



Research Article

CHANGE IN THE CONTENT OF EDUCATION IN THE TRAINING OF DEFECTOLOGIST TEACHERS IN THE SYSTEM OF HIGHER EDUCATION

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ABSTRACT

This article will shed light on the extent to which the defectologist has changed the content of education in the training of teachers in the system of higher education from the first decade of the Twenty-First Century to the present time. On the problem, future defectologists were analyzed the localization of correctional work, the reputation of professional pedagogical activity, the research of pedagogical scientists of the world and the Republic. As a result of the analysis, it reveals the need to look for new opportunities for improving the development of competencies, professional training of students in coursework for the development of correctional work of future defectologists.

KEYWORDS

Limited capacity, paradigm, correction, methodology, modeling, medical and pedagogical councils, multimedia, training, methodology, methodology, professional activity, rationalization.

INTRODUCTION

Humanization of the education system, in general, implies the general and professional training of

pedagogical personnel, in particular, pedagogic-defectologist teachers, to show their creative



individuality. The high social importance of the results of their activities, the increase in demand for specialists in this field led to the need to look for new opportunities to improve the professional training of speech-language pathologists-teachers, including educational and scientific-research programs, it meant that the professional qualities of students should be formed through professional skills.

THE MAIN RESULTS AND FINDINGS

The faculty of special education and correctional pedagogy provides future pedagogues with professional knowledge and skills necessary in the field of correctional pedagogical activity.

D.I. on the content of professional knowledge necessary in the field of corrective pedagogical activity Azbukin, A.I. Jivina, S. D. Zabramna, Kh. S. Zamsky, V. A. Lapshin, N. N. Malofeeva, O. A. Motina, N. M. Nazarova, V. I. Seliverstova, O. E. Studies by Shevchenko and others have shown that special education has changed and formed since its inception, moreover, it was directly related to gradual and consistent changes in the structure of special schools. [3; 4; 5; 6;]

To shape is to give shape to something. But the form exists only with the content inside. The content of education is a part of the social experience introduced by the younger generation into the field of education for development in order to produce internal content that has a personal meaning for each student. Like any other object, it vibrates. The peculiarity of the educational content is that it is manifested in various forms in its own way. It is presented in the form of curricula, syllabi, textbooks, study guides, and teacher-student interactions. It is well known that any textbooks, curricula and programs become outdated over time. In addition, the continuous development of

new plans, programs and textbooks is required due to the innovative processes that constantly occur in the educational system. As a result, the problem of formation of educational content is eternal.

Pedagogical systems of modern education appear as a response to changes in society's attitude to children's rights and opportunities, as a denial of previous educational systems directed at the corresponding stage of their attitude to society. In this regard, the problem of training personnel to work in special institutions has become especially urgent.

The periodicity of the formation process of higher special pedagogy education helps to understand the internal patterns, the dynamics of changes in the preparation of these specialists, allows to observe the connection with modernity. It is not easy to determine the historical and pedagogical periods of formation and development of higher special pedagogic education in our country. All the complexity of this problem arises, first of all, from the complexity of defining uniform periodization criteria.

Analysis of the initial stages of the formation and development of the personnel training system for teaching disabled children in 1975 by A. I. It was held in Jivina's works. It was studied by M. N. Nazarova in 1993. [7;]

During 1918-1922, specialists were trained in the faculty of general defectology to work with children with various anomalies in the course of development. Curriculums have been developed, and the number of hours for studying special pedagogical subjects has been significantly increased. A number of similar subjects have been combined in the revised curricula of special pedagogic faculties on the basis of the "Complex of Big Ideas" method. Thus, the future

teachers tried to develop the integrity of the worldview, to teach the complex method of teaching in the auxiliary school. [4:5;]

