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## DESCRIPTION OF LIBRARIAN COMPETENCE IN SPECIAL PEDAGOGICAL SCIENCE

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### **Abstract:**

This article describes the description of reading competence in special pedagogy. The content included in I.A.Zimnyaya's competency components is analyzed in terms of reading competency.

**Keywords:** Special pedagogy, description of reading competence, special school students, formation, pedagogical problem, description, pedagogical competence, research, experts

Today, many scientists have offered their views on the concept of "competence". In particular, I.A.Zimnyaya, firstly, tried to separate and theoretically justify the bases of grouping of basic competencies, secondly, to define a set of their basic and necessary terms, and thirdly, to define the types of competences included in each of them [1]. Competence (a Latin word that means I reach, come right) is the subject's readiness to effectively organize external and internal resources to set a goal and achieve it, in other words, it is the subject's personal ability to solve certain professional issues. According to I.A.Zimnyaya, who distinguished the concepts of "competence" and "competence" on the basis of potential - actual, cognitive - personal description, by competence we mean "an actual, forming personal quality based on human knowledge, intellectual and as a socio-professional description of a person."

In the research conducted by I.A.Zimnyaya, the formation of the competency-based approach in education was considered in detail, he distinguished the main stages of the formation of a new educational paradigm and analyzed the results of the research of this approach by local and foreign scientists, which led him, firstly, to divide the main competencies into groups and theoretically it allows to justify, secondly, to determine some of their basic, necessary nomenclature, and thirdly, to determine the types of components or competencies included in each of them [2]. I.A. If we analyze the content included in Zimnyaya's competence components in terms of reading competence, we can see the following:

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a) readiness for the emergence of reading competence - this involves educating children with hearing impairments in a motivational spirit about how important regular reading of books is in personal development, and that regular reading leads to positive results.

b) having knowledge about the content of reading competence - that is, knowing the existence of the opportunity to use information sources, which makes it possible to use the acquired knowledge in scientific and professional activities.

v) the experience of the manifestation of reading competence in various standard and non-standard situations - to develop and implement non-standard, innovative projects of reading competence in the tasks of attracting the young generation with hearing impairment to reading, promoting the most advanced examples of the world's spiritual and cultural heritage directed.

g) attitude to the content of reading competence and its object - in the process of mastering this competence, young people with a hearing impairment expand their knowledge of reference literature by independently searching the reference-bibliographic catalogs of the library, find the necessary information and learn to work in this field.

d) emotional volitional regulation of the process and result of the manifestation of reading competence - introducing children with limited opportunities to a book as a source of knowledge is to implement it through the means of emotional pleasure in creating interest in it. It is very important to arouse interest in a particular work, because every child's reference to the book creates an impression on the book in general. Interest in books largely depends on the methods of promotion offered to children.

B.B. Gershunsky considers competence in relation to such concepts as "literacy", "education", "culture", "mentality". determined by his experience and individual characteristics, his motivated pursuit of continuous independent education and self-improvement, creative and responsible attitude to work. He considered professional competence as one of the components of the structural link of educational effectiveness consisting of literacy, education, professional competence, culture and mentality [7].

The rules formulated in psychology serve as a theoretical basis for distinguishing three groups of basic competencies. According to these rules, a person is a subject of communication, learning and communication, and human competence includes professional competence with an acmeological development vector. N.W. Kuzmina, A.K.Markova, from the psychological point of view, according to

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A.K.Markova, competence is a specific characteristic of a person, i.e., a unique (individual) characteristic in terms of the level of suitability for professional requirements [2]. requires reconsideration and development of conditions, content and application of new pedagogical technologies, because competencies do not refer to knowledge and skills in any subject. Since traditional education focuses on the acquisition of a specific set of knowledge, skills and competencies by the learner, today it is possible to meet people who, while possessing in-depth knowledge, are unable to apply it in their place when the need or opportunity arises, at the right time and in the right place.

Based on B. B. Gershunsky's ideas, it can be said that the formation of reading competence teaches one to look at one's own moral world, to understand it, to cultivate one's humanity, so that reading becomes a source of spiritual wealth. Instilling a love for books, teaching thinking, educating the culture of reading, the constant need for it, developing an aesthetic perception of literature - this is the guarantee of the formation of reading competence. If we want to prepare a child with hearing impairment for life, we need to make him a competent reader[7]. he should be able to independently understand what kind of book he is reading, evaluate his work, and most importantly, pass on his reading experience to another young generation. Therefore, the basis of mastering the competence of reading is to educate a well-rounded, thoughtful student. The role of books in the development, upbringing and development of children and youth with limited opportunities is incomparable. The importance of instilling a love of reading, the system of reading competence is that it creates conditions for students to organize a pedagogically appropriate, emotionally attractive approach to reading, restore children's spiritual health, and their social adaptation. During communication, various activities play an important role in creative self-awareness and satisfaction of needs.

Based on J.Raven's views on competence, the "reading competence" of a hearing-impaired child exists primarily through heredity in a certain sense, but family reading during childhood is of special importance for further improvement of this competence. There are great opportunities in the family for the consistent development of the child's reading competence. The book enters the child's life from a very young age, accompanies him during his childhood and remains with him for a lifetime. Parents and older members of the family know the characteristics of the child well, they can influence his feelings, create a basis for a positive attitude to certain aspects of reality.

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Preschool children are known to imitate, so they are easily "infected" with the interests of their parents. If the family loves books and reads a lot, the child will imitate the lifestyle of his family[6]. Based on the opinion of the above scientists, it can be added that "competence" is a knowledge skill that gives a positive result in relation to a purposeful process. "Literacy competence" can be seen more closely to the above ideas as the result of fluency, communication and knowledge acquired through reading and learning.

In order to successfully implement the formation of reading competencies in children with disabilities and to further develop it, of course, various methodological developments are needed to support types of reading, to develop speech fluency and language culture. In doing so, it is necessary to familiarize with the concrete practical solutions of the existing problems in this field proposed by teachers and librarians.

Then, not only being able to establish the connection between knowledge and situations, but also explaining the ideas about the mentioned competence corresponding to the problem of solving them in the term "reading competence" will clarify the problem even more. In fact, "competence" is manifested in points where socio-cultural requirements are imposed, and any reading competence requirements cannot be directly applied to disadvantaged young people in need of social protection, that is, deaf and hard of hearing children. Because deaf and hard-of-hearing children have limited opportunities, they face unique obstacles in the traditional form of reading competence. These limitations are mainly characterized by the absence of hearing, low and, as a result, slow development of speech, which ultimately leads to mental problems. Therefore, deaf and hard-of-hearing children are educated on the basis of curricula and programs specially developed for general education schools.

Literacy competence is not enough to understand the content of the problem, it is necessary to be able to solve it with acceptable methods from a practical point of view, the flexibility of methods is considered a necessary classification of competence. In the process of formation of reading competence, it is of particular importance to help the hearing-impaired youth to form an artistic taste, to bring them closer to the works of classical writers, to discover new authors for them, to introduce modern literature into the information field, and to help create the opportunity to use new books.

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