

**Maxsus ta'lim muassasasi tarbiyachisining kasbiy kompetentligini
rivojlantirishning nazariy ahamiyati**

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Jaxonda jismoniy yoki ruhiy rivojlanishida nuqsonlari bo'lgan bolalarni o'qitish tarbiyalash va ijtimoiylashtirish masalasi ilmiy jamoatchilik tomonidan keng tadqiq etib kelinmoqda. Bu o'z navbatida maxsus talim a'zolari tarbiyachisi oldiga maxsus talim prinsiplarini keng joriy qilish xamda bunga erishishning muxim omillaridan biri sifatida ularning kasbiy kompetentlikni rivojlantirish talablarini qo'yadi.

Maxsus ta'lim muassasasi tarbiyachisining kasbiy kompetentligini rivojlantirish tarbiya muassasalari oldida turgan asosiy vazifalarni hal qilish, maktabgacha ta'limning muqobil dasturlarining yangi maqsadlari va mazmuni imkoniyati cheklangan bolaga nisbatan ta'limiy yondashuvni, u bilan o'zaro munosabatlarning tarbiyaviy va intizomiy modelini inkor etib, kattalar va bolalar o'rtasidagi yangi munosabatlarni kutmoqda. Biroq, kelajakdagi o'qituvchilarni o'qitish jarayonida hozirgi paytda ko'plab ta'lim muassasalarida o'qituvchilar faqat maxsus bilimlarga ega bo'lishadi; ular ko'nikma va ko'nikmalarni egallaydilar.

Maxsus ta'lim muassasasi tarbiyachisining kasbiy kompetentligini rivojlantirish tarbiyachilarning kasbiy vakolatlarini shakllantirishning mumkin bo'lgan usullari, haqida yaxlit ko'rinish uchun biz asosiy tushunchalarni ko'rib chiqamiz: qobiliyat, malaka, kasbiy kompetentsiya. N.V.Kuzmina aynan biz olib borgan tadqiqot yo'nalishiga mos keluvchi mavzuda olib borgan tadqiqot ishida “kasbiy pedagogik kompetentlilik” tushunchasi va uning shakllanish bosqichlarini ilmiy-amaliy asoslab berdi. Uning “Ishlab chiqarish ta'limidagi o'qituvchi va ucta shaxcining kasbiy mahorati” mavzucidagi tadqiqotida kasbiy kompetentlilikni

“shaxc xucuciylati”ga bog’liq ravishda ko’rib chiqadi. Olim mutaxassisda quyidagi kompetentsiyalarning shakllanishi muhim, deb sanab o’tgan:

- 1) maxcuc va kacbiy kompetentlik;
- 2) metodik kompetentlik;
- 3) ijtimoiy psixologik kompetentlik;
- 4) differentsial-psixologik yondashuvli kompetentlik;
- 5) autopsixologik kompetentlik [2,b.119].

Ko’pgina tadqiqotchilar uchun mutaxassisning vakolati, avvalambor, funktsional vazifalarni samarali bajarishda namoyon bo’ladi. Ammo kompetentlik shu tarzda ham tushuniladi: atrofdagi dunyoni anglash o’lchovi va u bilan o’zaro ta’sirning yetarliligi; faoliyatni muvaffaqiyatli bajarishga imkon beradigan bilim, ko’nikma va malakalar to’plami; sub’ektning ijtimoiy va amaliy tajribasini shakllantirishning ma’lum bir darajasi; shaxsning o’z qobiliyatlari va mavqei doirasida jamiyatda muvaffaqiyatli ishlashga imkon beradigan faoliyatning ijtimoiy va individual shakllariga tayyorgarlik darajasi; professional xususiyatlar to’plami, ya’ni: ish talablarini ma’lum darajada amalga oshirish qobiliyati va boshqalar. Maxsus ta’lim tarbiyachisi bolalarni kognitiv rivojlanishiga imkon beradigan quyidagi ijtimoiy va kasbiy kompetentsiyalarga ega bo’lishi kerak[3,b.44]:

1. Ijtimoiy vakolatlariga jismoniy shaxslar o’rtasida ma’lumot almashish, ularning qiziqishlari va ehtiyojlarini bayon qilish, boshqa odamlarga nisbatan bag’rikenglikning namoyon bo’lishi va ularning fikrlari, jamoada ishlash qobiliyati va hissiy barqarorlikka ega bo’lgan boshqa odamlarga turli xil yordam berish qobiliyati kiradi;

2. Kognitiv kompetentsiyalar ma’lumotni mustaqil ravishda qayta ishlash va tuzilishida, yangi axborot manbalarini izlashda, o’qish yoki ishlashga konsentratsiya qilishda, olingan bilim va ko’nikmalardan foydalanish qobiliyatida namoyon bo’ladi.

3. Operatsion kompetensiyalar – maqsad va ish tartibini belgilash, noaniqlik va noaniqlikka qarshi turish qobiliyati, qaror qabul qilish va amalga oshirish qobiliyati, ish natijalarini sarhisob qilish, ish vaqt jadvalini aniqlash;

4. Maxsus kompetensiyalarga muammoni hal qilish, o'zini o'zi boshqarish, kasbiy faoliyatda faol bo'lish, yangi vaziyatlarga moslashish, rejalarni baholash va tuzatish, xatolarni aniqlash va ularni yo'q qilishning etarli usullarini rejalashtirish usullari kiradi.

Demak, kasbiy kompetensiyalar pedagogik jarayonga kompetensiyaviy yondashuvni joriy etish uchun asos bo'lib, maktabgacha tarbiyachiga bilim, ko'nikma va malakalarni innovatsion faoliyatni amalga oshirishda va zamonaviy ta'lim texnologiyalaridan amaliyotda foydalanishda yordam beradi. Maxsus ta'lim ta'lim muassasasi tarbiyachisi ommaviy zamonaviy pedagogik kasblardan biridir. U 17-18 asrlarda paydo bo'lgan. Zamonaviy ma'noda, o'qituvchi – bu hayotning holati va boshqa shaxsning rivojlanishi uchun mas'uliyatni o'z zimmasiga olgan holda tarbiyani amalga oshiradigan shaxs.[2,b.119]

Maxsus ta'lim tarbiyachisi quyidagilarga ega bo'lishi kerak: xayrixoh, samimiy, do'stona, xushmuomala, hazil tuyg'usi, sabr-toqatli bo'lishi, bolalar bilan munosabatlarni o'rnatishi, nizolarning oldini olish va ularni hal qilishi, o'z-o'zini tarbiyalash orqali o'z bilimlarini to'ldirishi, maktabgacha tarbiya va ta'lim usulini bilishi kerak. Faoliyatlarni samarali bajarish uchun odam diqqatli, mas'uliyatli, sezgir, sabrtoqatli bo'lishi, bolalar bilan ishlashga moyilligini ko'rsatishi kerak. O'qituvchi doimiy va katta e'tiborga ega bo'lishi kerak.

Shuningdek, tarbiyachi aqliy faoliyatning xususiyatiga ega bo'lishi kerak: og'zaki-mantiqiy xotira, faoliyat maqsadlari xususiyati: beixtiyor xotira, materialning saqlanish muddatiga ko'ra: qisqa muddatli xotira. Stressga chidamlilik, o'z xatti-harakatlarini va his-tuyg'ularini boshqarish qobiliyati, kuchli asab tizimi zarur: tarbiyachining ishi jismoniy kuch bilan kuchaymasa ham, doimiy psixo-emotsional stress sharoitida davom etadi.

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