

ESSENCE AND STRUCTURE OF SOCIO-PEDAGOGICAL COMPETENCE OF THE FUTURE LOGOPEDA TEACHER

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ABSTRACT

In modern society, specialists with a high level of formation of socially significant competencies that are able to solve social problems of children and adults are in demand. Against this background, the socio-pedagogical function of the professional activity of a speech therapist is expanding, carried out through social education or through social assistance to children with disabilities.

Keywords: Teacher, competence, speech therapist, professional activities, opportunities.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

As a result, in modern conditions, the range of professional activities of a speech therapist is expanding, associated with the restructuring of the entire process of education and training of speech therapists, who need not only the correction of speech disorders, but also qualified support, educational protection and social and pedagogical assistance in the social rehabilitation of children. Hence, a new social need objectively arose in society for the expansion of the professional functions of defectology education, which was realized in the context of the adoption of state educational standards of higher education in the field of preparation “defectology” (undergraduate level). The state educational standards of higher education define new requirements for the results of vocational education through “targeted preparation of a new generation of cadres: able to recognize the social significance of the teaching profession, capable of social interaction, tolerance and empathy, and correct perception of persons with disabilities, to moral improvement ”

An analysis of the requirements of regulatory documents governing the university and practical activities of educators of defectologists of state educational standards of higher education in the field of training “defectology” (undergraduate level) and “Professional standard of a teacher” made it possible to formulate the basic requirements for a future teacher -logopedist.

The field of professional activity of graduates who have mastered the undergraduate program is “education of children, adolescents and adults with disabilities, carried out on the basis of educational, social and health organizations”.

The objects of professional activity of bachelor-speech therapists are: “correctional-developmental (educational) and rehabilitation processes; correctional, educational, rehabilitation, social adaptation and educational systems”.

The bachelor in the field of “defectology” training should be ready for the implementation of the following types of professional activities: correctional and pedagogical, diagnostic and advisory, research, cultural and educational. All of them provide the content of a holistic correction process.

- We can distinguish the tasks of a bachelor-speech therapist in accordance with the types of professional activity and focus on the socially oriented activities of a future speech therapist teacher:

- in the field of correctional and pedagogical activity:
 - - correction of speech disorders in a personality-oriented approach to the education and development of people with disabilities (hereinafter - HIA);
 - - study, development, education, rehabilitation and social adaptation of people with disabilities in educational, health and social protection organizations;
 - - the implementation of psychological and pedagogical support of the processes of socialization and professional self-determination of persons with disabilities;
- in the field of diagnostic and advisory activities:
 - - the study of psychological and pedagogical features, educational
 - the capabilities and social needs of people with disabilities;
 - - advising people with disabilities, their family members on development issues,
 - education, family education and social adaptation.
- In accordance with the identified tasks orienting the graduate of the bachelariate (in the direction of training "Special (defectological) education") towards the implementation of the socio-pedagogical component of professional activity, we define what general cultural (OK), general professional (OPK) and professional (PK) competencies he must possess:
 - - "the ability to social interaction and cooperation in the social and professional spheres in compliance with ethical and social norms (OK-6)";
 - - "readiness to realize the social significance of their profession, motivation to pursue professional activities (OPK-1)";
 - - "readiness for the implementation of psychological and pedagogical support of the educational process, socialization and professional self-determination of students, including people with disabilities (OPK-4)";
 - - "readiness for the organization of a correctional and developing environment, the selection and use of methodological and technical support, the implementation of correctional and pedagogical activities in educational, health and social protection organizations (PK-2)";
 - - "readiness for psychological and pedagogical support of families of persons with disabilities and interaction with the closest interested environment (PK-7)";
 - - "the ability to interact with public and social organizations, educational institutions, healthcare, culture, in order to form and strengthen tolerant consciousness and behavior towards people with disabilities (PK-11)."
- The selected competencies allow us to determine the directions of the socially oriented activities of the future speech therapist teacher, that is, what he should be prepared for: social work with speech therapists; social work with the family of children with disabilities; social work with teachers of the institution where the child with disabilities is brought up, develops and learns; social interaction with organizations that provide psychological and pedagogical support for children with disabilities.
- In the state educational standard of higher education there are indications that "in the development and implementation of the bachelor's program, the organization focuses on the specific types of professional activity for which the bachelor is preparing, based on the needs of the labor market, scientific research and material and technical resources organizations. " Summarizing the practical experience of scientific and pedagogical workers of the university and the needs of employers, we considered it necessary to highlight the social and pedagogical direction of professional activity and determine the tasks that a bachelor and speech therapist in social and pedagogical activity should solve:
 - mastery of the ability to realize the social significance of their future profession;

- mastery of the ability to interact in the professional and social spheres, to tolerance and social mobility;
- knowledge of the methodology and technology for solving socially significant problems arising in the course of professional activity;
- planning and conducting activities in the fields of education, health care and social protection with the aim of successfully adapting and socializing children with speech impairments;
- development and planning of social and educational work based on integrative education models and taking into account the specifics of social problems of children with disabilities;
- Advice to family members of children with disabilities on issues of family education, life and professional self-determination;
- Interaction with cultural institutions on the implementation of educational work with children with disabilities and their families.

