



## WAYS TO DEVELOP THE PROFESSIONAL COMPETENCE OF A TEACHER OF A SPECIAL PRESCHOOL EDUCATIONAL INSTITUTION

**Ph.D. Makhmudova Madinakhan**

Associate Professor, Kokan State Pedagogical Institute

Department of "Special Pedagogy" v/b

Article history:	Abstract:
<b>Received:</b> September 10 <sup>th</sup> 2023 <b>Accepted:</b> October 10 <sup>th</sup> 2023 <b>Published:</b> November 17 <sup>th</sup> 2023	The article describes the theoretical importance of developing the professional competence of a teacher of a special education institution and the following knowledge and skills that a teacher of special education should have.
<b>Keywords:</b> Competence, ambition, future, professional competence, professional competence, verbal-logical memory	

In the world, the issue of education and socialization of children with disabilities in physical or mental development is widely researched by the scientific community. This, in turn, imposes on the educators of special education members the requirements for the wide introduction of the principles of special education and the development of their professional competence as one of the important factors for achieving this.

Developing the professional competence of special educational institution educators, solving the main tasks facing educational institutions, new goals and content of alternative programs of preschool education, rejecting the educational approach to the child with disabilities, the educational and disciplinary model of interaction with him, waiting for new relationships between adults and children. However, in the process of training future teachers, currently in many educational institutions, teachers acquire only special knowledge; they acquire skills and abilities.

Development of the professional competence of a teacher of a special educational institution. In order to have a holistic view of the possible ways of forming the professional competence of teachers, we will consider the main concepts: ability, qualification, professional competence. N.V. Kuzmina scientifically and practically substantiated the concept of "professional pedagogical competence" and the stages of its formation in the research work he conducted on the topic corresponding to the direction of our research. In his research on the subject of "professional skills of a teacher and a third person in production education", he considers professional competence depending on "personal competence". The scientist considered that it is important to develop the following competencies in a specialist:

- 1) personal and professional competence;
- 2) methodological competence;
- 3) social psychological competence;
- 4) competence with a differential-psychological approach;
- 5) autopsychological competence [2, p.119].

For many researchers, the competence of a specialist is primarily manifested in the effective performance of functional tasks. But competence is also understood in this way: the measure of awareness of the surrounding world and the adequacy of interaction with it; a set of knowledge, skills and competences that allow to successfully perform the activity; a certain level of formation of social and practical experience of the subject; the level of preparation for social and individual forms of activity that allow a person to work successfully in society within his abilities and position; a set of professional characteristics, i.e.: ability to fulfill job requirements to a certain extent, etc. A special education educator should have the following social and professional competencies that allow children to be professionally competent[3, p.44]:

1. Social competencies include the exchange of information between individuals, the expression of their interests and needs, the manifestation of tolerance towards other people and their opinions, the ability to work in a team and various support for other people with emotional stability includes the ability to give;
2. Cognitive competences are manifested in the independent processing and structure of information, in the search for new sources of information, in concentrating on studying or working, in the ability to use the acquired knowledge and skills.
3. Operational competences - setting goals and work order, ability to resist ambiguity and uncertainty, ability to make and implement decisions, summarize work results, determine work schedule;
4. Special competencies include problem solving, self-management, being active in professional activities, adapting to new situations, evaluating and correcting plans, identifying errors and planning adequate ways to eliminate them.

Therefore, professional competencies are the basis for the introduction of a competency approach to the pedagogical process and help the preschool teacher to acquire knowledge, skills and abilities in the implementation of innovative activities and the practical use of modern educational technologies. Teacher of a special education educational institution is one of the popular modern pedagogical professions. It appeared in the 17-18 centuries. In the modern sense, a teacher is a person who carries out education taking responsibility for the state of life and the development of another person.[2, p.119]

A special education teacher must be: benevolent, sincere, friendly, polite, have a sense of humor, be patient, build relationships with children, prevent and resolve conflicts, o He should supplement his knowledge through self-education, know the method of preschool education and education. In order to perform the activities effectively, a person should be attentive, responsible, sensitive, patient, show a tendency to work with children. The teacher must have constant and great attention.

