

MODEL FOR THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCIES OF FUTURE DEFECTOLOGISTS IN PEDAGOGICAL PRACTICE

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Annotation. This article covers the issues of the model for the development of socio-pedagogical competencies of future defectologists in pedagogical practice.

Keywords: model, competence, practice, modeling.

Modeling as a research method is widely used in various fields of science, since it is considered to be of maximum importance for the study of complex multifaceted objects.

"Modeling" is interpreted as "the creation of a project model of the one that has entered pedagogical practice in technical sciences and is carried out in reality"¹. The modeling problem was studied by many well-known educators. For Example, A. S. Makarenko was a supporter of modeling the "strong and rich nature of Man, all the best in him"². V. A. Sukhomlinsky introduced the qualification of building a pedagogical process into the concept of "modeling"³. V. V. Kraevsky argues that all scientific work in the field of pedagogy is, in a sense, work on updating pedagogical projects, and its founder is pedagogical modeling.⁴

Modeling is the imitation of images, various processes and systems, as well as the elimination of negative factors.

The pedagogical process becomes technological thanks to modeling, as a result of which "pedagogical technology is created that ensures the development of participants in the pedagogical process, pedagogical modeling becomes a connecting link between practice and pedagogical theory." In the modeling process, pedagogical theory can play a dual role. Pedagogical theory "can be used as a model or be the source of its formation" while the model expression of pedagogical practice implies their recording, allowing to express and describe the main processes in a generalized way. Modeling in pedagogy is considered "one of the basic concepts used in the description of research to improve the teaching process based on the construction of pedagogical models."⁵

In this study, we took into account the structure of correctional-pedagogical activity while modeling the process of development of socio-pedagogical competences of future defectologists.

Researchers set certain requirements for the activity model. In our research work, we, among other things, model is realistic (must ensure maximum compatibility between professional-theoretical and practical activities of the specialist), dynamic (must be returned periodically, according to which it is possible to achieve a continuous reflection of the changes taking place in society), and at the same time conservative (this professional we relied on the opinions of scientists who believe that traditional professional knowledge possessed by the community should ensure accumulation and mastery of skills), advance in time, define perspectives in the training of a specialist, i.e. should have a prognostic nature.

Taking into account the above, V.I. Zagvyazinsky, N.A. Bessmertnaya, E.N. Zhukatinskaya, A.Yu. Kruglikova, E.V.

¹Simonenko, V.D., Fomin, N.V. Modern pedagogical technologies: textbook / V.D. Simonenko, N.V. Fomin. - Bryansk: RIO BSPU, 2001. - 395s.

²Makarenko, A.S. Pedagogical essays: In 8 vols. T. 2 / Comp. M. D. Vinogradova, A. A. Frolov. - M.: Pedagogy, 1983. - 512 p.

³Sukhomlinsky, V.A. One hundred tips for the teacher. Publisher: Udmurtiya. 1981. - 296 p.

⁴Kraevsky, V.V. Advanced training of pedagogical staff / V.V. Kraevsky // Pedagogy. 1992. - No. 7. - P.55-58.

⁵Boyko, T.N. Model approach to the formation of social pedagogical competence of future teachers-speech therapists /T.N. Boyko // Bulletin of the Bryansk State University. 2012. - No. 1. - Bryansk: RIO BGU, 2012. - S. 31-35.

Koltakova, N.G. Models of specialist training were developed by Petelina, but today it is not enough to create a specialist training model, it is more urgent to create a competency-based specialist training model (A.A. Derkach, N.V. Kuzmina, A.K. Markova, V.A Slastenin, V.D. Shadrikov and others).

Taking into account the theoretical developments of these scientists, we organized the design of the model of formation of social-pedagogical competence of students - future defectologists in the process of pedagogical practice based on modern requirements for the profession.

The direction and content of the educational process of the higher education institution are defined in the state educational standard for the "Defectology" field of study, pedagogical requirements for a defectologist are "tasks of the professional activity of bachelors", "requirements for the results of mastering the basic educational programs of the bachelor's degree"

In the context of the object of our research work, the model should be the direction of development of the socio-pedagogical competence of the student-future defectologist in the process of pedagogical practice.

- We found out that on the basis of socio-pedagogical competence lies knowledge of the factors affecting the physical, mental and social well-being of an individual with disabilities, its development and self-realization, perceptions of the system of Organization of social education and social protection, knowledge of the specificity and normative foundations of the socio-pedagogical activity of a defectologist.

- An indicator of the expression of socio-pedagogical competence is a group of skills and experience of practical activity associated with the definition and solution of socio-pedagogical tasks, the programming and modeling of socio-pedagogical methods of behavior, the implementation of socio-pedagogical actions, the assessment of the results of socio-pedagogical actions.

