present, pedagogical technology is not considered as "research in the field of technical means of teaching or the use of computers, but rather it is a study aimed at determining the basis of the educational process and the development of





ways to improve the educational process by analyzing, developing and applying methods and materials, as well as evaluating the methods.

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