The analysis of the preparation of defectologists made it possible to formulate the basic requirements for a future speech therapist teacher and to distinguish such characteristics (competencies) that express its focus on socially oriented professional activities. The degree of proficiency in socially directed correctional and pedagogical activity is determined by socio-pedagogical competence, which integrates the entire system of professional knowledge of a speech therapist teacher with a bachelor's diploma and occupies a significant place in his professional competence as a whole.

The basis of any scientific theory is its conceptual component. In order to determine the essence of the socio-pedagogical competence of a future speech therapist, it is necessary to analyze the content of such basic complementary concepts as "competence" and "professional competence of a speech therapist".

An analysis of the scientific literature allows us to conclude that there is a different interpretation of the concept of "competence":

- "competence as a productive behavior in any activity" [1, p. 112].
- "competence as a level of education and experience in the professional field" [2, p. 228];
- "competence as a characteristic of successful activity in a particular area or situation" [3, p. 134];
- "competence as a system of knowledge and skills, motives and value orientations" [4, p. 39].

According to Yu.G. Tatura, competency - a characteristic of successful activity in a particular area or situation. This is due to the fact that a person does not happen to be competent at all. This term is used in relation to a situation in which a person shows the ability to succeed. Attachment to a situation is a very important characteristic of the term competence. Based on this, Yu.G. Tatur argues that competence is "an integral property of a personality that characterizes its desire and ability to realize its potential (knowledge, skills, experience, personal qualities, etc.) for successful activity in a certain field" [5, p. 136]. Competence is considered as an adequate orientation of a person in different areas of his activity: work, training, culture, politics, health, environment, education.

Thus, competence and practical activity are interconnected, and therefore competence as an individual professional quality is manifested only in the process of activity and according to the results of activity.

L.S. Vygotsky [2], A.N. Leontiev [5], S.L. Rubinstein [6] define activity as “a special kind of activity that is regulated by consciousness and in which consciousness is generated and develops” [6, p. 298]. The pedagogical activity is complicated by the fact that other people act as the object of this activity, it stimulates activity in these objects of pedagogical influence, as a result of which consciousness is generated and which is regulated by the consciousness of the subjects of influence.

We take into account the position of V.D. Shadrikova [7], emphasizing the specificity of pedagogical activity, which consists in the fact that, firstly, it is a process of interaction between a person who has mastered culture and a person who only masters it. This in turn determines the mental nature of the teacher’s work. Secondly, in pedagogical activity, a specific work product is a person who is a part of the social whole, a combination of social relations and has unique individual qualities.

The means of pedagogical activity by which a teacher influences a student are also specific. First of all, this is the personality of the teacher himself, namely: his knowledge and skill, morality, feeling, will, teaching culture. The effectiveness of the teacher’s work is also specific, since the results of creative efforts (especially social and educational) are not immediately apparent. Pedagogical activity differs from other types

activities, because the teacher works with people, and therefore the process and the results of this activity are materialized in them.

Yu.K. Babansky [2], V.I. Zagvyazinsky [6], A.I. Shcherbakov [1] point out the creative nature of pedagogical activity.

The study of the problem of personality competence in domestic pedagogy and psychology is more related to the study of professional competence.

An analysis of the modern understanding of professional competence has shown that it is seen as:

- The manifestation of the unity of professional and general culture of Yu.K. Babansky [2].

- one of the steps that allows, on the basis of general and vocational education, to form the qualities of B.S. Gershunsky [4];

- a complex of professional knowledge and professional significant personal qualities of A. K. Markov [4];

- the totality of knowledge and skills that determine the effectiveness of professional work N.G. Petelina [2];

N.F. Talyzina argues that the basic units of professional competence are: the activity of the subject, personal qualities, a certain indicator of the tasks and problems being solved. In her opinion, the concept of “professional competence” is characterized “through a system of components present in the specialist and allowing him to professionally perform the functions of training and education” [5, p. 312].

An analysis of the works devoted to the study of the essence of the teacher’s professional competence allows us to conclude that many authors identify this concept with related ones.

