

To Enhance the Professional and Personal Approach of Students Speech Therapists in Education

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Abstract – In the process of problem solving learning realized more effective assimilation of knowledge and activity methods, through the analysis of problem implying situations, problems formulation and the means for their solution by making assumptions, substantiation and hypothesis. The use of trainings is conditioned by their ability to improve one's interpersonal interaction skills, professional abilities development, stereo- types change that make it hard for the person to cope with non-standard situations in one's professional activity, opportunities for self-realization in the future profession and communication. Participation in training courses helps students to become aware of their own shortcomings on the way to mastering their verbal and non-verbal skills, to identify and evaluate potential prospects, to put their knowledge into practice. The use of didactic games promotes the student transformation directed to not be regarded as the object of study but the subject of professionally oriented work, which causes one's purposeful activity and creative participation in the independent formation of professional competence. The development of critical thinking helps the student to expand one's mental competencies in effectively solving social, scientific and practical problems.

Keywords – Project Activity, Improvement Of Knowledge, Hierarchical Structural Unity.

I. INTRODUCTION

In the project activity students develop their abilities to identify and realize a common goal of work and end the ways to achieve it; ability to agree on the division of functions and roles in the joint activity; to exercise mutual constructive control in joint activities, to resolve conflicts taking into account the interests of the parties, to cooperate. The development of student's digital competence involves the improvement of knowledge about sources, types, structure of information, formation of skills to use methods of working with information, value attitude to information and evaluation of their own activities.

An important condition for the formation of communicative skills of future educators is real professional

conditions of communication modeling in order to involve each student into the process of practical communication activities. The socio-economic changes that take place in the beginning of the 21st century in our country reveal the demands concerning the educational process organization in higher educational institutions, aimed at forming students' general and professional competences, which are to be adequate to the requirements of the modern labor market. Reforming higher education in Uzbekistan, transition to a new personality-oriented approach in education and training is impossible without creating the necessary conditions to ensure the sustainable development of the teacher. It is the existence of an appropriate level of professional and pedagogical competence as a taxonomic hierarchical structural unity of lower-level competences of teachers,

which is in line with the demands of a globalized informative society, and is a key to the development of society in general and the higher education system in particular. In the process of searching for a new educational paradigm, widespread acquisition of various types and forms of professional education, which is a leading condition for the individual comprehensive development, the enrichment of his creative potential, a means of realizing abilities, as well as the increase of professional competence, the improvement of previously acquired knowledge, skills and abilities. Today, there is a contradiction between the need to develop the pedagogical skills of the future teacher of vocational training and the lack of appropriate scientific and methodological support for realizing this process.

II. MATERIALS AND METHODS

Therefore, the implementation of a set of measures aimed at solving problems in developing future vocational training teachers' pedagogical skills is being of particular importance at the national, regional and sectoral levels. The modern educational paradigm implies a comprehensive update of the future specialists professional training. This process is updated due to the dramatic changes in the education system. In this context, the development, in fact, of the teacher of vocational training personality is of particular importance, not only in arming his professionally necessary scientific and theoretical knowledge, but also in regard to his humanistic essence. This puts the need for a transition from an authoritarian-disciplinary model of learning to a personality-oriented one, the feature of which is understanding, interaction, and creative collaboration.

Chapter «Pedagogical sciences» educational goals and motives, organization and design of psychological and pedagogical conditions of the educational process, aimed at a specialist with a modern type of professional thinking, capable of developing a professional professional market. These necessitates imply the formation of appropriate knowledge and skills, analysis of socio-economic changes in the labor market, adequate perception of the modern professional activity goals and motives.

In such circumstances, it is important to be able to organize the educational process as an interaction aimed at personal development, to carry out a culturally creative and life-giving mission. Known styles and teaching methods nowadays appear to be somewhat outdated and do not fully contribute to students' competencies. This problem can be solved through the formation and development of skills to select and apply such styles and teaching methods that will promote the acquisition of knowledge and the development of the overall ability for creative thinking and active behavior.

Therefore, when organizing an educational process, it is important to remember that learning occurs when a person changes their attitude or behavior for the better, according to their own outlook. These requirements can be fulfilled in the case of reforming the general structure of training, updating the curricula, adapting them to the current conditions and using modern teaching methods.

The practical implementation of this task depends to a large extent on the teaching staff, their skills and professionalism, so teaching methods should maximally contribute to the achievement of the set goal and the fulfillment of the corresponding tasks.

III. RESULT

It is important for the modern teacher of vocational training to realize the tasks, which include: developing a new type of critical and creative thinking of students, including the ability to compare and analyze facts, to reasonably defend their own point of view; the formation of sound theoretical knowledge and the ability to put them into practice.

Therefore, teachers need to master techniques that stimulate constructive-critical thinking, develop creative ability. Achieving these goals is possible only if you implement an innovative, creative approach to the learning process. The application of innovative approaches to teaching based on modern teaching methods and technologies implies a fundamental change in the methodological stereotypes that have formed among teachers.

In the modern conditions of innovative development of society, the issue of professional development of specialists in all spheres, including education, is actualized. Technological development requires the training of future specialists for various sectors of the economy in accordance with the needs of the labor market and society.

IV. DISCUSSION

In this regard, it is necessary to introduce effective technologies and teaching methods in the education system, to develop pedagogical skill of teachers, which is considered by scientists as an ideal of pedagogical activity and as a standard containing an assessment of the effectiveness of pedagogical work. Pedagogical skill encourages teachers to improve themselves, because they are mostly perceived as the most important professional quality of the teacher's personality.

Pedagogical mastery acts as a combination of personal and business qualities and professional competence of the teacher, as a complex of personality traits that provide a high level of self-organization of professional and pedagogical

activity. At the same time, a high level of development of a number of professional skills gives skill, and theoretical knowledge and skills based on it is the main, objective content of pedagogical skill, common for all teachers.

Pedagogical mastery is a synthesis of scientific knowledge, skills, methodical art and personal qualities of the teacher; it is an expression of «the totality of the mental properties of his personality».

Pedagogical mastery – «the highest level of pedagogical activity, which is manifested in the fact that in the allotted time the teacher achieves optimal results,» or «synthesis of scientific knowledge, skills and methodical skills and personal qualities of the teacher.»

V. CONCLUSION

Pedagogical mastery – «is the highest level of pedagogical activity, the highest creative activity of the teacher. It is a synthesis of scientific knowledge, skills and methodical art and personal qualities of the teacher, a complex of properties of his personality, which provides a high level of self-organization of pedagogical activity.

Pedagogical mastery is a good mastery of the basics of the profession, the successful application of techniques known in science and practice. Mastery means perfect knowledge of the teacher of his subject, achievement of consistently high results in learning, mainly the knowledge of students. The teacher's skill is not directly related to his work experience. In this case, every teacher, if desired and perseverance, can become a master of their own business.

The professional mastery of industrial training is a complex concept that rectifies at the same time a synthesis of its various qualities, scientific, technical, pedagogical knowledge and skills that enable it to achieve the best results in the education, upbringing and development of its students through a system of pedagogical means.

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