- The assimilation of knowledge, the formation and development of skills, their implementation in solving socio-pedagogical tasks will depend on socio-personal master classes associated with the acquisition of the profession, the level of development of personal qualities, the level of self-realization, the formation of a valuable orientation in the implementation of significant socio-pedagogical organizers of professional activity.

- The process of forming the socio-pedagogical competence of the future defectologist in the process of pedagogical practice can be effective when it is carried out on the basis of a theoretical model. Its development requires the use of a personal approach, which in the model requires the allocation of personal descriptions of undergraduate-speech therapists, their involvement in the collaborative educational process.

- The process of training a bachelor-defectologist in an ATM should have a personal content, it should serve as a means of understanding the universe and professional activity. In the process of pedagogical practice, the model for the formation of socio-pedagogical competence should include interconnected and mutually complementary elements: software-targeted, theoretical-methodological, meaningful-technological, result-assessment and organizational-pedagogical.

- The programmatic-target element of the model should reflect Educational Directions in the formation of socio-pedagogical competence in the educational direction "Defectology", it should be defined as the intended result of the development of socio-pedagogical competence of the future defectologist in the process of pedagogical practice of the goal.

- The implementation of the goal should be of an innovative nature, which provides for a constant modification of the readiness of all subjects for pedagogical and social interaction in the process of pedagogical practice.

- The theoretical-methodological element of the model should determine the initial research situations and, relying on them, it is necessary to carry out the lyihalization of the model. We covered these cases from different points of view: personal orientation, activity, systematic approaches and theoretical ideas of humanization of general and special education.

- In the theoretical-technological element of the model, it is necessary to reveal the essence and role of pedagogical practice in which Bachelor-speech therapists are involved. In this context, pedagogical practice should serve as a factor in the formation of socio-personal, cognitive, professional-activity and analytical-reflexive components of the socio-pedagogical competence of future defectologists.

- We consider it necessary to include all components of socio-pedagogical competence in the structure of the model of socio-pedagogical competence of the future defectologist.

- The content of the socio-personal component of the model of socio-pedagogical competence of the future defectologist includes:

- - recognition as a value of the personality of an educator with a speech defect;

- - content, motives, goals, needs of the future defectologist;

- -valuable master classes in actualization of socio-pedagogical competence.

- The content of the cognitive component of the model of socio-pedagogical competence of the future defectologist includes:

- - knowledge of a socially directed theory aimed at the correctional and pedagogical activity of the future defectologist;

- - knowledge of the algorithm for solving social professional tasks;

- - knowledge of the features, forms and main directions of interaction of specialists in correctional organizations of

different directions;

- - knowledge of the individual characteristics of children with developmental problems and methods of working with them;
- - know the characteristics of children's behavior in different social groups;
- - knowledge of the regulatory framework of the work of a defectologist.
- The content of the professional-functioning component of the socio-pedagogical competence model is formed by professional skills, qualifications and practical experience of the future defectologist. Professional-activity skills allow the future defectologist to:
 - - knowledge of the analysis of socially significant problems and processes of correctional and pedagogical activity;
 - - knowledge of the design, construction and regulation of the interaction of specialists in solving social professional tasks;
 - - to know the organization of collaborative activities and interpersonal relationships of subjects of the educational environment;
 - - know how to perform professional tasks by following the principles of professional ethics;
 - - mastery of the methodology and technology of solving socio-pedagogical tasks;
 - - mastery of the methodology of interaction of specialists in correctional organizations of different directions;
 - - mastery of the skills of planning one's work and knowing how to set socially oriented tasks in activities;
 - - to acquire experience of activity in the interaction of specialists in solving social professional tasks;
 - - to acquire experience of activity in the study of various methods, methodologies and methods of socially directed correctional and pedagogical activity.
- The content of the analytical-reflexive component of the model of socio-pedagogical competence of the future defectologist is expressed in:
 - - conscious control of the results of its activities;
 - - orientation towards collaboration and collaborative creativity;
 - - the ability to take on the responsibility of accepting non-standard solutions.
- The listed components of the model of the socio-pedagogical competence of the future defectologist are interrelated and have interdependence. A change in one component leads to a change in other components of the socio-pedagogical competence of the future defectologist.
- The analysis of the content of the speech pedagogical activity carried out made it possible to distinguish the stages of the formation of the socio-pedagogical competence of the future defectologist: motivational orientation, professional-activity, professional-analytical.
- At the motivational stage, the formation of motives and values of future professional activity takes place. At this stage, the following tasks of pedagogical practice are solved:
 - - arm bachelors with general orientation and motivation in the conditions of a real Correctional organization;
 - - expanding the vision of a bachelor defectologist about multifunctional activities;
 - - formation of perceptions of social specialists in an educational organization about their interaction in the correctional and educational process;
 - - comparison of theoretical knowledge on the theory of social education with the practical acquisition of professional functions in the implementation of the socio-pedagogical Organization of professional activity of students;
 - - to acquaint students with the correctional development of speech-children and the practice of social education, which the defectologist carries out in the educational organization.
- At this stage, it is necessary to pay special attention to the independent work of students. At the professional-activity stage, the practical application of knowledge, skills, qualifications and experience of activity acquired in the real conditions of pedagogical practice is considered important. The tasks of pedagogical practice with the consideration of this goal are as follows:
 - - formation of the skill of the teacher in students to observe, analyze and generalize the pedagogical experience of children of preschool and school age-correctional and socio-educational work with speech therapists;
 - - formation of skills in the design, construction and regulation of the interaction of specialists in solving social and professional tasks;
 - - arming with methodology and technology of solving socio-pedagogical tasks;
 - - formation of the ability to plan their work and set socially oriented tasks in activities;
 - - formation of the skill of analyzing the results of socially directed correctional and pedagogical activities;
 - - formation of the skill of independent conduct of events in order to develop competencies carried out in socio-pedagogical work with children, parents, other specialists of the correctional process.
- At this stage, attention should be paid to the discussion of personal experience of correctional and pedagogical activity and its results. At the professional-analytical stage, the formation of socially relevant abilities occurs to self-objective assessment of students' reflex and their own professional activity, social adaptation and mobility.
- The tasks of pedagogical practice at this stage are as follows:
 - - familiarization with categories of children with severe speech disorders;
 - to teach the independent design and implementation of correctional and socio-pedagogical processes in educational

