

EFFECTIVE TECHNOLOGIES FOR PREPARING FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITIES

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Annotation. This article discusses the reform of the higher education system, the introduction of modern technologies and their use in the process of independent activity, the implementation of project technology for their improvement and the improvement of the quality of education, and the training of future speech therapists in higher education. The theoretical foundations of increasing the effectiveness of the use of educational technologies are explained based on the ideas obtained from scientific research.

Key words: educational technologies, future specialist, independent education, higher education, teaching, design technology, method, process.

In the Republic of Uzbekistan, special attention is paid to the development of educational technologies, like the developed countries of the world. Forming the national education system, introducing and using modern technologies in all areas, and expanding the enjoyment of world educational resources are creating a solid foundation. In the last ten years, the main directions of the development of the educational system of the Republic of Uzbekistan have been defined in accordance with the country's socio-economic development program. An important factor in the implementation of the specified reforms is related to the problem of training highly conscious, highly qualified specialists who meet the requirements of the time.

The requirements for the quality of education have become an urgent problem and demand for the development of a continuous pedagogical education system, and it is an important factor to update the fundamental principles, integrity, consistency and practical application of the content of education.

The goal of modern education depends on the further development of the historically formed pedagogical system based on the creation of conditions for the formation of a socially active, independent creative pedagogue with a high level of professional and specialist potential. In the current socio-economic situation, the increase in the effectiveness of the educational process, in the conditions of the renewal of education, in addition to the traditional tasks of the pedagogue

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(teaching, educating, etc.), meaningful design and organization of the socio-cultural environment of education professional tasks such as

Today, we can observe that the educational environment itself is changing, that is, it is moving from the paradigm of "imitation" to the paradigm of "technology". The great success achieved in the educational system, expanding the amount of information in terms of content, created a desire to acquire knowledge, which created the need to improve the educational system. In this case, in the activity of a student of higher education, he often receives only ready-made information. In the process of the transition to the information age, the renewal of education, the implementation of modern teaching technologies, the development of a culture of independent education, self-control in students, and the achievement of the level of personnel training that meets the requirements of the time in terms of readiness for effective professional activity. the need to involve the student in independent work is becoming important.

Finding practical means and methods for a graduate of a higher educational institution to help a student work independently is a demand of the times. The problem of forming an independent, active student personality in the process of preparation for future professional activity is one of the most important problems of psychological and pedagogical research.

Continuity of independent education is mandatory not only for students, but also for teachers, because without acquiring the initial practical and theoretical skills, young professionals are forced to act according to the trial and error method. Taking into account many different phenomena, in this study we aimed at the content of the role of active methods of teaching, in particular, the importance of independent learning technologies of students.

Graduates of educational institutions are assigned certain tasks of organizing independent work of future students, and it follows that the quality level of training of the future generation of specialists in various professions depends on pedagogues.

The game form of teaching is the most promising and successful among the innovations introduced in recent years. In the process of technological games, such qualities as desire to achieve the goal, activity, enthusiasm and efficiency of thinking, strength and sharpness of memory, striving for perfection and belief in one's own strength are developed. From a didactic point of view, the perspective of game teaching methods is that they do not contradict modern pedagogical theories and remain one of the integrated forms of teaching.

Accelerating the development of the content of higher education, intensification and differentiation of the educational process, the new stage of training of pedagogues associated with the emergence of variable systems of education, on the one hand, the activation of the student in higher educational institutions of pedagogy and the preparation process of his professional activity insists on the use of methods that allow as close as possible to the content and character, and on the other hand, in accordance with the goals of education, with other components of the structure of the higher education system, and most importantly, learners and education It creates the need to

gradually organize the educational process itself, in particular, the independent work of students in a higher educational institution, in coordination with the wishes, goals and opportunities of the providers.

The student's independent work occupies an important place in the process of revising the training of specialists in higher educational institutions of pedagogy. The organization of this type of educational activity is associated with a number of serious pedagogical problems. On the skills of mastering independent work, on determining the exact time budget of students and its effective use, on determining the ways to optimally combine the educational and scientific work of students during the entire educational process of the higher school lack of specific methods. Often, independent work in the educational process of higher education institutions does not have a differentiation character according to the specialization of the academic subject and specialty. In addition, a discipline that is studied separately, especially when it is accompanied by scientifically active (important) problems, the goal-oriented practical task is not always followed. Little attention is paid to the training of a teacher who can use active methods of teaching in the organization of creative independent activity of a student, who can help him in choosing a specialist. The problems of modern educational institutions in organizing creative independent work of students do not end there.

Another important aspect of independent work is the development of creativity, active learning, and the independence and thinking system necessary to correctly solve the life and professional issues that young professionals inevitably encounter. It should be noted that for a long time the problem of independent work was solved only in the process of teaching at school. The application of this problem to the educational process in higher education institutions is being solved much later.

