

WAYS TO DEVELOP COMPETENCY OF A MODERN SPEECH THERAPIST IN PROFESSIONAL ACTIVITIES

Xonbabayeva Madinabonu Asqarjon 's daughter
Teacher of the Department of special pedagogy of Kokand DPI

A'zamova Yulduzxon Ulug'bek's daughter
Mamajonova Xursanoy Axrorjon's daughter
Kokan DPI special pedagogy 2nd year students

Annotation

This article covers the ways of developing the competence of a modern speech therapist in professional activities, the nature of scientific research that is necessary to be carried out in this regard, the foundations for the work carried out and carried out by scientists.

Keywords: Competence, Development, speech, educator, factor, skill, profession, personality relationships.

It is known that the concept of competence is based on the fact that the educator achieves the best results in the educational process, has high professional potential, and also has communicative and positive qualities. Therefore, let's turn to the analysis of psychological and pedagogical literature if we clarify the essence of the content of the concept of "professional competence". F.A.Of Brockhaus and I.A. According to Ephron, the Latin word "competence" is a synonym for "Section", derived from the verb "to know", i.e. to know, to be able, to control. The English word "competence" literally means "ability". The content is designed to emphasize "the effective application of theoretical knowledge in practice, the ability to demonstrate a high level of professional skills, skills and qualifications." The term "ability" originated as a result of psychological research in pedagogy.

Y.V.Koltakova, I.M.Special in the research work of the yakovlevas

the professional characteristics of the pedagogue - speech are considered from the point of view of competence. Y.V.Koltakova distinguishes in the qualification requirement of speech its specific professional, psychological and personal characteristics, as well as special competencies, and notes that "acquired competencies directly related to professional activity include diagnostic, prognostic, Correctional pedagogical and counseling competencies". The author distinguishes methodological competence, which is defined as "the acquisition and knowledge of the methods and techniques of teaching and educating children with speech deficiencies" in the competence of speech. The concept of "competence" has entered the field of education as a result of scientific research by psychologists. From a psychological point of view, competence refers to "unconventional situations, how a specialist behaves in unexpected

cases, enters into communication, takes a new course in interaction with opponents, takes on ambiguous tasks, uses information full of contradictions, owns a plan of action in consistently developing and complex processes.”

The main goal of modern education is to prepare for society and the state a person who is comprehensively developed, cooperates with a socially adapted society and is able to work alone. Therefore, the level of multiethnic teachers is important in the upbringing of a mature person. In pedagogy, the concept of psychological and pedagogical competence is based on the fact that the educator achieves the best results in the educational process, has high professional potential, and also has communicative and positive qualities.

In the process of upbringing and education, young people acquire the knowledge, traditions, culture and professional skills acquired by their ancestors and occupy a worthy place in the formation of life experience, pedagogical personality, capabilities and worldview of society. Professionalism is recognized as an important activity. Therefore, let's turn to the analysis of psychological and pedagogical literature.

The emergence of the competency approach to education as a new field of study, and the concepts of “competence” and “competence” were introduced in foreign pedagogical and methodological sources in the West in the late 1960s and early 1970s, developed in domestic literature. In the late 1980s, approaches based on educational skills were formed. At the current level of development in educational science, there is no clear definition of the terms “competence” and “competence”.

The term "competence “has a different meaning, but is etymologically related to the term” competence”. In addition to the term, the corresponding terms “professionalism”, “competence”, “pedagogical culture”, “pedagogical education” are also used in the literature. From a psychological point of view, a.K.Markova believes that competence is an individual characteristic of an individual, that is, an individual by the degree of compliance with professional requirements.

T.M.According to Sorokina, professional competence is understood as the readiness of educators to carry out professional activities both theoretically and practically, and the ability to solve pedagogical tasks to varying degrees.

M.I.Lukyanova, on the other hand, argues that psychological and pedagogical competence is the sum of the specific qualities of the personality of the educator and the ability to effectively interact with those who receive education in a high level of professional readiness and educational process.

Competence is manifested and assessed only in the process of activity, within the framework of a concrete profession. It is also worth noting the essence of the process of cognition when speaking about the importance of the practice, which is considered a source of knowledge. Imagination occurs in the process of cognition with the help of perception and perception.

Imagination is a trace of sensations and perception that persists in the human mind for a long time. Or, in other words, it is the obvious emotional image in the mind of something and events that have influenced the organs of imagination and intuition at some point. Although perception, perception and imagination are important components of cognition, they also do not completely solve the problem of knowing real reality.

At the highest stage of the cognitive process, thinking occurs. The value of any theoretical knowledge is determined by how much it serves practice. The theory is based on the essence of practical activity and serves to better establish practical activity. However, practice is also a tool for checking the correctness of knowledge at the same time. A theoretical idea, thought is checked in amailiyot, and only when it is confirmed through it does it become an important component of human knowledge.

Determining the level of professional skill of an educator is necessary, first of all, for the educator himself. An educator's self-management, analysis of his own behavior, objective assessment of his knowledge, skills and qualifications by himself serve to form his need for continuous professional development, and these qualities are components of professional competence.

In our opinion, the main requirements for the development of competency of educators-psychologists of modern future logopedes can be cited as a factor:

1. Uses technology in education. In the educational process, digital technologies have become one of the main weapons of the teacher. One of the assistants of a modern teacher is educational platforms, mobile applications, online courses, quiz and mental games, Olympiads, Concours and marathons. This not only helps to remember the material given, but also enhances the effectiveness of the teaching process of teachers.

2. He knows himself well about his rights. In various situations, the knowledge of the rights of the teacher and the student helps the teacher to function within the framework of the law.

3. Correctly distributes time. The daily work of the teacher is the preparation for the lesson, awareness of all the innovations in the field of education, ensures.

4. Knows how to approach the modern reader. The personality-oriented approach is the basis of modern education. This approach is to fully accept from the teacher the interests of the student as a person and his shortcomings, the main thing is to get along with him.

5. Has management skills. Modern general secondary educational institutions need mainly educators with the formation of managerial skills. The teacher's self-management, analysis of his own behavior, objective assessment of his knowledge, skills and competencies by himself serve to form his need for continuous professional development.

The teacher himself must have a competency about everything that is going to teach students. In this case, the essential competence for the educator is the creative ability of the educator.

Hence, we can say that comparing personality-oriented and competency approaches allows us to develop a series of Basic Rules for shaping the creativity skills of educators.

Based on the requirements for teachers and the information provided, the competency of teachers can be expressed as a system consisting of several components, that is, through concepts, knowledge, skills and qualifications that need to be formed in teachers, personal qualities of professional importance, as well as universal qualities.

A competent teacher represents a pedagogical person who has the necessary concepts in the direction of effective organization and management of the educational process, is well versed in the psychology of students, has rich and high moral qualities, is able to apply modern pedagogical technologies to the educational process, has appropriate education and professional training, has high pedagogical skills and rich professional experience.

An important place in the innovative development of education is allocated to educational technologies.

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