

THE THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF THE TUTOR OF A SPECIAL EDUCATIONAL INSTITUTION

Makhmudova Madinakhan

Associate Professor, Ph.D. Kokan State Pedagogical

Institute Department of "Special Pedagogy" v/b

ABSTRACT

The article describes the theoretical importance of the development of the professional competence of a teacher of a special education institution and the social and professional competences of a special education teacher that allow the cognitive development of children.

Keywords: special, mental development, competence, involuntary memory, speech therapist, social and professional competence

In the world, the issue of education and socialization of children with disabilities in physical or mental development is widely researched by the scientific community. This, in turn, imposes on the educators of special education members the requirements for the wide introduction of the principles of special education and the development of their professional competence as one of the important factors for achieving this.

Developing the professional competence of special educational institution educators, solving the main tasks facing educational institutions, new goals and content of alternative programs of preschool education, rejecting the educational approach to the child with disabilities, the educational and disciplinary model of interaction with him, waiting for new relationships between adults and children. However, in the process of training future teachers, currently in many educational institutions, teachers acquire only special knowledge; they acquire skills and abilities.

Development of the professional competence of a teacher of a special educational institution. In order to have a holistic view of the possible ways of forming the professional competence of teachers, we will consider the main concepts: ability, qualification, professional competence. N.V. Kuzmina scientifically and practically substantiated the concept of "professional pedagogical competence" and the stages of its formation in the research work he conducted on the topic corresponding to the direction of our research. In his research on the subject of "professional skills of a teacher and a third person in production education", he considers professional competence depending on "personal competence". The scientist considered that it is important to develop the following competencies in a specialist:

- 1) special and professional competence;
- 2) methodological competence;
- 3) social psychological competence;
- 4) competence with a differential-psychological approach;
- 5) autopsychological competence.

For many researchers, the competence of a specialist is primarily manifested in the effective performance of functional tasks. But competence is also understood in this way: the measure of awareness of the surrounding world and the adequacy of interaction with it; a set of knowledge,

skills and competences that allow to successfully perform the activity; a certain level of formation of social and practical experience of the subject; the level of preparation for social and individual forms of activity that allow a person to work successfully in society within his abilities and position; a set of professional characteristics, i.e.: ability to fulfill job requirements to a certain extent, etc. A special education educator must have the following social and professional competencies that allow children to develop cognitively [3, p.44]:

1. Social competencies include the exchange of information between individuals, the expression of their interests and needs, the manifestation of tolerance towards other people and their opinions, the ability to work in a team and various support for other people with emotional stability includes the ability to give;

2. Cognitive competences are manifested in the independent processing and structure of information, in the search for new sources of information, in concentrating on studying or working, in the ability to use the acquired knowledge and skills.

3. Operational competences - setting goals and work order, ability to resist ambiguity and uncertainty, ability to make and implement decisions, summarize work results, determine work schedule;

4. Special competencies include problem solving, self-management, being active in professional activities, adapting to new situations, evaluating and correcting plans, identifying errors and planning adequate ways to eliminate them.

Therefore, professional competencies are the basis for the introduction of a competency approach to the pedagogical process and help the preschool teacher to acquire knowledge, skills and abilities in the implementation of innovative activities and the practical use of modern educational technologies. Teacher of a special education educational institution is one of the popular modern pedagogical professions. It appeared in the 17-18 centuries. In the modern sense, a teacher is a person who carries out education, taking responsibility for the state of life and the development of another person.

A special education teacher must be: benevolent, sincere, friendly, polite, have a sense of humor, be patient, build relationships with children, prevent and resolve conflicts, o He should supplement his knowledge through self-education, know the method of preschool education and education. In order to perform the activities effectively, a person should be attentive, responsible, sensitive, patient, show a tendency to work with children. The teacher must have constant and great attention.

Also, the educator should have the characteristic of mental activity: verbal-logical memory, the characteristic of activity goals: involuntary memory, according to the storage period of the material: short-term memory. Resistance to stress, the ability to control one's behavior and emotions, a strong nervous system are necessary: the educator's work continues in conditions of constant psycho-emotional stress, even if it does not increase with physical strength.

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