

PEDAGOGICAL POSSIBILITIES OF ORGANIZING PROFESSIONAL PRACTICE OF STUDENTS OF PRESCHOOL SPEECH THERAPY

Muzaffarova Khaitgul Nesibovna
Jizzakh State Pedagogical University
senior teacher
khaitgulmuzaffarova@gmail.com
998 91 5647881

Abstract: In the article, the professional practice of pre-school speech therapy is organized for the purpose of the organization of special pre-school education of students, professional pedagogical and psychological preparation for educational work in schools for special specialization, creative thinking, professional skills and abilities, and the theoretical knowledge, skills and abilities acquired in the audience are tested during practice in special educational institutions. thoughts about its transfer and development have been expressed.

Keywords: Qualification practice, working curriculum, department, students, higher education institution, professional-pedagogical character, mental, creative and communicative knowledge.

Qualified practice is the main part of the educational pedagogical process in the training of future specialists. Qualifying practice is carried out in accordance with the model and working curriculum. The content of the qualification practice, depending on the type of practice, corresponds to the program developed in the department [1, 4].

Qualifying practice is organized separately from training. Students can take the qualification practice in organizations that have a contract with the higher education institution. In some cases, students of the graduate course can take an active professional practice in the educational institutions where they plan to work. Places of training for students are organized on the basis of the order issued by the rector of the higher education institution.

Qualified practice in organizations, educational institutions (extra-curricular institutions, neighborhood, special schools, orphanages, camps) is not only the formation of professional and pedagogical skills of future specialists, such as organizational, constructive, planning, communicative research, but also based on their professional nature and the demands placed on the professional personality. is aimed at embodying individual and human qualities [12].

The main goal of the qualification practice is professional pedagogical and psychological training, creative thinking, development of professional skills and abilities of future specialists for educational and educational work in organizations, extracurricular educational institutions, camps. If students learn to apply their knowledge in practice, apply it to life, and come to theoretical conclusions in this process, their acquired knowledge will become a firm belief. In the process of practice, the formation of professional and pedagogical qualities of the future teacher will be helped by the strengthening of self-education. On the first day of the qualification practice, students are required to fulfill the main social task, that is, to form a fully developed mature person, to prepare the young generation for life and active work. It should be noted that during the period of professional practice, students' work should be of a creative nature.[1,2]

If students fulfill their professional obligations creatively and look for effective forms and methods of solving pedagogical tasks, their attitude towards their chosen profession, interest in pedagogical activity, and professional skills will increase. From this point of view, professional practice is a skill school, a place for learning advanced work practices. In the system of training speech therapist teachers in special pedagogy, the qualification practice of students in pre-school education organization, special institutions has a special place. As can be seen from the above points, one of the important stages of training of speech therapists is qualified practice. Theoretical knowledge, skills and abilities acquired in the audience of a higher educational institution are tested and developed during practice in special educational institutions. Qualified practice is organized for the purpose of professional pedagogical and psychological training, creative thinking, professional skills and

abilities development in special pre-school education organization, special specialization schools for educational work [4, 5,].

From our experience in preparing, organizing and conducting the qualification practice, it was found that the following problems exist;

1. It has become a problem to conduct qualification training at the level of the requirements specified in the Regulation on the Organization and Conduct of Qualification Training. One of the main reasons for this is the wide scope and content of tasks, insufficient methodological support of students.

2. Preparation and conducting of the qualification practice taking into account the developing characteristics of the intellectual, creative and communicative knowledge of the student.

3. That the system of organization and management of students' qualification practice is not perfect.

4. Problems such as the lack of development of an objective evaluation system of professional practice [7, 9, 10].

There are no recommended electronic training manuals for our future speech therapist teachers to effectively conduct training in their professional practice in educational institutions.

These problems can be solved with the provision of new generation textbooks (electronic versions of lecture texts, electronic textbooks and electronic study guides (EO'Q), multimedia programs, distance education, Internet service), enrichment of the educational process with advanced pedagogical technologies. They can be in the form of a working program and plan, an exercise, a set of electronic slides, a collection of information, an encyclopedia, an "electronic tutor".