In practice, different definitions are given to the independent activity of students or learners in higher education institutions. According to some researchers, independent activity in the structure of the educational process includes lectures, practical training, laboratory work and seminars, students' assimilation of information provided by the teacher, independent consolidation, practical application, problem solving, it is understood that they perform various calculation tasks, some of them are recognized as the independent education of students to think, analyze, and express the results independently without the help of the teacher.

M. E. Dmitriev explained the mechanism of effective organization of independent education by developing the skills of working with information of higher education teachers. According to the scientist, the optimization of ICT to the educational content intensifies the process of achieving efficiency.

In the preparation of future specialists for professional activities in higher education, the criteria for organizing independent activities of students in the classroom and outside of it and evaluating the work performed by students in this process have been researched in the scientific

research of a number of scientists. In particular, S.M. Bulavina implemented recommendations on the use of modern communication technologies in the development of students' activity and professional motivation in the process of language teaching. Since the 70s, various aspects of the organization and conduct of students' independent work have been collected in collections of scientific works. In many studies, the independent work of students is aimed only at its activation. Independent work was considered in terms of acceleration (intensification) related to improving the quality and efficiency of independent work, along with strengthening the teacher's activity to improve the experimental preparation of students.

Analyzing the ways to clarify independent work, we can see that they realized its place in the educational process long ago. Ibn Sina also considered the idea of developing the intellectual potential of his students and said that knowledge and development cannot be given or communicated to any person. Everyone can achieve this through their own work. "What a person does not achieve through his own independent activity is not his," he said.

However, the concept of "independent work" itself has not been understood until now that it has its full meaning only when a specific pedagogical system is defined. All the known definitions clarifying the independent work of students come to an end with their content: "... the fact that students perform their activities without the direct guidance of the teacher means that the independent work method is used in the educational process." Such an approach to the clarification of independent work may not be satisfactory in the developmental education system, because it arises not from the main side of the educational process, but from the form of its organization. In the works of the scientist A.V. Petrov, the absence of the subject is not determined by the ability to complete one or another task without the help of the teacher. A student consciously sets one or another issues, goals, plans and implements activities without anyone's help.

Scientist S. Fayzullaev's personal activity in the scientific school of developmental education, self-education, self-education, self-development of students to gain knowledge in conscious development such an approach to the independent work of students, such as the formation of their capabilities, gives the right to include it in the developing educational system.

Taking all of this into account, we interpret this concept as follows: "independent work" is a teaching defined by the ability of students to consciously set these or those issues, goals, plan their activities, implement them and adjust them. . Taking into account the formation and development of each element describing such activity in the educational process, independent work as a staged concept is as follows: reproductive, productive and creative work. In determining the basis of independent work, we started from the situation of personal qualities such as mental (intellectual), emotional (emotional) and volitional - socially conditioned and individually demonstrated. It means creative independence, personality, knowledge, education and training process. The modern state of problem research allows us to talk about three important components of creative independence: rational (motivational), meaningful - operational and voluntary.

All these components are interrelated, mutually conditioned, and there is no possibility of dividing them (separating) in the real process of education. The division of the listed components can be done conditionally for the purpose of in-depth study of the basis of the researched concept.

We have tried to review the content of each component below.

Basic (motivational) component. This causes goal-directed activity to occur. The motive itself is formed in the process of understanding the contradictions between the students' creative demand and the lack of ability to satisfy it independently.

The second component of independent activity is the meaningful process part. It includes the student's acquisition of a system of advanced knowledge and teaching methods. A determined desire to expand knowledge and acquire new methods of activity is appropriate only if a certain system of leading knowledge is mastered, if the student can find them independently.

Leading knowledge includes knowledge that is the basis for acquiring new knowledge and can be superior (foundation) in science itself. For the subjects of the psychological-pedagogical cycle, it is pedagogical theory and methods. In modern pedagogy, there is a lot of talk about the use of modern educational technologies as a component of innovative pedagogical technologies. Modern pedagogy abandons the strict "authoritarian control" in which the pupil, student or listener is the "object" of teaching actions, supports and encourages the initiative of the object of learning to acquire knowledge. to the system of organization, to create conditions for creativity, to teaching through creative activity, to the form of cooperative pedagogy. The idea of active teaching, which is to replace the "school of memory" with a "school of thought", is aimed at these. One of the methods of creating such conditions is the teacher's use of modern educational technologies as a component of modern innovative technologies that have been widely introduced into school practice recently. It is these modern educational technologies that help the student to appear as a person, are the main conditions for training competitive specialists, allow students to acquire professional skills in the classroom, because they bring students closer to their future professional activities. involves solving problems. It is very important to evaluate not only the demonstrated knowledge and skills, but also creative independence and professional-ethical aspects. Modern educational technologies are one of the main means of developing students' productive thinking and involving them in professionally oriented activities. Only these methods allow students not only to memorize acquired knowledge, but also to use it creatively and to form important professional qualities.

