



## METHODOLOGICAL OF FUTURE SURDOPEDAGOGS BASED ON AN INTEGRATIVE APPROACH METHODS FOR THE DEVELOPMENT OF COMPETENCIES

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### **Annotation:**

This article will highlight the content of methods for the development of methodological competencies of future surdopedagogos on the basis of an integrative approach. On the basis of an integrative approach, an analysis of methods for the development of methodic competencies of future surdopedagogos is carried out.

**Keywords:** Surdopedagogog, professional competence, persons with hearing impairment, future surdopedagogos, professional competencies, pedagogical opportunities, pedagogical tasks, teacher, professional activity, methodological competence, methodological competence

### **Introduction**

On the basis of an integrative approach in the world, continuing education models aimed at improving the quality and competitiveness of the continuing education system by improving the technologies for the development of methodological competencies of future surdopedagogos, improving the mechanisms of training in professional conditions, in a real educational environment, developing professionally important competencies of the individual are being put into practice. Adopted at the world educational forum in the Republic of Korea, the development process by 2030 noted the “creation of quality education projects throughout life”, systematic work is being carried out to increase the level of methodological training of future surdopedagogos in their professional activities, systematic work is underway to ensure the development of various models and technologies of continuous professional development (continuous professional development) based on the principle of “lifelong learning”. Scientific research is being carried out in World educational and research institutions to improve methodological competencies of future surdopedagogos, ensure the integration of information technologies into the educational process, develop technologies for continuous professional development based on an integrative approach. At the same time, special attention is paid to scientific research on the professional





development of future surdopedagogs on the basis of individual development trajectories, achieving the implementation of formal, informal and informational forms in the process of continuing education, creating a methodological support for training. In our republic, in recent years, on the basis of an integrative approach, the legal and regulatory framework for bringing the system of improvement of technologies for the development of methodological competencies of future surdopedagogs to a qualitatively new level, changing the general strategy for the continuous professional development of teachers is being created. As a result, on the basis of an integrative approach, wide opportunities are created to improve technologies for the development of methodological competencies of future surdopedagogs, to develop a model of self-professional development of higher education and mechanisms for its implementation. On the basis of the introduction of innovative technologies for training future surdopedagogs on improvement of technologies for the development of methodological competencies in the world's leading higher education institutions on the basis of an integrative approach, formation of motivation for conducting effective pedagogical activities of future surdopedagogs, ensuring flexibility in the environment of integrative education, improvement of continuous professional development technologies on, on the basis of an integrative approach, the introduction of self-development processes and mechanisms for assessing its quality, etc. In our republic, research is carried out in such priority areas as professional development of teachers, innovative education and training in the means of information and communication technologies. Researched by the B.S.Abdullayeva, E.M.Alkarov, A.R.Aripdjanova, A.D.Asqarov U.Sh.Begimqulov, R.X.Djurayev, A.S.Djurayev X.I.Ibragimov, R.G.Isyanov, Sh.Q.Mardonov, S.Yu.Maxmudov, M.T.Mirsoliyeva, N.A.Muslimov, Sh.O'Nurullayeva, A.B.Radjiyev, N.I.Taylaqov, O'Q.Tolipov, M.R.Fayziyeva, D.O.Ximmataliyev, A.R.Xodjabayev, T.T.Shaymardonov, M.A.Yuldashev, O.A.Qo'ysinov, J.A.Hamidov. The organization of the education of future logopedes, oligofrenopedags and surdopedagogs, issues of personal and professional development, the creation of innovative technology models Scientific research by M.M.Abdullayeva, O.Bozorov, M.Maxmudova, Z.N.Mamarajabova, X.Muzaffarova, F.R.Teshaboyeva, L.Xayitov, X.I.Malikova, B.Q.Subanova, D.B.Yakubjanova[1,2.]. Improving the pedagogical activity of future surdopedagogs, professional competence, and modern forms of self-professional development, improving technologies for the development of methodological competencies researched by E.Baker ,P.Chambers, P.Fongkanta, H.Gandhi , N.Hauck , X.Karamanos , S.E.Lee, C.McCray, A.J.Medina ,V.Montoro , F.Osmin , P.Peerthy, R.Ramsden, M.K.Trehearn, T.L.Vega, R.T.Williams, R.J.Wlodkowski, Ch.R.Wright,





