



WAYS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPEECH THERAPISTS

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Annotation

The content of the components of the socio-pedagogical competence of the future speech therapist and the socio-personal component of the socio-pedagogical competence of the future speech therapist. Recognition of the value of the personality of a pupil with a speech disorder requires the motivation of a speech therapist to socially oriented activities. This component includes the content, motives, goals and needs of a speech therapist in the actualization of socially oriented activities. The component implies the formation of qualities and features, such as: openness and sociability, responsibility, initiative, self-confidence, creative imagination, flexible social thinking and behavior, psychological stability in unexpected life situations, psychological state, purposefulness in working with socially unprotected, problem children, as well as children with systemic speech disorders.

Keywords: speech therapists-bachelors, social adaptation of children with developmental disabilities, psychological state, purposefulness in working with socially unprotected, problem children, systemic speech disorders.

Introduction

In recent years, the republic has created a regulatory framework for the successful socialization of people with disabilities, personal development, and training of speech therapists-bachelors. The material and technical base of higher educational institutions was developing. In the Strategy of Actions of the President of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan, special attention is paid to: "strengthening social protection of vulnerable segments of the population and state support for the elderly and persons with disabilities." As a result of the implementation of these reforms, the system of social adaptation of children with developmental disabilities to a full life, providing them with medical and pedagogical assistance, is being improved.





The introduction substantiates the relevance and relevance of the topic of the dissertation, outlines the degree of study of the problem, defines the goals and objectives, as well as the object and subject of research, indicates the correspondence of research work to priority areas of development of science and technology, and also provides information about the scientific novelty of the research, the reliability of the results, theoretical and practical significance, implementation in practice, publication of the results, the structure of the work.

Future speech therapists, analysis of opportunities for the development of socio-pedagogical competence of future speech therapists. The components of the socio-pedagogical competence of the future speech therapist, the motivation of the socially oriented activity of the speech therapist, the content, goals and needs of the actualization of his socially oriented activities are highlighted.

The level of socially oriented correctional and pedagogical activity determines socio-pedagogical competence, integrates the entire system of professional knowledge of a speech therapist and plays an important role in his overall professional competence. Voluntary scientific theory is based on its conceptual component. To determine the essence of the socio-pedagogical competence of the future speech therapist, it is necessary to analyze the content of the main complementary concepts, such as "competence" and "professional competence of a speech therapist".

The analysis of the author's works of all authors showed that there is a commonality in the interpretation of the concept of "professional competence of a speech therapist". This is the presence of internal motivation for the high-quality performance of their professional activities and an approach to their work as a value. That is, as the authors point out, this is not just a collection consisting of different levels and necessary descriptions, but a generalization, an extended system, a specific module.

The professional competence of the speech therapist ensures the effective implementation of corrective activities and demonstrates the versatility of speech therapy activities. The analysis of scientific approaches to the concept under study shows that the professional competence of a speech therapist is a complex product formed on the basis of theoretical knowledge and practical skills, personal qualities and social experience, a certain ability to solve various professional tasks aimed at correcting speech disorders and increasing the social potential of children with such disorders - diagnostic, methodological, psychological, correctional, social and others. The presence of important special methods of social interaction: flexibility and the ability to empathize. Professionally important personality traits are always considered socially significant, besides these traits are important for every speech therapist. It turns out that the important qualities of the future speech therapist are the main



conditions for the development of his socio-pedagogical competence.

The rules that can be used to determine the pedagogical conditions for the development of socio-pedagogical competence are to ensure the development of a person through the organization of his practical activities; to provide a coordinating function for managing the process of forming socio-pedagogical competence; to form a personal perception of professional activity in a future speech therapist.

Taking into account the complex, integrative properties of the concept of "socio-pedagogical competence", as well as the results of the analysis, the structure of the socio-pedagogical competence of the future speech therapist was determined as the interaction of four components: socio-personal, cognitive, professional and analytical-reflexive.

The cognitive component of the socio-pedagogical competence of the future speech therapist. At the level of the cognitive component, the orientation of knowledge of persons with speech disorders is formed, as well as on the personality of the person being brought up, its values and positive qualities. This orientation increases the activity of all cognitive processes of future speech therapists, the ability to analyze the behavior of speech therapists, the ability to see the motives of this behavior, the ability to see themselves, their activities through the eyes of children. This component includes socio-pedagogical knowledge.

