

DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS IN THE PROCESS OF STUDYING INDEPENDENTLY

Mahmudova Madina Sobirkhonovna
Kokand State Pedagogical Institute
Teacher of the Department of Defectology

ABSTRACT

The process of comprehensive scientific-theoretical study of the problem of developing the professional competencies of future speech therapists through various forms and means of education has created a need to study the views of foreign and pedagogical scholars of different periods. As the competence is defined as a high level of performance of a teacher, the process of teaching, the practical applications of teaching, the requirements for it, the personality of the teacher and other concepts are considered to be the most pressing issues today.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In determining the types and directions of work on the development of professional competencies of future speech therapists in the process of independent education in higher education, it is necessary to choose ways related to their professional activity. Only then will students be able to demonstrate sufficient knowledge, skills and experience to carry out future professional activities.

According to sources, professional skill depends on the immediate abilities and unique creativity skills of the individual. Professional competence is combined with the knowledge, skills and abilities acquired by a person from general, special (as an audience during a higher education and beyond) training or during practice. Therefore, independent education allows you to acquire the elements of skills and experience in the field.

Evaluating professional training, C.Yu. Mahmudov says: "A person's professional qualities alone are not the evidence of their pedagogical ability, but they are an integral part of its content and structure. The practicality of the results achieved, their speed and the level of achievement together with the individual qualities such as knowledge, skills and abilities, constitute the characteristics of the ability in practice.

One of the criteria for qualitative assessment of the results of professional activities of students in the period of studying independently is determined by their speech therapy knowledge and ability to organize correctional work. Therefore, it is necessary for students to develop their pedagogical and methodological skills through their research activities during the period of independent education, to constantly increase their knowledge.

In order to purposefully and effectively organize the development of professional competencies of future speech therapists in the process of independent learning through the study and critical analysis of national and foreign sources, we have identified areas for preparing students for professional activities. These areas include:

to develop the content of the work on the development of **professional competence** of students, taking into account the theoretical and practical knowledge, professional skills and abilities provided for in the state educational standards;

to choose methods, forms and tools for the formation of **organizational competence** in students, the ability to develop self-control, knowledge of planning and organization of their work, the ability to conduct their activities with colleagues and partners;

independent reception, analysis and evaluation of information, summarizing, organization of correctional and pedagogical processes and evaluation of their results, types of work that teach students to make quick decisions in non-standard situations encountered in practice, the use of systems of assignments to **work with projects and develop creativity**;

to establish **professional ethics**, communication skills, business and entrepreneurial skills in students by directing their professional and business skills to independent educational practice;

to form in students **social competence** in the process of independent learning and a sense of not being indifferent to the events of this period by organizing meetings with the experts of the field, to find ways to teach them to know and respect national traditions, interethnic culture, fidelity to patriotic ideas, effective use of free time, and apply those skills;

the use of posters, booklets, which teach to be aware of the Constitution, laws, codes in the formation of legal culture in future speech therapists;

to understand the norms of demand, supply and quality in the formation of economic culture in students, necessary for speech therapy, and to optimize the content of the types of work that prepare them for effective use in practice in the process of using other methods;

Establish a procedure for submitting projects to students, such as relying on local lore data in the development of the content of educational assignments on the formation of **ecological culture**, as well as the development of scenarios of activities on these topics;

The professional competencies that need to be formed in future speech therapists can be broadly categorized as follows:

Elementary-coded (academic) competencies: they include knowledge, skills, abilities that require simple labor operations of speech therapy. They are easily assimilated, manifested in certain types of activities;

Key competencies: competencies that incorporate integrative skills (manifested in all types of activities, such as measuring, sizing and evident in all interactions of the person with the world) into the individual's spiritual world and the purpose of the activity.

We believe that it is necessary to systematize the positive factors related to the student's personality, which develop the professional competence of future speech therapists: curiosity, ability to use information and communication technologies, knowledge of pedagogical technologies and their effective use, influence on creating a healthy team environment; knowledge, ability to motivate children to learn, knowledge of their rights, financial literacy, knowledge of foreign languages, ability to work collaboratively, creativity, etc.

We consider it important to form the following professional competencies in future speech therapists, summarizing the definitions given in scientific research and as well as the recommendations for the development of professional competence:

Competence at the axiological level. This competence requires the following skills in speech therapists: the formation of a professional outlook, the establishment of professional relationships, analysis of the causes of communicative problems in practice, understanding and self-awareness of the individual speech therapist and the child, predicting the achievement of goals, professional ethics to have, to know one's profession as a value, to recognize the principles of humanity as a rule, and so on.

Socio-legal competence. This competence requires speech therapists to develop knowledge, skills and competencies in the following professions: knowledge of the essence of normative and legal documents on special, inclusive education, compliance with the rules and norms of occupational safety, technical safety, correctional and pedagogical training of children, adolescents and adults with speech defects protection from negative external and internal factors (affecting life and health) in the process, taking measures to prevent similar problems, formalizing their work, finding and applying effective ways to raise extra-budgetary funds, etc.

Correctional-pedagogical, methodical competence. This competence requires the formation of knowledge, skills and abilities of future speech therapists in the following professions: understanding of the importance of creating a creative environment in the organization of correctional and pedagogical work, regular self-study, study of various modern approaches to self-development. case study, lesson plan development, development; effective organization of activities of children with speech defects in speech and extracurricular activities, correction, application of various modern methods of compensation, vocabulary, knowledge of the principles and essence of person-centered education, their use in the pedagogical process, readiness to perform various tasks in educational institutions, psychological mechanisms and their alternatives. use of forms; educational and corrective effects on the general and speech development of children, and so on.

Communicative competence: This competence requires the development of the following social skills and competencies in future speech therapists: collaboration, organization of interactive activities, tolerance, choice of effective strategies and tactics in difficult professional and life situations, active participation in the team, socialization of children with speech defects and the provision of practical assistance, self-management, evaluation, development and the ability to visualize the results of scientific-methodical, scientific-pedagogical activities, etc.

The solution of the problem of developing the professional competencies of future speech therapists through the use of innovative technologies in the process of independent education is consistent with the goals, objectives and methodological foundations of special pedagogy. In special pedagogy, the concepts of value, compassion and patience show that the field is based on important humane principles. It is therefore important to define the professional competencies of speech therapists in both practical and methodological, psychological and social contexts.

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