
POSSIBILITIES OF FORMING THE METHODICAL COMPETENCE OF FUTURE TEACHERS - SPEAKERS ON THE BASIS OF INTERDISCIPLINE INTEGRATIVE APPROACH

Otabek Bozorov

Lecturer,

Tashkent State Pedagogical University, Uzbekistan

ABSTRACT: This article provides an analysis of pedagogical and psychological literature on the formation of methodological competence of future speech therapists in pedagogical universities on the basis of an interdisciplinary integrated approach. Modern approaches to the formation of methodological competence of future speech therapists are described.

KEYWORDS: Future speech therapists, methodological knowledge, competence, methodological competence, integrative approach.

INTRODUCTION

The current stage of development of education for children with disabilities is marked by the growth of research aimed at updating and improving the professional training of special educators. Today, a competent approach to education requires a rethinking of the content, methods, tools and techniques of professional training of special educators, speech therapists, including technologies for the formation of professional and methodological competencies as an innovative feature of the new educational standard. The peculiarities of the professional activity of special educators are well-known defectologists (L.S. Vygotsky, F.A. Pay, A.N. Graborov, G.M. Dulnev, B.P. Puzanov, H.S. Zamsky, D.A. Azbukin, V.P. Kashchenko, M.S. Pevzner, A.S. Shafranova) and current researchers (E.V. Koltakova, N.M. Nazarova, E.G. Rechitskaya N.A. Strogova, I.M. Yakovleva, L.R. Muminova, M.Yu. Ayupova, D.A. Nurkeldiyeva, D.B. Yakubjanova, Ya. E. Chicherina and others).

THE MAIN RESULTS AND FINDINGS

Practice shows that the methods of teaching special subjects have a general structure, uniformity of methodological concepts, descriptions of activities, similarity of the laws of study. It can be assumed that the acquisition of this generalized systematic methodological knowledge can be the basis for the development of specific methodological competencies and determines the quality of general methodological competence of special educators.

It is important for a future speech therapist to have a systematic, solid speech therapy knowledge and knowledge of speech therapy techniques. In practice, we see that a teacher with deep knowledge cannot deliver them to students. Or we make a mistake: the teacher knows his subject, can methodically organize the activities of students in the classroom, but students can not assimilate the knowledge given by the teacher, because, as is well known, it is not possible to teach a person, it can only help him to learn, and this is where psychological-pedagogical, methodological knowledge and teacher skills are needed.

Methodological knowledge falls within the scope of educational knowledge and includes two types of knowledge related to the field of education:

- Knowledge of the content of education
- and knowledge of teaching it.

Knowledge of the content of education refers to the standard subjects that students learn, and includes the knowledge, strategies, techniques, and methods that students actively use in their activities. An important aspect of methodological knowledge is that the teacher who has it and actively uses it in his / her work knows the content of the topic and teaches the content based on the principles of pedagogy, psychology, sociology and didactics.

Methodological knowledge is defined primarily by experimental knowledge and, in essence, by the specific purpose of its application in education. For this reason, methodological knowledge is unique in that it not only has the characteristics of knowledge, but also refers to different teaching methods, techniques, influential components of the teacher's personality, and methodological knowledge.

At present, teaching is based on a competent approach. Competence - what does this term mean? For example, knowledge (facts, theories), skills (experience and action gained through practice), unlike skills (successful action in different situations), competence should be defined as: the ability to work effectively in a given environment with knowledge, skills and experience.

Methodological knowledge lies within the cognitive realm and includes certain skills, and competence refers to the ability to apply knowledge and skills effectively in a variety of complex and unfamiliar situations. Therefore, future teachers-speech therapists should not only acquire knowledge in various disciplines related to the methodology of teaching a particular subject, but also focus on the acquisition and development of the necessary competencies.

A qualified speech therapist with methodological competence must have an unusual mindset, ie be able to choose the most optimal and effective among many decisions in a particular situation and easily deny wrong decisions, so that competence can be defined as the ability to perform current activities 'ladi.