organizations;

- teaching the practical application of the technology of defectologist activities in accordance with the directions of Correctional-developmental and socio-pedagogical activity;
- formation of skills of interaction with cultural institutions on issues of implementation of educational work with children with disabilities and their families;
- formation of the skill of independent and creative application of acquired knowledge in practical activities;
- formation of skills of reflection of one's professional activities.

A consistent transition from all stages of development of socio-pedagogical competence should help to understand personal involvement in the problems of children with disabilities, the possibility of providing assistance to children in their adaptation to society, socialization and integration.

In the process of pedagogical practice, special tools and technologies should help in the effective formation of the socio-pedagogical competence of the future defectologist.

Means: organizational (normative-legal, material-technical and scientific provision of the operation of the model under development); psychological-pedagogical (educational-methodical provision of the process of pedagogical practice in the field of questionnaires, "Defectology").

When performing various types of work in the process of pedagogical practice, we offer to adapt the following technologies:

- socio-pedagogical support of students, consisting of the following components:
- assistance to the student in adapting to the conditions of the real correctional and educational process in the educational organization;
- elimination of psychological barriers that arise in the student in the process of organizing interaction with the subjects of the pedagogical process (with children with speech disorders, educators, parents);
- problematic teaching: trainings, business and didactic games, discussion techniques, collective creative work, pedagogical workshops, modeling of options for the socio-pedagogical process;
- technologies for solving socio-pedagogical tasks;
- interactive educational technologies: Portfolio technology, in-ternet-forum, online master classes of city defectologists, speech therapy sessions conducted by students, consultations and video recording of educational events.

The result-assessment element of the model should be formed by the criteria and levels of formation of socio-pedagogical competence in future defectologists, as well as the assessment of compliance with these criteria and levels, which are expressed in objective indicators. The analysis of studies devoted to the socio-pedagogical competence of the educator and other types of competence allowed us to distinguish the criteria for the socio-pedagogical competence of the future defectologist.

The separation of criteria helps to determine how much the future defectologist is ready to realize the fulfillment of his position obligations, as well as so that later he can effectively demonstrate his socio-pedagogical competence in performing various correctional and pedagogical tasks.

Recognition of the personality of an educator with speech disorders as a value requires the social and personal motivation of the future defectologist for professional activity. Therefore, the motivational-personal criterion of the socio-pedagogical competence of the future defectologist can be distinguished.

The cognitive component provides for the development of the branch of the defectologist on cognition (completeness, systematicity and awareness of socio-pedagogical knowledge), therefore, the future defectologist has every reason to distinguish the professional-cognitive criterion of socio-pedagogical competence.

The conscious control of skills, operations and actions, as well as the results of their activities make it possible to distinguish the analytical-functioning criterion of the socio-pedagogical competence of the future defectologist.

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