For example, I.F. Kharlamov uses the concept of “pedagogical skill” and defines it “as a teacher’s good command of the system of the most important teaching and upbringing abilities and skills, which together allow him to carry out educational activities at a competent professional level and achieve more or less successful training and educating students” [6, p. 356].

V. D. Shadrikov compares the concept of “professional competence” with the concept of “professionalism of a specialist,” which he defines on two sides: the degree of knowledge, skills, and the ability to produce new [7].

B.S. Gershunsky claims that “every person goes back to personal formation in the process and as a result of his consistent movement to new educational levels in several stages” [4, p. 364]. In his opinion, professional competence is one of the steps that allows, on the basis of general and vocational education, the formation of qualities that are professionally significant for a person and that enable a person to realize himself as much as possible in specific types of work. It follows from this that the author considers professional competence in the context of ontogenetic development of the personality.

Based on the work of these authors, we consider it appropriate to clarify the concept of “professional competence of a speech therapist” and determine its content. The idea of the structure of the professional competence of a speech therapist teacher will further highlight and describe the socio-pedagogical competence of a future speech therapist teacher. Analysis of the works of R.M. Sultanova, N.A. Immortal, E.N. Zhukatinskaya, E.E. Marynich, N.G. Petelina allowed us to distinguish two approaches to the study of this concept: based on the content of the personal characteristics of the speech therapist teacher (N.A. Bessmertnaya, R.M. Sultanova) and on the basis of the analysis of the activity of the speech therapist teacher (E.N. Zhukatinskaya, E.E. Marynich).

R.M. Sultanova concludes that the professional competence of a future speech therapist teacher is “a complex integrative education, represents a complex of certain personality components, united by the concept of the competence of a specialist, including general professional, special and social competence” [4, p. 63].

ON THE. The Immortal believes that the main attention in the model of professional competence of a speech therapist should be given to assessing the psychological characteristics of a speech therapist during the development of personal and professional activities and the implementation of correctional and pedagogical activities in an educational institution. A professional “can be considered a speech therapist teacher who owns the norms of professional corrective activity, changes and develops his personality by means of the profession” [6, p. thirteen].

E.N. Zhukatinskaya highlights the features of professional competence of a speech therapist. The author emphasizes that these features should be conditioned by the ability to fulfill certain specific professional duties of a speech therapist, distinguishing a speech therapist from other teachers [5].

HER. Marinich offers the following definition of professional and pedagogical competence of a future speech therapist: “integrative personality quality, which is able to systematically diagnose speech impairments, distinguish them from similar manifestations of impairment, predict effective methods of correctional and pedagogical work, carry out correction of speech development deficiencies, conduct advisory and preventive work aimed at preventing aggravation of speech disorders in children, adolescents and adults ” [5, p. 14].

N.G. Petelina in her study synthesizes these approaches and concludes that the professional competence of a speech therapist is an integral characteristic of professionalism, including developed personality-activity structures: personality-professional and professional-activity competencies [2].

All authors studying the concept of “professional competence of a speech therapist teacher” include the following competencies in its structure:

- personal and motivational competence (provides for the formation of the value orientations of a speech therapist teacher, personal characteristics and qualities, a humanistic orientation of activity);
- socio-psychological competence (psychological and pedagogical knowledge is a specific methodological principle for the analysis of practical situations and criteria for evaluating the effectiveness of actions carried out by a speech therapist);
- diagnostic competence (helps to correctly, professionally identify problems in the speech development of logopaths and determine the type of violations; identify gaps in knowledge and their causes; it is reasonable to select the content and methods of training and correction);
- Corrective and educational competence (provides for the activities of a speech therapist in special events aimed at weakening or overcoming the shortcomings of speech development and the formation of certain competencies);
- methodological competence (determines the willingness of a speech therapist to design and construct corrective and pedagogical activities);
- communicative competence (includes the ability to clearly and quickly establish business contacts, take the initiative, actively interact in joint activities with others);
- reflexive competence (manifested in the process of practical interaction of the teacher with children with speech impairments, when he seeks to adequately understand and purposefully regulate the thoughts, feelings and actions of students; in the process of designing the activities of children with speech impairments, when the teacher develops the goals of correctional education and constructive other goals of their achievement, and develops them taking into account the features of logopats and the possibilities of their promotion and development).

These sides of the professional competence of a speech therapist provide for the efficient conduct of corrective activities. At the same time, the multifunctional activity of a speech therapist teacher is obvious.

Analyzing these scientific approaches to the studied concept, we can conclude that the professional competence of a speech therapist is a complex education formed on the basis of theoretical knowledge and practical skills, personal qualities and social experience; this is a certain ability to solve various professional problems - diagnostic, methodological, psychological, correctional, social, etc., aimed at correcting speech disorders and increasing the social capabilities of children with similar deviations.

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