In pedagogical colleges, speech therapists are taught how to acquire psychological and pedagogical, speech therapy knowledge and how to use it in speech therapy. In the process of direct speech therapy, the speech therapist-teacher must apply all this knowledge in a holistic way. However, this knowledge is acquired at different times and often without interaction. As a result, future speech therapists will not be able to generalize their knowledge of pedagogy, psychology, speech therapy and teaching methods. Therefore, the integration of psychological, pedagogical, speech therapy and methodological knowledge should be carried out in higher education.

Integration is derived from the English word "integratio", which means the restoration of parts, the merging of parts, the joining of individual parts or elements into one whole.

N.I. Kondakov describes integration as "the integration of any element into a single whole and the restoration of some integrity."

Y.S. Tyunnikov identifies a number of features of the concept of integration:

- integration is based on various interconnected elements;
- integration is associated with changes in the quality and quantity of interconnected elements;
- the integrative process has a logical content;
- the integrative process has its own structure;
- pedagogical orientation and its relative independence [3].

According to B.S. Bezrukova, pedagogical integration is a form of scientific integration, which is carried out within the framework of pedagogical theory and practice, taking into account its different characteristics [4].

Thus, it is important to understand that integration is the process of teaching different subjects, which are used in interdisciplinary communication, from a mutually agreed-upon learning to a level of sharp interaction.

N.F. Borisenko distinguished the following forms of interdisciplinary connection:

- Relationships based on the study of a particular object in different subjects;
- links to the application of a particular scientific method in different subjects;
- Relationships based on the application of a theory in different subjects [5].

If interdisciplinary integration is involved in the development of the educational process in the system of subject education, as well as in ensuring its unity and organization, then its methodological function is provided.

In his research, N.V. Zelenko studied the professional and methodological training of future teachers as "an integral whole of three components: general methodological competence, special methodological competence, and their implementation." [2].

In the training of future speech therapists, the introduction of an integrated approach to the development of curricula and study programs is important, that is, teachers to form a holistic picture of the correctional and pedagogical process in the minds of students, to develop new ideas, new educational goals., allows you to define the content, forms and methods.

It is known that correctional and methodical disciplines are taught from the 3rd stage of specialization. In this case, the disciplines are included in the block of general and specialized disciplines. The future speech therapist will master the subjects that reflect the theory of education, such as general pedagogy, general psychology and special pedagogy and psychology. In order to ensure that the principle of consistency and coherence in education is not violated and the student feels the chain of interdisciplinary interdependence, professors know the basic content of these disciplines and actively participate in the process of mastering methodological knowledge. It is necessary to provide

Currently, the introduction of credit-modular education in education requires a variety of subjects in the curriculum, an increase in the proportion of elective subjects, the student can create their own curriculum. This, in turn, requires a complex mechanism for creating a science catalog based on an integrated approach. Therefore, professors and teachers of the department should analyze the existing curricula, improve the curriculum based on the discussion of the specifics of the subject they teach, the peculiarities of student learning.

CONCLUSION

In short, in our opinion, the integration of psychological, pedagogical, speech therapy and methodological knowledge in the semantic stage is one of the most effective methods, which allows future speech therapists to integrate the correctional and speech therapy process and design work based on this product. This, in turn, increases the level of methodological competence of the teacher-speech therapist.

REFERENCES

1. Atutov P.R., Babkin N.I., Vasilev Yu.K. Connection of labor training with the fundamentals of sciences. M., 1983, -137 p.
2. Zverev I.D., Maksimova V.I. Intersubject communications in modern school. - M., 1981.
3. Ergashev J.B. Establish interdisciplinary links between mathematics and computer science in teaching mathematics to students. Material of the Republican Scientific Conference. Samarkand 2014.
4. Aripov M., Begalov B., Begimkulov U., Mamarajabov M. Information technology. - T : Noshir, 2009.
5. Kurbatsky A.I., Listopad N.I., Vorotnitsky Yu.I. Information technologies in the system of higher education. Informatics and education. Moscow, 1999.