The professional component of the socio-pedagogical competence of the future speech therapist. It is based on socio-pedagogical professional skills and competencies based on a system of specialized knowledge, forms a set of professional skills and allows a future defectologist to know: substantiate the social significance of his profession; analysis of socially significant problems and processes; design, formulation and regulation of interaction of specialists in solving social and professional tasks; organization of joint activities and interpersonal interaction of subjects of the educational environment; perform professional duties in accordance with the principles of professional ethics; self-diagnosis, independent learning and self-education; mastering: methods and technologies for solving socio-pedagogical tasks, methods of interaction of specialists in various organizations; the ability to plan their work and set socially oriented tasks; analysis of the results of pedagogical activity; acquisition of work experience: solving social professional tasks in cooperation with other specialists; studying various methods, techniques and techniques of pedagogical activity. The professional-activity component of socio-pedagogical competence allows the future defectologist to find adequate ways of behavior in various unexpected situations.





The complex of components of socio-pedagogical competence enables the future speech therapist to achieve a level of support for successful professional activity and personal self-realization.

Development of socio-pedagogical competence of future speech therapists and implementation of the mechanism of technology development, when modeling the process of development of socio-pedagogical competencies of future speech therapists, the structure of correctional and pedagogical activity is taken into account. When forming the basis for the development of socio-pedagogical competence of future speech therapists, students' scientific knowledge plays a leading role. Also, in research, practice serves in a broad sense as the cognitive basis of the entire life of human society, is considered a source of scientific knowledge, its driving force.

Studying practice in a narrow sense, T.A. Kryukova shows that practice is a form of education based on a certain theoretical basis, giving practical information about the laws and principles of professional activity. The peculiarity of this form of education is that it is identified with professional activity. Pedagogical practice is carried out in conditions close to the conditions of independent pedagogical activity, and is classified by the versatility of tasks and relationships.

To eliminate the identified problems in the implementation of the social aspect of the correctional and pedagogical activity of the future speech therapist, it is necessary to objectively strengthen the social orientation of pedagogical practice on the basis of structural components of socio-pedagogical competence (socio-personal, cognitive, professional-activity, analytical-reflexive).

For successful adaptation, integration and positive socialization of children with speech disorders, it is necessary to understand the possibility that the socio-pedagogical competence of speech therapists can be effectively formed in the process of pedagogical practice, which contributes to the effective implementation of the social aspect of correctional pedagogical activity in an educational institution, the development of a model for the formation of socio-pedagogical competence in the process of pedagogical practice.

Pedagogical knowledge of future speech therapists consists in: knowledge of the theory of correctional pedagogy, knowledge of the features of correctional and pedagogical activity; special (socio-pedagogical) knowledge: knowledge of the theory of pedagogical activity, knowledge of the features of the correctional and educational process; methodological knowledge: knowledge of correctional and methodological work with children with speech disorders, knowledge of speech therapy methods aimed at the socialization of children with speech disorders.





In this cycle of observations, the skills of the future speech therapist were studied: gnostic, project, organizational, communicative.

Gnostic skills: acquisition of new socio-pedagogical knowledge to solve socio-pedagogical tasks, bringing them to mobile learning in the pedagogical process; analyze your socially oriented correctional and pedagogical activities in the system of pedagogical relations; study your own strengths and weaknesses in activities and personality.

Design skills: development of a detailed long-term plan of socio-pedagogical activity of a speech therapist.

Organizational skills: organization of interaction in a team with pupils in order to achieve a positive correctional and educational effect of the future speech therapist; organization of their activities related to solving socio-pedagogical tasks; organization of the relationship of specialists of correctional institutions of different directions.

Communication skills are the establishment and development of relationships with all participants of the correctional and pedagogical process in accordance with the pedagogical goal.

In the second cycle of observations, the results of students' pedagogical activity were determined by functional indicators: the presence of solid and deep knowledge in the field of socially-oriented correctional and pedagogical activity, the ability to work with attention: the formation of students' sustained interest in the study of methods of socio-pedagogical influence, students' interest in the process of cognition of professional activity, independent fulfillment of obligations in the field of socio-pedagogical organizer of professional activity; development of creative abilities of students.

Functional indicators: disclosure to students of the prospects of the socio-pedagogical organizer of professional activity, to contribute to the expression of their correctional and educational tasks; equipping students with methods for solving socio-pedagogical and communicative tasks in educational and extracurricular activities; formation of students' interest in socially oriented correctional and pedagogical activities; teaching control of pedagogical activity, accounting, evaluation, self-control, self-assessment, self-organization.

In the third cycle of observations, the personality characteristics of future speech therapists were studied according to the following indicators: emotional and moral orientation: justice, attention to children, respect, kindness, responsibility, flexibility; professional orientation: pedagogical optimism, creativity in correctional and educational activities.





In this study, when modeling the process of development of socio-pedagogical competencies of future speech therapists, the structure of correctional and pedagogical activity is taken into account.

The socio-pedagogical competence of the future speech therapist is a social orientation, an integrative personality quality that requires readiness to perform pedagogical functions aimed at understanding the individual and behavioral characteristics of children with speech disorders, the ability to analyze their socially significant problems and social relationships, the formation of professional experience in their upbringing, education and protection in social life.

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