



FUNDAMENTALS OF PREPARING TEACHERS AND EDUCATORS OF SPECIAL EDUCATION TO WORK ON THE BASIS OF INTERACTIVE METHODS

D.Yuldasheva

Senior Lecturer, Department of Defectology Kokand State Pedagogical Institute

dyuldasheva829@gmail.com

Zilola Hasanbaeva.

Freshmen Kokand State Pedagogical Institute

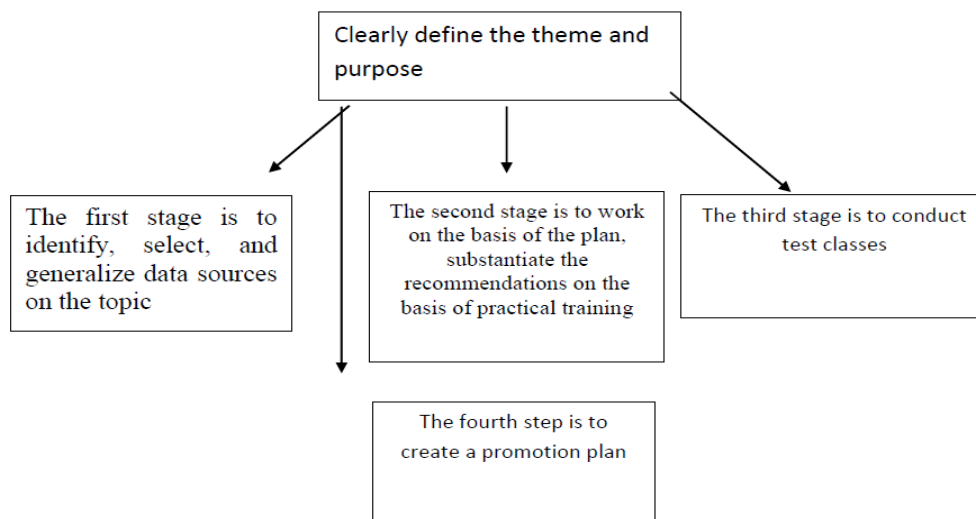
B Solijonov

Junior Kokand State Pedagogical Institute

Article history:	Abstract:
<p>Received: 1th April 2021</p> <p>Accepted: 14th April 2021</p> <p>Published: 30th April 2021</p>	<p>Traditional teaching, which dominates in modern educational practice, involves the general education of students and the organization of their cognitive activity as a passive listener. In the conduct of the educational process, the participant whose ability is moderately assessed is targeted, the activity and independence of the participants are ignored. At the center of the process is the educator as the subject and directs it. Traditional teaching technology is mainly implemented in the "teacher-student" relationship, in which the student acquires content as a passive participant, ie object of the pedagogical process.</p>
Keywords: Traditional teaching, "teacher-student" relationship	

Any advanced pedagogical technology is organized in a "teacher-process-student" relationship, that is, in the pedagogical process, both the teacher and the student work in line. When the educational process is organized on the basis of advanced pedagogical technologies, conditions are created for the learner to search for himself, to find a solution to the problem, to think logically and come to a unanimous decision. In this case, the educator: as a manager, guide, organizer, observer, facilitator, supervisor, skillfully participates in the pedagogical process.

The activity of the current pedagogue-defectologist, aimed at organizing the process of education and upbringing of children with disabilities on the basis of state educational requirements, requires the organization of work at the following stages to equip his methodological skills with advanced pedagogical technologies, ie their targeted innovative activities: -We recommend a tentative framework for the selection and implementation of projects or the development of lesson plans in the disciplines. We can see it in the diagram below



The tasks of organizing the innovative activities of teachers and educators of special education are:

- Improving the professional training of participants in special education (MTI), expanding pedagogical thinking;
- formation of methodological knowledge, skills required for the application of modern and information technologies in practice;
- Critical analysis of the activities of participants in special education, the development of creative and independent thinking skills;
- Humanization and democratization of pedagogical relations, assistance in the organization of differentiated, individualized education, taking into account the abilities and interests of students;
 1. To acquaint special education participants with modern pedagogical and information technologies and prepare them for participation in targeted innovation projects on creation and mastering of new pedagogical technologies on the basis of their direct participation.
 2. In the organization of innovative activities of participants of special education, attention is paid to:
 3. Organization of the pedagogical process on the basis of modern pedagogical (individualized, problem-based, collaborative, modular, design and didactic games, etc.) and information technology.
 4. Effective organization of independent and creative work of teachers and educators of special education.
 5. Control over the gradual organization of continuous professional development of teachers and educators of special education (before training, during training and in the future)
 6. Organization of targeted creative research of teachers and educators of special education.

It is advisable to train special education teachers and educators in the use of the following teaching technologies:

1. Teaching in collaboration (groups).
2. Individual training.
3. Modular learning.
4. Teaching based on interactive methods.

It is advisable to use the methods of joint teaching technology in professional development courses or in pedagogical councils and other methodical meetings in institutions. Because if the practitioner does not experience the method directly and understand it as a participant in the process, teachers and educators will still not be able to abandon the traditional approaches that he or she has learned.

When using collaborative methods, teachers and educators should:

- be an active participant in the educational process;
- to enable them to acquire and develop professional knowledge, skills and abilities necessary for their pedagogical activity;
- develop skills to design and apply lesson plans;
- The development of skills in the analysis of various problematic pedagogical situations and the choice of the most alternative way out.

2. Classes with teachers and educators of special education, first of all, allowed to establish cooperation between them, to direct their activities to a specific goal.

Individualized form of education is a model of organization of the teaching process, which has the following characteristics.

1. The educator works individually with each participant.
2. Each participant will have a package that takes into account their concerns and interests and needs, which will be prepared before the course.
 - The advantage of this individual training is characterized by the fact that the organization of the learning process, the choice of content, tools and methods of training is adapted to the speed of their individual characteristics and pace of work (thinking, understanding, generalization, practice).
 - The technology of individualization of teaching has the following features. In this case, the educator:
 - Takes into account the personal characteristics, problems and needs of the participants in the organization of professional development activities, the choice of its content, tools, methods and techniques;
 - Pre-plans the educational-methodical, pedagogical-psychological and organizational conditions of the organization of individual training.

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