The advantage of using modern educational technologies is manifested in the solution of all teaching tasks. For example, in didactics, this is the expansion of worldviews, the strengthening of the desire to acquire knowledge; the possibility of applying knowledge and skills in practical activities; formation of certain skills and qualifications needed in professional activity; create, process or systematize anything to develop or regroup techniques; be able to express questions clearly.

In the field of education - development of independence, activity and will; formation of certain approaches, point of view, worldview, moral guidelines; formation of teamwork skills and initiative qualities. In addition, we use active learning methods, in particular, educational business games to improve attention, memory, speech, thinking, comparing, comparing and combining; we are sure that it helps to develop creative abilities, reflection, finding the most optimal and simplest solutions, being able to foresee the expected result, being able to replace something with another or find ways of reconstruction.

In addition, facilitating access to the normative rules and values of the society; adaptation to environmental conditions; self-control and self-management; learning to communicate; psychotherapy; to be able to express one's opinion orally and in writing, to be able to establish and maintain psychological contacts; it allows to develop the skills of listening to the interlocutor, understanding his arguments and psychological state, mastering a wide spectrum of behavior and behavior, being able to prove one's opinion, being able to convince and saying whether one agrees with the opinion of others or not. In recent years, the use of models, games and imitation on the basis of active learning has new aspects, forced activation of thinking (forced activity) - the student is forced to be active whether he wants it or not; Sufficient duration of involvement of learners in the educational process (throughout the training); independence and creativity in decision-making, a high level of originality and enthusiasm, ensuring constant interaction between the learner and the teacher with the help of direct and feedback communication if it is becoming a comprehensive teaching.

A system has been developed that enables the student to be active in the learning process in the conditions of educational informatization. First of all, these include business houses, pedagogical higher education institutions, educational business games. This method is independent, active, the result is predetermined and provides positive emotions. The pursuit of success makes teaching during the game very effective.

On the other hand, we understand that if we base teaching only on game methods, then, first of all, a certain amount of information will not be mastered. However, the opinions about the inadequacy of games for full-fledged education can be considered as setting new pedagogical tasks. Practice shows that only students who learn subjects not only by rote memorization, but by memorizing, understanding the meaning and having a creative approach to independently processing the material can participate in business games. Second, the methods cannot be perfect because the teacher may encounter the problem of intermediate students. We would like to draw attention to foreign experiences in the use of modern educational technologies.

As a result of the conducted research, it is possible to propose the application of the following main types of innovative technologies in the education of students in the process of higher education:

1. Healing and restorative technologies: their main goal is to form and develop the knowledge and skills necessary to restore the health of learners.

2. Developmental technologies: in traditional education, it is understood as a ready-made product for children to learn. In developmental education, children should independently come to an opinion and solve a problem as a result of analyzing their actions.

3. Corrective technologies: their goal is to eliminate psycho-emotional stress in preschool children with mental and speech disabilities.

4. Information technology: The computer is interesting for children, the use of animation, slide-presentations and films on the topic allows children to arouse active, cognitive interest in the studied phenomena.

5. Thinking-enhancing technologies: The main goal is to create experimental activities specific to the child's learning based on his interests. The child's direct participation in the experimental process allows him to see the upcoming events with his own eyes.

6. Personal technologies. It provides conditions for the formation of mutual solidarity, respect, humanitarian relations between the child and the teacher, and the development of the personality of preschool children.

The economic and social development of the society, the well-being of citizens and the security of the state directly depend on the quality of the training of pedagogical specialists. The need of the hour is to introduce innovative models of training speech therapists at the bachelor's level, to research advanced foreign experiences in this regard, and to modernize the existing systems based on them.

In recent times, mechanisms of effective organization of students' educational and independent activities have been used through person-oriented education. Because in this approach, each student is given the right to choose his own ways of mastering the learning material.

This mechanism can be widely implemented in the work of teachers by implementing it in practice with the help of "Design" technology.

Designing is one of the most important requirements for organizing the educational process and ensuring its successful implementation. When designing the educational process, it is necessary to pay attention to the following:

- Synthesizing the content of the activity;
- Anticipating the results;
- Such as drawing up a project of implementation of the intended activity.

In the implementation of these criteria, the activity of the teacher, designed on the basis of defining the content of the educational process together with students and the means of its implementation, takes a leading place. Its essence is the creation of a project of pedagogical activity organized on the basis of tripartite - project - content - activity.