At the initial stage of the qualification practice, students get acquainted with the practice regulation and methodical recommendation, and in order to determine their knowledge, before entering the qualification practice, students are asked to take pedagogical problems aimed at determining the formation of the levels of pedagogical competence from speech therapy, special pedagogy and psychology, speech therapy technology and speech therapy rhythms, speech science, and pedagogical competence. based on situations (in the form of text and electronic videos)[11].

The result is evaluated on the basis of a 100-point evaluation criterion. There is an opportunity to get acquainted with the tasks performed during the internship and a sample report based on this requirement. In the section of additional recommendations, they can familiarize themselves with educational methodological complexes based on innovative technologies and use them in their activities.

The library section consists of a complex of electronic literature on specialized subjects. The gallery section consists of pictures, videos, open lesson developments, held events, and media appearances, helping to organize professional practice.

At the end of the qualification practice, the student submits the exit control, compares it with the result of the entrance task, and it is possible to determine the professional competence.

Problem situations are presented in 2 forms: text and video. In the task of video problem situations, the problem is given in the form of a scene presentation. Answer options are given in text form[12]. In conclusion, in order to improve the professional practice in the areas of Special Pedagogy (Speechology), it is effective to carry out the following activities step by step:

establishment of a center equipped with modern technologies aimed at the organization of training, production and professional qualification practice under the faculty;

on the basis of control results, to develop instructions for Methodist teachers on subjects and fields that students have not mastered well, and to organize the process of individual work with students;

to carry out constant monitoring of the educational institutions where the qualification practice is planned (educational institutions with a contract) after studying the material technical base and scientific pedagogical potential;

At the bachelor's level, it is necessary to integrate compulsory and optional subjects from specialty subjects and shorten hours. Adding the load time freed up as a result of this to the qualifying practice process;

to strengthen the system of continuous professional practice starting from the junior year, so that the activities of students in the process of professional practice are effective;

attract experienced professors and teachers with high qualifications to training, production and professional qualification practice;

to organize the most exemplary open lesson review competition among students during the qualification practice.

The correct and effective organization of the qualification practice will form the skills of future speech therapists to fulfill their professional duties, to educate children during practice, to carry out educational and educational processes in a coherent unity, to ensure the unity of ideological-political, mental, moral, labor, physical and aesthetic education of students. .

Used literature:

1. Alex Moore. Teaching and Learning: Pedagogy, Curriculum and Culture. – Routledge, USA, 2012.
2. Азизходжаева Н.Н. “Педагогик технология ва педагогик маҳорат”. –Т.: Фан, 2006 йил.
3. Голиш Л.В. “Замонавий таълим технологиялари: мазмун, лойиҳалаштириш ва амалга ошириш”. Экспресс қўлланма. -Т.: ТАСИС, 2001
4. Ишмухаммедов Р. “Тарбияда инновацион технологиялар”. – Т.: “Фан ва технологиялар” нашриёти, 2010 йил.
5. Йўлдошев Ж.Ғ., Усмонов С.л. “Илғор педагогик технологиялар”. –Т.: Ўқитувчи, 2004 йил.
6. Махкамова М., Касимова З. Янги педагогик технологиялар (ўқув қўлланма). – Т.: 2009 йил.
7. Муслимов Н.А., Усмонбоева М., Мирсолиева М. “Инновацион таълим технологиялари ва педагогик компетентлик “ ЎУМ Тошкент – 2016 йил.
8. Омонов Ҳ.Т., Хўжаев Н.Х., Мадярова С.А., Эшчонов Э.У. “Педагогик технологиялар ва педагогик маҳорат”. – Тошкент. ИҚТИСОД-МОЛИЯ. 2009 йил.
9. Султонов ва бошқ.. Янги педагогик технология асослари (интерфаол дарслар). - Т.: 2007 йил
10. Фарберман Б. Л. Илғор педагогик технологиялар. Т.: «ФАН», 2000 йил
11. Абдуллаева Қ.М. Махсус фанларни ўқитишда бўлажак ўқитувчиларнинг касбий билим ва кўникмаларини шакллантиришнинг методик асослари: Дис. ... пед. фан. ном. – Т.: 2006. – 182 б.
12. Ш.Ш.Олимов, Б.Т. Жураев. Малакавий амалиёт. Методик қўлланма. –Б.:Бухоро давлат университети, 2021. 41 б https://buxdu.uz/media/bakalavriat/bakalavr/amaliyot_qollanma.pdf