



METHODOLOGY OF FORMING ACTIVE CITIZEN COMPETENCE OF STUDENTS OF SPECIALIZED STATE EDUCATIONAL INSTITUTIONS

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Received: 10 th June 2022	In this article, the author's opinions and analyzes are carried out about the methodology of formation of active civic competence of students of specialized state educational institutions. Also, the article analyzes the priorities of specialized state educational institutions
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The necessity of modernization of the system of professional training of investigators in the framework of specialized universities in connection with the constant complication of the tasks solved by these employees in the framework of their professional activities is substantiated. Such modernization is largely associated with the introduction of a competency-based approach that ensures the formation of the necessary set of knowledge, skills and personal qualities of students. This approach also makes it possible to objectively assess the level of training of a specialist in the framework of higher education. Attention is drawn to the existing difficulties of implementing the competence approach. The article points to the need for a uniform understanding of the terms "competence" and "competence", discusses modern approaches to the interpretation of these concepts. The analysis of the approaches to the definition of the types of competencies and investigative personnel of the Ministry of the Interior, educated in government schools.

Appreciating the great and priceless legacy of the great scholars Muhammad al-Khorazmi, Mirza Ulugbek, Abu Ali Ibn Sina, instilling it in the minds of the young generation, helping students to achieve high goals in specific sciences, identifying and realizing their talents in the field of information and communication technologies, and fundamental science to create appropriate conditions for acquiring the basics; Organization of in-depth teaching of mathematics, physics, informatics, chemistry, biology and foreign languages with extensive use of modern information and pedagogical technologies; Forming the basics of programming, databases and information security skills and media culture in students from school age; To organize teams of young mathematicians, young physicists, young programmers, young inventors, young biologists and chemists, involving pedagogues with high professional skills, to ensure their regular participation in republican and international science Olympiads; Preparing students to receive national and internationally recognized certificates confirming their knowledge of a foreign language; Ensuring the continuity of the educational process with the production and service sectors, organizing the production practice of 10-11th grade students in leading organizations and institutions in the fields of information communication technologies, biology and chemistry.

Specialization schools differ from other schools: STEAM subjects are taught in depth, including mathematics, computer science, physics, chemistry, biology and foreign languages as applicable. The number of students in classes is 20 (35 in other schools). Conditions are created for individual work. Master classes are organized with the participation of academicians, professors, local and foreign trainers and former winners of international Olympiads. In its specialized schools, it prepares students to obtain nationally and internationally recognized certificates confirming their knowledge of a foreign language. Modern educational programs and modern information and pedagogical technologies are widely introduced in specialized schools.

In developed countries, education of students with disabilities is one of the main strategic directions. At the World Education Forum in Incheon, South Korea, in collaboration with the United Nations, UNICEF and the World Bank, a new vision for education for 2030 adopted by these international organizations and developed countries states that "education is a major important activity, a driving force development and sustainable development".

A number of studies have been carried out around the world aimed at ensuring social protection of children with developmental disabilities and those in need of long-term treatment, at creating the necessary adaptive environment for their education and integration into society, at optimizing a differentiated network of specialized state educational institutions for children with disabilities. Special attention is paid to this issue. At the same time, special attention is paid to improving the mechanisms of organizing the educational process in state specialized educational institutions. Due to the rapid introduction of the most advanced technologies into the life of our country, the learning outcomes of students with disabilities also require the definition of methods, tools, organizational forms of training to improve and evaluate the adopted standards. The fact that the existing research in this area is insufficiently provided

determines the relevance of the problem under study. The main requirements for the organization of the educational process in specialized state educational institutions should be an educational process that helps the student to adapt to the environment, find his place in society, and be as independent as possible. At the same time, the peculiarity of the work of teachers is, first of all, the integration of teaching and upbringing to the extent that it helps to obtain uniform knowledge .

In specialized state educational institutions, training is carried out, assistance in obtaining general secondary and vocational education, adaptation and integration of children with various physical disabilities. And mental development, creating the necessary conditions for this, as well as raising children with disabilities who need social assistance and assistance in learning. The main tasks of specialized public schools are:

Ensuring the acquisition of knowledge in general secondary, secondary specialized vocational education in accordance with state educational standards and the requirements of special education developed on their basis (for mentally retarded children); Organization of a differentiated and individualized educational process in order to ensure the optimal development of students in a personality-oriented, socially oriented education system; Personality training by forming the most optimal model of behavior in personal, family, social life and work, The function (task) of preparing and including each person in various spheres of life, his participation in the culture of this society is performed by a social institution. Education is one of the indicators of the social rights (status) of each person and one of the factors that determine and change the social structure of society as such. The correct choice of educational content and the confidently applied broadcasting methods ensure mental, social and personal development.

Speech disorders in students with disabilities are systemic. They show that not all actions related to speech activity are formed to one degree or another, such as weak motivation, decreased need for speech, gross violation of speech activity, internal program of speech actions, use of a speech program, speech control, violation of comparison operations premarital results. Speech disorders in students with disabilities come in different forms and require a differentiated approach in their analysis. Symptoms (the sum of symptoms) and the mechanism of speech impairment are determined not only by the general underdevelopment of the brain system, but also by the local pathology of the system directly related to speech. This further complicates the appearance of speech disorders in schoolchildren with disabilities. As with normal children, all forms of speech impairment occur in students with disabilities. In students with disabilities, speech disorders persist long-term and are difficult to maintain between high school years.

Distorted pronunciation of speech sounds, as well as the use of alternating sounds, is much more common in mentally retarded students. With a monomorphic violation of sound pronunciation, the mispronunciation of sounds is significantly, about 2.5 times, greater than the replacement of sounds. However, in polymorphic distortion, sound substitution and sound distortion occur in relatively equal amounts. The next feature of violations of speech pronunciation among students with disabilities is manifested in the use of the same, clear, distinct articulatory techniques in independent speech. If we look at education from a pedagogical point of view, then the main and specific is the two-way relationship of the educational process - the process of teaching and learning. Learning is an activity for those who teach, and learning is an activity for those who are learning. Cognitive activity can be carried out without a teacher outside the field of education, if it is not related to education. However, the interrelated activities - teaching and learning - take place only in the learning process. Didactic relations "teaching - teaching" arise only when the cognitive activity of students is directed by the teacher according to a special plan with a clear goal. The relationship between teaching and learning determines the special social significance of education in the form of pedagogical activity. Another necessary description of education is that thanks to the unity of teaching and upbringing in the learning process, not only knowledge is acquired, but also trust, faith, moral qualities, and character traits are formed.

Labor training and education of students is carried out taking into account local conditions, the demand for labor, in training workshops, as well as in rural areas in the subsidiary farm of a specialized educational institution, taking into account the specifics, health status, capabilities and interests of mental and physical development.

In state secondary specialized educational institutions, various clubs, studios, sections are organized for the development of the mental, physical and creative abilities of students.

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