From the point of view of the systematic approach to the organization of the educational process of the future defectologists, it can be noted that the training sessions: practical, seminar sessions, circle work were conducted in a specific direction of work. Special attention was paid to the development of students' rationalization abilities, creativity and inventions in pedagogical work. Students had to learn a lot without books, because special pedagogic fields were presented with very short courses, with almost no textbooks developed in terms of theory and practice. In order to deeply study the personality of a child with disabilities, teachers recommended to compare the basic biological and psychological-pedagogical sciences using the comparative method, that is, to compare the development of a normal and anomalous child. In addition to general education and pedagogical training, students are introduced to the general ideas of materialistic dialectics, biology, history and other sciences mainly in the first and second years of the faculty. In the third year of study at the institute, special subjects directly related to all types of children's disabilities were studied, but at that time students also joined pedagogical subjects to work in a regular labor school. The listeners were introduced to experimental pedagogy, the basics of aesthetic education, the history of pedagogical ideas, special systems of kindergarten organization, methods of teaching specific subjects based on a complex approach, etc. In addition to attending regular practical training, each trainee was required to spend two weeks a year in a special training clinic and report on observations of mentally retarded, mentally retarded, educated children of preschool and school age. In the fourth year, the profile chosen by the

students: deaf pedagogy, typhlopedagogy or oligophrenopedagogy, only the study of children's disability is specialized as a further deepening. All educational work was focused on the successful implementation of qualification practice in the chosen specialty in appropriate children's institutions. After the graduation practice, the students gave a lecture about the work done, cooperation with the medical-pedagogical councils, and study of the administrative and economic activity of the educational institution. This was necessary to develop management skills in future teachers. The training ended with practice in the specialty, after which the graduates passed the exams. It should be noted that such works help to significantly expand the connections and continuity of higher educational institutions with special schools.

The competent approach gives us the opportunity to analyze the production tasks of special faculties, which consist in training the following categories of qualified education workers:

- 1) pedagogists-teachers;
- 2) employees of social and legal protection of childhood;
- 3) specialist teachers for mentally retarded, blind and deaf-mute children;
- 4) physical education teachers in children's institutions and schools;
- 5) teachers of pedagogy in pedagogical technical schools.

The faculty of correctional pedagogy and inclusive education at the current State Pedagogical University undertook the task of developing relevant scientific disciplines for studying and educating children with



disabilities, training scientific staff for higher educational institutions in this field.

In the curriculum, it is considered necessary to provide the students of the faculty of correctional pedagogy and inclusive education with the following knowledge:

1) pedagogical knowledge of the child's nature, for which a thorough study of anatomy, physiology and psychology is required, reflexology and biology are the main disciplines of the curriculum, developing a scientific materialistic view of the child, which takes a lot of time and works in practice. For education, it is necessary to get acquainted with medicine in the field of prevention of children's diseases. In order to properly understand the nature of the child, it is necessary to study the course of general and youth pedagogy;

2) environment surrounding the child;

3) a worldview for teachers that the university should be a scientifically proven generalization of all knowledge acquired by students, a tool for their creative and practical activity;

4) methodological recommendations on labor education, which should be developed on the basis of knowledge of labor processes, independent and compatible with children;

5) physical education of the child and child, combining physical development and health;

6) pays special attention to aesthetic education, development of voice and expressive speech in the student, development of existing artistic abilities. [8;]

Theoretical and practical study of pedagogy begins with the first year and gradually expands and occupies

a large part of the time in the last years. The study of pedagogy introduces students to the principles and methods of social and labor education, modern school achievements. All training is based on the principle of methodical study of everything that children learn and experience by the future teacher. Educational issues related to the evolution of a child, the study of his character, the development of social feelings, the upbringing of a group of children (self-control, sexual education, etc.) training is conducted primarily under the guidance of teachers, in the last courses and in independent practice. [1; 2;]

CONCLUSION

In short, depending on the specialty chosen in the current process, the student should study a group of special scientific disciplines, acquire a scientific thinking method and a scientific independent research method, and demonstrate it in the independent diploma works of the last half of the studies according to the faculty's assignment. Given the training of a specific specialist - an educational worker, the curriculum has excellent practice, strives to reduce the possible multidisciplinary breadth, to provide students with the complex knowledge necessary for the future of comprehensive education, and to develop maximum activity in it.

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