The correct definition of the pedagogical process is an important condition for the complete understanding and elimination of the pedagogical situation. A qualified teacher's foresight of the situation and striving for the goal is the basis of the pedagogical design of the educational process.

In the design of lessons, it is necessary to ensure that the pedagogical task is solved as a whole in terms of content, organizational-methodical, material-technical and social-psychological (emotional, communicative, etc.).

Taking into account the features of the general pedagogical process of designing the pedagogical process, the correct definition of tasks taking into account the characteristics of a certain stage and specific situations are important factors for achieving the goal.

In practice, when scientists and specialists think about project technology, the system of practical actions, algorithmic tasks, which are gradually complicated by learners, are taken into account. In most cases, projects are understood as having knowledge and skills that allow you to plan independently and achieve results.

Design technology embodies a set of research, creative and problem-solving methods.

The process of preparing future speech therapists for independent education based on project technology is directed to:

- increasing the motivation to learn theoretical and practical information in the field of defectology;
- development of students' cognitive processes, mental activity and creativity;
- increasing students' responsibility for practical activities;
- encouraging the future for professional activity is manifested as a means of encouraging every action.

Project technology for effective preparation of future speech therapists for independent educational practice:

-develops students' intellectual potential, develops skills for working with additional literature and resources, develops skills for using modern teaching technologies, information and communication technology, Internet resources; consists of sorting, analyzing, and comparing the important ideas of the materials given to study by the teachers; creates motivation to study the studied module comprehensively.

Project technology is a step-by-step algorithm of actions that sequentially searches for a solution to a specific problem, where the results of each step serve as the basis for the next step. That is, the following stages of project technology are distinguished in the literature:

"Project technology has the following interrelated stages, which are:

- identifying the problem;
- formation of goals;
- selection of methods and tools aimed at finding a solution to the problem;
- organization of research activities in finding a solution to the problem;
- collecting and analyzing data, forming, discussing and correcting in text form, expressing the expected result.

1. In teaching future specialists to use project technology in the process of independent education, it is possible to single out the tasks that professors and teachers of higher education institutions should be aware of:
2. Using all stages of educational processes and analyzing them from a defectological point of view when teaching students to design their own actions in the process of independent education. Including "Knowledge" (assimilation of information), "Explanation" (understanding of information, distinguishing its main idea), "Application in practice" (application of acquired information in new situations), "Analysis" (the results obtained analysis, division into parts), "Synthesis" (embodying the results in the center of a specific idea), "Conclusion" (making final conclusions, justifying in what order and forms they can be used in future activities). Bloom's taxonomy was used to form the steps specific to the listed educational processes.
3. Teaching methods and technologies related to the content of independent education and educational elements included in them from a defectological point of view on a didactic basis. There are such stereotypes in practice that, for example, approaches such as "the presented technologies should be used as they are, without changes" reduce the creativity of teachers of higher education institutions. This flexibility requires adding new elements to some technologies and methods based on the characteristics of the field. In the design technology, any approaches are adapted depending on the field of application.

4. Based on the results obtained in the independent education process, it is necessary to periodically correct the systematic, algorithmic-pedagogical activities, targeted behavior of the future speech therapists, and develop some areas. This requires the teacher of a higher education institution to review the work done by each student and make the necessary corrections without reducing his interest. The most important thing is that the teacher of a higher education institution should rely on approaches that do not extinguish the student's professional motivational aspiration.

In teaching future speech therapists to use project technology in the process of independent education, the learning environment should be systematic, situational, developing and

analytically oriented. In order to ensure the effectiveness of the independent education process, it has been proven in practice that the will of the teacher of the higher education institution and the future speech therapists, their orientation towards their profession, understanding of professional activities, and their activity are important. However, it became clear from our observations that the abandonment of the traditional educational environment and the methods and tools used in the "Speechology" module by teachers of higher education institutions is rather slow. We considered the goal-oriented cooperation of teachers and students as an important factor in preventing this situation and developed a number of recommendations in this direction.

In order to prepare future speech therapists for professional activity through the use of project technology in the process of independent education, it is necessary to implement the following:

- a) formation of mutual trust and friendly relations between students and practicing teachers;
- b) creating a comfortable working environment for students to succeed;
- c) providing the address of educational materials intended to be mastered during independent education;
- g) to combine the students' knowledge, personal experiences, and orientation to practice when assigning each task.

In conclusion, it can be said that in teaching future speech therapists to use project technology in the process of independent education, it is important to connect the components of the pedagogical process, such as choosing teaching methods, teaching, and explaining their opportunities to achieve the goal. is one of the pedagogical conditions. Thus, in order to teach future speech therapists to use project technology in their professional activities, it is required that the teacher's activity be focused on effectiveness and efficiency at each stage of education.

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