K.Yoon[3,4.]. In the methodology for teaching specialist subjects, general and special methods of scientific research are used. General methods include theoretical research, observation, conversation and experiments. Theoretical method-includes the study and analysis of literature, as well as research carried out on the basis of pedagogical experiments. When working on literature, information from books and magazines, articles and patents, scientific developments, collections and catalogs, the internet system is used. Observation-usually applied through natural observation to determine the ways in which students master subjects, take into account changes in their behavior and attitudes, and have an appropriate educational and educational impact. Depending on the recording method, observations are divided into the following types. The method of direct and indirect recording allows the researcher to record the actions of observers of a real pedagogical process, etc. The indirect recording method allows you to obtain the evidential material about the consequences of an event through other individuals or through the use of some instrument. In the age of scientific and technological progress, visual methods of observation are increasingly used with the use of a wide variety of technical means (motion picture, videotape, TV show, computers)[4.]. The conversational method-being a form of interrogation-requires serious training of the researcher, since it is used in the form of free treatment in the manner of oral conversation, without writing the answers of the interlocutor, at the time of direct contact with the person. The conversational method is used when working with a team of teachers and students with parents and the general public, individually and in a group manner. In addition, there is also an interview method, which provides for the statement of questions through an interview in a predetermined sequence. In this case, the answers are recorded on magnetic tape or cassettes. Currently, there are many ways to organize interviews in the theory and practice of public inquiry: with groups; intensive; test. Studying the creativity of students – factors related to their activities in a specific individual order are analyzed and conclusions are drawn. The pedagogical interrogation method is the process by which a researcher receives information from other people about some aspect or phenomena of pedagogical experience. Asking implies a logically thought-out system of questions, their exact articulation, relatively few (3-5). It can also assume a strict form response ("Yes", "No"). Testing, questionnaires - this is a survey, that is, it is carried out with the aim of knowing the novelty of the scientific hypothesis created when the questionnaire method is applied, identifying, knowing the individual or group opinions of students, their views, what professions they are interested in, future aspirations, and making appropriate conclusions, making recommendations. The purpose of the Test questions is to evaluate the knowledge of students in a small





amount of time. One of the methods of determining the knowledge and level of specialists is to conduct a test - assisted Test[5.]. With the help of the Test, the test allows you to immediately determine or assess the knowledge, knowledge, spirituality of a student or specialist, as well as what direction and competence, talent of young people. From the pedagogical point of view of the assessment of knowledge using the Test, some achievements and disadvantages are presented, and it is noted that the assessment process can be automated with the help of computers. The reason for the appeal of Test questions and issues is that it is short and sloppy, that the correct answer is within common answers and that they serve as a guide to students, that it is similar to a riddle game and that memory, intuition and resourcefulness are used in finding the answer. The application of Test questions further activates the independent functioning of students. The Test Test method is a method of mass collection of written answers. The development of Test tests (questionnaires) is a complex scientific process. Ultimately, the reliability of the research results will depend on the content of the questionnaires, the form of the questions asked, the number of questionnaires filled in. Usually, the data of test questions is compiled in such a way that it allows you to work with mathematical statistical methods on a computer[1,2.]. Experiment-experiment-test method-based on this experiment, it is carried out in order to check, determine the processes of scientific hypothesis or implementation of practical work related to the educational process. The method of analyzing statistical data is determined by the method of Statistics in the field of education, including the constant growth of allocated funds, textbooks and teaching aids, equipment, visual aids, didactic materials, teacher training, the construction of educational institutions, economic contracts and funds falling from them. Sociology research method - questions are entered in the questionnaire. The purpose of this is to determine the relationship of students and young people to the specialty, to know the friendship relationship between students, the conditions in educational institutions, to identify achievements and shortcomings, relations between young people, interest in religion in particular mysticism, to determine the level of spiritual qualities of students, passion for learning, level of provision of literature, distribution of, the type of training in improving scientific and professional skills, the amount of scholarships, how much to cover the student cost of scholarships, the participation of students in paid work, material support of parents, their education, workplace, factors affecting the formation of a busy public place of students, place of residence, scientific worldview, decisive factors in their training as a specialist, the process, questions about the degree of appropriation are entered in the questionnaire. All questions and answers are processed on the computer and conclusions are drawn.





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