Also, the educator should have the characteristic of mental activity: verbal-logical memory, the characteristic of activity goals: involuntary memory, according to the storage period of the material: short-term memory. Resistance to stress, the ability to control one's behavior and emotions, a strong nervous system are necessary: the educator's work continues in conditions of constant psycho-emotional stress, even if it does not increase with physical strength.

### REFERENCES

1. Maxmudova, M. S. "Logopediya."
2. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." EURASIAN EDUCATION, SCIENCE AND INNOVATION (2020): 29.
3. Sobirxonovna, Maxmudova Madinaxon. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFICIT." Confrencea 11.11 (2023): 21-25.
4. Sobirxonovna, Maxmudova Madinaxon. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." Confrencea 11.11 (2023): 17-20.
5. Sobirkhonovna, Makhmudova Madinaxon, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." Asian Journal of Multidimensional Research 11.12 (2022): 148-154.
6. Dildora, Madinahan Makhmudova Musayeva. "THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE EDUCATOR OF A SPECIAL EDUCATIONAL INSTITUTION ON THE BASIS OF NATIONAL VALUES." Confrencea 12.2 (2023): 170-178.
7. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." Confrencea 12.2 (2023): 179-186.
8. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." Confrencea 12.2 (2023): 187-192.
9. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." Т.: "Наврўз (2012).
10. Erkaboeva, N., et al. "Pedagogical skills: in diagrams and pictures: Methodical manual." Tashkent: TDPU named after Nizami (2012): 14.
11. Эркабоева, Нигора Шерматовна. "ОСОБЕННОСТИ СОВРЕМЕННЫХ УЗБЕКСКИХ СЕМЕЙ." Ученый XXI века 4-1 (2016).
12. Erkaboeva, Nigora Shermatovna, and Mukhtorova Maftuna Bakhromovna. "A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 1723-1725.
13. Erkaboeva, Nigora Shermatovna, and Dildora Akiljon-Kizi Musaeva. "FACTORS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF A TEACHER OF A SPECIAL EDUCATION INSTITUTION." Open Access Repository 8.12 (2022): 109-111.
14. Sobirkhanovna, Makhmudova Madinaxon, and Vakhobova Munirakhan Sadirdinovna. "PECULIARITIES OF SPEECH OF CHILDREN WITH MOTOR ALALIA SPEECH DISORDER." Open Access Repository 4.3 (2023): 851-858.
15. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." Confrencea 3.03 (2023): 188-192.
16. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." Open Access Repository 4.2 (2023): 321-330.
17. Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." Galaxy International Interdisciplinary Research Journal 11.3 (2023): 563-566.
18. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." Confrencea 3.03 (2023): 226-230.

19. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
20. Sadikovna, PhD Rakhimova Khurshidakhan, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
21. Sadikovna, PhD Rakhimova Khurshidakhan, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
22. Sadikovna, PhD Rakhimova Khurshidakhan, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
23. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea 3.03* (2023): 63-67.
24. Khayitov L. R., Komilov O. TECHNOLOGIES FOR GROWING SPEECH OF MENTALLY RETARDED CHILDREN OF PRESCHOOL AGE //Science Promotion. – 2023. – Т. 1. – №. 1. – С. 32-35.
25. Khayitov L. R., Turgunova S. CHILDREN WITH VISUAL IMPAIRMENT IN PRESCHOOL AGE SPEECH DEVELOPMENT //Science Promotion. – 2023. – Т. 1. – №.
26. Ogli, Nabiev Ravshanjon Shavkatjon, and Quchqorova Farida Erkin Qizi. "Features of the Higher Nervous Activity and Psychic Processes of Students with Intellectual Deficiencies." *Eurasian Journal of Learning and Academic Teaching* 19 (2023): 146-151.
27. Shavkatjon o'g'li, Nabiyev Ravshanjon. "CONDUCT A CULTURE OF STUDENTS WHO ARE DEFICIENT IN INTELLIGENCE THE WAY OF THE FORMATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 551-557.
28. Shukhratovich, Makhmudov Khurshid, and Tahirova Mahliyo. "Ways To Increase The Vocabulary Of Mentally Retarded Children Of Preschool Age Based On Plot Role-Playing Games." *International Journal of Early Childhood Special Education* 15.2 (2023).
29. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." *Open Access Repository* 4.3 (2023): 765-771.
30. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea 4.04* (2023): 187-192.