

## A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS

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### ABSTRACT

The article describes the role of professional competence in the work of future defectologists, its components, stages of formation, and theoretical opinions about its characteristics.

**Keywords:** Competence, professional competence, special professional training, humanitarian, axiological, social rehabilitation, correctional approach, adaptation, social environment

Today, in special educational institutions for young people with disabilities, special attention is being paid to creating all the conditions for their education, increasing the effectiveness of the factors necessary for their quality education and upbringing.

Increasing the quality of training of defectologists, especially for special educational institutions, forming special professional training competencies in them based on the requirements of the time is considered an urgent problem facing the special education system today [1].

Development of professional competence of future defectologists in the world, raising the quality of higher education demands new social needs and training of pedagogical staff that meets modern requirements.

At the international level, the development of professional training of future defectologists and the formation of methodical practice are of great importance, modernization of special educational institutions, introduction of educational programs based on competences, development of advanced innovations that serve to develop the competence of defectologists in working with families is recognized as an urgent problem.

The concepts of "competency" and "professional competence" in the preparation of future defectologists for professional activities have become a subject that attracts the attention of teachers and students of higher education institutions. The purpose of preparing future defectologists for the educational process in special educational institutions, forming the competence of the future defectologist to interact with the personality of students with disabilities, and to implement it willingness to accept responsibility for education, organization of pedagogical activity is of great interest.

In the content of pedagogical professional training of defectologists, in the conditions of modernization of special education, it is necessary to understand the theoretical and practical training of defectologists as well as the generality of the ability to carry out professional activities, taking into account the innovations in the field. The result of the process of forming

the readiness of future defectologists to carry out pedagogical activities is considered to be their professional competence.

Professional competence is determined by the state and efficiency of the teacher's activity, taking into account the teacher's spiritual outlook, psychological-pedagogical, organizational-technological skills, and the specific characteristics of the pedagogical process.

The concept of "competence" in the literature on psychology and pedagogy refers to having qualities associated with certain types of professional activity. In the explanatory dictionary of S.I. Ojegov, competence means "awareness, knowledge, gaining prestige in a field" [2]. Also, L. Hell and D. Ziegler define competence as "a psycho-sociological quality that expresses strength and confidence, success and usefulness of one's work." it is a feeling that comes from being, and it means that a person can act effectively in cooperation with those around him [3].

N.A. Muslimov and others from local scientists define competence as follows: "... it is defined as the ability to effectively use theoretical knowledge in one's work, to demonstrate high-level professional competence, skill and talent."

The content of the professional competence of a defectologist can be imagined in the context of his educational, educational, organizational methodical, developmental, corrective types of special education. This is reflected in the structure, content, tools, pedagogical conditions of professional training of the future defectologist.

At the moment, the core competence defined in the symposium of the Council of Europe called "Core Competences for Europe" includes the following:

It is necessary to learn: to be able to connect acquired knowledge related to special education, their arrangement; identifying learning methods suitable for special education, solving problems.

Search: search various databases in the field of special education, work with and categorize documents related to special education

Cooperation: being able to cooperate with the pedagogical team, the parents of the pupils, and the pupils of special educational institutions, to be able to agree, to conclude contracts, to help master the educational programs.

Getting into the activity: organizing one's work in a planned and purposeful way, being able to be a part of the pedagogical team, being able to choose the ways, methods, and technologies of educating students based on their individual characteristics, supporting students to solve educational problems by themselves [5].

Based on the basic competence of future teachers, we considered it permissible to make corrections regarding the competence of professional training of future defectologists, and to include the following regarding the competence of social rehabilitative activity:

**Correction** - to be able to accurately diagnose the personality of a child with a developmental disability and to show to what extent he has mastered the methodology of his correction.

**Social rehabilitative activity** is defined as goal-oriented activity of a social rehabilitator specialist in order to prepare children with disabilities for a full social life with the help of specially organized education and upbringing under optimal conditions.

In the professional competence of a teacher of a special educational institution, it is important to have theoretical knowledge about the laws of development of children with developmental disabilities, the laws of providing them with education. It is necessary to have practical

qualifications and skills, such as involvement in socially useful work, integration into social life. In addition, in the professional competence of the teacher of a special educational institution, the willingness to ensure the social adaptation of a person is of great importance, and the social adaptation of a child in need of help in the field of social adaptation is a specially oriented education and upbringing. In this process, the social environment is a clear form of collective relations, in which the environment of social cooperation is the basis for development. year is counted. This requires the educator of a special educational institution to have the ability to optimize the interaction of individuals and groups, and the family, to bring their activity goals closer together.

In conclusion, it should be said that the formation of the professional competence of a pedagogue educator of a special educational institution requires an organization that includes several areas of professional training and is based on a number of modern approaches.

In this process, it was concluded that humanism is a historically changing system of views that recognizes the rights and freedom of a person as a person, the manifestation and development of his abilities, and the ideas of being happy, and it occupies a leading position in the field of special education.

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