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FORMATION OF LIBRARY COMPETENCES OF SPECIAL SCHOOL STUDENTS - AS A PEDAGOGICAL PROBLEM

Azimova Dilnoza Sherzodovna

Researcher of Tashkent State Pedagogical University
named after Nizami Tashkent, Uzbekistan

Abstract:

This article describes the formation of reading competencies of special school students as a pedagogical problem. The understanding and structure of reading competencies of special school students are analyzed within the framework of pedagogical competence.

Keywords: special school students, reading competencies, formation, pedagogical problem, description, pedagogical competence, special pedagogy, research, experts.

A.V. Khutorsky distinguishes "competence" and "competence" according to the general and private (individual) principle. "Competence includes a set of interrelated qualities (knowledge, skills, skills, methods of activity) of a person that are given to a certain range of subjects and processes and are necessary for quality and productive activity in relation to them. Competence is the ability of a person to acquire and possess competence, this competence includes a person's personal attitude to it and to the subject of activity. The author distinguishes between these two concepts by understanding competence as the already alienated, pre-given requirement for educational preparation of the learner, and competence as its already formed quality (characteristic). [5]

In the science and practice of pedagogy, A.V. Khutorsky's approach to this problem is recognized, and he defines competence as "a set of interrelated personal qualities (knowledge, skills, abilities, methods of activity) required for certain subjects and processes and necessary for quality and effective activity in relation to them." describes as According to Khutorsky's interpretation, competence is "a person's personal attitude to the relevant competences and the subject of activity, his mastery of them".

A.V. Khutorsky distinguished the skills, competences and methods of activity based on competence, which should be developed, grouped personality qualities into blocks: cognitive, creative, organizational activity, communicative and

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worldview, in which a person's physical, emotional, intellectual, value and spiritual and moral qualities are listed [5].

Also, A.V. Khutorsky chose as a meaningful basis the main aspects of his activity that allow the student to gain social experience and acquire practical skills in society in the direction of the main goals of education[5]. is represented by:

Real objects of the studied reality;

General knowledge of the studied reality;

General educational skills, qualifications, methods of activity.

A.V. Khutorsky emphasizes that this list of basic competencies needs to be detailed in terms of age stages and educational areas of education, and that education designed on such a basis can provide comprehensive competent education. Based on Khutorsky's scientific views, if it is analyzed according to the direction of the research topic, competence can be considered as a stage of preparation for this or that object, an unfamiliar process, adapted for a certain part of society. It can be concluded that the next stage of this preparatory process is competence, that is, the rational and effective use of this or that object or process. In particular, in this case, the physical, emotional, intellectual, valuable and spiritual-ethical qualities of the representatives of the studied group serve as an important, leading source for the effective use of that object or process.

Formation of independent reading ability of hearing-impaired youth, that is, formation of reading competence and its development, is a rather long process. Reading skills are complicated by the fact that they develop more slowly than healthy young people. Event - the content of events, not to mention their inner essence, is often misunderstood not only by the youngest, but also by middle school students.

To be more precise, in the process of formation of reading competences in young people with disabilities, it starts with giving a general understanding of "book". It can be defined as reading competence for hearing-impaired children, first of all, mastering the rules of working with a book, i.e. how to read, how to work with titles, contents, illustrations, how to preserve a book. Knowing how to use library funds for constant reading of these books determines the level of competence.

According to E.F. Zeer, knowledge, skills and experience determine human competence; the ability to mobilize this knowledge, skills and experience in a specific socio-professional situation determines the competence of an educated and professionally successful person (person). [6] Analyzing the opinions of E.F. Zeer, we can see that the formation of all types of professional competence, i.e.

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socio-legal competence, special competence, personal competence and auto-competence skills, in the analyzed groups, gives a certain result. While forming the knowledge and skills of the hearing-impaired young people in the field of social life and interpersonal activities, independent implementation of certain types of activities, having a realistic vision of their social capabilities serves as a solution to the problem. organizing interaction with the public - if it is part of socio-legal competence, being able to use the library fund effectively, i.e., being able to choose the literature that is interesting and necessary for oneself, and independently using it in compliance with the rules of the library, developing one's own knowledge in an independent way - can be included in special competence.

Continuous formation of knowledge and skills related to reading can be included in personal competence, not only in the use of library funds, but also in other spiritual centers. If in the family or in a certain social group, the attitude, respect, and interest in the book starts from the early stages, it can be seen that reading competence has been somewhat formed in school-aged students. In this case, if hearing-impaired young people are brought up in the family in the spirit of love for books, the formation of further reading competence may be a little easier.

In fact, in order to further develop their interest in reading among the representatives of the researched group, it will be good to promote it to other areas close to this direction. In particular, in order to enrich the spiritual world of hearing-impaired youth, forming their knowledge and skills in the fields of literature, history, modern computer literacy, sports, etc. will increase their interest in reading. To search for information in these areas, they will definitely turn to the book.

Based on Koysinov's opinion, it is important to continuously form and develop the reading competencies of the disabled youth and to put them into practice. Under the guidance of a teacher and a librarian, students are first instructed about what a library is, how to get there, as well as the rules for using this library, and how to choose the books they need from the funds [1].

Self-awareness is one of the most important factors for a hard of hearing student to engage in self-education. The development of the ability to analyze and critically evaluate one's qualities and behavior in disabled adolescent students is another important step in improving the effectiveness of self-education. In order to achieve high results in moral improvement of each of the hearing-impaired young people, special boarding libraries and library centers in our city and their services will be organized accordingly. Being able to make good use of various

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spiritual activities organized for special school students, that is, being able to apply their existing reading competencies in practice and being able to use them effectively, creates a fertile ground for the formation of high moral values in hearing-impaired young people. Through reading competence, their moral values and ideals encourage self-educating young people with disabilities. They strive to live up to those values and ideals.

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